

A black lamppost with a white globe stands against a clear blue sky. A red banner is attached to the post, featuring the college's name in cursive, a large '150' with a circular seal, and the word 'YEARS'.

# TOUGALOO COLLEGE

Course  
Catalog  
2020-2022

*Tougaloo College*

150  
YEARS

1869 - 2019





Founder's Day 2019

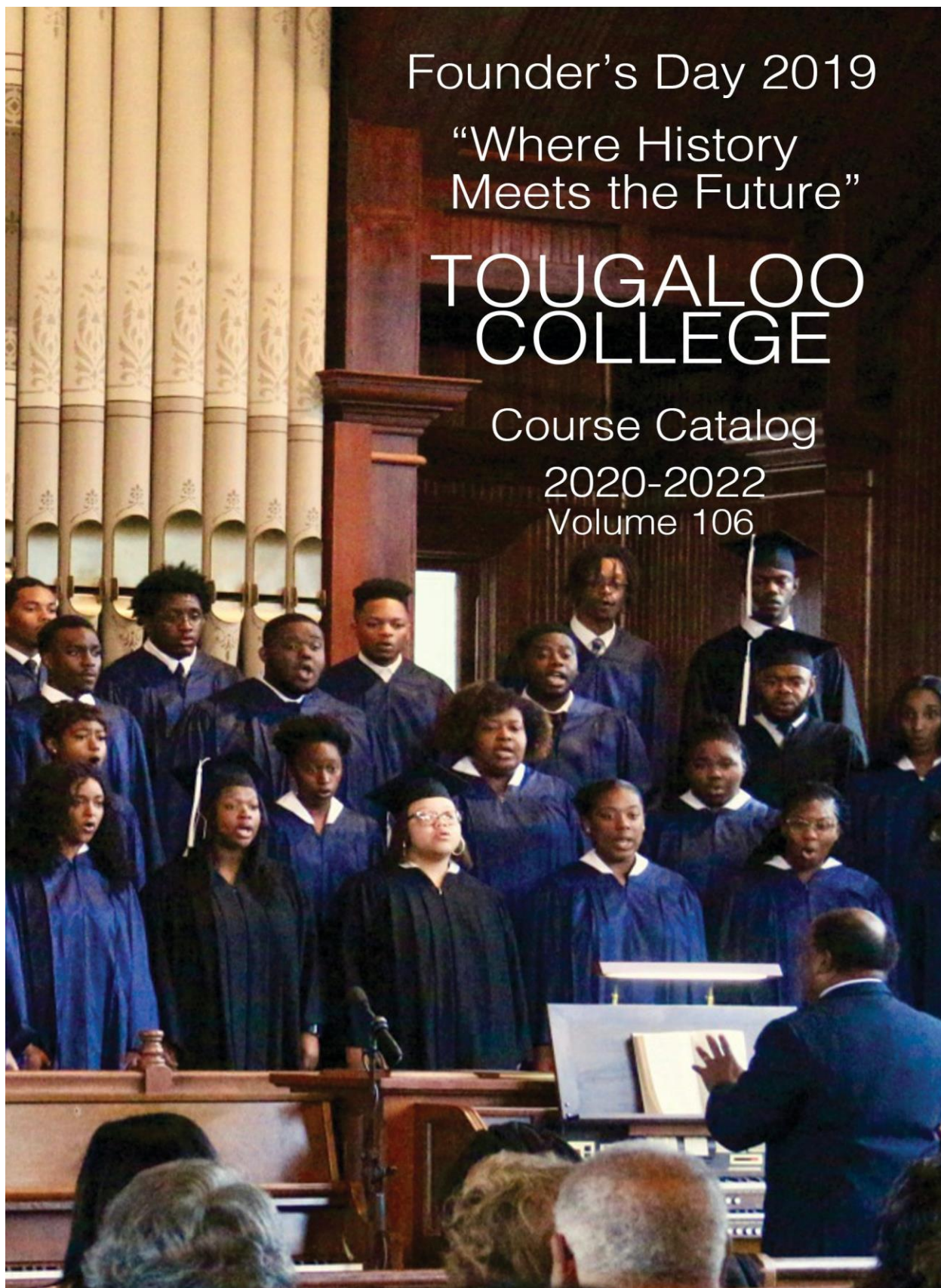
"Where History  
Meets the Future"

# TOUGALOO COLLEGE

Course Catalog

2020-2022

Volume 106



## COMMUNICATION

Academic Affairs Office.....	601-977-7735
Advancement Services .....	601-977-4458
College Bookstore .....	601-977-7741
College Security.....	601-977-7857
Education Division.....	601-977-7744
Enrollment Management.....	601-977-7772
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Humanities Division .....	601-977-7924
Information Technology.....	601-977-7822
Institutional Advancement .....	601-977-7871
International Studies.....	601-977-6144
L. Zenobia Coleman Library.....	601-977-7706
Mail Services .....	601-977-7708
Main Number .....	601-977-7700
Natural Sciences Division .....	601-977-6160
Owens Health and Wellness Center .....	601-977-7730
President's Office .....	601-977-7732
Registrar's Office .....	601-977-4459
Social Sciences Division.....	601-977-7860
Student Services.....	601-977-7814
Student Success Center.....	601-977-7942

Photos Courtesy of Professor Bruce O'Hara, Art Department

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### ***Equal Opportunity Statement***

Tougaloo College does not discriminate on the basis of sex or handicap in the education and activities which it operates, pursuant to the requirements of Title IX of the Education Amendments of 1972, Public Law 92-318; and Section 504 of the Rehabilitation Act of 1973, Public Law 93-112, respectively. This policy extends to both employment by and admission to the College, and to participation in all College programs. Tougaloo College also does not discriminate on the basis of race, color, religion, natural origin, or age in provision of education opportunities or employment opportunities and benefits.

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### ***Disclaimer Statement***

It is the student's responsibility to be familiar with the contents of the catalog and current academic and graduation requirements for a specific degree program. The provisions of this catalog do not create an irrevocable contract between the student and the College. As College policies are constantly reviewed in the best interest of the student's education, the College reserves the right to change any provision or requirement contained herein at any time within the student's term of residence. This includes, but is not limited to, academic requirements for graduation. The College will make every effort to keep students advised of any changes and will strive to assist students to comply with any changes or requirements.

## TOUGALOO COLLEGE BOARD OF TRUSTEES

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**Congressman Bennie G. Thompson '68**  
*Bolton, MS*

**Dr. Joffre T. Whisenton '55**  
*Atlanta, GA*

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## PRESIDENT'S EXECUTIVE CABINET

**Dr. Carmen J. Walters**

President

Office: 601-977-7730

Mobile: 601-543-5489

Fax: 601-977-7739

E-mail: [cjwalters@tougaloo.edu](mailto:cjwalters@tougaloo.edu)

Blackmon Administration Building

**Dr. Leon C. Wilson**

Provost/Vice President for Academic Affairs

Office: 601-977-7737

Fax: 601-977-4491

E-mail: [lcwilson@tougaloo.edu](mailto:lcwilson@tougaloo.edu)

Blackmon Administration Building

**Dr. Archie Bouie, II**

Vice President for Finance and Administration

Office: 601-977-7716

Fax: 601-977-7866

E-mail: [abouie@tougaloo.edu](mailto:abouie@tougaloo.edu)

Blackmon Administration Building

**Ms. Sandra L. Hodge**

Vice President for Institutional Advancement

Office: 601-977-7920

Fax: 601-977-4492

E-mail: [shodge@tougaloo.edu](mailto:shodge@tougaloo.edu)

Blackmon Administration Building

**Dr. Linda J. Daniels**

Chief of Staff/Board Liaison/Title IX Coordinator

Office: 601-977-4462

Mobile: 601-331-2486

Fax: 601-977-7739

E-mail: [ldaniels@tougaloo.edu](mailto:ldaniels@tougaloo.edu)

Blackmon Administration Building

## ACADEMIC CALENDAR 2020-2021 (Revised)

**FALL SEMESTER 2020**

**Now-August 6**

**Online Registration All Returning Students**

**August**

3-4

Mon-Tues

Residence Halls Open for New Students (12:00 noon)



5	Wed	Faculty/Staff Institute (Virtual)
6	Thurs	Classes Begin (Virtual)
8-9	Sat-Sun	Residence Halls Open for Returning Students (8:00 a.m.)
6-21	Thurs-Fri	Late Registration Period - Late Fee Assessed Drop/Add Period
9-31	Mon- Tues	Letter Grade Changes Period (Begins 8/9/20 & Ends 8/31/20)
24	Mon	Course Withdrawal Period (Begins 8/24/20 & Ends 10/16/20)
<b>26</b>	<b>Wed</b>	<b>President's Convocation (Virtual)</b>
28	Fri	Senior Class Meeting 10:00 a.m. <b>(Required/Virtual)</b>
31	Mon	Junior Class Meeting 10:00 a.m. <b>(Required/Virtual)</b>

### **September**

2	Wed	Provost's Convocation (Virtual)
7	Mon	Labor Day (College Closed)
9	Wed	Classes Resume (Face-to-Face/Hybrid)
11	Fri	First Year Induction Convocation (Virtual)
21-22	Mon-Tues	Mid-Term Examinations
25	Fri	Mid-Term Grades Due by 12:00 noon Last Day to Remove Incompletes
25	Fri	Annual Graduate & Professional School Fair (Virtual)
28- 10/12	Mon-Mon	Credit/No-Credit Period (Begins 9/28/20 & Ends 10/12/20)

### **October**

12-18	Mon-Sun	Founders' Week 2020 10/15-16 (Thurs/Fri): Board of Trustees Meeting (Virtual)
18	Sun	Founders' Convocation (Virtual)
23	Fri	Fall Graduation Application Deadline Degree Application Deadline for Seniors requesting Senior Audits
26-30	Mon-Fri	Online Early Course Selection & Advising Week for Spring 2021
26	Mon	Departmental Majors Virtual Meetings (Virtual)
<b>28</b>	<b>Wed</b>	<b>Virtual Advising Day: No Classes Scheduled/No Convocation</b>

### **November**

2-1/19/21	Mon-Tues	Online Registration for Spring 2021 Open - All Students (Begins ends 1/19/21)
11/2/20		
10	Tues	Last Day of Classes Last Day to Withdraw from the College (from all courses)
11	Wed	Reading Day
12-18	Thurs-Wed	Final Examinations
19	Thurs	Residence Halls Close (12:00 Noon) -- Students Required to Vacate
23	Mon	Final Grades Due by 3:00 p.m.
24	Tues	College Closes

### **SPRING SEMESTER 2021**

#### **January**

<b>6</b>	<b>Wed</b>	<b>College Reopens</b>
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		Residence Halls Open for Student Leaders
7	Thurs	Registration for Graduate Students (5:00 p.m. – 7:00 p.m.)
7-8	Thurs-Fri	Residence Halls Open for New Students and Transfer Students (8:00 a.m.)
8	Fri	Orientation/Registration for New Students (9:00 a.m. – 4:30 p.m.)
		Online Registration Returning Students
9-10	Sat-Sun	Residence Halls Open for Returning Students (8:00 a.m.)
<b>11</b>	<b>Mon</b>	<b>Classes Begin</b>
11-19	Mon-Tues	Late Registration Period - Late Fees Assessed
		Drop and Add Period (Begins 1/11/21) & (Ends 1/19/21)
15	Fri	Senior Class Meeting 10:00 a.m. (Required)
<b>18</b>	<b>Mon</b>	<b>Martin Luther King Day Observance</b>
19	Tues	Classes Resume
22	Fri	Junior Class Meeting 10:00 a.m. (Required)
22-29	Fri-Fri	Letter Grade Change Request Period (Begins 1/22/21) & (Ends 1/29/21)
26-3/8	Tues-Mon	Course Withdrawal Period (Begins 1/26/21) & (Ends 3/8/21)

## February

1	Mon	Spring Graduation Application Deadline
5	Fri	Annual Career Fair
<b>17</b>	<b>Wed</b>	<b>First Year Honors Convocation</b>
<b>26</b>	<b>Fri</b>	<b>Annual Business Luncheon</b>
		<b>Sophomore Junior and Senior Honors Convocation (Evening Program at 6:00 p.m.)</b>

## March

1-12	Mon-Mon	Credit/No-Credit period (Begins 03/1/21) & (Ends 03/12/21)
2-3	Tues-Wed	Mid-Term Examinations
8	Mon	Mid-Term Grades Due by 3:00 p.m.
		Incomplete Removal Deadline
<b>7</b>	<b>Sun</b>	<b>Annual Spring Choir Concert (3:30 p.m.)</b>
8	Mon	Course Withdrawal Period Ends
13	Sat	Residence Halls Close (12:00 noon)
<b>15-19</b>	<b>Mon-Fri</b>	<b>Spring Break (Faculty/Students)</b>
<b>17-19</b>	<b>Wed-Fri</b>	<b>College Closed</b>
21	Sun	Residence Halls Open (12:00 noon)
<b>21-27</b>	<b>Sun-Sat</b>	<b>Humanities Festival Week</b>
22	Mon	Classes Resume
<b>24</b>	<b>Wed</b>	<b>Humanities Convocation</b>
29-4/2	Mon-Fri	Early Course Selection & Advising Week for Summer 2021 and Fall 2021
29	Mon	Departmental Majors Meeting 10:00 a.m. (see Departments for locations)
30	Tues	Sophomore Comprehensive Examination
<b>31</b>	<b>Wed</b>	<b>Advising Day: No Classes Scheduled/No Convocation</b>

## April

<b>2-5</b>	<b>Fri-Mon</b>	<b>Easter Observance</b>
6	Tues	Classes Resume
6-23	Tues-Fri	Online Registration for Summer 2021 and Fall 2021 open – Currently

		Enrolled Students
7-9	Wed-Fri	Senior Thesis Presentations
13-14	Tues-Wed	Senior Final Examinations
<b>14</b>	<b>Wed</b>	<b>Rite of Passage Convocation</b>
<b>21</b>	<b>Wed</b>	<b>Last Day of Classes</b>
		Last Day to Withdraw from the College (from all courses)
<b>22</b>	<b>Thurs</b>	<b>Reading Day (No Classes)</b>
		All Senior Grades Due by 3:00 p.m.
23-29	Fri-Thurs	Final Examinations
28	Wed	Baccalaureate Services (Required)
29-30	Thurs-Fri	Board of Trustees Meeting

### May

1	Sat	Residence Halls Close (12:00 Noon) – All Students Required to Vacate*
<b>2</b>	<b>Sun</b>	<b>Commencement Ceremonies</b>
3	Mon	Final Grades Due by 3:00 p.m.

### SUMMER SCHOOL 2021

#### May

<b>31</b>	<b>Mon</b>	<b>Memorial Day (College Closed)</b>
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#### June

1	Tuesday	Residence Halls Open 8:00 a.m.
1-2	Tues-Wed	Registration
<b>7</b>	<b>Mon</b>	<b>Classes Begin</b>
8-9	Tues-Wed	Drop/Add Period

#### July

<b>5</b>	<b>Mon</b>	<b>Independence Day Observance (College Closed)</b>
<b>7-8</b>	<b>Wed-Thurs</b>	<b>New Students Early Course Selection and Registration for Fall 2021</b>
<b>15</b>	<b>Thurs</b>	<b>Last Day of Classes</b>
19-20	Mon-Tues	Final Examinations
21	Wed	Residence Halls Close (12:00 Noon) – All Students Required to Vacate*
22	Thurs	Grades Due by 3:00 p.m.

*\*This does not apply to graduating seniors and other students who are participating in Commencement activities, such as choir members and class marshals. These students must vacate immediately following Commencement.*

**The College reserves the right to modify the Academic Calendar when necessary.**

## ACADEMIC CALENDAR 2021-2022

### FALL SEMESTER 2021

#### August

11-12	Wed-Thurs	Faculty/Staff Institute
14	Sat	Residence Halls Open for New Students (12:00 noon)

16-18 Kroger	Mon-Wed	Orientation/Registration for New Students (9:00 a.m. – 4:00 p.m.) – Gymnasium Online Registration Returning Students
18	Wed	Residence Halls Open for Returning Students (8:00 a.m.) Registration for Graduate Students (5:00 p.m. – 7:00 p.m.)
19	Thurs	Classes Begin
29-27	Thurs-Fri	Late Registration Period - Late Fee Assessed Drop/Add Period
25	Wed	President's Convocation
27	Fri	Senior Class Meeting 10:00 a.m. <b>(Required)</b>
30	Mon	Junior Class Meeting 10:00 a.m. <b>(Required)</b>
30	Mon	Course Withdrawal Period (Begins 8/30/21 & Ends 10/22/21)
<b>September</b>		
1	Wed	Provost's Convocation
6	Mon	Labor Day (College closed)
7	Tues	Classes Resume Letter Grade Changes Period (Begins 9/7/21 & Ends 9/28/21)
8	Wed	First Year Induction Convocation
24	Fri	Annual Graduate & Professional School Fair
<b>October</b>		
4-5	Mon-Tues	Mid-Term Examinations
8	Fri	Mid-Term Grades Due by 12:00 noon Last Day to Remove Incompletes
11-25	Mon-Mon	Credit/No-Credit Period (Begins 10/11/21 & Ends 10/25/21)
11-17	Mon-Sun	Founders' Week 2021 10/14&15 (Thurs/Fri): Board of Trustees Meeting
17	Sun	Founders' Convocation
22	Fri	Fall Graduation Application Deadline
<b>November</b>		
8-12	Mon-Fri	Early Course Selection & Advising Week for Spring 2022
8 locations)	Mon	Departmental Majors Meeting 10:00 a.m. (see Departments for
10	Wed	Advising Day: No Classes Scheduled/No Convocation
19	Fri	Thanksgiving Convocation
20	Sat	Residence Halls Close at 12:00 noon
22-26	Mon-Fri	Thanksgiving Recess (Faculty/Students)
24-26	Wed-Fri	College Closed
28	Sun	Residence Halls open at 12:00 noon
29	Mon	Classes Resume
<b>December</b>		
1-17	Tues-Fri	Online Registration for Spring 2022 Open - Enrolled Students
5	Sun	Annual Winter Choir Concert (3:30 p.m.)
6	Mon	Last Day of Classes Last Day to Withdraw from the College (from all courses)

7	Tues	Reading Day
8-14	Wed-Tues	Final Examinations
15	Wed	Residence Halls Close (12:00 Noon) - All Students Required to
Vacate		
17	Fri	Final Grades Due by 3:00 p.m.
21	Tues	College Closes

## **SPRING SEMESTER 2022**

### **January**

5	Wed	College Reopens
6	Thurs	Registration for Graduate Students (5:00 p.m. - 7:00 p.m.)
7	Fri	Residence Halls Open for New Students and Returning Students (8:00 a.m.)
		Orientation/Registration for New Students (9:00 a.m. – 4:30 p.m.)
		On-line Registration Returning Students
10	Mon	Classes Begin
10-18	Mon-Tues	Late Registration Period - Late Fees Assessed
		Drop and Add Period (Begins 1/10/22) & (Ends 1/18/22)
14	Fri	Senior Class Meeting 10:00 a.m. <b>(Required)</b>
17	Mon	Martin Luther King Day Observance
18	Tues	Classes Resume
21	Fri	Junior Class Meeting 10:00 a.m. <b>(Required)</b>
21-28	Fri-Fri	Letter Grade Change Request Period (Begins 1/21/22) & (Ends 1/28/22)
25-3/7	Tues-Mon	Course Withdrawal Period (Begins 1/25/22) & (Ends 3/7/22)

### **February**

1	Tues	Spring Graduation Application Deadline
11	Fri	Annual Career Fair
16	Wed	Honors Convocation - First Year Students
25	Fri	Annual Business Luncheon
28-3/11	Mon-Mon	Credit/No-Credit period (Begins 02/28/22) & (Ends 03/11/22)

### **March**

1-2	Tues-Wed	Mid-Term Examinations
4	Fri	Honors Convocation-Sophomores, Juniors and Seniors (Evening Program at 6:00 p.m.)
		Mid-Term Grades Due by 3:00 p.m.
		Incomplete Removal Deadline
		Course Withdrawal Period Ends
6	Sun	Annual Spring Choir Concert (3:30 p.m.)
13	Sat	Residence Halls Close (12:00 noon)
14-18	Mon-Fri	Spring Break (Faculty/Students)
16-18	Wed-Fri	College Closed
20	Sun	Residence Halls Open (12:00 noon)
20-26	Sun-Sat	Humanities Festival Week
21	Mon	Classes Resume
23	Wed	Humanities Convocation



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28-4/1 2022	Mon-Fri	Early Course Selection & Advising Week for Summer 2022 and Fall
28	Mon	Departmental Majors Meeting 10:00 a.m.
29	Tues	Sophomore Comprehensive Examination
30	Wed	Advising Day: No Classes Scheduled/No Convocation

### **April**

4-5/6	Tues-Fri	On-line Registration for Summer 2022 open - Currently Enrolled Students
6-8	Wed-Fri	Senior Thesis Presentations
12-13	Tues-Wed	Senior Final Examinations
13	Wed	Rite of Passage Convocation
15-18	Fri-Mon	Easter Observance
19	Tues	Classes Resume
20	Wed	Last Day of Classes
		Last Day to Withdraw from the College (from all courses)
21	Thurs	Reading Day (No Classes)
		All Senior Grades Due by 3:00 p.m.
22-28	Fri-Thurs	Final Examinations
27	Wed	Baccalaureate Services (Required)
28-29	Thurs-Fri	Board of Trustees Meeting
30	Sat	Residence Halls Close (12:00 Noon) -- All Students Required to
Vacate*		

### **May**

1	Sun	Commencement Ceremonies
2	Mon	Final Grades Due by 3:00 p.m.

### **SUMMER SCHOOL 2022**

#### **May**

30	Mon	Memorial Day (College Closed)
31	Tuesday	Residence Halls open 8:00 a.m.
31-6/1	Tues-Wed	Registration

#### **June**

6	Mon	Classes Begin
7-8	Tues-Wed	Drop/Add Period
9	Thurs	On-line Registration for Fall 2022 open – Currently Enrolled Students

#### **July**

4	Mon	Independence Day Observance (College Closed)
6-7	Wed-Thurs	New Students Early Course Selection and Registration for Fall 2022
14	Thurs	Last Day of Classes
18-19	Mon-Tues	Final Examinations
20	Wed	Residence Halls Close (12:00 Noon) -- All Students Required to
Vacate*		
21	Thurs	Grades Due by 3:00 p.m.

**The College reserves the right to modify the Academic Calendar when necessary.**

# “Where History Meets the Future”



## **The History**

Tougaloo College is a private, coeducational, historically black four-year liberal arts, church related, but not church controlled institution. It sits on 500 acres of land located on West County Line Road on the northern edge of Jackson, Mississippi. In Good Biblical Style, one might say that the Amistad, the famous court case which freed Africans who were accused of mutiny after they killed a part of the captor crew of the slave ship Amistad and took over the vessel, begat the American Missionary Association, and the American Missionary Association begat Tougaloo College and her five sister institutions.

In 1869, the American Missionary Association of New York purchased five hundred acres of land from John Boddie, owner of the Boddie Plantation to establish a school for the training of young people "irrespective of religious tenets and conducted on the most liberal principles for the benefit of our citizens in general." The Mississippi State Legislature granted the institution a charter under the name of "Tougaloo University" in 1871. The Normal Department was recognized as a teacher training school until 1892, at which time the College ceased to receive aid from the state. Courses for college credit were first offered in 1897, and in 1901, the first Bachelor of Arts degree was awarded to Traverse S. Crawford. In 1916, the name of the institution was changed to Tougaloo College.

Six years after Tougaloo College's founding, the Home Missionary Society of the Disciples of Christ obtained a charter from the Mississippi State Legislature to establish the Southern Christian Institute (SCI) in Edwards, Mississippi. Determining later that Tougaloo College and SCI had similar missions and goals, the supporting churches merged the two institutions in 1954 and named the new institution Tougaloo Southern Christian College. Combining the resources of the two supporting bodies, the new institution renewed its commitment to educational advancement and the improvement of race relations in Mississippi. The alumni bodies united to become the National Alumni Association of Tougaloo Southern Christian College. In 1962, by vote of the Board of Trustees and with the agreement of the supporting bodies, the name was changed again to Tougaloo College.

Tougaloo College has gained national respect for its high academic standards and level of social responsibility. The College reached the ultimate demonstration of its social commitment during the turbulent years of the 1960s. During that period Tougaloo College was in the forefront of the Civil Rights Movement in Mississippi, serving as the safe haven for those who fought for freedom, equality and justice and the sanctuary within which the strategies were devised and implemented to end segregation and improve race relations. Tougaloo College's leadership courage in opening its campus to the Freedom Riders and other Civil Rights workers and leaders and its bravery in supporting a movement whose time had come, helped to change the economic, political and social fabric of the state of Mississippi and the nation.

Aside from its social commitment, Tougaloo College has continued to strive to create an environment of academic excellence and a campus of engaged learners. The administration and faculty continue to challenge students to be prepared to take advantage of opportunities available in a global economy and to become leaders who will effect change. The faculty have grown in quality and size, diversity has been enhanced and the physical landscape and campus infrastructure is evolving. New curricula have been added. Partnerships and networking relationships have been established with many institutions such as



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Brown University, Boston College, Mississippi College, Mississippi State University, Tufts Medical and Dental Schools, the University of Mississippi Medical Center, New York University and other international programs.

Tougaloo College has moved forward on many different fronts. Its graduates are distinguished and engaged in meaningful work throughout the world. As the College navigates through the twenty-first century, student success remains its highest aim—ensuring that they are prepared to meet the global challenges of a changing world.

The founders continue to light the way as each who has gone before has cut this road to last. In July 2019, the College welcomed its fourteenth president and second female to the distinguished list of leaders who have served.

1869 - 1870: Reverend Ebenezer Tucker (Principal)  
1870 - 1873: A.J. Steele (Principal)  
1873 - 1875: Reverend J.K. Nutting (Principal/President)  
1875 - 1877: Reverend George Stanley Pope  
1887 - 1912: Reverend Frank G. Woodworth  
1913 - 1933: Reverend William T. Holmes  
1933 - 1935: Charles B. Austin (Acting)  
1935 - 1945: Reverend Judson L. Cross  
1945 - 1955: Dean L.B. Fraser (Acting)  
1955 - 1956: A.A. Branch (Acting)  
1956 - 1960: Dr. Samuel C. Kincheloe  
1960 - 1964: Dr. A.D. Beittel  
1964 - 1965: Dr. George A. Owens (Acting)  
1965 - 1984: Dr. George A. Owens  
1984 - 1987: Dr. Herman Blake  
1987 - 1988: Dr. Charles A. Baldwin (Acting)  
1988 - 1994: Dr. Adib A. Shakir  
1994 - 1995: Dr. Edgar E. Smith (Acting)  
1995 - 2001: Dr. Joe A. Lee  
2001 - 2002: Dr. James H. Wyche (Acting)  
2002 - 2019: Dr. Beverly Wade Hogan  
2019-Present: Dr. Carmen J. Walters

### **Vision Statement**

Tougaloo College is an enduring and nurturing community that values lifelong learning. Our trademarks are academic excellence and social commitment. We prepare our students to produce the "next new idea" and to become the servant-leaders that will effect order and change in a global society by incorporating new technologies, practices and knowledge into our teaching, service and research.

### **Mission Statement and Purpose**

Tougaloo College is a private, historically black, liberal arts institution, accessible to all persons regardless of race, ethnic origin, religion or creed. The College prepares students to be imaginative, self-directed, lifelong learners and mindful thinkers, committed to leadership and services in a global society by offering a high quality liberal studies program.

Founded in 1869 by the American Missionary Association, Tougaloo College was chartered on the principles that it “be accessible to all irrespective of their religious tenets, and conducted on the most liberal principles for the benefit of our citizens in general.”

Tougaloo acknowledges and respects its traditions, remains dedicated to the equality of all people, and continues to be a value-oriented community where students are guided by a concerned faculty and staff.

The members of this community apply current knowledge to prepare students for lifelong learning related to new information and emerging technologies, as well as humane standards in a global society.

Tougaloo offers an undergraduate curriculum designed to encourage students to apply critical thought to all areas of life, to acquire a basic knowledge of the humanities, the natural sciences, and the social sciences, to develop skills required in selected professions; and, to provide leadership in a democratic society and in a changing world.

Tougaloo intends that its students become self-directed learners and self-reliant persons capable of dealing with people, challenges and issues. Tougaloo College intends to contribute to the social, health, and educational needs of the local and state communities through a program of community service.

### **Expected Student Learning Outcomes**

- Tougaloo graduates should be able to communicate verbally and nonverbally in a variety of modes.
- Tougaloo graduates should be able to acquire and process information.
- Tougaloo graduates should be able to organize, comprehend, and make practical use of a wide variety of materials, from the sciences to the arts.
- Tougaloo graduates should be able to apply knowledge in a new context.
- Tougaloo graduates should be aware of scientific principles relating to health and the larger environment.
- Tougaloo graduates should be able to accept and work through ambiguity and diversity while developing strong personal values, social skills, and a sense of ethics.
- Tougaloo graduates should have completed a program of studies in a specific discipline or area (traditionally called a major) which has equipped them with a basic understanding of the concepts and principles of the discipline, and provided them with skills germane to it.

### **Accreditation**

Tougaloo College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, and master’s 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 Tougaloo College.

### **Memberships**

Association of American Colleges; Southern Association of Colleges and Schools; The Council of Higher Education of the United Church of Christ; Board of Higher Education, Disciples of Christ; College Entrance Examination Board; The College Fund/United Negro College Fund, College Scholarship Service; Council for Advancement and Support of Education; Council of Protestant Colleges and Universities; American Association of University Women; American Library Association; National Athletic Intercollegiate Association; National Alumni Council; National Association of Student Personnel Administrators; College Placement Council, Inc.; Southern College Placement Association; Mississippi College Placement Association; Mississippi Cooperative Education Association; Mississippi Commission on College

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Accreditation; Gerontological Society of America; Mississippi Gerontological Society; American Society on Aging; American Association of Collegiate Registrars and Admissions Officers; Southern Association of Collegiate Registrars and Admissions Officers; Mississippi Association of Collegiate Registrars and Admissions Officers; National Academic Advising Association, National Council of Education Opportunity Associations; Association of Fundraising Professionals; Jackson Chapter of the Association of Fundraising Professionals; Council for the Advancement and Support of Education; National Association of Collegiate Deans, Registrars and Admission Officers; and the Mississippi Counselors Association, National Council on the Accreditation of Teacher Education (NCATE); Mississippi Association of Colleges of Teacher Education (MACTE); Private Association of Mississippi Colleges; Mississippi State Department of Education; Kappa Delta Pi; National Council of Teachers of Mathematics (NCTM); Leadership Alliance; Faculty Resource Network; and Alpha Kappa Mu Honor Society.

## **ACADEMIC RESOURCES, PROGRAMS AND SERVICES**

### **The Tougaloo Academic Success Centers (TASCS)**

The Tougaloo Academic Success Centers were organized to support the academic mission and vision of those entering and matriculating at Tougaloo College. The Center for Tutorial Services ensures opportunities to promote semester-by-semester favorable outcomes for those who engage in their academic pursuits consistently. Using the Socratic Method, an inquiry-based approach helps students move from a level of learning “what they know about a topic” to explore “what they ought to know,” thereby, bridging their conceptual gaps in the learning process. Using peer tutors, trained in the use of this inquiry-based approach, the tutee engages fully in the process of content and conceptual exploration.

The Tougaloo Academic Success Center include the Math Center, Writing Center, Science Center, Reading Center, Social Science Center, Language Center, and Music Center.

### **L. Zenobia Coleman Library**

The mission of the L. Zenobia Coleman Library is to identify and provide the information and library resources needed by members of the College community in their study, teaching, research, public service, and professional development; to instruct and assist in the use of library resources and services; to share in the development and implementation of the College's educational and research programs; to cooperate with other libraries and information providers; and to participate in area, state, and national professional library activities.

### **Tougaloo College Electronic Learning Spaces**

The E-Classroom Video Conferencing Center, located on the first floor of the Coleman Library, offers many instructional applications and graphics programs. This learning space includes teaching and learning instructional equipment, including a digital whiteboard, and video editing accessories. The center is equipped with data ports to support thirty desktop stations and the capacity for thirty-five wired laptops.

The labs that are available to students are located in Holmes Hall, Kincheloe Hall, Coleman Library, and Galloway Hall. There are also other labs that are available per department availability as follows: Mass Communication, Modern Languages, Education, and Health and Wellness Center.

### **The Tougaloo Honors Program**

The Honors Program at Tougaloo College offers students a rigorous, liberal arts curriculum that includes research, cultural enrichment, and study abroad opportunities. The Honors Program contributes to the

scholarly climate on campus through our courses, lectures and opportunities for students to study abroad, and to conduct original research and present their findings at professional conferences.

### **Tougaloo Art Colony**

Established in the summer of 1997, the Tougaloo Art Colony affords participants exposure to intensive instruction by nationally and internationally renowned artists. The Tougaloo Art Colony is an annual one-week retreat that is held in summer and includes a Thursday night public event. Participants include nationally acclaimed artists, emerging artists, art-related professionals, art students, and interested adult learners who engage in dialog and create works that help extend the multi-cultural dimensions of America's visual culture. Past instructors have included David Driskell, David R. MacDonald, John McDaniel, Akemi Nakano Cohn, Moe Booker, Jamaal Sheats, Jerre Allen, Kevin Cole, Gail Shaw-Clemons, Hyun Chong Kim, and others.

Tougaloo students who participate in the Tougaloo Art Colony will broaden their exposure to art media, technique skill levels, art history, and art theory. Additionally, they will be able to participate and network with artists and art educators for a clear understanding of post-graduate opportunities. The Department of Visual and Performing Arts, sponsor of the Tougaloo Art Colony, provides scholarships and/or work study opportunities for art majors who desire to attend the Art Colony. Those work-study opportunities, in exchange for tuition costs, may exist in a semester preceding the Tougaloo Art Colony or during the Tougaloo Art Colony.

### **Tougaloo Art Collection**

The College's prestigious art collection was established in 1963 by a group of prominent New York artists, curators, and critics. Initiated by the late Professor Ronald O. Schnell, founding chairman of the Department of Art and Professor Emeritus of Art, as a mechanism to motivate his art students, the collection includes pieces by notable African American artists such as Jacob Lawrence, Romare Bearden, David Driskell, Richard Hunt, Elizabeth Catlett, and Hale Woodruff.

The oldest works are 400-500 years old, such as the "Egyptian Coptic Manuscripts" which contain several drawings. The oldest African-American piece, a landscape entitled "Mountain Lake" by Robert Duncanson, dates back to the mid-1800s. The Tougaloo Art Collection is acknowledged as one of the best college art holdings in the United States and is one of the nation's most extensive collections of artistic materials documenting the Civil Rights Movement. There are 1,150 works in the collection including paintings, sculptures, drawings, collages, various forms of graphic art, and ornamental pieces.

### **Reuben V. Anderson Pre-Law Program and Society**

The Reuben V. Anderson Pre-Law Program, formed in 1992, is an organization open to Tougaloo College students who are interested in attending law school, or pursuing careers within the legal profession, or who simply desire to learn more about the enduring impact of the law on the moral, social, legal, and economic institutions of our society and how it affects people from every socioeconomic corner. The Program houses the Reuben V. Anderson Pre-Law Scholars Program, the LSAT Workshop Initiative, the Tougaloo College-Mississippi College School of Law Accelerated Law Degree Program (commonly referred to as the "3 + 3 program"), the Tougaloo College-University of Mississippi School of Law Accelerated Degree Program and the Pre-Law Minor. The Program/Society is named to pay tribute to The Honorable Reuben V. Anderson, a Tougaloo graduate and the first African-American jurist on the Mississippi Supreme Court (1985-1990).

### **Pre-Engineering and Physical Sciences (PEPS) Program**



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Tougaloo students interested in the fields of engineering and physical sciences may participate in the PEPS Program. One aspect of the PEPS Program involves dual degree programs with several engineering schools. After matriculation at Tougaloo for three years and completion of basic courses and specific requirements, a student may transfer to an engineering school to complete an engineering curriculum. By transferring course-credit in both directions, one may complete a major at each institution, and earn two baccalaureate degrees: one from Tougaloo College and one from the engineering school. Under ideal circumstances, it is possible to finish the program in five years. Courses taken at Tougaloo include Calculus I-III, Differential Equations, General Physics I-II, General Chemistry I-II, and as many courses as possible in the major (including Organic Chemistry for Chemical Engineering). The major at Tougaloo is likely to be Physics, Chemistry, Mathematics, or Mathematics with an emphasis in Computer Science. Students are encouraged to ask the Physics faculty for a copy of the pre-engineering handbook to find out the concentrations offered at specific institutions, types of available financial aid, and the name, address, and telephone number of the contact person at each institution.

#### **Brown University Early Identification Program in Medicine**

As part of the Tougaloo College-Brown University Program, the College and Brown's School of Medicine conduct a joint program in medical education. One to three students are identified at the end of their sophomore year as Brown Medical students, and a place is held for them in the medical school pending successful completion of pre-medical training at Tougaloo College. Students usually do research at Brown prior to matriculation in the medical school. In addition, Early Identification students are required to participate in the student exchange program with Brown.

#### **Boston University Early Medical School Selection Program**

The Boston University School of Medicine and Tougaloo College offer an early admission program which eliminates much of the duplication between undergraduate and medical school. Students apply to Boston University during the second semester of their sophomore year. During their junior year, those accepted will follow a curriculum at Tougaloo to prepare them for the following year's study at Boston University. Their senior year will be spent as exchange students at Boston University, taking Modular Medical courses (which replace some medical school courses) as well as courses to complete major requirements for Tougaloo. The following year, those students who perform successfully will be admitted to Boston University School of Medicine. Because of the medical school credits already earned, students will have less intensive schedules during their first two years of medical school, allowing them to pursue other interests or to follow a decompressed medical school schedule. Completed applications are due at Boston University by January 31. For further information, consult the pre-medical advisor.

#### **University of Buffalo (UB) School of Medicine and Biomedical Sciences**

Tougaloo College and the University at Buffalo (UB) School of Medicine and Biomedical Sciences have entered into a partnership to enhance excellence in the training of competent physicians. Tougaloo students are identified at the end of their sophomore year via UB-EOPIM (Early opportunity in Medicine Program), and will matriculate in the medical school pending successful completion of pre-medical training at Tougaloo College and other post-acceptance requirements as determined by the admissions committee. Identified students will participate in a focused summer research program (CLIMB-PRO) at UB prior to matriculation. Admission into the EOPIM is based on holistic review of each applicant with appropriate consideration of academic metrics, personal attributes, and life experience.

Tougaloo College has also established a pipeline partnership program with the Institute of the Strategic Enhancement of Educational Diversity (SEED) at UB to specially engage students who are interested in pursuing graduate programs (M.S., Ph.D., and/or M.D.-Ph.D.). Students can explore UB programs by

participating in a research focused undergraduate summer research program in various areas encompassing STEM disciplines. Qualified applicants can contact their academic Deans for more information.

## **EXCHANGE PROGRAMS**

Students interested in exchange programs should contact the Office of Academic Affairs for specific information. The following exchange programs are presently available for student participation.

### **Tougaloo College - Brown University Program**

The Tougaloo College-Brown University Program is a multi-faceted relationship that was formed in 1963, and formalized in 1964, during the Civil Rights Era. It is designed to enrich both campuses through student and faculty academic exchanges, collaborative research ventures, and administrative engagements. It is a two-way relationship that has inspired and influenced individuals on both campuses by engaging the histories and lives of a southern historically black college with a northern, largely white, Ivy League university. Since its inception, over 760 Tougaloo and Brown students and faculty have participated in the program.

The Tougaloo College-Brown University Partnership includes the following components: Student Semester Exchange Program, faculty exchanges, and Early Identification Programs in Medicine and Public Health.

### **Tougaloo College - Bowdoin College Exchange Program**

Tougaloo College and Bowdoin College in Brunswick, Maine, have established a student exchange program whereby participating students must be registered as full-time “regular” students at the home institution; meet regular requirements for students in good standing set by the home and host institutions; have a minimum cumulative GPA 2.90 or its equivalent; have no disciplinary action against them at their home campus; and have junior standing at the home institution. Exceptional sophomores may be considered on a case-by-case basis.

### **Tougaloo College - Smith College Exchange Program**

Tougaloo College and Smith College in North Hampton, Massachusetts, observe a collaborative relationship which enables students from both institutions to enhance their academic and social experiences.

Participating students must be registered as full-time “regular” students (enrolled or accepted for enrollment at the institution for the purpose of obtaining a Bachelor's level degree) at the home institution; meet regular requirements for students in good standing set by the home and host institutions; have a minimum cumulative GPA of 2.90 or its equivalent; have no disciplinary action against them at their home campus; and have junior standing at the home institution. Exceptional sophomores may be considered on a case-by-case basis.

### **Tougaloo College-New York University Network and Exchange Programs**

Tougaloo College and New York University have established a student exchange program whereby participating students must be registered as full-time “regular” students at the home institution. NYU students must matriculate in the College of Arts and Science (CAS), the School of Education, Health Nursing, and Arts Profession (SEHNAP), or Tisch School of the Arts (TSOA) in order to participate in the program; meet regular requirements for students in good standing set by the home and host institutions; have a minimum cumulative GPA of 2.90 or its equivalent; have no disciplinary action against them at

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their home campus; and have junior standing at the home institution. Exceptional sophomores may be considered on a case-by-case basis.

## **ENRICHMENT AND PRE-COLLEGE READINESS PROGRAMS**

### **Federal TRiO Programs**

The primary goal of the Federal TRiO Programs is to assist high risk or non-traditional students and adults in their preparation for college, admission to college, persistence through graduation, and attainment of professional and doctoral degrees. Six TRiO programs are housed on the College's campus.

**Upward Bound I & II Programs** are designed to provide academic enrichment and basic services to high school students (grades 9-12). **Educational Talent Search Program** is a community out-reach program serving students (grades 6-12) in central Mississippi. Services include encouraging participants to complete secondary school and pursue post-secondary education, and to assist students who have deferred their secondary educational plans to re-enter such programs. **Upward Bound Math & Science Program** provides services for students from low-income families and students where neither parent graduated from a four-year college or university with cutting edge exposure to the science and mathematics areas. **Educational Opportunity Center** provides assistance and information to adults who seek to enter or continue a program of post-secondary education. **Student Support Services Program** provides services to Tougaloo College students and is designed to facilitate and encourage participants to pursue their academic and career objectives, including acquiring a Bachelor's degree and other graduate and professional degrees.

## **COLLEGE FACILITIES**

The Tougaloo College campus includes an historic district, which is comprised of nine buildings that are listed on the National Register of Historic Places. The two anchors of the historic district are the Robert O. Wilder Building also known as "The Mansion," and Woodworth Chapel.

**Robert O. Wilder Building**, also known as "The Mansion," was constructed in 1842. It anchors the College's "historic district."

**Addison Albert Branch Residence Hall**, built in 1972, is a two-story, 160 student capacity modern complex comprised of four houses. Dr. Branch was a long-serving dean of the College who also served as acting president from 1955-1956.

**Ballard Hall**, built in 1886, housed the Tougaloo Preparatory School; it now accommodates the Department of Music. Ballard Hall is listed on the National Register of Historic Places and is named in honor of Stephen Ballard of Brooklyn, New York, who provided the funds for its construction.

**Berkshire Cottage** was completed in 1994. The original Berkshire, erected in 1894, as a dormitory for women, housed the offices of Public Safety, offices and special facilities for TRiO programs' personnel, and the Student Support Services Tutorial Center before it was heavily damaged by fire in 1991. The new two-wing structure, an "Academic Living and Learning Center," houses classrooms, the Division of Humanities, and 150 dormitory rooms for male students.

**Edward O. Blackmon Administration Building**, Judson Cross Hall, was built in 1947. The attractive, two-story building of colonial design represents the culmination of an idea of the late President Judson L. Cross,

who was instrumental in securing funds for its erection. Renovated in 2001, the building houses administrative offices. The building was re-dedicated as The Edward O. Blackmon Building in May of 2003, in recognition of Edward Blackmon's generous philanthropic support.

**Bennie G. Thompson Academic and Civil Rights Research Center**, dedicated in May 2011, is the newest construction on the Tougaloo College campus. Named in honor of alumnus and U. S. Congressman Bennie G. Thompson, the 27,000 square foot facility includes a series of multi-disciplinary teaching and meeting spaces, including seminar rooms, a large conference suite, and a 120-seat lecture hall. All classrooms and teaching spaces are equipped with the latest audio-visual and computer-aided media capabilities.

**Ernst Borinski Social Sciences Complex** is a pair of buildings that once housed classrooms and offices for faculty and staff. It was officially dedicated by the Board of Trustees in February 1989, and named in honor of Dr. Borinski, longtime founding head of the Division of Social Sciences and civil rights activist. It continues to serve as a classroom building as well as house the Student Success Center.

**L. Zenobia Coleman Library** is a three-and-one-half story structure, opened in 1972, and named in honor of longtime chief librarian, L. Zenobia Coleman. Designed to provide an environment conducive to study, it has individual study carrels, computers, listening room, conference rooms, the Naomi J. Townsend Faculty Study for individual and group conferences and programs, and the Jeanetta C. Roach Seminar Room.

**Sarah A. Dickey Memorial Health Center** is a one-story brick structure built in 1927, remodeled in 1968, and renovated in 2011. It is located next to Kincheloe Hall and houses the Jackson Heart Study program. The Center is named in honor of Sarah A. Dickey, a Mount Holyoke graduate, who founded the Mt. Hermon Seminary for Negro girls in Clinton, Mississippi, and dedicated her life to the school. The Mt. Hermon Seminary for Negro Girls enjoyed a beneficial relationship with Tougaloo College; and, in the final years of its existence, the College supervised its operations.

**Galloway Hall**, constructed in 1930, as a men's dormitory, with financial aid from the General Education Board, houses the Division of Social Sciences. Named for Bishop Charles B. Galloway, a trustee of the College, Galloway Hall is listed on the National Register of Historic Places.

**Holmes Hall**, one of four classroom buildings at the College, was constructed in 1926 to house classrooms and the Ellen Upson Woodworth Library. Today, it houses classrooms, offices, an auditorium, the Division of Education, and some faculty in the Division of Humanities. Holmes Hall is named for Rev. William Trumbull Holmes, fourth president of the College (1913-1933), and is listed on the National Register of Historic Places.

**Jamerson Hall** is a two-story building, erected in 1918 to house single, female teachers. Later it served as classroom space and then as a dormitory, and was remodeled in 1957. It provides administrative office space for Student Services, as well as meeting rooms for student groups. Jamerson Hall is listed on the National Register of Historic Places.

**Kincheloe Science Hall** is a two-story brick and concrete structure housing classes in biology, chemistry, computer science, mathematics, and physics. It was erected in 1959, and substantially renovated in 1999. It includes a lecture hall, classrooms, and laboratories for instruction and research. Kincheloe Hall is named for Dr. Samuel C. Kincheloe, president of the College from 1956 to 1960.



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**George A. and Ruth B. Owens Health, Wellness, and Human Resources Center** is a 48,000 square foot facility completed in 1998, through a six-million-dollar construction grant from the U.S. Department of Housing and Urban Development. It serves as a community resource to provide health-related services, and houses the Kroger Gymnasium and student health services, as well. The Owens Center is named for Dr. George A. Owens, president from 1964 to 1984, and his wife.

**The Alumni House**, constructed in 1929, is approximately 3,000 square feet and serves as office space for Alumni Affairs. Known as The Dean's Cottage, it is one of the surviving examples of housing provided to faculty from 1918 through the 1960s.

**Pope Cottage**, constructed in 1885, as the home for President Stanley Pope (1877-1887), is the second oldest building on the campus and is listed on the National Register of Historic Places. Today, it is home to the Department of Mass Communication.

**The President's Campus Residence** is the official residence of the President. It was donated to the College by a friend of the College and the American Missionary Association.

**Jennie Renner Residence Hall**, built in 1972, is a two-story, 200-person capacity, concrete structure which has five houses. Each house consists of 20 student rooms, a counselor's apartment, two lounges and two baths.

**New Women's Dormitory** is a 45,000 square foot women's dormitory constructed in 2001. The three-story, suite-style dormitory has study lounges, laundry facilities, and dedicated quiet spaces.

**Warren Hall**, a brick and masonry building constructed in 1962, was dedicated in honor of Harold C. Warren, president of Tougaloo College, 1947-1955. The building has dining facilities for students and faculty, a college store, a snack bar, and recreational facilities for members of the College community.

**Woodworth Chapel**, erected in 1901 is the center of religious life for the College and the surrounding neighborhood. The Chapel was under restoration for a number of years, under the guidance of the Department of Interior, and rededicated in 2003. Woodworth Chapel is listed on the National Register of Historic Places.

Several faculty cottages and apartments are maintained by the College for faculty who desire to live on campus and for guests (scholars-in-residence).

## **OFFICE OF STUDENT SERVICES**

The Office of Student Services serves as the clearinghouse for all campus activities and primary support for all clubs and organizations. Its mission is to enhance students' overall educational experience through co-curricular activities (social, recreational, spiritual, cultural, and leadership development). The objective is to develop, promote, and maintain a campus environment that contributes to the advancement of learning and enriches and protects the intellectual, emotional, and physical health and well-being of students. The Office of Student Engagement provides co-curricular activities for students that complement the formal academic curriculum and provide opportunities for productive involvement in cultural, social, recreational, and community service project-related activities that promote preparation of students for leadership roles within a competitive global community.

One principle that embodies the mission of Tougaloo College is preparing students as leaders on campus and in the community, locally and globally. The Office of Student Engagement provides opportunities for students to develop their leadership skills by ascending to positions of leadership. This program provides training for the emerging leaders as well as the established leaders and focuses on a wide range of critical areas over a nine-month period, beginning with a 3-5 day leadership retreat. Students may qualify to become members of the Student Government Association, Active Minds, and Tougaloo Ambassadors for Meritorious Scholars (T.A.M.S.), Resident Assistants, or the Yearbook Staff.

### **Greek-letter Organizations**

Along with the Intramural Sports Program, Tougaloo College enjoys a rich and exciting program of activities through the Greek-letter organizations. The Pan-Hellenic Council coordinates activities among its member organizations and promotes unity and cooperation among the recognized Greek-letter organizations. The Pan Hellenic Council is composed of active representatives of all approved national Greek-letter fraternities and sororities:

- Alpha Kappa Alpha Sorority, Gamma Omicron Chapter
- Alpha Phi Alpha Fraternity, Gamma Upsilon Chapter
- Delta Sigma Theta Sorority, Gamma Psi Chapter
- Kappa Alpha Psi Fraternity, Gamma Rho Chapter
- Omega Psi Phi Fraternity, Rho Epsilon Chapter
- Phi Beta Sigma Fraternity, Beta Rho Chapter
- Sigma Gamma Rho Sorority, Theta Gamma Chapter
- Zeta Phi Beta Sorority, Nu Beta Chapter

The College requires that a student possess a 2.80 cumulative grade point average and have a 2.50 grade point average for the previous semester in order to be eligible for membership in a Greek-letter organization. However, each organization also has its own scholastic standard which may be higher than the requirement set by the College. A student must have met all financial obligations to the College and have no current disciplinary or behavior restrictions as verified by the appropriate college official, before permission will be given to join a Greek-letter organization.

The students must also attend one of the mandatory anti-hazing workshops held during the fall and spring semester prior to the intake process in which there is a \$10 non-refundable fee. Class attendance or official college business is the only excused absence.

Students apply for membership during the first semester of the sophomore year. Transfer students may submit an application for membership and be initiated after matriculating at Tougaloo College for one semester with a cumulative 2.80 average earned at Tougaloo College. Summer School is not considered a semester.

## **STUDENT SERVICES**

### **Disability Services**

Tougaloo College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), which are designed to eliminate discrimination against qualified individuals with disabilities. Tougaloo College is committed to making reasonable accommodations for qualified students with disabilities as required by law. Students should inform the

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ADA Officer, Dr. Melissa McCoy, [mmcroy@tougaloo.edu](mailto:mmcroy@tougaloo.edu), immediately of any disabilities for which they seek accommodation.

## **Campus Life and Activities**

### **Athletic Activities**

Tougaloo College is a member of the Gulf Coast Athletic Conference and the National Association of Intercollegiate Athletics. The purpose of the Tougaloo College Athletic Program is to provide an opportunity for student athletes to participate in intercollegiate athletic activities and to enhance their physical, mental, and social well-being in accordance with the rules and regulations of the College. The Tougaloo College Athletic Program includes cross country track, tennis, basketball, volleyball, baseball, golf, competitive cheer & dance, and flag football. Tougaloo College perceives participation in athletics as an integral part of the students' educational experience, providing tools, skills, and competencies that contribute to the total development of the individual.

### **Intramural Sports**

The Office of Student Services provides a competitive Intramural Sports Program for students. More than ten activities are offered, featuring team and individual/dual competition. The goal of Intramural Sports is to be as diverse as possible and offer each student the opportunity to participate, regardless of ability.

Teams represent the faculty, staff, students, and all constituents of the Tougaloo College community. Sports include basketball, volleyball, softball, badminton, tennis, flag football, soccer, pool, bowling, and table tennis. Participation is on a voluntary basis.

### **Concert Choir**

The Tougaloo College Concert Choir offers excellent training in choral music to students with musical interest and ability. Through numerous on-campus and off-campus performances, the Concert Choir continues a long tradition of excellence. Students desiring to join the organization must audition for membership through the Department of Music's Choral Director.

### **The Harambee**

The Harambee is the Tougaloo College student-run newspaper of the Department of Mass Communication in the Division of Humanities.

### **Pre-Alumni Council**

Members of the Pre-Alumni Council engage in meaningful activities to enhance their knowledge and develop leadership skills. The Council serves as a mechanism to prepare students to be active and viable alumni upon graduation. The Tougaloo PAC sponsors the Mr. and Miss UNCF Pageant in November of each year and Miss Tougaloo UNCF represents the College in the national competition at the UNCF National Alumni Association/Pre-Alumni Association Annual Conference in January each year.

### **Student Government Association**

Through the Student Government Association (SGA), students participate in matters relating to the welfare of the College. The SGA articulates points of view of the student body to College officials, and relays the point of view of the College officials and faculty to the student body as a whole. The SGA may also recommend, request, or require action for various organizations. In addition to participating in student government, students serve also as members of major campus committees.

### **The Tougaloo College United Church of Christ**

The Tougaloo College United Church of Christ, located on the campus, is also a neighborhood church, pastored by the College Chaplain who is also a member of the faculty. Students, faculty, and staff are encouraged and welcomed to participate in the services.

### **Social Clubs**

Social clubs are organized by students and faculty members of departments. These clubs stimulate interest in the subject matter of the departments and foster friendly discussion and sociability among the students. Programs include topics of current interest, which keep the members informed of recent discoveries and trends in the field. For a complete list of Registered clubs and organizations, please contact the Office of Student Activities. (*For Departmental Clubs, see the appropriate department.*)

### **Theater Activities**

Speech and dramatic arts are housed in the English Department. Theatrical productions are sponsored and students receive training and experience in set design, lighting, costuming, and acting.

### **Convocations**

The liberal arts curriculum of Tougaloo College is enriched by the Wednesday morning convocations. In its various forums and presentation, the convocations underscore the great traditions of the liberal arts to promote inquiry and the love of learning and to encourage moral reflection and responsible citizenship. Convocations are designed as a supplement to the curriculum, augmenting general education in regular classes, bringing ideas of wide interest to all students, regardless of their focus of studies, and bringing contemporary issues and personalities into the curriculum. The convocations also provide common intellectual experiences for students, faculty, and staff leading toward the establishment of a unified academic community. Through its convocations, Tougaloo College helps sustain a community where, in the words of the great Christian writer St. Augustine, "faith seeks understanding." Any member of the Tougaloo College community may request to sponsor a convocation.

### **Religious Life**

The College Chaplain provides leadership in developing and implementing religious life programs and services that speak to the holistic development of students and the religious care and nature of the college community. These programs and services seek to challenge, encourage, and assist students in understanding the importance and cultivation of spiritual values and how their spiritual grounding sustains them throughout life.

A variety of activities are offered to students including weekly community worship services every Sunday morning beginning at 9:30 a.m.; a series of forums or topics of discussion held in the residence halls that focus on value clarification; outreach programs that bring guest ministers, congregations, and choirs to the campus to worship with the members of the College community; and special seasonal (Thanksgiving, Christmas, Easter, etc.) programs and activities. Religious Emphasis Week is held in the spring of each year. A guest theologian is invited to discuss issues that grow out of the week's theme with students, faculty, and members of the community at-large.

The Chaplain is available to provide religious, emotional, personal, premarital, marital, grief, and separation counseling.

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## National Honor Societies and Social Organizations

**Alpha Chi National Honor Scholarship Society** is a coeducational society whose purpose is to promote academic excellence and exemplary character among college and university students and to honor those who achieve such distinction. The Mississippi Epsilon Chapter was chartered in 1996. Membership is open from all academic disciplines to any Tougaloo student at the junior or senior level with an overall G.P.A. of 3.70. Alpha Chi annually awards H. Y. Benedict Fellowships for undergraduate study. Along with valedictorian and salutatorian, Alpha Chi membership is considered one of the top three honors bestowed upon a student.

**Alpha Kappa Delta Sociology Honor Society** is an international sociology honor society. Gamma of Mississippi Chapter was chartered in 1985, under the joint aegis of Tougaloo and Millsaps Colleges. The purpose of the organization is to stimulate high levels of scholarship through the exchange of ideas. Membership is open to any Tougaloo (or Millsaps) student who is an officially declared sociology major at the junior level, who has accumulated a 3.00 overall G.P.A. and a 3.00 G.P.A. in all Sociology courses taken prior to initiation. An initiation fee is required, entitling the initiate to a lifetime membership in AKD and a one-year subscription to Sociological Inquiry.

**Alpha Kappa Mu Honor Society - Alpha Rho Chapter of Alpha Kappa Mu Honor Society** was chartered at Tougaloo College in 1954. The purpose of the Society is to promote high scholarship, to encourage sincere endeavor in all fields of knowledge and service, to cultivate a high order of personal living and to develop an appreciation for scholarly work and a scholarly endeavor in others. In order to be eligible for membership, a student must be a junior or senior and have a cumulative G.P.A. of 3.30.

**Alpha Lambda Delta Honor Society** was chartered at Tougaloo College in 1982. The purpose of the Society is to encourage superior scholastic achievement among students in their first year in institutions of higher education, to promote intelligent living and a continued high standard of learning, and to assist women and men in recognizing and developing meaningful goals for their roles in society.

**Alpha Phi Omega National Service Fraternity** -Omega Phi Chapter of Alpha Phi Omega National Service Fraternity was chartered at Tougaloo College on December 9, 1978. The purpose of the fraternity is to develop leadership, to promote friendship, and to provide service to the community and the country. Young men must be at least in the second semester of first year standing and have a G.P.A. of 2.25.

**Beta Beta Beta National Biological Honor Society** - the Omicron Pi Chapter of Beta Beta Beta (Tri Beta) is a society for students, particularly undergraduates dedicated to improving the understanding and appreciation of biological study and extending boundaries of human knowledge through scientific research. Full membership requirements include the following: undergraduate majors in biological science at an institution where a chapter of Beta Beta Beta is located; shall have completed at least one term of the second year of a four-year curriculum or its equivalent; shall have completed at least three term courses in biological science, of which at least one is not an introductory course, with an average grade of "B" or its equivalent in those biology courses, and shall be in good academic standing.

**Kappa Delta Pi Honor Society** is an International Honor Society in Education. Founded in 1911, Kappa Delta Pi Honor Society was one of the first discipline-specific honor societies. Its membership is limited to the top twenty percent of those entering the field of education. Its motto is "Knowledge, Duty, Power,"

and its mission is to sustain an honored community of diverse educators by promoting excellence and advancing scholarship, leadership, and service.

**Sigma Tau Delta Honor Society** is an international English honors society. Eligibility for induction includes an average of “B” or above, a major or minor in English, completion of at least three semesters of course work, and current enrollment as an undergraduate or graduate student. Associate membership is available for students majoring in disciplines other than English.

**Sigma Xi** is a non-profit honor society which was founded in 1886. It represents a partnership between Tougaloo College and Brown University. Members are recommended based on their research achievements or potential. The society is open to all qualified individuals who are interested in science and engineering.

### **Admissions and Enrollment**

Tougaloo College operates on its historical commitment to providing a quality education to its students. This institution firmly believes that learning is a continual process and subscribes to the concept of lifelong learning. Each student who applies to Tougaloo College is reviewed carefully based on set entrance requirements. Veterans are welcome and encouraged to apply. For services provided to our vets, please contact the Certifying Officer for Veterans in the Office of Admission.

### **Applications, Procedures, and Requirements**

Applications for admission to Tougaloo College may be secured from the Office of Enrollment Management. Each student who files a college application is considered for admissions. Following this initial application, the applicant must:

1. Submit evidence of high school completion.
2. Submit scores from ACT/SAT.
3. Submit evidence of 2.00 high school cumulative grade point average.
4. Submit evidence of the completion of the required units.
5. Submit \$25.00 application fee.

First year college students seeking admission to the College must present evidence of graduation from an accredited high school with a “C” (2.00) or better average, and sixteen (16) units of secondary school work divided in the following manner:

### **Required Units**

English .....	4 units
History and Social Science .....	2 units
Mathematics .....	3 units
Science .....	3 units
Elective Units .....	7 units

### **Elective Units**

Elective units may be taken from the following list. The maximum number of additional units accepted is indicated after each subject.

Agriculture .....	1 unit
Biology.....	1 unit
Chemistry.....	1 unit



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Civics .....	½ unit
Economics .....	½ unit
English .....	1 unit
Foreign Language .....	2 units
General Science.....	1 unit
Geography.....	1 unit
History.....	1 unit
Home Economics .....	2 units
Music.....	1 unit
Physical Education .....	1 unit
Physics.....	1 unit
Physiology .....	½ unit
Speech.....	1 unit

Students must submit scores from the ACT or SAT examination. This score is considered along with other entrance requirements. Students without a high school diploma must show evidence of having taken the General Education Development (GED) test and earned a minimum standard score of 410 on all five sections or an average standard score of 450 or above on the five sections.

### **Home Schooling**

Applications for admission from students educated at home are generally treated like other applicants. Home-schooled students should submit the following:

1. Application for admission
2. Application fee
3. Letter essay
4. SAT or ACT score
5. Letter of reference
6. High school equivalent transcript issued by agency, school, or individual overseeing the curriculum, including the official date of graduation, or GED with signature and notarized
7. Academic portfolio (notarized)
8. Diploma or certificate of completion from Home Schoolers Association, if applicable.

### **Pre-College Scholars**

Students in the eleventh (11th) or twelfth (12th) grades may take college level courses at Tougaloo College. The student must possess a “B” (3.00) average or better in an accredited high school curriculum, and a score of 18 or better on the enhanced ACT assessment or a score of eight hundred (800) or better on the SAT. A student will be allowed to take up to nine (9) credit hours (these courses can only be freshmen courses). If the student has received a scholarship offer from Tougaloo College, it cannot be awarded until the student has successfully completed all requirements for high school graduation, maintained the criteria for the scholarship offer, and has been accepted and enrolled as a full-time college student.

### **Non-Traditional Student Admissions**

A non-traditional student shall be at least twenty-five (25) years of age when initially admitted to Tougaloo College. A student originally enrolled as a “traditional” student at Tougaloo College cannot change to “non-traditional” student status unless he/she has reached 25 years of age and has not been enrolled at

Tougaloo College for a minimum of two academic years. Non-traditional student status only applies to credit-bearing courses.

To apply for admission to Tougaloo College one must submit the following:

1. Application for admission
2. Application fee
3. An official copy of completed high school transcript or GED
4. Official copies of all college transcripts for transfer students
5. ACT or SAT scores

### **Early Admission**

Students in the eleventh (11th) grade may apply for early admission to Tougaloo College and may be admitted as accelerated students upon completion of the eleventh grade. In order to be considered for admission in this category, students must submit an official copy of the high school transcript showing a "B" (3.00) average or better in an accredited high school curriculum) and a score of 18 or better on the enhanced ACT assessment or a score of eight hundred (800) or better on the SAT.

### **Articulation/Transfer Agreements**

Tougaloo College has transfer agreements with the following community colleges: Hinds Community College, Coahoma Community College, St. Louis Community College, Florissant, Missouri, and the California Community College System. Admission preferences and maximum transferability of credits are ensured for students who apply from these colleges.

### **Transfer Students**

Individuals wishing to transfer from other accredited institutions may apply for admission to Tougaloo College by providing the following:

1. Official application
2. Application Fee
3. Official copies of all previous college transcripts
4. A "C" (2.00) or better grade point average
5. Evidence of good academic standing at the previous institution and statement of eligibility to return

Generally, academic credit will be awarded for transfer work when a grade of "C" or better was earned. The course work must be college level academic work. The College will accept up to 64 hours from a community or other two-year institution.

Individuals with advanced standing seeking a degree at Tougaloo College must spend the final academic year in residence. During this period, they must take at least 30 semester hours of credit and must achieve an average grade of "C" or higher.

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### **International Students**

Tougaloo College considers international students to be those individuals whose country of origin is outside the United States. International students shall meet all of the requirements as any other student seeking admission to the College by submitting an application, proof of high school graduation, and an official record of any previous college work. At least four months in advance of the projected enrollment dates, international students must submit the following additional information:

1. Evidence of proficiency in the use of the English Language in verbal and written forms;
2. A minimum score of 500 on the Test of English as a Foreign Language (TOEFL) administered by Educational Testing Service, Princeton, New Jersey, or proof of passing the test given by the English Language Institute (ELI);
3. Complete accurate information regarding sources of financial support to determine eligibility for Form 1-20. This information is required by the college in order to meet the regulations of the United States Immigration and Naturalization Service. International students must be financially independent and able to meet their financial obligations. Financial aid is not available to international students;
4. Complete form I134 Affidavit of Support and USCIS Form I134; and,
5. The General Education Modern Languages requirement for Tougaloo College is 6 hours. These hours must be completed in the same language at the 101-102 levels among the languages being offered (French, Spanish, Japanese, Korean, Arabic, Chinese). Native languages and English as a second or foreign language will not count towards language requirements. The exception will be those majors that require 12 hours of one language.

### **Re-Admission**

Former Tougaloo College students may seek re-admission to the college by requesting a “Re-admission Application” from the Office of Admissions. Students who have been separated from the college for a semester must re-apply for admission; this does not apply to summer terms. In addition to the application, students must provide an official transcript of academic work completed at other colleges, if applicable. Former students must meet requirements for admission as prescribed by the administrative units of the college (academics, finances, citizenship).

As long as students are in continuous residence from the date of entrance, they will be held accountable for the degree requirements in effect at time of entrance. However, once they stop out and return to the college, they will be accountable for the degree requirements in effect at the time of return. Deviations from this policy will be permitted only upon appeal by the individual student to the College Academic Affairs Council. Such an appeal must be made within one semester of the date of return. The Council will decide each case upon its individual merits.

### **Provisional Admission**

Students who do not meet the admission requirements of the college may appeal to the Admissions Committee. The students must submit an appeal letter and three letters of recommendation from school or college officials where they matriculated. The committee reviews all cases and considers each on its own merit and then advises the Dean of Enrollment Management. If admission is granted, the students may be admitted with provisional status. The provisional period is for one semester during which time the student’s academic progress is monitored by the Admissions Committee.

### **International Baccalaureate Credit**

Tougaloo College may grant college-level credit in selected disciplines to those high school students who have earned International Baccalaureate (IB) credit. College credit will be considered based on the IB Higher and Standard level examination scores. A student must score at least a minimum of 4 on a Higher Level Examination to receive college credit. A student must score a minimum of 3 on a Standard Level Examination to receive college credit.

- Standard level courses: French or Spanish, Mathematics, and either Visual Art, World Religions, or Psychology.
- Higher level courses: English, Biology, History of America

Scores must be sent to the Office of the Registrar, Enrollment Management Center, Tougaloo College, Tougaloo, Mississippi 39174.

### **Advanced Placement Credit**

Tougaloo College may grant college-level credit in selected disciplines to students who have earned Advanced Placement Examination grades of 3 or higher provided the AP scores are sent to the Office of Admissions, Tougaloo College, Tougaloo, MS 39174, prior to the date of matriculation.

The disciplines in which college-level credit may be granted are: Art, Biology, Chemistry, Computer Science, Economics, English, French, Government and Politics, History, Mathematics, Music, Physics, and Spanish.

### **Exchange Students**

Students at Tougaloo College have the opportunity of engaging in external collaborative relationships that allow them to advance their academic skills and career goals. For a listing of these opportunities, see the section in this catalogue entitled Academic Resources, Programs, and Services.

## **ENROLLMENT PROCEDURES AND PRACTICES**

### **Class Schedule**

Prior to the end of each semester, the College publishes a "Schedule of Classes" for the ensuing year. The schedule lists the courses to be offered, including meeting times, locations, days, and credit hours. Some courses are normally offered in alternate semesters or years. Thus, students are urged to confer with their advisors early in the sophomore year, and regularly, thereafter, to plan their educational program and to take advantage of alternating semester and year offerings as well as class scheduling projections. The Academic Year Calendar lists College opening and closing dates. The College expects all students to adhere to timely, regular, and participatory attendance in classes (see Attendance Policy).

### **Reserved Class Space**

Students who have selected classes, but do not initiate the registration process by the first day of classes will lose their reserved place in class. Registration will be cancelled for those students who selected classes and initiated registration, but failed to complete the process by the fourth day of the first full week of classes.

### **Registration**

Students must complete the registration process. The periods for registration are listed on the Academic Calendar. Students have advisors to assist them in the selection of courses. Students presently enrolled are required to select courses for the ensuing semester during the period set aside for pre-registration.

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During registration, students should keep in mind the following:

- Students registered at Tougaloo College are not permitted to register at any other institution concurrently, except by permission of the Provost/Vice President for Academic Affairs.
- Students are responsible for choosing their program of courses in the proper sequence.
- Students are advised to keep a record of all courses completed to avoid errors and duplication.
- The dates set aside for registration are outlined in the college's Academic Calendar posted on the website. Students who complete registration during late registration will be charged a late registration fee.

### **Changes in Student Schedules -Drop and Add**

Students may add or drop a course within the limitation of the total permissible load during first week after the first day of class. To do so, students must file with their advisor a Drop-Add form describing the change. The form must be signed by the student, the instructor of the course being added and/or dropped, and the student's advisor. Students enter approved information into the college's student information system (SIS). The advisor may also enter the changes into the SIS.

Students will not be allowed to drop or add any course after the specified add/drop period, unless **special permission** is granted by the Provost/Vice President for Academic Affairs. This permission will be given only in unusual cases such as extended illness or some other extraordinary reason. No course may be dropped without following the above procedure. A grade of "F" will be awarded in cases where students absent themselves from a class without following official drop or withdrawal procedures. No credit is recorded for courses unless they are entered in the students' record on file in the Registrar's Office.

### **Discontinued Classes**

The College reserves the right, when necessary, to discontinue classes or alter the schedule. If a class is discontinued, students will be informed at the first scheduled class meeting so they can register for alternative or comparable courses.

### **Academic Advising**

The College recognizes the importance of sound, systematic academic advising to the students' achievement of their educational goals. Advisors promote retention and timely graduation of students. Thus, the College provides an academic advising system within which each student is assured academic guidance throughout their college career.

First-year students are all assigned advisors who are designated "student success coaches" located in the Student Success Center. These coaches will work with faculty to advise the students. In their sophomore year, students will be assigned their major advisors. During the second semester of their freshman year, students will official declare a major via a Major Declaration Form.

Juniors and seniors will proceed with a faculty advisor from their academic major. For students who have a double major, please note that an advisor from both departments is required.

### **Full-time Class Load**

During any given semester, a normal academic load is 12 to 18 semester hours. The Provost/Vice President for Academic Affairs may permit exceptional students to carry extra hours. However, there will be additional charges for credit hours in excess of 18 hours. Full-time students are not permitted to carry

fewer than 12 semester hours. Students who carry fewer than the minimum of 12 hours are classified as part-time students.

When determining the number of credit hours per course to be taken in a given semester, consideration should be given to the number of hours required for out of class study time and course related activities each week. Generally each hour of in-class instruction (instructor/student contact) will translate into two to three hours of out of class study time or homework. For example, if a full-time course load is 12 credit hours of class instruction, the student should expect to spend 24-36 hours on out of class work each week for fifteen weeks. The amount of time required for job related or family responsibilities should also be considered when estimating the amount of time required for class and out of class study time. The following procedure can be helpful when considering course load.

- 3 credit hours (1course) =3 hours of instructor/student contact per week = 6-9 hours of out of class study time per week for 15 weeks.
- 12 credit hours (4courses) =12 hours of instructor/student contact per week = 24-36 hours of out of class study time per week for 15 weeks.

For music majors and non-music majors enrolled in performance based music courses (piano and voice), the number of out of class hours spent on practice per week is provided in the course description. Generally, performance based music courses are two semester credit hour courses.

- 2 credit hours (1 course) = 2 hours of instructor/student contact per week = 10 hours of out of class practice time per week for 15 weeks.

Students enrolled at Tougaloo College as full-time students in any given semester may not transfer credits taken at another institution during the same semester except where taken as part of cross registration or with special approval from the Provost/Vice President for Academic Affairs.

### **Course Overload**

Students may enroll in more than 18 hours but no more than 21 hours if they have both a GPA of 3.0 or better for the previous semester and an overall GPA of 3.0 or better. Petition forms will be available in the Office of the Division Deans and must be approved by the advisor, the department chair, the Dean, and the Provost/Vice President for Academic Affairs. Students registered for an excess of 18 semester hours per semester will be charged an additional fee for each hour over and above the 18-hour limit.

### **Attendance Policy**

Tougaloo College believes that its students must learn to take major responsibility for their own education. Tougaloo students are required to attend all of their classes and be responsible for all assigned course material including all material covered in class. When students are absent from class, it is the student's responsibility to notify the instructor and ascertain what the instructor requires regarding missed material or assignments.

### **Classification**

In order to be classified as a sophomore, a student must have passed at least 30 semester hours; as a junior, at least 60 semester hours; and as a senior, at least 90 semester hours.



### Grading System

Near the middle and end of each semester, a student will receive, for each course pursued, a grade evaluating the work done during that period. These evaluations are made in terms of letter grades: A = excellent; B = good; C = average; D = poor; F = failure; CR = credit; NC = no credit; I = incomplete; W = withdrawal without penalty; and UW=Unofficial Withdrawal.

For the purpose of computing the academic grade point average of a student, quality points are assigned as follows:

Letter Grade		Quality Points
A	Excellent	4
B	Good	3
C	Average	2
D	Poor	1
F	Failure	0
UW	Failure-no show	0

The following grades do not have quality point value and will not affect the student's grade point average.

CR	Credit
NC	No Credit
W	Withdraw from course without penalty
WP	Withdraw passing
WF	Withdraw failing

In order to determine academic standing or eligibility for graduation, a student's cumulative grade point average is computed by dividing the total quality points earned by the number of semester hours attempted.

### Credit/No-Credit

Students may elect *two courses* for grading on a credit or no-credit basis. The grade in such a course is either credit or no-credit and does not affect the student's grade point average. However, if the student passes the course, course credit is given toward graduation. **Courses required for either general education or the major are excluded from election on a credit-no credit basis.** (This regulation does not apply to students on exchange who must receive credit-no-credit grades.)

Students eligible to take a course for grading on a credit-no-credit basis will have **one week after the mid-term grades are released by the Registrar's Office** to decide whether they will take the course on a credit-no-credit basis or for a letter grade. Students who change majors with the result that they have a course required in that major with a grade of "CR" must either take the course again or make suitable arrangements with the course instructor to complete the requirements to earn a letter grade.

### Credit by Examination

Students testing out of foreign language and computer literacy courses will be given the credit hours toward graduation, and will be assessed the prevailing fee per credit hour. The letter grade for foreign language competency examination shall be "CR" (credit)

### **Incompletes**

An Incomplete “(I)” indicates that the work completed thus far is of passing quality, but some portion of the work required to complete the course remains unfinished because of illness or for some other reason over which the student had no control. The instructor will submit an Incomplete Grade Assignment Form during the final grade submission, which will detail the work to be completed. When the work is completed, the instructor will submit an Incomplete Grade Removal Form. (Faculty members can pick up the Incomplete Grade Assignment and Incomplete Grade Removal forms from the Office of the Registrar).

If the “Incomplete” is not removed by the end of the mid-term grading period of the following semester in which the student is enrolled, the Registrar will automatically record a grade of “F”. Students are prohibited from enrolling in any course for which the current grade is “I”.

In unusual circumstances where the work cannot be completed, the Dean of the Division may recommend that the “I” be converted to a “PI”, Permanent Incomplete. The grade of “PI” has no impact on the GPA.

The original copy of the Incomplete Grade Assignment Form must be submitted to the Office of the Registrar. A copy must be filed with the Division Dean, one copy must be given to the student, and one copy must be retained by the instructor.

### **Withdrawal from College**

Students who leave the college (except for temporary absence military students) must obtain a withdrawal permit from the Office of Academic Affairs and get clearance from the Instructor, Advisor, Dean, and the Provost prior to leaving the College.

Students who fail to follow this process will be penalized by receiving failing grades in the courses for which they are registered. Students must adhere to withdrawal dates listed in the academic calendar.

### **Course Withdrawal with the Notation of “W”**

Students may withdraw from a course during the first complete week of class without the notation of “W” during the Drop and Add Period. The calendar date for this process will be published in the schedule of courses. Students may withdraw from a course during the second through eighth week of a course by completing a withdrawal form. The notation of “W” will be placed on the student’s transcript for the course(s) during this period. Withdrawal forms must be signed and returned to the Office of Academic Affairs. **No student will be allowed to withdraw from a course after the eighth week of the course.**

### **Unofficial Withdrawal Policy**

If a student stops attending classes and does not officially withdraw from the College will be unofficially withdrawn subject to general withdrawal policies. The date of withdrawal will be the latest date based on a student’s attendance at an academically related event (classes, symposia, etc.). If the last date of attendance is not known, the midpoint of the semester will be used as the withdrawal date.

Students who receive any form of financial aid must be aware that any change in enrollment status or withdrawal from the college may result in the repayment of funds received from the financial aid source. In addition, the student may have College fees credited to their account as a result of funds returned to the source financial aid program.

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**Procedures for unofficial withdrawals**

- Faculty should require students to sign attendance roster for first week of classes and after 60% of the enrollment period is completed.
- Faculty must report students who have never attended class within the first two weeks after classes begin.
- Faculty must report students who have consecutive non-attendance for the equivalent of a week of classes to the Student Success Division.
- Preliminary withdrawals will be completed by the Student Success Division for those students.
- Academic Success Center will communicate Preliminary Withdrawals to Registrar, Financial Aid, Bursar, Information Technology and Student Services.
- Student Services will report to the Student Success Division any known instances of students who have withdrawn or exited the dormitory in the form of Administrative Withdrawals.
- Academic Affairs will communicate Administrative Withdrawals to Registrar, Financial Aid, Bursar, Information Technology and Student Services.
- Students will be informed of Preliminary Withdrawal status by the Student Success Division and/or Other Units.
- Preliminary Withdrawal status will become Unofficial Withdrawal status unless student provides data to the Student Success Division to support continued enrollment in all or some of the classes within two weeks of Preliminary Withdrawal status.

**Letter Grade Change**

Requests for letter grade change should be made no later than ten (10) working days after the close of registration for any grade issued the preceding semester.

1. The student submits a written request for grade change to the instructor who issued the disputed grade. In the absence of the issuing instructor, the request should be submitted to the Department Chair for resolution.
2. If the request is deemed valid, the instructor or Department Chair will then secure a Change of Letter Grade form from the Registrar's Office.
3. The form is processed by Department Chair and Division Dean, submitted to the Office of Academic Affairs, and then forwarded to the Academic Standing Committee for action and recommendation.
4. The Academic Standing Committee submits its recommendation to the Office of the Provost.
5. The Office of the Provost forwards approved actions to the Registrar's Office by mid-term and change will be entered on the student's transcript by the end of the semester in which the request was made.
6. Cumulative averages affected by the letter grade change will be recomputed on the student's transcript by the end of the semester in which the request is made.
7. In the event of denial at any level, the student may appeal to the Provost.

### **Repeated Courses**

Once a student repeats and earns a higher grade in a course in which a "D" or "F" was earned, the earlier grade and hours will not be removed from the transcript but will not enter into the computation of the cumulative grade point average upon graduation. An "R" will be reflected on the student's transcript.

### **Transfer Credit**

Tougaloo College students desiring to attend and transfer credit from other accredited institutions must secure the "Transfer Approval Form" from the Office of Academic Affairs and get all required signatures prior to attending another institution. Cumulative average affected by credit transfer (including credits earned in summer study) will be recomputed and indicated on the transcript by the end of the semester during which the Registrar's Office receives the transcript.

The final 30 semester hours for the degree must be completed at Tougaloo College or the student must have written permission from the Provost/ Vice President for Academic Affairs to take courses at another institution. Institutionally approved exchange programs will be evaluated on an individual basis.

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

In order to receive course credit through the CLEP option, students must consult with their advisors regarding course selection. Prior approvals from the department chair and the Office of Academic Affairs are required before credit can be granted.

### **Transfer of Summer School Credit**

The College will accept transfer credit for summer study from other accredited institutions subject to the following stipulations.

1. During their tenure at Tougaloo College, students may transfer up to 14 semester hours earned in summer school. However, during any single summer, students are limited to credit transfers as follows. The College will not validate credits earned through correspondence courses.

Session	Maximum Transferable Credits
Full summer session	12 semester hours 13 hours if laboratory credits are involved
First summer session	9 semester hours
Second summer session	3 semester hours

2. Students may transfer no more than eight semester hours of general education credits that have been earned in summer school.
3. Students considering summer study must consult with their advisors regarding course selection. Advisors and department chairs' signatures are required on transfer approval forms.
4. Students desiring to transfer credits earned during summer study must file a properly executed permission form in the Provost/Vice President for Academic Affairs preceding summer enrollment.
5. Students who have advanced to the junior level must choose a senior college to pursue summer study.
6. Students must observe the order of pre-requisites prescribed in the *Tougaloo College Catalog* in selecting summer courses.

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7. The College regulation, which requires seniors to take the last 30 hours in residence, supersedes the summer study regulation.

The Provost/Vice President for Academic Affairs may approve exceptions to this policy.

This policy applies to summer enrollments following at least one semester of study at Tougaloo College. Thus, it has no bearing on the admissions policy as applicable to transfer students. Moreover, the College will not validate summer school credits earned by transfer students following their matriculation at Tougaloo College. Special contractual transfer-or-credit programs, such as 3-2 engineering programs and cross-enrollment agreements, are not bound by this policy.

### **Grade Forgiveness Policy**

A student may have one complete semester of work removed from his or her transcript by petitioning the Provost/Vice President for Academic Affairs in writing for approval. The Provost/Vice President for Academic Affairs will consult the appropriate faculty committee before making a final decision. The Provost/Vice President for Academic Affairs will consider extenuating circumstances directly related to poor academic performance during the applicable semester. Normally, these include documented personal illness; treatment for substance abuse; personal injury resulting from accidents; death of an immediate family member; and caretaker responsibilities for an incapacitated family member. In order to qualify, a student must have completed 30 consecutive hours with a minimum cumulative **2.0 grade point average at Tougaloo College immediately preceding or following the semester in question**. All letter grades during that semester are voided and replaced with W's. The semester listing of courses remains on the transcript but will not be used to calculate grade point average or be considered for degree requirements. ***A student may use the Grade Forgiveness Policy once during his or her tenure at Tougaloo College.***

### **Student Records (Transcript Request)**

Upon written request, former and currently enrolled students at Tougaloo College who have paid all outstanding debts to the College may request a copy of their academic record. There are fees associated with the purchase of official and unofficial copies of the student's transcript. No charge is made for transcripts issued to department heads or advisors for advising purposes.

Telephone and email requests for transcripts cannot be honored. Written requests should be sent to Registrar's Office, Tougaloo College, 500 West County Line Road, Tougaloo, Mississippi 39174 or students may submit an electronic request via the College's website.

It is against the policy of the College to issue official transcripts to students. Official transcripts are submitted directly to the school or organization at the student's written request.

In accordance with the Family Educational Rights and Privacy Act of 1974, Tougaloo College students have the right to review, inspect, and challenge the accuracy of information kept in a cumulative file by the institution. It also ensures that records cannot be released without the written consent of the student except: (1) to school officials and faculty who have a legitimate educational interest, and (2) to others where this information is classified as directory information. All enrolled students will receive annually, notification of their rights under FERPA.

### **Academic Record**

Once a student has graduated from college, no changes may be made in his/her academic record. The exception is if there has been an error in the transcription of grades.

### Academic Standing

In order to remain in good academic standing a student must maintain a minimum cumulative grade point average of 2.0. Students who do not meet this minimum requirement will have their academic records reviewed by the Academic Standing Committee in accordance with the following policy:

1. Any student with a semester or cumulative G.P.A. below 2.00 will, at a minimum, receive a warning and/or encouragement. Upon review by the Academic Standing Committee, (based on the cumulative grade point average at the end of the semester), any student receiving a warning may be required to take a reduced load to be specified by the Committee.

	First Year	Sophomores	Juniors	Seniors
C.G.P.A.	1.01 - 1.49	1.25 - 1.75	1.75- 1.85	1.75- 1.99
	Reduced Load	Reduced Load	Reduced Load	Reduced Load

2. Based on the cumulative grade point average at the end of the semester, any student receiving two successive semesters G.P.A.'s below 1.00 or three successive semesters G.P.A.'s below 1.75 will be suspended from the College for a period of time to be specified by the Academic Standing Committee.

	First Year	Sophomores	Juniors	Seniors
C.G.P.A.	1.00 or less	1.24 or less	1.74 or less	1.75 or less
	Suspension	Suspension	Suspension	Suspension

The Committee will consider each student's case individually. The student who does not meet the minimum cumulative grade point average will be separated from the College for a specified period, but the Academic Standing Committee may, if circumstances warrant, allow the student to continue in school. In such cases, the committee will record the reasons for its action.

Students in academic difficulty at the end of the first semester of a school year will receive a letter from the Provost/Vice President for Academic Affairs listing the students' cumulative grade point averages and indicating the quality of work they must achieve during the second semester to remain in good academic standing. In addition, students will be offered assistance in the academic areas in which they experience difficulty.

Students suspended for the first time have the right to appeal the Academic Standing Committee's decision. The appeal must be submitted in writing to the Provost/Vice President for Academic Affairs. Concurrently, a recommendation by the respective department chairperson and/or major advisor (freshman advisors may serve in this capacity for freshmen only), must be presented to the Provost/Vice President for Academic Affairs for appeal consideration. When a student is suspended for a second time (dismissed), an appeal of the Committee's decision becomes a privilege afforded by the institution and not a right.



## STANDARDS OF SATISFACTORY ACADEMIC PROGRESS (SAP)

### Overview

All degree/certificate seeking students of Tougaloo College must meet the following standards in order to establish and maintain eligibility for Federal Financial Aid and certain scholarships. The Standards of Satisfactory Academic Progress (SAP) are monitored and enforced in all periods of enrollment. ***The Standards of Satisfactory Academic Progress are evaluated and students are notified of their current SAP standing at the conclusion of each period of enrollment.***

### GPA Requirement

- Students must maintain a **minimum Cumulative GPA of 2.00** (computed using a 4.00 scale). Cumulative GPA includes all coursework receiving a letter grade (including remedial coursework) a student has taken while at Tougaloo College.

***Please Note:*** Some financial aid and scholarship awards have higher GPA requirements.

### Pace of Completion

- Students must progress toward completion of their declared degree/certificate while maintaining a **minimum 67% completion rate**. The completion rate is calculated by dividing the **cumulative** number of credit hours a student has successfully completed by the **cumulative** number of credit hours a student has attempted. Remedial courses (classes with course numbers below 100) are excluded from the completion rate calculation.

### Maximum Timeframe Requirement

- Students must be able to complete their declared degree/certificate program within 150% of the published number of credit hours required to complete the program. For example, if the published length of a bachelors in 124 credit hours; students must be able to complete their degree within 186 attempted credit hours.
- The maximum timeframe calculation** is performed as follows:
  - All Tougaloo College credit hours attempted (including repeated credits) **plus (+)**
  - All credit hours transferred\* from other colleges/universities **minus (-)**
  - All remedial credit hours attempted (course numbers less than 100) **equals (=)**
  - The TOTAL number of credit hours used to determine current progress toward degree/certificate.
- \*All transfer credit hours accepted by the college are counted as both attempted and completed credits and are included in the maximum timeframe calculation.
- If a SAP review makes it clear that a student cannot mathematically finish his/her declared degree/certificate program within the maximum time frame, the student is placed on "Suspension".*
- Students who change declared degree/certificate programs prior to completion may do so, however, all attempted credits in all degree programs that count towards the student's declared degree/certificate, including elective credits, will be included in the maximum timeframe calculation.

- Students who have previously completed the requirements for a degree/certificate at Tougaloo College and who wish to earn an additional degree/certificate may do so, however, all attempted credits that fill degree requirements, including elective credits, will be counted.

### Notifications

The Standards of Satisfactory Academic Progress are evaluated and students are notified of their current SAP standing at the conclusion of each period of enrollment. **Please Note:** *If a SAP review makes it clear that a student cannot mathematically finish his/her declared degree/certificate program within the maximum timeframe, regardless of status ("Good Standing", "Warning", or "Probation"), the student will be placed on "Suspension".*

### "Good Standing"

- Students, who are meeting all of the Standards of Satisfactory Academic Progress, are not in a period of "Warning", "Suspension", or "Probation" are in good standing and no additional enrollment, advising, or academic plan requirements are specified.

### "Warning"

- Students who have been in "Good Standing" and who have met the maximum timeframe standard but have not met either the minimum cumulative GPA or minimum completion rate standards are placed on "Warning" and strongly encouraged to meet with their academic advisors to develop a plan for academic success. A "Warning" does not prevent a student from receiving Federal Financial Aid or scholarships. A "Warning" is intended to alert students to a current deficiency in their academic progress. Continued lack of progress will ultimately lead to "Suspension." If a SAP review makes it clear that a student cannot mathematically finish his/her declared degree/certificate program within the maximum time frame, the student is placed on "Suspension."

### "Suspension"

- If a SAP review makes it clear that a student cannot mathematically finish his/her declared degree/certificate program within the maximum time frame, the student is placed on "Suspension."
- Students who have not met one or more of the Standards of Satisfactory Academic Progress while on "Warning" will be placed on "Suspension."
- Students who have been placed on "Suspension" may appeal. Appeals are reviewed and either approved or denied – submitting an appeal does not guarantee approval.
- Without an approved appeal, students who have been placed on "Suspension" are NOT eligible for Federal Financial Aid and certain scholarships.

### "Probation"

- Students who have been placed on "Suspension" **and** have successfully appealed are placed on "Probation" for one period of enrollment. Students placed on "Probation" regain eligibility for Federal Financial Aid and certain scholarships; **if**
  - the student should be able to meet ALL of the Standards of Satisfactory Academic Progress by the end of one subsequent period of enrollment; **or**

- the student is placed on an academic plan leading to graduation that, if followed, ensures that the student will be able to meet all of the Standards of Satisfactory Academic Progress by a specific point in time.
- Students who again begin meeting all of the Standards of Satisfactory Academic Progress while on “Probation” will be placed in “Good Standing” at the conclusion of the period of enrollment or contract period. Progress in an academic contract/plan is measured at the end of each period of enrollment. Students who do not meet all of the Standards of Satisfactory Academic Progress while on “Probation” and/or who do not follow their approved academic plan will again be placed on “Suspension.”

### Appeals to Regain Eligibility for Federal Financial Aid

- SAP Appeals must include:
  - completed SAP appeal form
  - written statement from the student addressing why the student failed to make satisfactory academic progress, and what has changed in the student’s situation that will allow the student to demonstrate satisfactory academic progress at the next evaluation; and
  - supporting documentation of extenuating circumstances.
- SAP appeals are submitted to the Financial Aid Office
- SAP appeals are reviewed and approved/denied by Financial Aid staff
- **Step One:** Students appealing must submit with their appeal documentation of extenuating circumstances which led to academic difficulties.
  - Extenuating circumstances are those over which the student has no control and may include death in the student’s immediate family, hospitalization, accidents, and illness.
  - The Financial Aid Office will review the statement and documentation to determine if the extenuating circumstances have merit.
  - If the extenuating circumstances are deemed to have merit, the student will be granted the ability to complete step two of the appeal. If it is determined that the extenuating circumstances and/or documentation is not acceptable the appeal will be denied. Incomplete appeals/documentation will not be considered.
- **Step Two:** The appeal requires that students complete an academic plan with their major advisor. Academic plans will be developed and issued by the Student Success Center. Approval/denial of the Satisfactory Academic Progress Appeal will depend on the students’ academic plan and their ability to meet the terms of Satisfactory Academic Progress. Please note that receiving initial approval of extenuating circumstances does not guarantee that the appeal will be approved.
- Students who are placed on “Suspension” as a result of “Incomplete (I)” or missing grades may also appeal using the standard appeal form and procedure.
- In order for an appeal to be approved, students must either be able to meet the Standards of Satisfactory Academic Progress by the end of the next period of enrollment; or the student must be placed on an academic plan that, if followed, will ensure that the student will be able to meet the Standards of Satisfactory Academic Progress by a specific point in time.
- When considering an appeal:
  - Transfer credit hours that do not fulfill graduation requirements in the student’s current major are excluded from the maximum timeframe calculation.

- All attempted credit hours from a prior degree/certificate that can fill graduation requirements (including elective credit hours) in the additional degree/certificate must be counted. All other non-remedial attempted credits that do not fill graduation requirements (including elective credits) in the additional degree/certificate program are excluded from the maximum time frame calculation.
- Students who successfully appeal are placed on “Probation”

## Terms and Definitions

### Grading Symbols

- The following are credits successfully completed for SAP purposes: "A," "B," "C," "D," and "P." *While successfully completed for SAP purposes, “D” may not fulfill specific program and/or graduation requirements.*
- The following grading symbols are NOT credits successfully completed: "F" = Failure, “NC” = No Credit Granted, “NP” = No Pass, "I" = Incomplete, "W" = Withdrawal, “WIP” = Work In Progress.

### Cumulative GPA

- Cumulative GPA includes all coursework receiving a letter grade (including remedial and transfer coursework) a student has taken while at Tougaloo College. This GPA appears on the transcript as “Career Totals.”

### Repeat, Incomplete, and Audit Courses

- Courses previously passed with a grade of “C”, “B”, or “A” may not be repeated with the assistance of Federal Financial Aid. Courses previously passed with a “D” or courses failed with an “F” or “NC” may be repeated one time with the assistance of Federal Financial Aid.
- Incompletes “I” must be arranged with instructors and must be completed as indicated by the instructor and in accordance with the policy listed in the catalog.

### Non-Credit and Remedial Courses

- Non-credit courses which do not satisfy graduation requirements in the student’s declared degree/certificate program are not counted either as attempted or completed credits.
- Remedial courses (credit bearing courses numbered below 100) do count as both attempted and completed credits although remedial credits are excluded from the pace of completion and maximum timeframe evaluation.

**Please Note:** Federal Financial Aid recipients may receive aid for a maximum of 30 attempted remedial credit hours.

## FINANCIAL INFORMATION

### An Overview

The tuition and fees at the College are maintained at the lowest possible cost consistent with comparable institutions. Tuition and fees, endowment, earnings, unrestricted contributions, the alumni and friends of the College, and grants from government agencies, private foundations, and corporations comprise the operational funding for the College.

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In estimating the total cost of attending Tougaloo College, students should include expenses for books and supplies at the rate of approximately \$1,400 per academic year. The cost of travel, clothing, and personal items is not included in the tuition package. ***Fees will be published annually.***

All students must pay general fees at registration. The residential and commuter service fees must also be paid at registration. Room reservation fees should be paid at least eight (8) weeks prior to registration to assure a place in the dormitory.

Second semester-only students are required to pay general fees, residential service fee, and commuter service fee, where applicable.

### **Payment of Fees**

Payment for each semester, including tuition, room, and board, is to be made in advance at the times indicated in the schedule of payments. Any additional expenses, such as library fines, medical expenses, fees assessed for breakage, and traffic fines, etc., are due and payable upon receipt of the bill. A student who does not receive financial aid from the College may follow any one of the three payment plans to meet his/her financial obligation to the College: 1) annual, 2) semester, and 3) installment. Payments must be made as scheduled by personal check (up to \$2,000.00), cashier's check, travelers' check, credit/debit card, cash, or money order. If payments are not made on a timely basis, the student may be asked to withdraw from school. If a student leaves the College with an outstanding balance, he or she will be responsible for all costs related to collections.

A student receiving aid of any type from the College may choose the installment plan of payment. In order to calculate payments under an installment plan, a student should total his/her grants, loans, and scholarships for the year from the award letter supplied by the Financial Aid Office. *The student should not include work-study or work aid in this total, as he/she has not yet earned this money.* The student should then divide the aid for the first semester by three. This amount should be subtracted from each installment plan payment. The difference between one-third of each semester's aid and each payment leaves the amount of cash payable monthly from the student's own resources. The student may plan to use work aid or work study money to defray some of these cash costs. No unearned work monies can be used at registration.

### **Institutional Refund Policy (Withdrawal from School)**

In order to be eligible for a refund, a student must formally withdraw from the College. (See procedures for withdrawing from the College.) Any student who withdraws from the institution may be eligible for a refund of institutional charges according to the Institutional Refund Policy. However, a student who receives financial aid and withdraws from the institution may be required to refund all or a portion of the financial aid awards to the appropriate financial aid programs. The amount of refund will be determined on the basis of the official date of written withdrawal. Refunds should not be expected until four weeks after the beginning of a semester. The Pro-Rata Refund Policy (mandated by the U. S. Department of Education) may override the Institutional Refund Policy.

### **Federal/Institutional Refund Policy**

This policy applies to any student who withdraws after his/her first semester of attendance at the college. Students who meet this basic criterion will have their institutional charges calculated according to the federal/institutional schedule.

### **Pro-Rata Refund Policy (Withdrawal from School)**

This policy applies to any student who meets the following criteria:

1. Receives federal financial aid;
2. Attends the institution for the first time; and
3. Withdraws on or before the 60% point of the enrollment period.

Tuition refunds are apportioned according to the following schedule:

Within the first week of the semester:	65%
Within the second week of the semester:	50%
Within the third week of the semester:	30%
After the third week of the semester:	None

### **Reimbursement Policy**

Students who are eligible for reimbursements from loans or other overpayments will receive payments based on a predetermined schedule:

#### **Fall Semester, generally**

October  
November  
December

#### **Spring Semester, generally**

February  
March  
April

Students receiving bank loans may have funds in excess of first semester charges. These excess funds may be used to defray second semester charges. If a student wishes to voluntarily leave his/her credit for the next semester, this request must be made in writing and submitted to the Student Accounts Receivable Officer.

Students receiving refunds from any type of overpayment for the first semester will be expected to save funds necessary for the second semester registration payment. Deferments will not be given to these students for the second semester under these circumstances.

### **Bookstore Voucher Policy**

The College allows a student to acquire Bookstore vouchers, up to \$650.00 per semester to purchase books and supplies from the College Bookstore. The charge for the Bookstore voucher is billed to the student's account. ***A student may not return unused vouchers to the Office of Finance and Administration for credit. Bookstore vouchers are valid only for the academic semester in which they are issued.*** Bookstore vouchers are issued by the Office of Financial Aid. All issues of concern related to the College Bookstore must be addressed to the Bookstore Manager.

### **Financial Aid Source Information**

High school seniors, accelerated students, and transfer students may apply for financial aid at the time they apply for admission. An application for financial aid is complete when the institutional application and an approved needs analysis report are on file.

### **Eligibility for Federal Financial Aid**

In order to be eligible to receive aid from the Federal Financial Aid Programs, students must meet all of the following criteria:

- Have financial need, except for some loan programs.



- Have a high school diploma or a General Education Diploma (GED), or complete a high school education in a home setting that is treated as a home school or private school under state law.
- Be enrolled or accepted for enrollment as a regular student working toward a degree or certificate in an eligible program. Financial aid is not available for audit courses.
- Be a U.S. citizen or eligible non-citizen (have U.S. permanent resident status).
- Have a valid social security number.
- Make satisfactory academic progress (see SAP Policy).
- Sign a statement on the Free Application for Federal Student Aid (FAFSA) certifying that the federal aid will be used only for educational purposes.
- Sign a statement on the FAFSA, certifying that the student is not in default on a federal student loan and that no money is owed on a federal student aid grant.
- Be registered with the Selective Service (males age of 18-25). A recent law suspended aid eligibility for students convicted under federal or state law of the sell or possession of drugs. If you have a conviction or convictions for these offenses, call the Federal Student Aid Program at 1-800-433-3243 to find out how or if this applies to you. Eligibility can be regained by successfully completing an approved drug rehabilitation program.

### **Process to Apply for Financial Aid**

- Complete the Free Application for Federal Student Aid (FAFSA). Allow 2-6 weeks for processing time. Tougaloo College Title IV code for the FAFSA is 002439. Complete the Tougaloo College Financial Aid Application. The priority date for first-year and transfer students to submit applications are April 15. The priority date for continuing students to submit applications is May 1<sup>st</sup>. Students may apply for aid electronically on the web at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) or with the paper FAFSA that is available from your high school, local library, or college.
- The FAFSA will generate a Student Aid Report (SAR). The Financial Aid Office will receive the report electronically.
- If selected for verification, the Financial Aid Office will notify the student of the documentation required to complete his/her file. This will include a copy of the student's prior year federal tax return transcript, as well as the student's parents' return if the student is a dependent student or the student's spouse's return if the student is married. Additional documentation may be required in some cases. The verification process could take up to four weeks to complete.
- If the verification process results in the mandatory corrections of the student's information, the Financial Aid Office will resubmit your SAR electronically to the federal processor. The average turn-around time is one week.
- Once the student's file is complete, it will be reviewed and, if the student is eligible, a financial award letter will be generated. The student will receive an official award letter listing the programs and the amounts being awarded. The student will be required to accept or reject the awards and return the signed copy of the award letter to the Financial Aid Office. All aid will be disbursed equally for each semester.
- If the student accepts the loan, he/she will be required to sign a master promissory note (MPN) the first year he/she receives the loan. The promissory note will be printed by the U.S. Department of Education. Students will be notified when to come and sign their note.
- If the student receives outside scholarships, it is his/her responsibility to notify the Financial Aid Office. The student's award will be reviewed and adjusted, if necessary, to comply with federal regulations. If the outside scholarship exceeds the unmet need remaining after College and federal aid has been issued, the student's loan and/or work-study will be reduced.

### **Student Responsibilities**

Student responsibilities include all of the following:

- Review and consider all information about Tougaloo programs/degrees before enrolling.
- Pay special attention to the applications for student financial aid, prepare them, and submit them to the right place. Fraudulent reporting of information on federal aid applications is subject to penalties under federal law.
- Know and comply with all deadlines for application and re-application for financial aid.
- Know and comply with the school's student aid policies.
- Return all additional documentation, verification, correction, and/or new information requested either by the financial aid office or the agency to which the student submitted his/her application.
- Read and understand all forms/agreements that the student is asked to sign and keep copies.
- If the student has a loan, notify the lender of changes in name, address, or school status.

### **Student Rights to Financial Information**

Students have a right to be provided the following information:

- The degree programs, training, and other education offered by the school.
- Special facilities and services available to disabled students.
- The cost of attending the school (tuition and fees, books and supplies, room and board, and applicable transportation cost) and any other additional cost involved in attending the school.
- What need-based and non-need based federal aid is available to students.
- What need-based and non-need based local aid programs, institutional scholarships, and other private aid programs which are available.
- How students apply for aid and how the school determines eligibility.
- How and when financial aid is disbursed.
- The responsibilities and rights of students receiving financial aid.
- The College's fair and equitable refund policy and the prescribed order of the student financial aid (SFA) refund distribution.
- Information on preventing drug and alcohol abuse.
- The criteria for measuring satisfactory academic progress (SAP), and how a student who has failed to maintain SAP may re-establish eligibility for financial aid.
- Who to contact for financial aid information and general institutional issues.

### **SCHOLARSHIPS**

Scholarship awards are competitive and are based on evidence of both scholastic promise and financial need. In general, only students who rank in the top half of their high school graduating classes and have high scores on the Scholastic Aptitude Test (SAT) or the American College Test (ACT) will be considered for scholarships. Applicants not granted scholarships will receive consideration for other types of financial aid based on the availability of funds and conditions identified above.

**Application Procedure:** In order to assess the financial need of a student, the College requires each student applying for financial aid to secure and submit an approved needs analysis form and to meet the criteria above. Needs analysis forms may be secured from the high school, one of the needs analysis services, or from the Office of Financial Aid. Having secured the proper form, students should complete and submit to the appropriate agency as indicated. In order to be considered for all other types of financial assistance, each financial aid applicant is required to apply for the Federal Pell Grant.

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### **Presidential Scholarships**

The **Presidential I Scholarship** is the highest scholarship awarded to incoming first-year students who have a 3.50 GPA and a score of 27 or above on the Enhanced ACT or 1220 on the SAT. The Presidential I Scholarship covers tuition, general fees, room and board, and an electronic device, and is renewable each year for three additional years as long as the student maintains a 3.50 or above cumulative GPA at the end of the Spring Semester of each academic year.

The **Presidential II Scholarship** is the second highest scholarship awarded to incoming first year students who have a 3.50 GPA and a score of 24-26 on the ACT or 1100-1219 on the SAT. The Presidential II Scholarship covers tuition, general fees, room and board, and is renewable each year for three additional years as long as the student maintains a 3.50 or above cumulative GPA at the end of the Spring Semester of each academic year.

To apply for the above academic scholarships, a student must submit the following documents: admissions application, official high school transcript, ACT or SAT score(s), scholarship application, (verify leadership and community service), two recommendation letters (from principal, instructor, or counselor), complete FAFSA, and immunization records. A committee selects all recipients. The student must maintain continuous enrollment at Tougaloo to be eligible for renewal of the scholarships, which may be renewed for up to three additional years (students may have the Presidential I or II Scholarships for four years).

### **Partial Scholarships**

The Partial Scholarship is available to incoming first-year students from high school who have at least 3.00 GPA on a 4.00 grading scale, along with an 18 ACT score or an 800 SAT score. Graduates of community college must have a 3.50 GPA. There are varying amounts (\$1,000.00-\$5,000.00) given for this award. This scholarship may be renewable each year for four years (two years for transfer students) as long as the student maintains a 3.00 GPA for \$1,000.00-\$2,500.00, and 3.20 GPA for \$3,000.00-\$5,000.00.

To apply for the above academic scholarships, a student must submit the following documents: Admissions Application, official high school transcript, ACT or SAT score(s), complete FAFSA, and immunization records. These scholarships are highly competitive and are limited in availability. The candidates are chosen through an Admissions Committee and are notified in writing by June 30.

Scholarships are awarded on the basis of high school record, promise to profession, citizenship, and need. Renewal of scholarship awards is contingent upon academic achievement at the College.

### **Transfer Student Scholarship**

The Transfer Scholarship is available to incoming transfer students who are graduates of an accredited Community College. To apply for the Transfer Partial scholarship, graduates must have at least a 3.00 grade point average. To apply for a presidential scholarship, graduates must have a 3.80 grade point average.

## **ENDOWED SCHOLARSHIPS**

### **Education/Physical Education**

***Carrie C. Robinson Scholarship*** was established in 2009 in memory of Mrs. Carrie C. Robinson, a 1931 graduate. The scholarship is designated for junior and senior students pursuing a teaching degree.

***John T. Braxton and Eddie O'Neal Scholarship*** is awarded to a student who shows promise as an athlete, thespian, musician, and debater; and/or in pursuit of a degree leading to a teacher or divinity/ministerial career.

### **Humanities**

***Ronald O. Schnell Art Scholarship*** was established in 1997, for the purpose of aiding students majoring in Art.

***Mable Snyder Beeghly Scholarship*** is to be awarded annually to a gifted and needy student majoring in music.

***Homer Thordsen Larsen Scholarship*** is to be awarded to a music major with financial need and in good academic standing.

***Richard "Dick" Johnson Scholarship*** was established to provide support to a student who demonstrate critical thinking, compassion, and creativity; and who is majoring in one of the humanities disciplines.

### **Natural Sciences**

***Mary L. Allan Jefferson and George Lee Jefferson, Jr., Scholarship*** was established to provide support to a student from Warren County, Mississippi. The award will rotate between the Natural Science and Humanities Divisions.

***Walker Henderson STEM Endowed Scholarship*** was established in support of STEM (Science, Technology, Engineering, Mathematics) majors.

### **Social Sciences**

***E. T. Collins Scholarship*** was established in memory of Earnest Collins to be used for scholarships for students who wish to pursue a degree in Business Administration or Economics, and prepare them for positions of leadership and responsibility in business.

***Edward Blackmon, Sr., Scholarship*** was established in 1990 by Attorney Edward Blackmon, Jr., a 1971 graduate of Tougaloo College. The scholarship is designated for junior and senior students in the Social Science Division.

***Cressie Finney Hairston Scholarship*** was established in support of social work/sociology majors in good academic standing.

***Rueben V. Anderson Pre-Law Scholarship*** was established in honor of Reuben V. Anderson, a 1964 Tougaloo graduate, the first African American to graduate from the University of Mississippi School of Law, and the first African American Supreme Court justice for the State of Mississippi.

### **General Majors**

***Alpha Kappa Alpha Sorority, Inc. – Beta Delta Omega Chapter Scholarship*** is designed to prepare professional educators for improving the quality of teaching and learning. The applicant must be female,

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sophomore classification, full-time student, and actively participating in one or more academic and/or service organizations.

**Keith C. Miller Endowed Scholarship** was established to provide financial support to students from McComb High School or North Pike/South Pike County High School Districts. If none are available, the aid is to be awarded to a member of Gamma Upsilon Chapter of Alpha Phi Alpha Fraternity.

**Providence Cooperative Farm Endowed Scholarship** was established to provide financial support to students attending Tougaloo College from Holmes County. If none available, then students who are residents of Mississippi.

**Tougaloo College Chicago Alumni Chapter Scholarship** was established to provide assistance to students from the Chicago area attending Tougaloo College. The applicant must be in good academic standing and show financial need.

**Clyde Cullen and Queen Esther Jackson Scholarship** was established to provide financial assistance to a student from one of the 26 counties of the Mississippi Delta, preferably Sunflower County. The student must be in good academic standing and show a financial need.

**Dr. Lemika Christia Hays Endowed Scholarship Fund** was established in honor of alumna Lemika Christia Hays to provide financial assistance to students enrolled full-time and show a financial need.

**Dr. Luther Chaney Scholarship** was established in 2004 by Dr. Chaney, a friend of Tougaloo College. The scholarship is designed for a talented student from Northern Mississippi with preference to the Columbus tri-county area.

**Foundation for Education and Economic Development (F.E.E.D.) Scholarship** was established for the benefit of needy students from Mississippi.

**George A. and Ruth B. Owens Scholarship** was established in 1989 by Tougaloo alumni Mr. and Mrs. Eddie Irons of Memphis, Tennessee, in honor of President George Owens and his wife Ruth Owens, and provides support for an African American male to complete his educational program at Tougaloo College. A graduate of a Memphis, Tennessee, high school is preferred.

**H. C. Mead Scholarship** was established by Mrs. Mead in memory of her husband. H.C. Mead. A long-time contributor to Tougaloo College, Mrs. Mead established the scholarship in 1967. The selected recipient must be from the Mississippi Gulf Coast area.

**Dr. Henry T. and Maggie Banks Drake Scholarship** was established to provide general scholarship support for students attending Tougaloo College.

**Moman Memorial Scholarship** was established in 1975, by the Moman family, as a living memorial to the Moman Family who has been associated with Tougaloo College since the early 1870s. A scholarship is to be awarded annually to a student who shows financial need and academic ability.

**NorCal Scholarship** was established to provide support to students attending Tougaloo College from the Sacramento/Oakland/San Francisco, California, area.

***Suewillia Wright Woodfork Scholarship*** was established to provide general scholarship support for students attending Tougaloo College.

***Robert W. Jones Scholarship*** was established to provide general scholarship support for students attending Tougaloo College.

### **Annual Scholarships**

***Keith C. Miller Annual Named Scholarship*** was established by Dr. Keith C. Miller, '88 to provide financial assistance for students from Pike County.

***Lettie Pate Whitehead Scholarship*** was established to provide support for Christian females from nine southern states: Mississippi, Alabama, Florida, Georgia, Louisiana, North Carolina, Tennessee, and South Carolina.

***George and Pearl Vincent Innovation in Education Annual Named Scholarship*** was established in honor of Dr. George M. Vincent, a 1956 graduate of Tougaloo College and his wife Pearl.

***Ella Josephine Baker Scholarship for Social Activism*** will provide financial assistance to a full-time student exhibiting a passion for social change and community building.

### ***United Negro College Fund (UNCF) Scholarships***

**Note:** This is not an exhaustive list but only a representative of the scholarship offerings. For information on these scholarships and others, contact the Office of Institutional Advancement.

### **CHAIRS, PROFESSORSHIPS, AND FELLOWSHIPS**

*Rueben V. Anderson Chair in Political Science*

*Constance Slaughter-Harvey Chair in Political Science*

*Bennie G. Thompson Chair in Social Science*

### **FEDERAL GRANTS**

The grants offered by the federal government are granted to undergraduate students on the basis of need. All qualified students, based on the completed Free Application for Federal Student Aid (FAFSA) can be considered for both the Federal Pell Grant and the Federal Supplemental Education Opportunity Grant (FSEOG).

#### **Federal Pell Grant**

The Federal Pell Grant is a direct non-repayable grant from the federal government to the student who is enrolled at least half-time (6 hours). The amount of the award is based on information from the FAFSA.

#### **Federal Supplemental Educational Opportunity Grants**

Federal Supplemental Educational Opportunity Grant (FSEOG) is given to students with exceptional need, (lowest EFC based on the FAFSA) and priority is given to students who have received Federal Pell grants. Awards may range from \$100.00 to \$4,000.00.



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### **William D. Ford Federal Direct Loans**

Since fall 2010, Tougaloo College has offered the William D. Ford Federal Direct Loan Program (Direct Loans). Under the Direct Lending program, the funds for loans come directly from the Federal Government and NOT from a bank, credit union, or other lending institutions. All students who are requesting a student loan through this program will be required to complete a Master Promissory Note and Loan Entrance Counseling, even if you have already completed this in the past.

Students who are registered for at least six (6) credit hours and who are in good academic standing may be eligible for a Federal Direct Student Loan. A dependent student can borrow the following loan amounts:

First-year student	\$3,500.00
Second-year student, sophomore	\$4,500.00
Third- and Fourth-year students, junior and senior	\$5,500.00

An independent student or a dependent student whose parents are unable to get a PLUS loan can borrow up to:

\$ 9,500.00 as a first-year student (only \$3,500.00 can be subsidized)  
\$10,500.00 as a second-year student (only \$4,500.00 can be subsidized)  
\$12,500.00 as a third- and fourth-year student (only \$5,500.00 can be subsidized)

Students must file a FAFSA form to determine family contribution. The amount of the family contribution figure determines eligibility for either a subsidized or unsubsidized Direct Loan. The interest on the subsidized loan is paid by the Federal Government, while the student is enrolled at least half-time and for six (6) months after the student leaves school. Interest on unsubsidized loans is paid by the student. Repayment of principal on the loan begins six (6) months after the borrower is no longer at least a half-time student.

Delayed disbursement of funds (30 days after the first day of instruction) is required for all first-time borrowers for Direct Loan Program.

### **Parent Plus Loans**

The Federal Parent Plus Loans (PLUS) enables parents with good credit histories to borrow funds to pay the educational expenses of a dependent student. For the purposes of determining PLUS eligibility, a parent is a student's biological or adoptive mother or father. A student's stepparent is also eligible to borrow on the student's behalf, if his/her income and assets were taken into account when the student completed the FAFSA. To receive a PLUS loan, a parent must be a U.S. citizen, not be in default on a federal student loan, or owe a repayment to any Student Financial Assistance (SFA) Program. A parent may borrow up to the cost of attendance minus any other financial aid the student receives.

### **Federal Work Study**

The Federal Work-Study Program provides jobs for students with financial need, allowing them to earn money to help pay educational expenses. These jobs may be on campus or off campus. Students are employed on an hourly basis for a maximum of twenty (20) hour per week. Federal work-study ranges will be at least the current federal minimum wages (\$7.25 per hour). The total Federal Work-Study award depends on when the application is submitted, the level of need, and the funding level of the school.

Application and placement of jobs for Federal Work-Study is made through the Financial Aid Office.

## THE CURRICULUM

The liberal arts curriculum at Tougaloo College is based upon two assumptions: first, students should have an interdisciplinary general education drawn from broad academic areas as well as specialized training in one major department; and second, students should have reasonable freedom to design their own course of study, coupled with guidance from committed advisors.

Official credit for academic work is measured in semester hours. Under the semester schedule, credit hours are based on the number of weekly instructional hours provided over a 15-week period. An instructional hour is defined as no less than 50 minutes of instructor/student contact. For example, a course that awards 3 credit hours constitutes 150 minutes of instructional hours per week (instructor/student contact) over a 15-week semester.

One credit hour is awarded for laboratory work (e.g., science lab or music lab, etc.) with 180 instructional minutes per week over a 15-week semester. Laboratory is defined as work performed in a supervised safe environment that accommodates hands-on application and examination of subject matter theories and practices.

Information relative to the awarding of course credit hours and number of credit hours required for program completion is published under requirements for graduation for the individual degree granting program. In order to graduate, students must pass 124 semester hours and must have attained at least a 2.00 cumulative grade point average. The 124 hours are subdivided thus: a certain number of semester hours in a discipline major, approximately 34-36 credit hours in general education, and the remainder in electives and/or requirements for professional certificates.

As long as students are in continuous residence from the date of entrance, they will be held accountable for the degree requirements in effect at the time of entrance; however, once they stop out for a semester or more and return to the College, they will be accountable for the degree requirements in effect at the time of return. Exceptions of this policy will be permitted upon appeal by the individual student to the academic departments. Such appeal must be made within one semester after the date of return.

### **Curriculum Outcomes Redesigned for Engagement (CORE)/General Education Requirements**

Tougaloo College requires a total of 124 credit hours to graduate. All students are required to take 34-36 credit hours of CORE general education courses, as outlined below:

- SSS 101 Student Success Seminar (2 credit hours)
- SSS 102 Student Success Seminar (2 credit hours)
- ENG 101 or 103 College Composition I or Advanced College Composition I (3 or 4 credit hours)
- ENG 102 or 104 College Composition II or Advanced College Composition II (3 or 4 credit hours)
- GEN 100 Diaspora Studies I (3 credit hours)
- GEN 102 Diaspora Studies II (3 credit hours)
- MAT 103 or 106 - Pre Cal I or Contemporary Math (3 credit hours)
- GEN 150 Total Wellness (3 credit hours)
- Modern Languages 101 and 102 (6 credit hours)  
(choose one language and take two semesters - French, Spanish, Arabic, Chinese, Japanese, or Korean)

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- ENG 201 Introduction to World Literature (3 credit hours)

All students are required to select any two courses from below:

- GEN 200 The New Jim Crow (3 credit hours)
- GEN 201 Advocates for Children, Families, & Communities (3 credit hours)
- GEN 210 The Secret of Life (3 credit hours)
- GEN 211 Race, Gender & Medicine (3 credit hours)
- GEN 210 The Secret of Life (3 credit hours)
- GEN 221 Human Wellness through Arts and Spirituality (3 credit hours)
- GEN 230 Evolution of Education (3 credit hours)
- GEN 231 Social Media & Society: Likes, Links, Timelines & Tweets (3 credit hours)
- GEN 240 Black Like Me: The Black Body and the Media (3 credit hours)
- GEN 241 Rewrite Mississippi: Narratives of Hate and Harmony in Mississippi (3 credit hours)

Students majoring in one of the Social Science disciplines are required to take a Social Science CORE General Education course and a Natural Science CORE General Education course (i.e., GEN 200: The New Jim Crow and GEN 210: The Secret of Life or GEN 221: Race, Gender & Medicine).

Students majoring in one of the Humanities disciplines are required to take a Natural Science CORE General Education course (i.e., GEN 210: The Secret of Life or GEN 211: Race, Gender & Medicine) and any other above CORE General Education course.

**Critical Notes:**

- Some students may be advised or required to pass developmental, pre-college, non-degree credit course based on their ACT score. Credits earned from developmental courses will not count toward hours required for graduation.
- ENG 100, ENG 300 and MAT 091 are requirements for those students who demonstrate a need. With the exception of ENG 100, credits earned from developmental courses will not count toward hours required for graduation.
- Students must earn a grade of “C” or better in all required CORE general education courses.
- Students have the option to “test out” of modern languages at the elementary levels and earn credit toward graduation.

**CORE: Rationale**

CORE is grounded in the legacy and vision of Tougaloo College and the principles driving our mission: critical inquiry and civic engagement. The CORE Program fosters a skill set that allows Tougaloo College students—in the spirit of self-determination—to enter into the 21<sup>st</sup> century workforce with opportunities of their own design. Fundamental to our curriculum is a knowledge base that equips our students to address deeply entrenched socioeconomic problems.

**CORE: Career Pathways**

CORE unites with Career Pathways to provide a mentoring and career opportunity portal that connects students to network partners and alumni based on shared professional passions and enthusiasm for intergenerational engagement. Students will be introduced to Career Pathways during their first semester on campus. Through the Student Success Center, highly committed success coaches will assist students in developing an e-Portfolio to be published to the portal.

### **CORE: Professional Certificates**

Optional professional certificates will be awarded upon completion of bundled courses, totaling six to fifteen credit hours. The professional certificate programs give students an opportunity to cultivate mastery of a professional skill. Additionally, they are intended to strengthen the credentials of the Tougaloo student.

### **CORE General Education Course Descriptions: Student Success Seminar and Interdisciplinary Courses**

**SSS 101: STUDENT SUCCESS SEMINAR.** This course is for first-year and transfer (less than 30 hours) students. The purpose of SSS 101 is to help new students make a successful transition to Tougaloo College, both academically and personally. The course aims to foster a sense of belonging, promote engagement in the curricular and co-curricular life of the College, articulate to students the expectations of the College and its faculty, help students develop and apply critical thinking skills, and help students clarify their purpose, meaning, and direction. Co-requisites: None. **CREDIT: TWO SEMESTER HOURS.**

**SSS 102: STUDENT SUCCESS SEMINAR.** This course is designed to prepare second semester first year students for transition to their selected major. The course is designed to assist students in bringing closure to their initial college experience through systematic, intentional reflection on both the student's major and, in general, their liberal arts education with focus on career exploration and service learning. Pre-requisite: SSS 101; Co-requisites: None. **CREDIT: TWO SEMESTER HOURS.**

**GEN 100: DIASPORA STUDIES I.** The Diaspora Studies is a Social Sciences interdisciplinary course designed to broaden students' knowledge of the black experience in a global context. Students will be exposed to and explore social, political, and cultural trends across the African Diaspora from the 18th century to the present, giving attention to themes ranging from identity to colonization, oppression, resistance/protest, and liberation. Additionally, this course will employ elements of the Humanities to deepen students' understanding of the black experience across the Diaspora. This course is designed to encourage critical thinking and analytical reasoning. **CREDIT: THREE SEMESTER HOURS.**

**GEN 102: DIASPORA STUDIES II.** This course is an examination of the development of ideas expressed in art, music, literature, philosophy, and religion of the African Diaspora. Students will explore trends through readings from survey texts and supplemental readings. Academic areas within the Humanities will be explored from an Afrocentric perspective to stimulate an interest and passion for further study. Cultural styles of the African diaspora are explored in the local, global, and intercultural contexts. To deepen students' understanding of the black experience across the Diaspora, students will also read/listen/watch and analyze primary source materials, documentary films, oral testimonies, visual art, and contemporary films that speak to African Americans' contributions to the African Diasporas and the development of African American life and culture. As a part of the learning experience, students are expected to become more analytical thinkers, competent writers, and articulate speakers. Pre-requisite; GEN 100. **CREDIT: THREE SEMESTER HOURS.**

**GEN 150: TOTAL WELLNESS.** This course builds upon the interdependence of six dimensions of human wellness that can lead to total wellness if properly observed. The six dimensions are social wellness, occupational/financial wellness, spiritual wellness, physical wellness, intellectual wellness, and emotional wellness. Each of the dimensions of human wellness will be taught by experts from the specific discipline. Also, students will have the opportunity to work closely with the Owens Health and Wellness Center to

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complete in-service hours or with professors to gain experience doing mini-research projects. **CREDIT: THREE SEMESTER HOURS.**

**GEN 200: THE NEW JIM CROW.** This course will incorporate the fields of sociology, psychology, political science, history, and economics, introducing students to ways each field identifies and addresses social issues in current events in society and culture. Critical thinking skills will be introduced throughout the course that will enable students to properly defend or refute their position. **CREDIT: THREE SEMESTER HOURS.**

**GEN 201: ADVOCATES FOR CHILDREN, FAMILIES & COMMUNITIES.** This course provides an overview of the education of children in the United States. Education will be examined through the prisms of power, culture, and race, drawing on perspectives from history and law, and best practices in pedagogy. **CREDIT: THREE SEMESTER HOURS.**

**GEN 210: THE SECRET OF LIFE.** This team-taught, interdisciplinary survey course examines the basis of life from three different perspectives: the past, the present, and the future. Students will be introduced to the rapidly-evolving and increasingly relevant world of natural sciences via thematic real-life issues, such as obesity, folk medicine, infectious disease, and climate change. During the course of the semester, students will investigate the history of Earth and the origins of life (past), examine the contribution of humans to current natural science-based topics (present), and identify potential societal applications and implications related to the semester's theme (future). **CREDIT: THREE SEMESTER HOURS.**

**GEN 211: RACE, GENDER & MEDICINE.** The course will explore how scientific thought and the dominant gaze on black bodies solidified the acceptance of racialized experimentation as an acceptable practice. These events include surgical experimentation on slaves, forced sterilization, exposure to radiation and syphilis, and the cloning of Henrietta Lack's cells for future research and profit. Students will be charged with considering what role ethics and consent has and should play within the context of medical advances derived from racialized experimentation. **CREDIT: THREE SEMESTER HOURS.**

**GEN 221: HUMAN WELLNESS THROUGH ARTS & SPIRITUALITY.** This course will explore the arts and spirituality in human wellness and include the utilization of musical and artistic therapies and spiritual practices for the self-management of physical, emotional, and mental health in wellness. This course will also deal with human wellness in African and African-American art, music, and spiritual experience, as well as other cultures. In addition, this course will examine ways that communities can develop and support effective programs to address the use of the arts and spirituality in a community's overall wellness. **CREDIT: THREE SEMESTER HOURS.**

**GEN 230: EVOLUTION OF EDUCATION.** This course introduces students to the evolving field of education and challenge them to examine their views about educational issues, teaching, and learning. Students investigate trends that are driving changes in America's public education and how these changes are being addressed through teacher preparatory training in Child Development; Elementary and Secondary Education; and Health, Physical Education, and Recreation (H.P.E.R.). Students engage in a range of diverse, interactive learning activities to heighten and expand their understanding of education theories, instructional practices, assessment protocols, and research methodologies. Students explores how the concept of modern-day-slavery intersects with education. **CREDIT: THREE SEMESTER HOURS.**

**GEN 231: SOCIAL MEDIA & SOCIETY: LIKES, LINKS, TIMELINES & TWEETS.** This course is designed to make students aware of the technological advancements that affect humans in various ways. Social media has

its advantages and drawbacks and the wise use of social media sites will be investigated to enhance the professional and social lives of our students. **CREDIT: THREE SEMESTER HOURS.**

**GEN 240: BLACK LIKE ME: THE BLACK BODY AND THE MEDIA.** This course offers a counter narrative to challenge prevailing notions/constructions of the black body in the media through the interdisciplinary lens of literature, music, art, philosophy, and media studies. **CREDIT: THREE SEMESTER HOURS.**

**GEN 241: REWRITE MISSISSIPPI: NARRATIVES OF HATE AND HARMONY IN MISSISSIPPI.** This course will examine the identity of Mississippi in the dominant narrative and reconstruct a more honest and equitable illustration of the State through the study of artists, authors, artisans, movements, and moments in Mississippi's history. Experiential excursions will be embedded within this course to expand the classroom into the city (Eudora Welty house, Smith Robertson Museum, Margaret Walker Alexander house, Mississippi Department of Archives and History, Woolworth's & other historic markers, etc.) as well as the state (Tennessee Williams festival, Margaret Garner gravesite, Natchez Trace, etc.). The primary objective of this course is to encourage students to rethink the prevailing narrative of Mississippi and work to produce an alternate story of the State that considers many of the unspoken and unwritten accounts that expand the history and future of the state. **CREDIT: THREE SEMESTER HOURS.**

## **DEGREE REQUIREMENTS FOR GRADUATION**

### **Associate of Arts Degree**

- Candidates for Associate of Arts degrees must have completed 27 semester hours of General Education to include Student Success Seminar SSS 101-102 (4 hours); Effective Writing, ENG 101-102 (6 hours); College Algebra II, MAT 103 (3 hours); Art Appreciation, ART 101 (3 hours); Comprehensive Health, PHE 104 (3 hours.); Effective Speaking, SPE 101 (3 hours); and World History, HIS 131 (3 hours).
- Candidates for the Associate degrees must have passed at least 62 semester hours, including the minimum 27 hours of general education.
- Candidates for Associate degrees must also pass the English/Writing Proficiency Examination.
- Candidates for Associate degrees must have earned a "C" average for all college course work.
- Candidates for Associate degrees must pay in full all current debts to the College.

### **Bachelor's Degrees**

Candidates for the degree of Bachelor of Arts or Bachelor of Science must have passed at least 124 semester hours, including at least 27 and not more than 48 semester hours in a subject chosen as a major. The following hours will not count towards graduation: developmental or remedial courses and repeated courses.

Candidates must have earned a "C" average. A candidate's average is based upon all courses in which the candidate received a letter grade at Tougaloo College. The average is not based merely upon courses taken to meet the requirements for a major. However, transfer students may petition the Provost/Vice President for Academic Affairs to have transfer credits included in their average.

A department will require its majors to take a certain number of semester hours within the department (excluding an emphasis). To graduate, a candidate must not receive a grade lower than a "C" in courses required or elected for the major.

During the senior year, students are required to prepare and submit a comprehensive senior thesis.



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Degree candidates, in each department, may also require their majors to pass a comprehensive examination in the major field, or to submit an acceptable score on a national test, such as the Graduate Record Examination (GRE) or the Graduate Management Assessment Test (GMAT). Students majoring in Elementary Education, as well as Health and Physical Education, are required to take the PRAXIS.

Degree candidates must demonstrate a reasonable command of written English by passing the English Writing Proficiency Examination (EWPE). A student is not allowed to write the Senior Thesis until the English Writing Proficiency Exam is passed.

Degree candidates must demonstrate competency level reading skills through the ACT or SAT score or a college administered reading examination.

Candidates for graduation must pay in full all current debts to the College.

Unless specifically stated otherwise (e.g., accelerated or early identification programs) and/or in the case where the Provost/Vice President Academic Affairs grants a written exception, candidates who entered Tougaloo College with advanced standing must spend the final academic year in residence. During this period, they must enroll in at least thirty (30) semester hours of credit and must achieve an average of "C" or higher.

In addition to meeting all other requirements for graduation as specified by Tougaloo College and the major department, any student who receives a degree from Tougaloo College must complete at least 25% of the required credits at Tougaloo College. Unless specifically stated otherwise (e.g., accelerated or early identification programs) and/or in the case where the Provost/Vice President for Academic Affairs grants a written exception, the final 30 semester hours for the degree must be completed at Tougaloo College.

Following completion of the sophomore year and prior to graduation, the student must complete 60 hours of community service as approved by the chair of the division in which he or she is majoring. The requirement may be met by working at an approved social agency or by completing a project designed by the student and approved by the division dean and the student's department chair. The project may or may not be in the student's major and may not be done for pay.

### **Application for a Degree**

Each student is required to apply for graduation in the Office of the Registrar by the dates on the published Academic Calendar. This date also applies to students who plan to complete their work in the summer (August). If the student does not complete graduation requirements by the date on the original form, the student must re-apply for the following year.

A non-refundable graduation fee is assessed. Graduation fee information is provided by the Office of the Registrar. There is a cost to reorder a diploma for former graduates.

### **Honors at Graduation**

Honors will be awarded to students meeting the following scholarship standards at graduation:

With Honors	3.00 to 3.19
Cum Laude	3.20 to 3.49
Magna Cum Laude	3.50 to 3.79
Summa Cum Laude	3.80 to 4.00

The following scholarship standards will be recognized when selecting the top two honor students (Valedictorian and Salutatorian) at graduation:

- Student is a senior graduating during the period of recognition.
- Student has the highest Cumulative Grade Point Average in the graduating class with grades earned at Tougaloo College (except grades earned through our established recognized exchanged programs).
- Student has the highest number of quality points in the graduating class with grades earned at Tougaloo College (except grades earned through our established recognized exchange programs).
- The following courses are not eligible for inclusion in the cumulative grade point average: repeated classes, developmental courses, and transfer courses.

All other students are still eligible for consideration in college honors according to their overall grade point average at graduation for summa cum laude, magna cum laude, cum laude, and honors.

### **Community Service Requirement**

Sixty (60) clock hours of community service are required for graduation. Such service shall be rendered after the second semester and may be in any non-profit community or social service agency or organization which seeks to serve the social needs of the most vulnerable members of the community and which has been approved by the College. Projects may be completed at any point in the school year or summer but must be done under the mentorship of an approved person who will certify and evaluate the service. Service shall not be done for pay, although some social agencies might assist students with the cost of transportation and other expenses associated with the task.

Each student is required to write a reflective essay detailing her/his community service experience and its benefits. This essay, along with the mentor's evaluation and other relevant documentation will become a part of the student's portfolio and will be used to help provide the kind of assessment needed to gauge the expected student outcomes. Completion of the project will be recorded on the transcript. Neither additional credit hours nor a grade will be given. The project may or may not be in the student's major, but it must demand that the student deal with multi-dimensional problems and situations and use a variety of intellectual resources and interpersonal and leadership skills.

### **Writing-Across- the- Curriculum**

In order to help students develop writing skills and increase the effectiveness of student learning, the faculty has formally adopted a program of writing across the curriculum designed to insure that all Tougaloo students have significant experiences in writing at every level during their progress toward a degree.

Beyond the traditional first year composition courses, each general education course during the first and second years includes carefully planned writing requirements. At least one course at the junior or senior level of the student's major area also includes a significant amount of writing, which is intended to help students develop writing skills in the discipline. Finally, in the senior year, each department requires a senior thesis or other written projects that represent a major intellectual effort.

### **Academic Divisions**

The college curriculum is divided into four (4) divisions: Education, Humanities, Natural Sciences, and Social Sciences.

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### The Degree

Tougaloo College confers four degrees: **Master of Arts, Bachelor of Arts, Bachelor of Science, and Associate of Arts.** Students who complete a major in Elementary Education, Economics with an Accounting or Business Administration emphasis, Art, Art Education, Biology Education, Chemistry Education, English, English Education, History, History Education, Music, Music Education, Health and Physical Education with a Physical Education or Health Education emphasis, Health and Recreation, Physics Education, Political Science, Psychology, or Sociology receive a B.A. degree. Students who complete a major in Biology, Chemistry, Computer Science, Mathematics, Mathematics with a Computer Science emphasis, or Physics will earn the B.S. degree. Students who complete the requirements for certain specialized programs may receive the Associate of Arts Degree under Education Department listings.

### The Major

By or before the end of their first year, students must select a discipline or area in which they will concentrate their study during the remainder of their college tenure. The discipline or subject area so selected is referred to as a major. Through pursuit of a given major, students should develop a basic understanding of the concepts and principles of a discipline as well as of skills associated with related practical application. At least one member of the major department serves as advisor to students and consults with them concerning all courses to be taken in pursuit of the degree. In addition, students will choose courses to prepare for graduate school, to become certified to teach, or to satisfy a desire for intellectual exploration. Students are required to complete a Major Declaration Form in consultation with the Student Success Center.

### The Minor

The minor is a separate program of study which is open to any student regardless of their declared major.

### The Emphasis

The emphasis is a specialization within the student's declared major.

#### Major

Art  
Art Education  
Biology  
Biology Education  
Chemistry  
Chemistry Education  
Child Development  
Computer Science  
Economics

#### Emphasis

Accounting  
Business Administration

Elementary Education  
English

Creative Writing  
Secondary Education

Health and Physical Education  
Health and Recreation

History

History Education  
Mass Communication

Mathematics

Mathematics Education  
Music  
Music Education  
Physics  
Physics Education  
Political Science  
Psychology  
Religious Studies  
Sociology  
Social Work

### **Minors**

Biology  
Chemistry  
Physics  
Psychology  
Pre-Law

### **Certificates**

An AA Degree in Child Development and Early Childhood Education is available to students who complete the requirements as set forth by the Education Department respectively.

### **Double Major**

Students who take a double major must meet all requirements of each major and all general education requirements.

### **Dual Degree Programs**

- Participants in a dual degree program should be identified as early as possible, and not later than the first semester of the sophomore year.
- The Registrar and the head of the appropriate major department should review the student's record.
- Students should meet all requirements of the specific dual degree program at Tougaloo College before they enroll in the second institution.
- Students should be given a copy of their dual degree status sheet by the end of their sophomore year.

Community Health  
Recreation for Special Populations

African American Studies

Journalism  
Public Relations  
Advertising  
Radio and Television

Computer Science

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- Annual progress reports and a transcript of the student's work at the second institution should be sent to the Registrar's Office at Tougaloo College.

### **Curriculum Divisions**

The college curriculum is divided into four academic divisions (Education, Humanities, Natural Sciences and Social Sciences) and one co-academic division (Student Success).

#### **I. Student Success**

#### **II. Education, Supervision, and Instruction Division**

- A. Elementary Education
- B. Child Development
  - Child Development (A.A. Degree)
  - Child Development (CDA)
  - Early Childhood Education (A. A. Degree)
- C. Health and Physical Education
- D. Health and Recreation
  - Community Health Emphasis
  - Recreation for Special Populations Emphasis
- E. Secondary Education
  - Art
  - Biology
  - Chemistry
  - English
  - History
  - Mathematics
  - Mathematics and Computer Science
  - Music
  - Physics

#### **III. Humanities Division**

- A. Art
  - Art Education
- B. English
  - English Education
  - Creative Writing
- C. Mass Communication
  - Public Relations
  - Advertising
  - Journalism
  - Radio and Television
- D. Music
  - Music Education

#### **IV. Natural Sciences Division**

- A. Biology
  - Biology Education
- B. Chemistry

- Chemistry Education
- C. Computer Science
- D. Mathematics
  - Computer Science Emphasis
  - Mathematics Education
  - Mathematics and Computer Science Education
- E. Physics
  - Physics Education

## V. Social Sciences Division

- A. Economics
  - Accounting Emphasis
  - Business Administration Emphasis
  - Hotel and Hospitality Management* (Associate of Arts Degree) **Inactive**
- B. History
  - History Education
  - African-American Studies
- C. Political Science
- D. Psychology
- E. Sociology
  - Gerontology (**Inactive**)
- F. Social Work

## Course Numbering

Courses 091-100	Pre-College level does not count towards a degree
Courses 101-198	Primarily for first year students
Courses 201-298	Primarily for sophomores
Courses 301-398	Primarily for juniors
Courses 401-498	Primarily for seniors

## Abbreviations for Discipline Areas of Instruction

ART	Art	HIS	History
BIO	Biology	HUM	Humanities
CHE	Chemistry	MAT	Mathematics
COA	Advertising	MS	Military Science
COB	Radio and Television	MUS	Music
COJ	Journalism	NSD	Natural Sciences Division
COM	Mass Communication	PHE	Health & Physical Education
COP	Public Relations	PHI	Philosophy
CSC	Computer Science	PHR	Health and Recreation
ECO	Economics	PHY	Physics
EDE	Early Childhood Education	REA	Reading
EDU	Education Division	REL	Religion
EDR	Education/Reading	SOC	Sociology
ELA	Education/Language Arts	SPA	Spanish
ENG	English	SPE	Speech
FRE	French	SPED	Special Education



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FYS	First Year Experience Seminar
GEN	General Education Course

SSD	Social Sciences Division
SWK	Social Work

**Abbreviations for Special Programs**

CDA	Child Development Associates
SSS	Student Success Seminar



# FIRST YEAR EXPERIENCE



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## **STUDENT SUCCESS CENTER**

The Student Success Center is a comprehensive student success program designed to provide curricular and co-curricular support to students at Tougaloo College. The Center has three main objectives:

1. To orient first-year/first-time students to Tougaloo College:
  - a. Goal: Assist every first-time, full-time student toward a successful transition from high school, or other academic institutions, to college level academics and to promote academic success.
  - b. Goal: Help first-year students understand the importance of modeling good behavior and respecting themselves and their community.
2. To advise students as they prepare to enter career paths:
  - a. Goal: Enable students to develop effective personal leadership development and academic skills that will enhance their ability to become leaders who will contribute to the greater global community.
  - b. Goal: Provide opportunities for new students to develop multicultural awareness and cultural competence as they select career paths.
3. To retain students with various curricular and co-curricular programs.
  - a. Goal: Provide students with information about campus resources and opportunities available on campus while establishing and maintaining interpersonal relationships within the college community and a connectedness to campus life.
  - b. Goal: Encourage students to be socially responsible by enlisting in civic engagement and service learning projects on campus and in the local community.

The Student Success Center is staffed by Student Success Coaches. The Student Success Coach serves as an academic advisor and mentor. They share ideas, talents, and services in and beyond the classroom to ensure academic success of students as well as promote self-actualization and foster a lasting bond with Tougaloo College. Through Student Success Seminars, the Student Success Coach will engage the students in developing healthy academic habits while promoting the Tougaloo College community.

### **Special Requirements**

Student Success Seminar is a required course for all first-year students and transfer students. Transfer students who have completed two comparable seminar courses at a prior institution or those who transfer with 30 or more accepted credit hours are exempt, unless the hours were completed with dual enrollment/credit. Students must enroll in SSS 101 for the fall semester and SSS 102 for the spring semester.

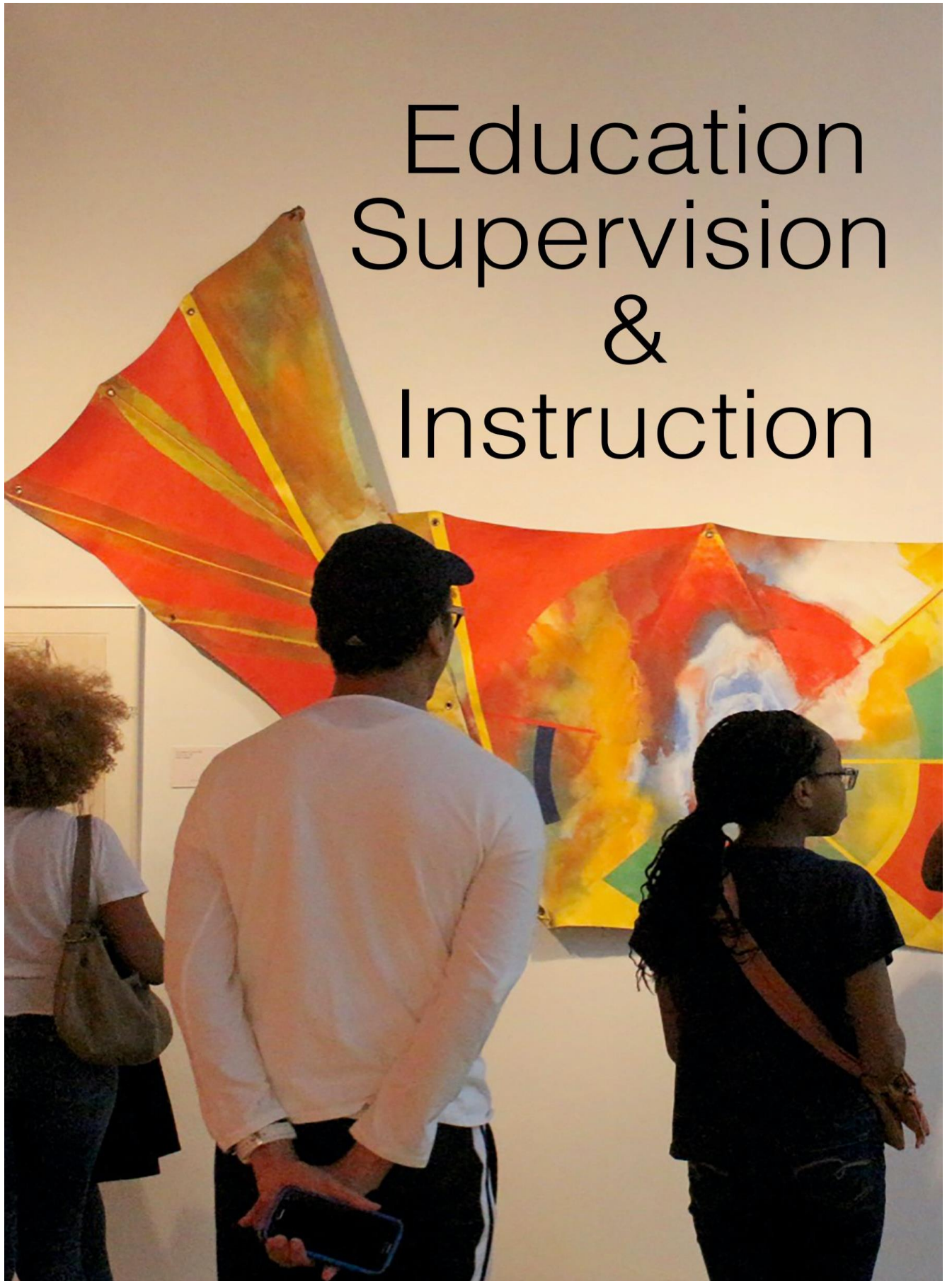
### **Signature Events/Experiences**

During the students' first year, they will participate in various signature events and participate in different signature experiences. These activities are designed to better acclimate the student to the campus, the community, and the surrounding area.

#### Signature Events

- First-Year Student Induction Ceremony
- Eagle Day of Service
- Martin Luther King, Jr. Day of Service
- Rite of Passage Ceremony
- Alpha Lambda Delta National Honors Induction

# Education Supervision & Instruction



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## **DIVISION OF EDUCATION, SUPERVISION, AND INSTRUCTION**

The Division of Education, Supervision, and Instruction at Tougaloo College offers a variety of undergraduate degrees in programs leading to P-6 and 7-12 initial teacher certification. The Division of Education degree programs are approved by the Mississippi Department of Education state standards and the National Council for the Accreditation of Teacher Education standards (NCATE) and the Council for the Accreditation of Educator Preparation (CAEP).

### **Vision Statement**

The Division of Education faculty and staff envision a teaching and learning environment committed to providing future teachers with an education that develops reflective, effective, active, and decisive scholars and practitioners who utilize theory, scholarly research, and best practices in their work with children and youth. Faculty and students come together to foster a community of teaching and learning that promotes inquiry, leadership, and advocacy for P-12 children, families, and communities.

### **Mission Statement**

The mission of The Division of Education, Supervision, and Instruction at Tougaloo College is to prepare and support caring, reflective pre-service teachers as life-long learners and to succeed as professional educators in the teaching community. The Division of Education, through teaching, scholarly research, and service, is dedicated to preparing future teachers with the knowledge base, dispositions, and skills necessary to become successful and effective educators in a complex, rapidly changing global society.

### **Conceptual Framework**

Tougaloo College's Division of Education conceptual framework guides the professional unit in achieving its mission for the College and Educator Preparation Program. The conceptual framework establishes a shared vision for efforts in preparing teacher candidates to work effectively in P-12 schools. In addition, the conceptual framework is knowledge-based, articulated, shared, coherent, and committed to professionalism, diversity, technology, and teaching professional standards.

The Division of Education's conceptual framework is based on the assumption that candidates must have proficient knowledge, skills, and dispositions in order to be effective, highly-qualified teachers. Therefore, the conceptual framework has been developed through collaborative efforts among the students, faculty, administration, teacher education advisory council, and the professional community. This conceptual framework also addresses assessment, diversity, clinical field-based experiences, and best practices modeled by faculty. The vision of Tougaloo College is reflected in each component of the conceptual framework. The main goal is to produce the R.E.A.D. (reflective, effective, active, decisive) teachers for the classrooms of Mississippi and the global community. Tougaloo College's Educator Preparation Program prepares students who are self-directed learners and self-reliant individuals capable of working effectively with students, meeting challenges and issues in our public schools.

The objective of the Teacher Education Program at Tougaloo College is to prepare competent teachers who demonstrate both academic excellence and professional knowledge while providing distinctive leadership and service to those they teach. The Division of Education believes that the four core areas in our conceptual framework support our goals and provide the basis for the objectives of our Educator Preparation Program. The R.E.A.D. teaching model undergirds the professional base knowledge of the Division's educator preparation program model. The knowledge bases are centered on a reflective, effective, active, and decisive self (the pre-service teacher), subject matter content knowledge, and clinical field-based experiences.

## **Programs of Study Offered in the Division**

The Division of Education, Supervision, and Instruction program of study design accommodates the traditional student, as well as the non-traditional student in achieving academic success through various undergraduate and graduate degree seeking program.

### **Associate of Arts Program**

Associate of Arts in Child Development

### **Bachelor of Arts Programs**

Bachelor of Arts Degree in Child Development

Bachelor of Arts Degree in Elementary Education

Bachelor of Arts Degree in Special Education

Bachelor of Arts Degree in Health and Physical Education

Bachelor of Arts Degree in Health and Recreation

### **Secondary Education Degree Programs**

The Division of Education, Supervision, and Instruction collaborates with the Divisions of Humanities, Social Sciences, and Natural Sciences to offer the following Bachelor of Arts degrees in Secondary Education.

Art

Biology

Chemistry

English

History

Mathematics

Mathematics and Computer Science

Music

Physics

### **Master of Arts in Child Development**

### **Master of Arts in Teaching**

### **Admissions to Educator Preparation Program**

Students must be admitted to, and remain in good academic standing and successfully complete, the Educator Preparation Program to receive a recommendation for teacher licensure. Admission to the program is considered twice during the academic year; and, a formal application for admission to the Educator Preparation Program must be filed in the Division of Education, Supervision, and Instruction in the Dean's Office.

### **Teacher Education Program Application Deadlines**

Spring Applications: Due by November 15th

Fall Applications: Due by April 15th



Undergraduate students are admitted into the Educator Preparation Program prior to enrolling in junior/senior level education courses. Undergraduate students must meet the following requirements for admission into the Teacher Education Program:

1. Successful completion of thirty-seven to thirty-nine (37-39) semester hours of General Education requirements;
2. Receive a 2.80 grade point average (G.P.A.) or above on a 4.0 scale for the semester hours described above;
3. Teacher Education application submitted at the end of your sophomore year
4. Appropriate scores on the PRAXIS Core Academic Skills for Educators (CASE) or exempt with a SAT composite score of 990 or ACT score of at least 21 or a higher. PPST scores required: Reading (156), Writing (162), and Math (150). Students who provide proof of a SAT composite score of at least 990 (verbal and quantitative) or an ACT composite score of 21 with no subtest score below 18 may be admitted to the Educator Preparation Program;
5. Obtain two (2) professional recommendations using the Educator Preparation Program Recommendation Form.

Elementary Education majors seeking admission into the Educator Preparation Program must complete an interdisciplinary program of study, in an area of emphases including 18 semester credit hours in Reading emphasis, or completion of an emphasis in Childhood Development or Special Education is required.

#### **ELEMENTARY EDUCATION DEGREE PROGRAM**

The Elementary Education Degree Programs offer courses leading to an Associate of Arts in Childhood Development, a Bachelor of Arts in Childhood Development, a Bachelor of Arts in Elementary Education, and a Bachelor of Arts in Special Education.

#### **Expected Student Learning Outcomes**

Specific expected learning outcomes for the Bachelor of Arts in Elementary Education are measured and monitored by the Institution, Division, and Education Department, and by the Teacher Education Advisory Council (TEAC), whose members are representatives from public schools and community educational partners. The Elementary Education degrees are essentially structured to meet the Mississippi Board of Education and Mississippi Department of Education standards, such as complying with Common Core State Standards and the Council of Accreditation of Educator Preparation (CAEP). Table 1.0 - Standards Utilized for Expected Student Learning Outcomes serves as the expected student learning outcomes that are used to continuously assess, document, and improve the curriculum and overall program. The standards below serve as the primary learning outcomes of the degree program:

**Table 1 – Standards Utilized for Expected Student Learning Outcomes**

<b>Program Name</b>	<b>Specialized Professional Association (SPAs)</b>	<b>Expected Learning Outcomes</b>
Elementary Education	Council of Accreditation of Educator Preparation (CAEP)	Standard 2: Understanding and Applying Content and Curricular Knowledge for Teaching

		Standard 3: Assessing, Planning, and Designing Contexts for Learning
		Standard 5: Developing as a Professional

### Specific Requirements

Students majoring in Elementary Education or Special Education in order to become licensed elementary school teachers must be admitted to and complete the Educator Preparation Program at Tougaloo College with a 2.80 G.P.A. or above in all major and emphases coursework, pass the Praxis CORE, Core Academic Skills for Educators (CASE), Praxis II: Principles of Learning and Teaching examination and the Praxis II (specialty area) examination, a score of 75% or above for their Teaching Portfolio that demonstrates the acquisition of knowledge, skills, and dispositions related to the student's academic major; successfully complete 15 units (75 days) of clinically field-based experiences in K-3 and 4-6 classroom settings.

In addition, students must submit to their advisor and division chair for approval a senior thesis paper (or written project) that represents a major intellectual body of work. Students pursuing degrees in elementary education and special education programs acquire knowledge, skills, and dispositions that are grounded in major philosophical, theoretical thinking about the nature of education. Students' develop and demonstrate the knowledge, skills, and competencies related to theoretical principles and innovative strategies in classroom behavioral management and best teaching practices in subject matter content areas. Upon completion of the specific requirements, students are recommended for a **State of Mississippi Class A** teaching license.

### Bachelor of Arts in Elementary Education

#### Areas of Emphasis: Reading (Required for all Elementary Education Majors)

#### Pre-Professional Courses

EDU 214	Educational Psychology	3
EDU 221	Introduction to Foundations of Education	3
MAT 201	Number Systems	3
MAT 202	Geometry, Measurement, and Probability	3
EDU 251	Education Seminar: Research	3

#### Professional Courses

EDU 252	Educational Seminar-Behavioral Management, K-12	3
EDU 312	Reading Instruction, K-12	3
SPED 217	Introduction to Exceptional Children	3
EDU 331	Human Development and Learning	3
EDU 335	Methods, Materials, and Educational Technology in the Classroom	3
EDU 336	Tests, Measurements, and Evaluation	3
EDU 424	Student Teaching in the Elementary School and Seminar	3

#### Required Courses for Elementary Education

EDU 112	Professional Development	3
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ART 301	Principles of Art Education	3
EDU 314	Social Science for Children	3
EDU 315	Science for Children	3
EDU 316	Mathematics for Children	3
MUS 411	Music in Childhood Education	3
EDU 421	Curriculum and Research	3
PHE 411	Principles, Methods, and Materials for Teaching Health and Physical Education, K-12	3
	<b>or</b>	
PHE 424	Motor Development and Movement Experiences for the Young Child	3

#### **Courses for Reading Emphasis (21 semester hours)**

EDR 300	Early Literacy Instruction I	3
EDR 301	Early Literacy Instruction II	3
EDU 312	Reading Instruction, K-12	3
EDU 313	Integrative Approach to Lit, Language and Communicative Arts, K-12	3
ELA 350	Research and Practices in Language Arts	3
ELA 351	Methods of Teaching Language Arts	3
EDU 420	Diagnostic and Prescriptive Reading	3

#### **Suggested Course Sequence**

##### **First Year**

##### **Fall Semester**

SSS 101	Student Success Seminar I	2
ENG 101	Effective Writing I	3
BIO 102	World of Biology	3
BIO 103	World of Biology Lab	1
MAT 106	Contemporary Mathematics	3
HIS 101	World History	3
Modern Lang 101		3

##### **Spring Semester** (Take Praxis Core at end of semester)

SSS 102	Student Success Seminar II	2
ENG 102	Effective Writing II	3
GEN 100	Diaspora Studies	3
GEN Option		3
Modern Lang 102		3
CHE 103	Introduction to Chemistry	3
CHE 104	Introduction to Chemistry Lab	1

##### **Sophomore Year**

##### **Fall Semester**

ENG 201	Introduction to World Literature	3
EDU 221	Foundations of Education	3
MAT 201	Number Systems	3

EDR 300	Early Literacy I	3
GEN 220	Total Wellness	3
EDU 217	Intro to Special Education	3

**Spring Semester**

EDU 251	Education Seminar: Research	3
SOC 201	Sociology of the Family	3
EDR 301	Early Literacy II	3
MAT 202	Geometry, Measurement, and Probability	3
ENG Option		3
ELA 350	Research & Practices in Language Arts	3

**Junior Year**

**Fall Semester**

PSY 111	General Psychology	3
ART 301	Art for Children	3
MUS 411	Music for Children	3
EDU 331	Human Development	3
EDU 313	Integrative Approach to Literature, Language & Communicative Arts	3
EDU 252	Education Seminar: Behavior Management	3

**Spring Semester**

EDU 314	Social Science for Children	3
EDU 315	Science for Children	3
EDU 316	Mathematics for Children	3
ELA 351	Methods of Teaching Language Arts	3
EDU 312	Reading Instruction	3
EDU Course		3

**Senior Year**

**Fall Semester**

EDU 421	Curriculum and Research	3
PHE 411	Principles, Methods & Materials of Teaching Physical Education, K-12	3
EDU 420	Diagnostic and Prescriptive Reading	3
Concentration Option		3
Concentration Option		3
EDU Course		3

**Spring Semester**

EDU 424	Student Teaching in the Elementary School	15
EDU 336	Test, Measurement and Evaluation	3

**Bachelor of Arts in Special Education**

**Areas of Emphasis: Mildly/Moderately Handicapped & Reading Emphases**

**Pre-Professional Courses**

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EDU 214	Educational Psychology	3
EDU 221	Introduction to Foundations of Education	3
MAT 201	Number Systems	3
MAT 202	Geometry, Measurement, and Probability	3
EDU 251	Education Seminar	3

### **Professional Courses**

EDU 312	Reading Instruction, K-12	3
SPED 217	Introduction to Exceptional Children	3
EDU 331	Human Development and Learning	3
EDU 335	Methods, Materials, and Educational Technology in the Classroom	3
EDU 421	Curriculum and Research	3
EDU 424	Student Teaching in the Elementary School and Seminar or	15
EDU 436	Student Teaching in Secondary Schools and Seminar	15

### **Required Courses for Special Education: Mildly/Moderately Handicapped**

SPED 217	Introduction to Exceptional Children	3
SPED 333	Introduction to Learning Disabilities	3
SPED 334	Introduction to the Mentally Challenged	3
SPED 413	Methods & Materials for Teaching the Exceptional Child	3
SPED 414	Educational of the Mildly/Moderately Handicapped	3
PHE 413	Physical Education and Recreation for the Exceptional Child	3

### **Suggested Course Sequence**

#### **First Year**

##### **Fall Semester**

SSS 101	Student Success Seminar I	2
ENG 101	Effective Writing I	3
BIO 102	World of Biology	3
BIO 103	World of Biology Lab	1
MAT 106	Contemporary Mathematics	3
HIS 101	World History	3
Modern Lang 101		3

##### **Spring Semester** (Take Praxis Core at end of semester)

SSS 102	Student Success Seminar II	2
ENG 102	Effective Writing II	3
GEN 100	Diaspora Studies	3
GEN Option		3
Modern Lang 102		3
CHE 103	Introduction to Chemistry	3
CHE 104	Introduction to Chemistry Lab	1

#### **Sophomore Year**

##### **Fall Semester**

ENG 201	Introduction to World Literature	3
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EDU 221	Foundations of Education	3
MAT 201	Number Systems	3
EDR 300	Early Literacy I	3
GEN 220	Total Wellness	3
EDU 217	Intro to Special Education	3

### Spring Semester

EDU 251	Education Seminar: Research	3
SOC 201	Sociology of the Family	3
EDR 301	Early Literacy II	3
MAT 202	Geometry, Measurement, and Probability	3
ENG Option		3
ELA 350	Research & Practices in Language Arts	3

### Junior Year

#### Fall Semester

PSY 111	General Psychology	3
ART 301	Art for Children	3
MUS 411	Music for Children	3
EDU 331	Human Development	3
EDU 313	Integrative Approach to Literature, Language & Communicative Arts	3
EDU 252	Education Seminar: Behavior Management	3

#### Spring Semester

EDU 314	Social Science for Children	3
EDU 315	Science for Children	3
EDU 316	Mathematics for Children	3
ELA 351	Methods of Teaching Language Arts	3
EDU 312	Reading Instruction	3
SPED 413	Methods and Materials for Teaching the Learning Disabled	3

### Senior Year

#### Fall Semester

EDU 421	Curriculum and Research	3
PHE 413	Physical Education and Recreation for the Exceptional Child	3
SPED 334	Introduction to the Education of the Mentally Retarded and Mildly/Moderately Handicapped	3
SPED 414	Education of the Mentally Disabled and the Mildly/Moderately Handicapped	3
EDU 420	Diagnostic and Prescriptive Reading	3
EDU Course		3

#### Spring Semester

EDU 424	Student Teaching in Elementary School	15
EDU 336	Test, Measurement and Evaluation	3

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*Elementary Education and Special Education majors are encouraged to attend summer school sessions.*

### **Areas of Emphases for Elementary Education and Special Education Majors**

#### **Courses for Childhood Development Emphasis (18 semester hours)**

ECD 204	Practicum in Observing Young Children
ECD 102	Education Learning Assessment
ECD 210	Programs and Methods for Young Children
ECD 220	Planning and Developing Safe and Healthy Environments for Young Children
ECD 350	Practicum in Teaching Young Children
<b>or</b>	
ECD 353	Practicum in the Child Care Profession
ECD 300	Infant and Toddler Development
ECD 301	Integrated Curriculum in the Preschool Classroom (Music, Art, and Language Arts)
ECD 400	Organization and Administration of the Child Development Program
ECD 401	Research in Early Childhood Development

#### **Courses for Reading Endorsement (21 semester hours)**

EDR 300	Early Literacy Instruction I
EDR 301	Early Literacy Instruction II
EDU 312	Reading Instruction, K-12
EDU 313	An Integrative Approach to Literature, Language, and Communicative Arts, K-12
ELA 350	Research and Practices in Language Arts
ELA 351	Methods of Teaching Language Arts
EDU 420	Diagnostic and Perspective Reading

#### **Courses for Special Education: Mildly/Moderately Handicapped Concentration (18 semester hours)**

SPED 217	Introduction to the Exceptional Child
SPED 333	Introduction to Learning Disabilities
SPED 334	Introduction to the Education of the Mentally Disabled
SPED 413	Methods and Materials for Teaching the Learning Disabled
SPED 414	Methods and Materials for Teaching the Mentally Disabled
PHE 413	Principles and Methods for Teaching Adapted Physical Education and Recreation

#### **Approved Areas of Endorsement for 4-6 Certification**

The following are approved endorsements for the 4-6 certification. Each consists of a minimum of twenty-one (21) semester hours in a content subject area which is required for a 4-6 endorsement certificate.

#### **Foreign Languages**

##### **French**

FRE 101	Elementary French I
FRE 102	Elementary French II
FRE 201	Intermediate French I
FRE 202	Intermediate French II
FRE 311	Special Topics (6 Hrs.)

##### **Spanish**



SPA 101	Elementary Spanish I
SPA 102	Elementary Spanish II
SPA 201	Intermediate Spanish I
SPA 202	Intermediate Spanish II
SPA 311	Special Topics (6 Hrs.)

**Mathematics/Computer Science (24 hours)**

MAT 104	Trigonometry
MAT 221	Calculus I
MAT 201	Number Systems
MAT 202	Geometry, Measurement and Probability
CSC 221	Fundamental Programming
CSC 222	Fundamental Programming
CSC 321	Assembly Language
MAT	Elective

**Natural Sciences/Computer Science (24 hours)**

BIO 111	Introduction to Biology I
BIO 112	Introduction to Biology II
BIO 231	Evolution, Ecology and Diversity or BIO 221 Cell Biology
PHY 123	Introduction to Physics or PHY 101 Elements of Physics
CHE 103	Introduction to Chemistry
CSC 221	Fundamental Programming
CSC 222	Fundamental Programming
CSC	Elective
BIO/CHE/PHY	Elective (Science)

**Safety/Health/Physical Education**

PHE 104	Comprehensive Health
PHE 211	Introduction to Health, Physical Education, and Recreation
PHE 316	Community Health and Sanitation (Health Behavior)
PHE 411	Principles, Methods, and Materials of Teaching Health and Physical Education, K-12
PHE 413	Physical Education and Recreation for the Exceptional Child
PHE	Elective

**Visual and Performing Arts**

**Art**

ART 101	Art Appreciation
ART 121	Art History I
ART 122	Art History II
ART 221	African-American Art
ART 301	Principles of Art Education
ART	Electives (6)

**Music**

MUS 101	Introduction to Music
MUS 113	Theory I-Basic Musicianship
MUS 114	Theory II-Basic Musicianship

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MUS 411	Music in Childhood Education
MUS	Applied & Performance Elective
MUS	Electives (6)

### **Computer Science**

CSC 221	Fundamental Programming
CSC 222	Fundamental Programming
CSC 321	Assembly Language
CSC 329	Computer Organization
CSC 338	Numerical Structures
CSC	Elective (6)

### **Natural Sciences**

BIO 110	Discovering Biology
BIO 210	Principles of Biology II
BIO 212	Biology Investigations II
BIO 220	Principles of Biology III
BIO 222	Biology Investigations III
CHE 115	General Chemistry I
CHE 117	General Chemistry Lab I
CHE 116	General Chemistry II
CHE 118	General Chemistry Lab II
PHY 123	Introduction to Physics I
PHY 124	Introduction to Physics II
EDU 315	Science for Children

### **Social Sciences**

POL 111	Introduction to Political Science
SOC 111	Introduction to Sociology
EDU 315	Social Science for Children
HIS 133	Introduction to African-American History
HIS 101	The United States
SSD	Elective (6)

### **English**

ENG 305	Scientific Writing
ENG 321	Advanced Composition
ENG 322	Advanced Grammar
ENG 335	Methods of Teaching English
ENG 435	The History of the English Language
ENG 436	General Linguistics
ENG	Elective (3)

### **Reading**

EDU 312	Reading Instruction
EDU 313	An Integrative Approach to Literature, Language and Communicative Arts, K-12
EDU 335	Methods, Materials, & Educational Technology in the Classroom
EDU 420	Diagnostic and Prescriptive Reading

ENG	Elective
REA	Elective (6) <b>Mathematics</b>
MAT 103	Pre Cal I
MAT 104	Trigonometry
MAT 201	Number Systems
MAT 202	Geometry, Measurement and Probability
MAT 221	Calculus I
EDU 316	Mathematics for Children
MAT	Elective

**NOTE:** When changes go into effect from the Mississippi Department of Education, all licensure track programs must adhere to those changes. Please visit your advisor and/or the Division of Education's Office to receive updated course information.

## Child Development Majors

### Expected Student Learning Outcomes

Specific expected learning outcomes for the Associate and Bachelor of Arts degrees are measured and monitored by the Institution, Division, and Education Department, and by the Teacher Education Advisory Council (TEAC), whose members are representatives from public schools and community educational partners. The Child Development degrees are essentially structured to meet the Mississippi Board of Education, and Mississippi Department of Education standards, such as complying with Common Core State Standards and the National Association for the Education of Young Children. **Table 1.0 - Standards Utilized for Expected Student Learning Outcomes** serves as the expected student learning outcomes that are used to continuously assess, document, and improve the curriculum and overall program. The standards below in Table 1 serve as the primary learning outcomes of the degree programs:

**Table 1 – Standards Utilized for Expected Student Learning Outcomes**

Program Name	Specialized Professional Association (SPAs)	Expected Student Learning Outcomes
Child Development	National Association for the Education of Young Children (NAEYC)	<ol style="list-style-type: none"> <li>1. Understand young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.</li> <li>2. Understand that successful early childhood education depends upon partnerships with children's families and communities.</li> <li>3. Understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals.</li> <li>4. Understand that teaching and learning with young children is a complex enterprise, and</li> </ol>

Program Name	Specialized Professional Association (SPAs)	Expected Student Learning Outcomes
		<p>its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur.</p> <ol style="list-style-type: none"> <li>5. Use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child.</li> <li>6. Identify and conduct themselves as members of the early childhood profession.</li> <li>7. Develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).</li> </ol>

### Specific Requirements

Students pursuing an Associate of Arts degree in Early Childhood Education, Child Development or a Bachelor of Arts degree in Child Development must have a 2.0 G.P.A. or above in all major coursework, a successful score for their Child Development Program Manual that includes planning, implementing, administering a child development program; and successfully completing 6-9 units (30-45 days) of clinically field-based experiences in a daycare, nursery, or K-3 setting. Students pursuing a Bachelor of Arts degree in Child Development in addition to the above must successfully complete a senior thesis (or major written project) for approval by advisor and department chair that represents a comprehensive intellectual body of work.

### Bachelor of Arts in Child Development

#### Required Courses for Child Development Major (69 Semester Hours)

ECD 100	Introduction to Family and Consumer Science	3
ECD 105	Parenting	3
	<b>or</b>	
SOC 201	Sociology of the Family	3
ECD 204	Practicum in Observing and Assessing Young Children	3
ECD 220	Planning and Developing Safe and Healthy Environments for Young Children	3
MAT 201	Number Systems	3
	<b>or</b>	
EDU 316	Mathematics for Children	3

ECD 224	Child, Family, and Community	3
ECD 210	Programs and Methods for Young Children	3
EDU 251	Education Seminar	3
ECD 254	Social Emotional Development of Young Children	3
ECD350	Practicum in Teaching Young Children	6
<b>or</b>		
ECD 353	Practicum in the Child Care Profession	6
ECD 300	Infant and Toddler Development	3
ECD 301	Integrated Curriculum in the Pre-School Classroom (Music, Art, and Language Arts)	3
SPED 217	Introduction to Exceptional Children	3
ECD 341	Child Development and Early Learning	3
ECD 400	Organization and Admin of the Child Development Program	6
ECD 401	Research and Trends in Early Childhood Development	3
EDR 300	Early Literacy Instruction I	3
EDR 301	Early Literacy Instruction II	3
ECD 413	Field Experience	9
<b>Electives</b>		
ECD 102	Education Learning Assessment	3
EDU 112	Professional Development	3
EDU 221	Introduction to Foundations of Education	3
EDU 252	Behavior Management	3
EDU 313	An Integrative Approach to Lit, Language, And Comm. Arts, K-12	3
EDU 314	Social Science for Children	3

### Suggested Course Sequence

#### Freshman Year

##### Fall Semester

SSS 101	Student Success Seminar I	2
ENG 101	Effective Writing I	3
or		
ENG 103	Effective Communication	4
BIO 102	World of Biology	3
GEN 100	Diaspora Studies I	3
GEN 150	Total Wellness	3
FRE/SPA 101	Foreign Language	3

##### Spring Semester

SSS 102	Student Success Seminar II	2
ENG 102	Effective Writing II	3
or		
ENG 104	Effective Communications II	4
BIO 103	Spec	
GEN 102	Diaspora Studies II	3

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FRE/SPA 102	Foreign Language	3
MAT 106	Contemporary Mathematics	3

### **Sophomore Year**

#### **Fall Semester**

ENG 201	Introduction to World Literature	3
CHE 103	Introduction to College Chemistry	3
GEN	Interdisciplinary Core Course	3
HIS 131	World History I	3
PSY 111	General Psychology	3
ECD 100	Introduction to Family and Consumer Science	3

#### **Spring Semester**

ENG 250	Phonetics	3
PHY 101	Introduction to Physics	3
GEN	Interdisciplinary Core Course	3
ECD 210	Program, Methods & Material for Young Children	3
ECD 220	Plan and Development Safe and Healthy Environments	3
ECD 224	Child, Family, and Community	3
Gen Ed.	Humanities Elective	3
ECD 105	Parenting	3
	<b>or</b>	
SOC 201	Sociology of the Family	3
ECD 210	Programs and Methods for Young Children	3

### **Junior Year**

#### **Fall Semester**

MAT 201	Number Systems	3
EDU 112	Professional Development Seminar	3
EDU 221	Introduction to Foundations of Education	3
ECD 204	Practicum in Observing and Assessing Young Children	3
EDU 251	Education Seminar	3
EDR 300	Early Literacy I	3

#### **Spring Semester**

<b>MAT 202</b>	<b>Geometry, Measurements and Probability</b>	<b>3</b>
ECD 350	Practicum in Teaching Young Children	6
ECD 301	Integrated Curriculum in the Preschool Classroom	3
SPED 217	Introduction to Exceptional Children	3
EDR 301	Early Literacy II	3

### **Senior Year**

#### **Fall Semester**

ECD 300	Infant and Toddler Development	3
ECD 331	Differentiated Instruction for All Learners	3

ECD 400	Organization & Admin of the Child Development Program	6
EDU 252	Education Seminar (Behavior Management)	3
ART 201	Principles of Art Education	3
or		
MUS 411	Music in Childhood Education	3

### Spring Semester

ECD 401	Research and Trends in Early Childhood Development	3
ECD 413	Field Experience	9

### Associate of Arts in Child Development

#### Required Courses for Child Development Major (30 semester hours)

ECD 100	Introduction to Family and Consumer Science	3
ECD 105	Parenting	3
or		
SOC 201	Sociology of the Family	3
ECD 204	Practicum in Observing Young Children	3
ECD 210	Programs and Methods for Young Children	3
ECD 220	Planning and Developing Safe and Healthy Environments for Young Children	3
ECD 224	Child, Family, and Community	3
ECD 254	Social Emotional Development of Young Children	3
ECD 353	Practicum in the Child Care Profession	6
MAT 201	Number Systems	3
or		
EDU 316	Mathematics for Children	3

### Associate of Arts Suggested Course Sequence

#### First Year

##### Fall Semester

SSS 101	Student Success Seminar	2
ENG 101	Effective Writing I	3
MAT 103	College Algebra	3
ART101	Art Appreciation	3
or		
MUS 101	Music Appreciation	3
CSC 107	Computer Literacy	3
PHE 101	Physical Activity	1
ECD 100	Introduction to Family and Consumer Science	3

##### Spring Semester

SSS 102	Student Success Seminar	2
ENG 102	Effective Writing II	3
PHE 104	Comprehensive Health	3
SPE 101	Effective Speaking	3



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PHE 102	Physical Activity	1
ECD 105	Parenting	3
	<b>or</b>	
SOC 201	Sociology of the Family	3

### **Sophomore Year**

#### **Fall Semester**

MAT 201	Number Systems	3
	<b>or</b>	
EDU 316	Mathematics for Children	3
HIS 131	World History	3
ECD 204	Practicum in Observing Young Children	3
ECD 224	Child, Family, and Community	3
ENG 201	Introduction to World Literature	3
ECD 220	Planning and Developing a Safe and Healthy Environ for Children	3

#### **Spring Semester**

BIO 102,103	World of Biology and Lab	4
SOC 201	Sociology of the Family	3
ECD 210	Programs and Methods for Young Children	3
ECD 254	Social Emotional Development of Young Children	3
ECD 353	Practicum in the Childcare Profession	6

#### **Courses for Child Development Associate (C.D.A.) Certificate**

ECD 204	Practicum in Observing Young Children	3
ECD 210	Programs and Methods for Young Children	3
ECD 220	Planning and Developing Safe and Healthy Environments for Young Children	3
ECD 224	Child, Family, and Community	3
ECD 350	Practicum in Teaching Young Children	6

### **COURSE DESCRIPTIONS: EDUCATION**

**ECD 100: INTRODUCTION TO CHILD AND FAMILY STUDIES.** This course introduces students to child and family studies. Students will obtain a body of knowledge to enhance student awareness of the current information base of family and child development and review the various area of study represented within the field. **CREDIT: THREE SEMESTER HOURS.**

**ECD 102: EDUCATIONAL LEARNING ASSESSMENT.** This course will provide student with the assessment techniques necessary to enhance learning for diverse student populations. The course will address the identification of learning goals and diagnosis of student needs, provision for effective instruction with feedback, and use of assessment results to improve teaching as well as learning. Students will participate in activities that will increase their understanding of assessment task development, analysis, and interpretation of results. This course will also emphasize documenting student performance and progress both for instructional and accountability. Pre-requisites or co-requisites: EDU 112. **CREDIT: THREE SEMESTER HOURS.**

**ECD 105: PARENTING.** This course will focus on the relationship of parenting and children, including the transition to parenting, parenting styles, and cultural diversity. Students will gain an understanding of the need for parent education based on theory to promote optimal development. This course will also examine the transition from home to school. **CREDIT: THREE SEMESTER HOURS.**

**ECD 204: PRACTICUM IN OBSERVING AND ASSESSING YOUNG CHILDREN.** This practicum is designed to give students the opportunity to observe and record a variety of settings appropriate to the education role for which they are planning. Prerequisite: ECD 100. **CREDIT: THREE SEMESTER HOURS.**

**ECD 210: PROGRAMS AND METHODS FOR YOUNG CHILDREN.** This course is designed to examine appropriate teaching methods and materials for educational settings that serve children from age 3 to age 8. Attention is given to strategies for planning; organizing the learning environment; conducting lessons; guiding children's behavior, supporting play; and addressing standards through integrated and emergent curriculum. This course requires 10 hours of field based experience. Pre-requisites: ECD 100 and ECD 105. **CREDIT: THREE SEMESTER HOURS.**

**ECD 220: PLANNING AND DEVELOPING SAFE AND HEALTHY ENVIRONMENTS FOR YOUNG CHILDREN.** This course is designed to enable students to plan and develop a safe and healthy learning environment by acquiring skills and knowledge needed to prevent and reduce injuries; to handle emergencies, accidents and injuries; to promote good health and nutrition and prevent illness; and to construct an interesting, secure and enjoyable environment. The course is also designed to enable students to analyze and plan motor development experiences for young children. A practicum component is included. **CREDIT: THREE SEMESTER HOURS.**

**ECD 224: CHILD, FAMILY, AND COMMUNITY.** This course examines the needs of the young child within the context of the family and community. Students will gain an understanding of their professional role in supporting evidence-based practices that strengthen respectful, collaborative family/child partnerships through effective use of community and family resources. **CREDIT: THREE SEMESTER HOURS.**

**ECD 254: SOCIAL EMOTIONAL DEVELOPMENT OF YOUNG CHILDREN.** This seminar is designed to address social emotional development in young children. Emphasis will be positioned on viable comprehensive methodology and strategies useful for managing young children social emotional development in educational settings. Students are expected to cultivate a practical understanding of the application of social emotional development with diverse populations. In addition, the students are expected to formulate, design, conduct, write, and present a social emotional development project. A Practicum is required. Prerequisite: ECD 100 and ECD 105. **CREDIT: THREE SEMESTER HOURS.**

**ECD 300: INFANT AND TODDLER DEVELOPMENT.** This course is designed to provide students with in-depth knowledge of teaching infant and toddlers using development appropriated practices. Specific age-appropriate developmental characteristics and milestones across all domains (social, emotional, physical, and cognitive) are discussed and connected to practical application in the field. Current infant and toddler educational and scientific research is presented as well. Prerequisite: Junior status or completion of lower level course work. **CREDIT: THREE SEMESTER HOURS.**

**ECD 301: INTEGRATED CURRICULUM IN THE PRESCHOOL CLASSROOM (MUSIC, ART, AND LANGUAGE ARTS).** This course is designed to emphasize the importance using developmentally appropriated practices to integrate instruction across content areas in early childhood programs, to include music, art, language arts, social studies, mathematics, and science. This course will also explore assessment, curriculum development, planning, guiding behavior, and instructional practices for typical and atypical

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young children. Prerequisite: Completion of lower level courses: ECD 210 and ECD 220. **CREDIT: THREE SEMESTER HOURS.**

**ECD 331: DIFFERENTIATED INSTRUCTION FOR ALL LEARNERS.** This course will provide the learner with the skills necessary to help meet the individual needs of all learners. This course will provide participants with an understanding of all components associated with differentiated instruction. Additionally, students will learn how lessons should be tiered in order to accommodate various learning and abilities of students including those with disabilities. Participants will utilize technology in order to demonstrate their ability to differentiate and apply concepts according to each of the following: English language proficiency, special needs of students, gender, cultural influences, effects of poverty and development. Participants will also learn strategies needed in order to effectively manage a differentiated PreK-6<sup>th</sup> grade classroom. **CREDIT: THREE SEMESTER HOURS.**

**ECD 341: CHILD DEVELOPMENT AND EARLY LEARNING.** This course investigates the domains of development: cognitive development, physical development, and affective development. The early learning process will be explored for children 0-8 years of age. This course will appeal to students with educational goals ranging from Psychology and Human Development to Nursing and Education. Other topics for this course include perception, language, reasoning, and social behavior. Observation will be required in this course. **CREDIT: THREE SEMESTER HOURS.**

**ECD 350: PRACTICUM IN TEACHING YOUNG CHILDREN.** This practicum is designed to give students the opportunity to demonstrate knowledge and skills developed throughout their program matriculation which involved field work in selected educational settings, through which students become more knowledgeable in the areas of establishing and maintaining a safe, healthy learning environment; advancing children's physical and intellectual competence; supporting children's social and emotional development and providing positive guidance; establishing positive and productive relationships with families; ensuring a well-run, purposeful program responsive to children's needs; and maintaining a commitment to professionalism. Pre-requisites: ECD 100, ECD 105, ECD 204 and ECD 210. **CREDIT: SIX SEMESTER HOURS.**

**ECD 353: PRACTICUM IN THE CHILD CARE PROFESSION.** This practicum experience is designed to introduce students to early childhood classroom settings and the roles that professionals play in those settings. This course provides students with the opportunity to gain a supervised experience and to apply principles, practices, and theories obtained from course work in an early childhood setting. Students will also gain experiences that include building family and community relationships; classroom management; observing, documenting, and assessing to support young children; and becoming a professional. Prerequisite: Sophomore standing, minimally. **CREDIT: SIX SEMESTER HOURS.**

**ECD 400: ORGANIZATION AND ADMINISTRATION OF THE CHILD DEVELOPMENT PROGRAM.** This course is designed to study the role of the program administrator in a variety of early childhood settings, public, private, and non-profit. This course will involve program planning, staff administration, assessment of facility and equipment needs, appropriate program and financial management and studying the state regulations that govern programs for young children. Completion of a program manual and development of an assessment instrument are required. Prerequisite: Senior status or departmental approval. **CREDIT: SIX SEMESTER HOURS.**

**ECD 401: RESEARCH IN EARLY CHILDHOOD DEVELOPMENT.** This course develops fundamental concepts, principles, and methods of research in child development and early childhood education, with emphasis

on interpreting and applying research results. Special attention will be given to relevant early childhood research literature focusing on the education of young children with special education needs and children from culturally linguistically, and economically diverse backgrounds. Prerequisite: Senior status or departmental approval. **CREDIT: THREE SEMESTER HOURS.**

**ECD 413: FIELD EXPERIENCE.** This course enables students to participate in a full time nine week field experience that includes observation, participation, and teaching in the early childhood setting (specifically preschool and kindergarten). Emphasis is on program planning including assessment for children in early childhood education. This course will give students the opportunity to link course work to the real world of working with diverse young learners and their families. Prerequisite: Senior status. **CREDIT: NINE SEMESTER HOURS.**

**EDR 300: EARLY LITERACY INSTRUCTION I.** This preliminary course in early literacy instruction focuses on the teaching of concepts and acquisition of literacy in the early elementary years. This will include concepts, materials and teaching strategies for oral language development and systematic early reading and writing instruction specific to concepts about print, phonemic awareness, and phonics. A practicum is required. **CREDIT: THREE SEMESTER HOURS.**

**EDR 301: EARLY LITERACY INSTRUCTION II.** This advanced course in early literacy development and reading instruction directly focuses on the principles of emergent literacy and various factors associated with emergent reading development and assessment techniques. Special attention is given to the teaching of concepts, materials and teaching strategies for oral language development and early systematic reading and writing instruction specific to vocabulary, fluency and comprehension. Early Literacy Instruction Part I is a prerequisite. A practicum is required. **CREDIT: THREE SEMESTER HOURS.**

**EDU 112: PROFESSIONAL DEVELOPMENT SEMINAR.** This course is designed to develop education majors understanding of classroom contexts in the process of becoming a professional educator. Students will discover how course work is connected to national and state standards and student learning outcomes. Professional development topics will include field observation skills, first year teaching experiences, law and public policies, professional organizations, teaching career web sites, and preparing a teaching portfolio. **CREDIT: THREE SEMESTER HOURS.**

**EDU 214: EDUCATIONAL PSYCHOLOGY.** This course, is designed to focus on the study of human behavior from birth to death; cognitive, affective, and psychomotor learning processes; behavior modification, concept learning, problem solving and critical thinking skills. It also focuses on the principles of measurement and evaluation applied to the preparation and analysis of teacher made tests and standardized tests used in schools to measure intelligence, aptitude, achievement, interests and personality. Additionally, this course will cover the major theories and theorists of adolescent psychology. Observation experiences are required. **CREDIT: THREE SEMESTER HOURS.**

**EDU 217: INTRODUCTION TO EXCEPTIONAL CHILDREN.** This course is designed to acquaint the student with exceptionalities. Emphasis will be placed on the educational programs, problems and needs, laws, and the skills for assessment, observation, and recording the behavior of the special student. Practicum is required. Observation - non-majors/Practicum—majors Prerequisite: EDU 221. **CREDIT: THREE SEMESTER HOURS.**

**EDU 221: INTRODUCTION TO FOUNDATIONS OF EDUCATION.** This course focuses on the historical, philosophical, and sociological concepts of education which will be examined for an understanding of the

structure and function of education. The goals of Tougaloo College, the Division of Education, and the Elementary Education Department will be discussed. Study will also focus on advisement and the requirements for Elementary Education majors, with special emphasis on the PRAXIS Series Examinations. Emphasis will be placed on career patterns, goal development, professional development and research as it reflects on minorities and other cultures in the field of education. Observation experiences are required. This is a prerequisite course to all courses in the Division of Education. **CREDIT: THREE SEMESTER HOURS.**

**EDU/SPED 234: INTRODUCTION TO THE MENTALLY CHALLENGED.** An overview of the affective, cognitive and psychomotor development of mental retardation with emphasis on the classification, laws, characteristics, causes of exceptionality in children. Instructional strategies, planning and classroom management will be studied. Observation and/or Practicum is a component. Prerequisite: EDU 333. **CREDIT: THREE SEMESTER HOURS.**

**EDU 251: EDUCATION SEMINAR.** This course is designed to cover the basics of research writing in the discipline. Students will learn the rudiments of researching in professional journals, submitting article abstracts and applying that knowledge in writing a paper using the American Psychological Association Writing Manual. This course is required of all Division Majors and suggested for Secondary Education Majors. Pre-requisites: ENG 101 and ENG 102. **CREDIT: THREE SEMESTER HOURS.**

**EDU 252: EDUCATIONAL SEMINAR: ISSUES, RESEARCH, AND TREND IN BEHAVIOR MANAGEMENT, PreK-12.** This seminar is designed to address issues and trends in behavior management. The seminar includes a wide-range of theoretical approaches and correlating applications relevance for the field of behavior management. Emphasis will be positioned on viable comprehensive methodology and strategies useful for managing student behavior in educational settings. Students are expected to cultivate a practical understanding of the application of behavior management with diverse populations. In addition, the students are expected to formulate, design, conduct, write, and present a behavior management project. A Practicum is required. Prerequisite: EDE 101. **CREDIT: THREE SEMESTER HOURS.**

**EDU 312: READING INSTRUCTION, K-12.** The course is designed to focus on studying the developmental and remedial reading processes for elementary, middle, and secondary schools. Topics will include approaches for diagnosis teaching, preparation, selection, evaluation, utilization of instructional materials, and equipment in different learning environments. Language development, listening, speaking, and writing across the curriculum will also be studied. The use of technology in the content area will also be examined. Practicum is required. **CREDIT: THREE SEMESTER HOURS.**

**EDU 313: AN INTEGRATIVE APPROACH TO LITERATURE, LANGUAGE, AND COMMUNICATIVE ARTS, K-12.** A comprehensive view of modern practices and trends in teaching language development skill with examination of methods and materials used in the speaking, listening, reading, and writing experiences of children and adolescents at the pre-school, elementary, middle, and secondary levels. Emphasis will be placed on interactions among language, intellectual and social development. Practicum is required. Prerequisite: EDU 312. **CREDIT: THREE SEMESTER HOURS.**

**EDU 314: SOCIAL SCIENCE FOR CHILDREN.** This course begins with a concise description of the goals of social studies instruction, the social sciences content base for the social studies and special areas of curriculum concern, such as multi-cultural awareness for the importance of the development of a viable system of values as well as skills will be emphasized for grades K-8. Methodology in lesson planning and implementation strategies as well as evaluation techniques will be covered. The use of technology in the

content area will be examined. Practicum is required. Prerequisite: EDU 313. **CREDIT: THREE SEMESTER HOURS.**

**EDU 315: SCIENCE FOR CHILDREN.** This course focuses on the role of science instruction for grades K-8. The course begins with the goals of science instruction, the content base for science instruction and special areas of curriculum concern. Emphasis will be placed on the methodology used for contemporary science program, theoretical foundations, instructional techniques, planning, implementation of instruction and evaluating materials. The use of technology in the content area will be examined. Practicum is required. **CREDIT: THREE SEMESTER HOURS.**

**EDU 316: MATHEMATICS FOR CHILDREN.** This course provides essential mathematics methodology for grades K-8. The behavioral characteristics of children in regard to mathematics, as well as the theoretical basis for curriculum scope and sequence, are also emphasized. Lesson plan development, diagnostic, individualized instruction, and the instruction and use of “teacher made” tests and commercial materials will be stressed. The development of measures and teaching special children mathematics are other topics to be focused on. The use of technology in the content area will also be examined. Practicum required. Prerequisite: Nine hours of Math. **CREDIT: THREE SEMESTER HOURS.**

**EDU 331: HUMAN DEVELOPMENT AND LEARNING.** This course is a study of the psychological principles and learning processes from infancy to death; acquisition of motor skills. This course will appeal to students with educational goals ranging from Psychology and Human Development to Nursing and Education. Other topics for this course include perception, language, reasoning, and social behavior. Observation will be required in this course (option EDU 214). **CREDIT: THREE SEMESTER HOURS.**

**EDU 335: METHODS, MATERIALS AND EDUCATIONAL TECHNOLOGY IN THE CLASSROOM.** This course is designed to focus on methods, research and materials for using and assessing various forms of media, technology, and audiovisual techniques for using all types of equipment the research in the field that reinforces the need for effective use of media in the classroom. This course will engage students in the techniques for using all types of equipment, the research in the field that reinforces the need for effective use of media in the classroom, the methods used in planning instruction and places where media can be found for classroom use. Additionally, students will practice and demonstrate the use of various media methods in conjunction with other method courses and field experiences. Students will be expected to demonstrate proficiency on competencies relate to the use of technology. Prerequisite: EDU 312 and 313. **CREDIT: THREE SEMESTER HOURS.**

**EDU 336/PHE 339: TESTS, MEASUREMENT AND EVALUATION.** This course is designed to acquaint students with the use of tests as instruments of measurement for cognitive and diagnostic purposes; educational research development from the historical to the present studies in the field; methods of educational research for quantitative studies and knowledge of simple qualitative measures. The use of technology in testing and measurement will also be explored. **CREDIT: THREE SEMESTER HOURS**

**EDU/SPED 413: METHODS AND MATERIALS FOR TEACHING THE EXCEPTIONAL CHILD.** This course is designed to teach the techniques and strategies used to help alleviate or modify the disabilities of the learning disabled child. Emphasis is placed on curriculum construction and program development involving specific objectives and research in teaching the learning disabled child. Prerequisite: EDU 334. **CREDIT: THREE SEMESTER HOURS.**



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**EDU/SPED 414: EDUCATION OF THE MILDLY/MODERATELY HANDICAPPED CHILD.** Emphasis is placed on curriculum construction and program development involving specific objectives and research in teaching and evaluating the educable, trainable, and mildly/moderately disabled persons. Some focus is placed on the severely handicapped as well. Current practices and field experiences are an integral component of this course. Prerequisite: Senior status or permission of the Department. Practicum is required. **CREDIT: THREE SEMESTER HOURS.**

**EDU 420: DIAGNOSTIC AND PRESCRIPTIVE READING PRACTICES.** This course focuses on diagnostic and prescriptive aspects of teaching reading in formal and informal settings and includes the construction, selection, administration and interpretation of various instruments used in the teaching and evaluation of students in reading; the writing of diagnostic-prescriptive reports and plans. Approaches to remediation, methods and techniques for individual and group instruction are all inclusive. Prerequisite: EDU 312 AND 313. **CREDIT: THREE SEMESTER HOURS.**

**EDU 421: CURRICULUM AND RESEARCH.** This course will acquaint the student with the process of teaching. It will include the methods of instruction and materials used. It will examine the teacher's effect on content, effect of instruction on methodology. Case studies on motivation, discipline, behavioral objectives, planning for instruction, providing for individual differences and implementation strategies as well as research practices and evaluation techniques will be covered. The use of technology in the content areas will also be examined. Students will also be expected to demonstrate mastery of the sixteen competencies measured by the Interstate New Teachers Assessment Consortium. **CREDIT: THREE SEMESTER HOURS.**

**EDU 424: STUDENT TEACHING IN THE ELEMENTARY SCHOOL.** This course is designed to provide field experience for candidates for the Teacher Education program in Elementary schools. While enrolled in this fifteen week course in practicum, students will participate in a student teaching experience under the supervision of a cooperating teacher and a College supervisor. Students must pass Praxis II: Principles of Learning and Teaching examination and Praxis II (specialty area) examination prior to student teaching. Students will be expected to demonstrate mastery of the competencies measured by the Interstate New Teachers Assessment Consortium. **CREDIT: FIFTEEN SEMESTER HOURS.**

**EDU 436: STUDENT TEACHING IN THE SECONDARY SCHOOL.** This course is designed to provide field experience for candidates for the Teacher Education program in Secondary schools. While enrolled in this fifteen week course in practicum, students will participate in a student teaching experience under the supervision of a cooperating teacher and a College supervisor. Students must pass Praxis II: Principles of Learning and Teaching examination and Praxis II (specialty area) examination prior to student teaching. Students will be expected to demonstrate mastery of the competencies measured by the Interstate New Teachers Assessment Consortium. **CREDIT: FIFTEEN SEMESTER HOURS.**

**ELA 350: RESEARCH AND PRACTICES IN LANGUAGE ARTS.** This course focuses on the foundation of Language Arts as an integral means to teach various content, strategies, and skills. History, theory, and research related to language arts and an analysis of current trends, issues, and practices will be explored. **CREDIT: THREE SEMESTER HOURS.**

**ELA 351: METHODS OF TEACHING LANGUAGE ARTS.** This course is designed to focus on methods of teaching language arts, literature and composition and to acquaint perspective educators with the components of language arts. Particular emphasis will be placed on analyzing the standards of learning for the discipline, and the planning, developing, and implementation of units of study to include the media



and technology, classroom management the State of Mississippi Language Arts Curriculum Framework. Prerequisite: ELA 350. **CREDIT: THREE SEMESTER HOURS.**

**SPED/EDU 333: INTRODUCTION TO LEARNING DISABILITIES.** This course is an introduction to the field of learning disabilities (LD). It provides insight into the characteristics, etiology and definition. In addition, the course provides an objective look at theories, curricula, teaching approaches, classroom management strategies and materials applicable to the learning disabled. Practicum required. Prerequisite: SPED/EDU 217 or permission of the instructor. **CREDIT: THREE SEMESTER HOURS.**

## **DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND RECREATION**

The Department of Health, Physical Education and Recreation offers professional preparation programs for majors and a physical activity program for non-majors to fulfilled the College's general education requirement for physical education. The department offers undergraduate degree programs leading to Bachelor of Arts (B.A.) degree in Health and Physical Education and Health and Recreation.

The overall objectives of the Department of Health, Physical Education and Recreation is to 1) provide a course of study in which students gain the basic knowledge, skills, and abilities to teach health and physical education at the K-12 levels; 2) provide a specialized course of study that will prepare students to be competitive in seeking professional careers in many non-teaching health, physical education, and recreation-related fields, 3) provide General Education courses to meet the College's core requirements of health and physical fitness, and 4) provide service to the College and the surrounding community by promoting health education, physical activity and fitness.

### **Mission Statement**

The objectives of the department are in compliance with the Council for Accreditation of Education Preparation adopted from the National Council for Accreditation of Teacher Education (NCATE) and other professional guidelines. The objectives are: 1) to provide a course of study which will contribute to the liberal education of all students including health, physical education, and recreation majors; 2) to provide a course of study for students planning to teach health and physical education K-12; 3) to provide a course of study for students that will help them to be competitive in seeking employment in various fields related to health, physical education, and recreation; 4) to provide course offerings and field experiences to assist students in developing recreation programs; 5) to provide a course of study that will prepare students for graduate schools; 6) to provide a vehicle for students taking courses in the Natural Sciences and Health and Recreation as a degree option and/or professional studies; and 7) to provide a vehicle for students taking courses in the Social Sciences Division to connect with the Emphasis in Recreation for Special Population and Gerontology Certificate.

The Department provides two programs of study: 1) Health and Physical Education and 2) Health and Recreation with an emphasis in Community Health or Recreation for Special Populations.

### **Expected Student Learning Outcomes**

Students in the Health, Physical Education and Recreation are offered two options for a bachelor's degree: Health and Physical Education or Health and Recreation. Students majoring in Health and Recreation must have a 2.0 cumulative grade point average or above in all major coursework, take the Graduate Record Examination (GRE), Praxis I, and successfully complete 6-9 units (30 to 45 days) of clinically field-based internships in a professional health and physical education setting. Students graduating in Health and Recreation are expected to gain knowledge and skills in theoretical and practical principles of school and community health and recreation programs, instructional methods and strategies that relate to teaching

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health and recreation from exceptional children, adolescents to aging adults, and develop leadership and administrative skills for managing health and recreation centers and programs.

Students majoring in Health and Physical Education in order to become licensed elementary or secondary physical education teachers must be admitted to and complete the Teacher Education Program at Tougaloo College with a 2.5 cumulative grade point average or above in all major coursework, take and pass the Praxis I (general knowledge), Praxis II: Principles of Learning and Teaching examination and the Praxis II (specialty area) examination, a score of 75% or above for their Teaching Portfolio that demonstrates the acquisition of knowledge, skills, and behaviors related to the student's discipline, and successfully complete 15 units (75 days) of clinically field-based experiences in K-6 and 7-12 classroom settings. Students earning a degree in Health and Physical Education are expected to acquire knowledge, skills and dispositions in theoretical and practical principles of health and physical education in the K-12 school setting. In addition, students develop techniques, methods and strategies for teaching and learning, and the use of authentic assessment instruments in the field of health and physical education. Upon completion of the expected student learning outcomes, students are recommended for a State of Mississippi Class A teaching license.

In addition, students completing the degree in the Health, Physical Education, and Recreation are required to submit a senior thesis research paper (or written project) to their advisor and department chair for approval that represents a major intellectual body of work in their field.

### **Health and Physical Education Specific Requirements**

Students majoring in Health and Physical Education wishing to become a licensed elementary or secondary physical education teacher must be admitted to complete the Teacher Education Program at Tougaloo College with a 2.5 cumulative grade point average or above in all major coursework, take and pass the Praxis I CASE examination, Praxis II: Principles of Learning and Teaching examination, Praxis II (specialty area) examination, a score of 75% or above for their Teaching Portfolio that demonstrates the acquisition of knowledge, skills, and behaviors related to the student's discipline, and successfully complete 15 credits (75 days) of clinically field-based experiences in K-6 and 7-12 classroom settings.

### **Health and Recreation Specific Requirements**

Students majoring in Health and Recreation must earn a 2.5 cumulative grade point average or above in all major coursework, take the Graduate Record Examination (GRE) and the Praxis 1 Case (general knowledge) examination and successfully complete 6-9 units (30-45 days) of clinically field-based internships in a professional health and recreation setting. Students graduating in Health and Recreation are expected to gain knowledge and skills in theoretical and practical principles of school and community health and recreation programs, instructional methods and strategies providing leisure and socialized recreational activities for exceptional children and adolescents, to aging adults, and develop leadership and administrative skills for managing health and recreation programs.

### **Health and Physical Education Major**

#### **Pre-Professional Courses**

PHE/PHR 211	Introduction to Health, Physical Education, and Recreation	3
EDU 214	Educational Psychology	3
MAT 201	Number Systems	3
MAT 202	Geometry, Measurement, and Probability	3

EDU 252	Behavior Management	3
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**Professional Courses**

EDU 312	Reading Instruction, K-12	3
EDU 217	Introduction to Exceptional Children	3
EDU 331	Human Development and Learning	3
EDU 335	Methods, Materials, and Educational Technology in the Classroom	3
EDU 420	Diagnostic and Prescriptive Reading Practices	3
EDU 421	Curriculum and Research	3
EDU 424	Student Teaching in the Elementary School and Seminar	15
	or	
EDU 436	Student Teaching in the Secondary Schools and Seminar	15

**Required Courses for Health and Physical Education Major:**

SOC 201	Sociology of the Family	3
PHE 213	First Aid, Safety, Athletic Injury	3
PHE 311	Coaching and Officiating	6
PHE 313	Physiology of Exercise/Kinesiology	3
PHE 315	Consumer Health	3
PHE 316	Community Health and Sanitation (Health Behavior)	3
PHE 317	Substance Abuse	3
PHE 323	Individual and Team Sports	3
	<b>or</b>	
PHE 428	Minor Sports	3
PHE 324	Public Health Administration	3
PHE 335	Introduction to Rhythms, K-12	3
PHE 339	Tests, Measurement, and Evaluation (EDU 336)	3
PHE 411	Principles, Methods, and Materials for	3
	Teaching Health and Physical Education, K-12	
PHE 413	Principles and Methods for Teaching Adapted	3
	Physical Education and Recreation	
PHE 423	Organization and Administration of Health, Physical Education,	
	and Recreation	3
PHE 424	Motor Develop and Movement Experiences for the Young Child	3

**Suggested Course Sequence: Major in Health and Physical Education and Emphasis in Physical Education and Health Education:**

**First Year**

1st Semester General Education Course Requirements  
 2nd Semester General Education Course Requirements

**Sophomore Year**

**Fall Semester**

PHE/PHR 211	Introduction to Health, Physical Education, and Recreation	3
SOC 201	Sociology of the Family	3

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EDU 251	Behavior Management	3
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**Spring Semester**

PHE/PHR 213	First Aid, Safety, and Athletic Injury	3
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PHE/PHR 317	Substance Abuse	3
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PHE/PHR 335	Introduction to Rhythms, K-12	3
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**Junior Year**

**Fall Semester**

PHE/PHR 311	Coaching and Officiating	6
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PHE/PHR 316	Community Health and Sanitation (Health Behavior)	3
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PHE 339	Tests, Measurement, and Evaluation (EDU 336)	3
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**Spring Semester**

PHE/PHR 313	Physiology of Exercise/Kinesiology	3
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PHE/PHR 315	Consumer Health	3
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**or**

PHE/PHR 324	Public Health Administration	3
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PHE/PHR 323	Individual and Team Sports	3
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**or**

PHE/PHR 428	Minor Sports	3
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**Senior Year**

**Fall Semester**

PHE 411	Principles, Methods, and Materials for Teaching Health and Physical Education, K-12	
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PHE/PHR 413	Principles and Methods for Teaching Adapted Physical Education and Recreation	3
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PHE/PHR 423	Organization and Administration of Health, Physical Education, and Recreation	3
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PHE/PHR 424	Motor Develop and Movement Experiences for the Young Child	3
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**Spring Semester**

EDU 424	Student Teaching in the Elementary School and Seminar	15
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**or**

EDU 436	Student Teaching in Secondary Schools and Seminar	15
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**Health and Recreation Major**

**Required Courses for Health and Recreation Major:**

PHR 211	Introduction to Health, Physical Education, and Recreation	3
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PHR 213	First Aid, Safety, Athletic Injury	3
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PHR 311	Coaching and Officiating	6
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PHR 315	Consumer Health	3
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**or**

PHR 324	Public Health Administration	3
PHR 316	Community Health and Sanitation (Health Behavior)	3
PHR 317	Substance Abuse	3
PHR 323	Individual and Team Sports	3
	<b>or</b>	
PHR 428	Minor Sports	3
PHR 335	Introduction to Rhythms, K-12	3
PHR 413	Principles and Methods for Teaching Adapted Physical Education and Recreation	3
PHR 415	Recreational Leadership	3
PHR 416	Community Recreation	3
PHR 417	Recreation for the Aging	3
PHR 423	Organization and Administration of Health, Physical Education, and Recreation	3
PHR 424	Motor Develop and Movement Experiences for the Young Child	3
PHR 425	Field Experience—Internship	6-9

**Bachelor of Arts in Health and Recreation—Community Health Emphasis (18 Sem. Hrs.)**

PSY 221	Child Psychology	3
	<b>or</b>	
EDU 214	Educational Psychology	3
PSY 224	Psychology of Adulthood and Old Age	3
EDU 331	Human Development and Learning	3
BIO 102	Biology of the Human Body	3
PHR 316	Community Health and Sanitation	3
EDU 251	Education Seminar	3

**Bachelor of Arts in Health and Recreation—Recreation for Special Populations Emphasis (18 Sem. Hrs.)**

EDU 217	Introduction to Exceptional Children	3
EDU 331	Human Development and Learning	3
EDU 333	Introduction to Learning Disabilities	3
PSY 224	Psychology of Adulthood and Old Age	3
EDU 334	Introduction to Education of the Mentally Disabled	3
EDU 251	Education Seminar	3

**COURSE DESCRIPTIONS: HEALTH, PHYSICAL EDUCATION, AND RECREATION**

**PHE 104: COMPREHENSIVE HEALTH.** An overview of healthful living for consumers in developing values, decision-making processes, goal assessment strategies, and scientific questioning. This course will satisfy General Education Requirements for non-majors. Course offered each semester. **CREDIT: THREE SEMESTER HOURS.**

**PHE 111: BASKETBALL.** This course will provide basic fundamentals and skills of basketball including the history and rules, safety, strategies and physical conditioning. Team strategy will be developed in the offensive and defensive area. This course will satisfy general education requirements for non-majors. **CREDIT: ONE SEMESTER HOUR.**

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**PHE 112: JOGGING.** This course will provide study and practice of jogging and its effect on the body systems. Emphases are on the components of physical fitness. This course will satisfy general education requirements for non-majors. **CREDIT: ONE SEMESTER HOUR.**

**PHE 121: BEGINNER'S BOWLING.** This course will provide the examination and application of fundamental skills of bowling. Students will demonstrate knowledge of the history of bowling, scoring, and bowling etiquette. This course will satisfy general education requirements for non- majors. **CREDIT: ONE SEMESTER HOUR.**

**PHE 122: BOWLING.** This course will provide emphases on the fundamental skills at an advanced level, including the use of different methods of releasing the ball. This course will satisfy general education requirements for non-majors. Prerequisite: PHE 121. **CREDIT: ONE SEMESTER HOUR.**

**PHE 131: BEGINNER'S TENNIS.** This course will provide techniques of strokes, footwork, grip, rules of the game, etiquette and other elementary game fundamentals. This course will satisfy general education requirements for non-majors. **CREDIT: ONE SEMESTER HOUR.**

**PHE 132: ADVANCED TENNIS.** This course will provide advanced work on strokes, basic fundamentals and tennis strategies used in single or double play and emphases on strategy. This course will satisfy general education requirements for non-majors. Pre-requisite: **PHE 131.** **CREDIT: ONE SEMESTER HOUR.**

**PHE 141: BEGINNER'S GOLF.** This course will provide study and practice of the basic fundamentals of golf. This course will satisfy general education requirements for non-majors. **CREDIT: ONE SEMESTER HOUR.**

**PHE 142: ADVANCED GOLF.** This course will provide advanced skills and techniques of golf at an intermediate level. Emphases will be placed on skill development of an entire game including specialty shots and procedures. This course will satisfy general education requirements for non-majors. Pre-requisite: PHE 141. **CREDIT: ONE SEMESTER HOUR.**

**PHE 151: SOFTBALL (FAST PITCH/SLOW PITCH).** This course will provide basic fundamental skills of slow and fast pitch softball including terminology, scorekeeping, safety, field playing areas and entry level game strategies. This course will satisfy general education requirements for non- majors. **CREDIT: ONE SEMESTER HOUR.**

**PHE 152: BADMINTON.** This course will provide instruction on racket grips, strokes, footwork and tactics needed to play badminton. This course will satisfy general education requirements for non-majors. **CREDIT: ONE SEMESTER HOUR.**

**PHE 161: LOW IMPACT STEP AEROBICS.** This course will provide the implementation of step aerobics placing emphases on work levels, target heart rate and stretching conditioning. This course will satisfy general education requirements for non-majors. **CREDIT: ONE SEMESTER HOUR.**

**PHE 162: HIGH IMPACT STEP AEROBICS.** This course will provide principles of aerobic conditioning designed to permit heart-lung endurance through step aerobics set up through an up-tempo movement pattern. This course will satisfy general education requirements for non-majors. **CREDIT: ONE SEMESTER HOUR.**



**PHE 171: VOLLEYBALL.** This course will provide the application of fundamental skills, rules and strategies of play, scoring procedure, safety measures and the incorporation of team competition. Treatment of offensive and defensive patterns will be stressed. This course will satisfy general education requirements for non-majors. **CREDIT: ONE SEMESTER HOUR.**

**PHE 172: FITNESS WALKING.** This course will provide the knowledge, skills and walking techniques necessary for participation in lifetime activities which improve the functioning of the heart and lungs. This course will satisfy general education requirements for non-majors. **CREDIT: ONE SEMESTER HOUR.**

**PHE 182: FOLK, SQUARE, AND SOCIAL DANCE.** This course will provide experiences in basic dance skills, fundamental steps, and typical sequence patterns found most frequently in dances of this nature. This course will satisfy general education requirements for non-majors. **CREDIT: ONE SEMESTER HOUR.**

**PHE/PHR 211: INTRODUCTION TO HEALTH, PHYSICAL EDUCATION, AND RECREATION.** This course is an introduction to the basic foundation of health, physical education and recreation studies. It includes the various aspects of the programs as a profession. This course is required for all Health & PE students seeking Teacher Certification. **CREDIT: THREE SEMESTER HOURS.**

**PHE/PHR 213: FIRST AID, SAFETY, AND ATHLETIC INJURY.** A study of current methods of presenting and caring for injuries sustained in physical education classes, competitive sports and athletics and recreational facilities. Also includes a survey of the safety procedures and provisions necessary for conducting physical education activities in the elementary and secondary schools. This course is required for all Health & PE students seeking Teacher Certification. **CREDIT: THREE SEMESTER HOURS.**

**PHE/PHR 311: COACHING AND OFFICIATING.** This course provides theory and practice of coaching and officiating, along with the basic techniques for teaching these skills. **CREDIT: SIX SEMESTER HOURS.**

**PHE/PHR 313: PHYSIOLOGY OF EXERCISE/KINESIOLOGY.** This course is a study of the effects of exercise on the function of the body systems during and after physical activity, including the study of the structure of the skeletal and muscular systems and the development of these systems for good body mechanisms. This course is required of all health, physical education and recreation majors. Prerequisite: Permission of instructor. **CREDIT: THREE SEMESTER HOURS.**

**PHE/PHR 315: CONSUMER HEALTH.** A course designed to help the student understand and accept the responsibility of developing skills in solving personal and community health problems, including drugs, alcohol, tobacco and junk food. **CREDIT: THREE SEMESTER HOURS.**

**PHE/PHR 316: COMMUNITY HEALTH AND SANITATION (HEALTH BEHAVIOR).** A course designed to acquaint students and teachers with practices and procedures in controlling the environment, especially such practices are now used in control of communicable disease, hazards of waste materials and other sanitation problems in the community. The relationship to health of ventilation, noise and lighting is stressed. **CREDIT: THREE SEMESTER HOURS.**

**PHE/PHR 317: SUBSTANCE ABUSE.** This course is a comprehensive study of the history of drug and alcohol abuse, drug addiction, and drug therapy. The course covers the economic and social impact of substance abuse on the country and world. Consultants from various fields, such as medicine, law enforcement, social agencies, and education are utilized in an attempt to relate to participants of all facets of the drug problem, including possible solutions. Pre-requisite: PHE 104. **CREDIT: THREE SEMESTER HOURS.**

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**PHE/PHR 323: INDIVIDUAL AND TEAM SPORTS.** This course is the study of individual and team sports activities basic to recreation programs and physical education classes. This course is a participation course that includes teaching techniques unique to each activity. **CREDIT: THREE SEMESTER HOURS.**

**PHE/PHR 324: PUBLIC HEALTH ADMINISTRATION.** This course examines the administration, organization, internal structure, and disposition of personnel and resources of agency and administrative management concerned with direction of personnel, fiscal control, and techniques of operation. **CREDIT: THREE SEMESTER HOURS.**

**PHE/PHR 335: INTRODUCTION TO RHYTHMS K-12.** This course is an overview of techniques, methods and materials focusing on creative rhythms, folk forms of dance, modern Dance and other Rhythmic areas in the elementary and secondary school. This course deals with fundamental dance skills suitable for prospective teachers as well as skill and development for those who like to dance. Lecture: one hour. Laboratory: two hours. **CREDIT: THREE SEMESTER HOURS.**

**PHE 339: TESTS, MEASUREMENT AND EVALUATION.** In this course students will learn to use elementary statistical techniques and interpret elementary statistics that apply to health and physical education, including optics of central tendency and variability, large sample and error theory, graphic representation and simple correlation analysis. This course is required for all Health & PE students seeking Teacher Certification. Pre-requisites: MAT 201, MAT 202 or consent of the instructor. **CREDIT: THREE SEMESTER HOURS.**

**PHE 411: PRINCIPLES, METHODS AND MATERIALS FOR TEACHING HEALTH AND PHYSICAL EDUCATION K-12.** This course examines the principles, methods and materials, observation, curriculum planning and techniques that relate directly to teaching health and physical education in the classroom. This course is required for all Health and Physical Education students seeking Teacher Certification. Prerequisite: Senior status. **CREDIT: THREE SEMESTER HOURS.**

**PHE/PHR 413: PRINCIPLES AND METHODS OF TEACHING ADAPTED PHYSICAL EDUCATION AND RECREATION.** This course is a study of the nature and techniques of serving exceptional children. Focus will be placed on methods, principles, teaching and materials in development of motor learning for the exceptional child. This course is required for all Health and Physical Education students seeking Teacher Certification. Prerequisite: EDU 217. **CREDIT: THREE SEMESTER HOURS.**

**PHR 415: RECREATIONAL LEADERSHIP.** This is a course designed to cover the major aspects of school and community recreational program. This is a functional course preparing for leadership focusing on administration, supervisory and program problems. A practicum is required. **CREDIT: THREE SEMESTER HOURS.**

**PHR 416: COMMUNITY RECREATION.** This course is a study of the nature and scope of community recreation, including its organization, administration, and relationship to other social institutions. Detailed organizing, controlling, supervising, and conducting a recreational program of activities are explored. A practicum is required. **CREDIT: THREE SEMESTER HOURS.**

**PHR 417: RECREATION FOR THE AGING.** This course is a study of physical, psychological and sociological aspects of the aging as related to leisure, community based and long term care, leisure service delivery

systems and leisure program development activities. A practicum is required. **CREDIT: THREE SEMESTER HOURS.**

**PHE/PHR 423: ORGANIZATION AND ADMINISTRATION OF HEALTH, PHYSICAL EDUCATION AND RECREATION.** This course is a study of policies underlying the organization and administration of health, physical education and recreation; classification of students, personnel, teaching loads, time schedule, finances, swimming pools, equipment and records, improvement of skills through in-service training, mutual association and general school and community relations. This course is required for all Health and Physical Education students seeking Teacher Certification. Prerequisite: Senior status. **CREDIT: THREE SEMESTER HOURS.**

**PHE/PHR 424: MOTOR DEVELOPMENT AND MOVEMENT EXPERIENCES FOR THE YOUNG CHILD.** This course is a study of physical growth, body build, and motor development in childhood. The course focuses on movement analysis and content of movement learning experiences as the core of elementary school physical education. Lecture: Two hours Laboratory: One Hour. This course is required for all Health and Physical Education students seeking Teacher Certification. **CREDIT: THREE SEMESTER HOURS.**

**PHR 425: FIELD EXPERIENCE-INTERNSHIP.** This course is for Health and Recreation majors. A field based experience-centered course designed to acquaint the students with concepts and objectives, introduction to methods procedures and principles and identification and application of evaluation techniques appropriate to learning processes on selected level. Prerequisite: Senior status. **CREDIT: SIX TO NINE HOURS.**

**PHE/PHR 428: MINOR SPORTS.** This course provides a student with the materials, methods, and objectives of minor sports. **CREDIT: THREE SEMESTER HOURS.**

## **SECONDARY EDUCATION**

The Division of Education, Supervision, and Instruction, in collaboration with the Divisions of Humanities, Social Sciences, and Natural Sciences offer nine (9) options to earn a Bachelor of Arts degree with major concentration area(s) and secondary education coursework that will lead to teacher licensure in the following areas:

- Art
- Biology
- Chemistry
- English
- History
- Mathematics
- Mathematics and Computer Science
- Music\*
- Physics

### **Specific Requirements**

Students wishing to become licensed secondary school teachers in subject content areas must be admitted to and complete the Teacher Education Program at Tougaloo College with a 2.5 cumulative grade point average or above in all major coursework, pass the Praxis I (general knowledge), Praxis II: Principles of Learning and Teaching examination and the Praxis II (specialty area) examination, a score of 75% or above for their Teaching Portfolio that demonstrates the acquisition of knowledge, skills, and

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behaviors related to the student's discipline field, successfully complete 15 units (75 days) of clinically field-based experiences in 7-12 (middle and high school) classroom settings.

Students earning a degree in their major concentration area are expected to acquire knowledge, skills, and dispositions in theoretical and practical principles related to their subject matter content area of teaching and learning in 7-12 classroom settings. In addition, students acquire knowledge, skills, and strategies in teaching and learning for specific subject matter delivery of curriculum, including the delivery of technology in the curriculum, and the use of best teaching practices for classroom behavioral management, and the use of assessment techniques for the evaluation of learning objectives for middle and high school students. Upon completion of specific requirements, students are recommended for a State of Mississippi Class A teaching license.

### **Bachelor of Arts Major Concentration Areas for Secondary Schools**

#### **Required Secondary Education Courses**

EDU 214	Educational Psychology	3
EDU 217	Introduction to Exceptional Children	3
EDU 221	Introduction to Foundations of Education	3
EDU 252	Behavior Management, K-12	3
EDU 312	Reading Instruction, K-12	3
EDU 335	Methods, Materials, and Educational Technology in the Classroom	3
EDU 336	Tests, Measurements, and Evaluation	3
EDU 436	Student Teaching in Secondary Schools	15
		<b>36 Hours</b>

#### **Required Courses for Major Concentration Area**

##### **ART**

ART 101	Art Appreciation	3
ART 121	Art History I	3
ART 122	Art History II	3
ART 212	Contemporary Art	3
ART 213	African American Art	3
ART 221	Principles of Art Education	3
ART 301	Painting I	3
ART 311	Printmaking	3
ART 313	Drawing I	3
ART 115	Ceramic I	3
ART 411-412	Independent Study	6
		<b>36 Hours</b>

##### **BIOLOGY**

BIO 111	Introduction to Biology I	4
BIO 112	Introduction to Biology II	4
BIO 231	Evolution, Ecology, and Diversity	4
BIO 322	Genetics	4
CHE 115,116	General Chemistry I & II	6

CHE 117, 118	General Chemistry Lab I & II	2
PHY 123, 124	Introduction to Physics I & II	8
BIO	Electives (3)	12
		<b>44 Hours</b>

### **CHEMISTRY**

CHE 115,116	General Chemistry I & II	6
CHE 117, 118	General Chemistry Lab I & II	2
CHE 225,227	Organic Chemistry I & Lab	4
CHE 231,233	Quantitative Analysis	4
PHY 223,224	General Physics I & II	8
PHY 123,124	Introduction to Physics I & II	8
MAT 221	Calculus I	3
		<b>35 Hours</b>

### **ENGLISH**

ENG 211	African American Literature Survey	3
ENG 225	English Literature Survey	3
ENG 321	Advanced Composition	3
ENG 322	Advanced Grammar	3
ENG 331	American Literature Survey	3
ENG 335	Methods of Teaching English	3
ENG 342	Shakespeare	3
ENG 434	Literary Criticism	3
ENG 435	The History of the English Language	3
ENG 436	General Linguistics	3
ENG 440	Seminar in Literary Topics	3
		<b>33 Hours</b>

### **HISTORY**

HIS 134 or 135	Intro to African-America History	3
HIS 101	U.S. Survey (To 1865)	3
HIS 102	U.S. Survey (Since 1865)	3
HIS 311	Topics in American History	3
HIS 315	Topics in European History	3
HIS 316	Mississippi and the South	3
HIS 321	Topics in African History	3
HIS 491	Senior Seminar	3
		<b>30 Hours</b>

### **MATHEMATICS**

MAT 103, 104	College Algebra II and Trigonometry	6
MAT 221, 222	Calculus I & II	6
MAT 321, 322	Calculus III & IV	6
MAT 218	Discrete Mathematics	3
MAT 341	Linear Algebra	3
MAT 316	Differential Equations	3
MAT 326	Introduction of Probability Theory	3
MAT 434	Theory of Mathematical Statistics	3
CSC 221,222	Fundamental Programming	6

MAT	Elective (300 or higher)	3
MAT 491, 492	Senior Seminar	2
		<b>44 Hours</b>

#### **MATHEMATICS AND COMPUTER SCIENCE**

MAT 103	College Algebra II	3
MAT 104	Trigonometry	3
MAT 218	Discrete Mathematics	3
MAT 221, 222	Calculus I & II	6
MAT 316	Differential Equations	3
MAT 321, 322	Calculus III & IV	6
MAT 326	Introduction of Probability Theory	3
MAT 341	Linear Algebra	3
MAT 434	Theory of Mathematical Statistics	3
CSC 221,222	Fundamental Programming	6
CSC 338	Numerical Analysis	3
MAT 491, 492	Senior Seminar	2
		<b>44 Hours</b>

#### **\*MUSIC**

Students who graduate from Tougaloo College with a Bachelor's degree in Music Education will be prepared to teach elementary and secondary music students in the public school system. These students will possess an understanding of the role of music in the school curriculum and will be prepared to develop techniques for teaching music. The goal of Music Education courses is to assist the student in understanding the role of music in the school curriculum and to develop techniques for teaching music.

The Music Education major consists of 51 semester hours in Music and Music Education, including Music 113, 114, 213, 214, 209, 210, 211, 212, 313, 314, 311, 312, 100, 333, 221, 222, 251, 352, 331, 412, and 115 through 414 (Piano emphasis) or 117 through 417 (Vocal emphasis). Voice students must also complete six semester hours of Piano and demonstrate proficiency at the piano. Music Education majors will be required to present half recitals in the junior and senior years and will write a senior thesis.

Music Education majors should expect to attend at least two sessions of summer school. In addition to the Music and General Education requirements, Music Education majors should consult the Department of Visual and Performing Arts (Music) in the Division of Humanities for Music Education courses.

#### **CHEMISTRY AND PHYSICS**

CHE 115, 116	General Chemistry I & II	6
CHE 117, 118	General Chemistry Lab I & II	2
CHE 225, 227	Organic Chemistry I & Lab	4
CHE 231, 233	Quantitative Analysis & Lab	4
PHY 223, 224	General Physics I & II	8
PHY 333	Electronics	4
PHY 335	Junior/Senior Laboratory	3
MAT 221, 222	Calculus I and Calculus II	6
MAT 321, 322	Calculus III and Calculus IV	6
		<b>43 Hours</b>

## **Military Science Program (ROTC)**

Tougaloo College students participate in the Military Science program, which is offered on the campus of Jackson State University.

The Reserve Officers Training Corps (ROTC) provides male and female students an opportunity to earn a commission as a Second Lieutenant (2<sup>nd</sup> LT) in the U.S. Army, U. S. Army Reserves, or the Army National Guard, concurrent with the pursuit of an academic degree.

The objectives of the program are: 1) to provide an understanding of how the U.S. Army, the U.S. Army Reserves, and Army National Guard fit into our national defense structure; 2) to develop the leadership and managerial potential of students to facilitate their future performance as officers; 3) to develop student's abilities to think creatively and to speak and write effectively; and, 4) 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 the cornerstone of leadership.

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 also required to attend a Leadership Laboratory in conjunction with all ROTC courses. Semester hour credits totaling two-four hours are earned from enrollment in a course of instruction and Leadership Laboratory.

There is no charge for enrolling in the ROTC Program; however, students must be full-time undergraduate students (12 semester hours or more) or full-time graduate students (9 semester hours or more) before enrolling in ROTC. Books, equipment, and uniforms are free of charge to the students. Two- and three-year ROTC scholarships are available for eligible sophomore and freshman students with an ACT score of 17 or above or SAT score of 850 or above. Scholarship winners receive a stipend (\$250-400) for each academic month plus an allowance for books and other educational items. Students enrolled in the Advanced Course (Junior and Senior classes for ROTC) and who are not ROTC scholarship recipients, also receive a monthly stipend to attend a six-week paid Advanced Camp the summer prior to enrolling in the senior class of ROTC.

Students interested in enrolling ROTC who are academically classified as sophomores and who have not completed the freshman and sophomore classes of ROTC and/or have no military experience, may attend a six-week paid Basic Camp the summer prior to enrolling in the junior class of ROTC.

### **Course Sequence:**

#### **First Year**

MS 101	Fundamentals of Leadership and Management I	1
MS 102	Fundamental of Leadership and Management II	1

#### **Sophomore Year**

MS 201	Applied Leadership and Management I	2
MS 202	Applied Leadership and Management II	2

#### **Junior Year**



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MS 301	Advanced Leadership and Management I	3
MS 302	Advanced Leadership and Management II	3

### Senior Year

MS 401	Seminar in Leadership and Management	4
MS 402	Theory and Dynamics of Military Team	3

Leadership Laboratory is required in conjunction with all ROTC courses. Significance of military courtesy and discipline; customs and traditions of the service; development of leadership fundamentals through practical exercise; the function, duties and responsibilities of junior leaders; and values of drill developing teamwork. (One semester hour).

### Aerospace Studies Program (AFROTC)

The Aerospace Studies Program (Cross-town Program with Jackson State University) provides an opportunity for students to earn a commission in the United States Air Force at the same time they work toward an academic degree. Skills that are the cornerstone of leadership excellence such as self-confidence, self-esteem, motivation, leadership and fellowship, creative thinking, self-discipline, team building, and decision making are taught in Air Force Reserve Officers Training Corps (AFROTC) Program. Upon completing the AFROTC Program and all requirements for an academic career, students can achieve their goal of a degree in their chosen academic field and a presidential commission as an Air Force Second Lieutenant.

The Historically Black Colleges and Universities (HBCU) Scholarship program offers two different opportunities for cadets attending HBCUs. Both the regular and enhanced HBCU programs award Type 2 scholarship (capped at \$18,000.00 per year) plus an annual \$900.00 textbook allowance. The HBCU scholarship (2- and 3-year offers) may be offered to all fully qualified applicants who meet the scholarship selection board. The processing of the scholarship is completed at Jackson State University AFROTC detachment. These scholarships activate no earlier than the sophomore year in college.

Enhanced HBCU Scholarships: Jackson State Air Force ROTC Detachment command offers up to fifteen 3.5 year (i.e., activate in the middle of freshman year) scholarships through the Enhanced (EHBCU) scholarship program. No more than seven EHBCU scholarships can be awarded to non-technical majors. All Air Force ROTC scholarship recipients receive a nontaxable monthly stipend ranging from \$300.00 – \$500.00 and an annual textbook allowance of \$900.00

### COURSE DESCRIPTIONS: AEROSPACE STUDIES

**AS 101 AEROSPACE STUDIES: FOUNDATIONS OF THE UNITED STATES AIR FORCE.** This is a survey course designed to be an introduction to the Air Force Reserve Officers Training Corps and the Air Force, how it is organized, and how it works. The topics covered will 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, and communications skills. Offered Fall semester. **CREDIT: ONE SEMESTER HOUR**

**AS 102 AEROSPACE STUDIES: FOUNDATIONS OF THE UNITED STATES AIR FORCE.** This is a survey course designed to be an introduction to the Air Force Reserve Officers Training Corps and the Air Force, how it is organized and how it works. The topics covered will 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, and communications skills. Offered Spring Semester **CREDIT: ONE SEMESTER HOUR**

**AS 201 AEROSPACE STUDIES: EVOLUTION OF THE USAF AIR AND SPACE POWERS STUDIES.** This course designed to examine general aspects of air and space power through a historical perspective (WWI through WWII) and incorporate foundational leadership lessons. It also begins discussing elements of the joint fight with introductions into the sister services. This course provides the students with some knowledge-level understanding for the employment of air and space power, from an institutional, doctrinal, and historical perspective. Offered Fall Semester **CREDIT: ONE SEMESTER HOUR**

**AS 202 AEROSPACE STUDIES: EVOLUTION OF USAF AIR AND SPACE POWERS STUDIES.** This course provides the students with some knowledge-level understanding for the employment of air and space power, from an institutional, doctrinal, and historical perspective. The students conclude the course with leadership fundamentals where they will be exposed to 10 mini leadership lessons that they can take into their field training experience. These lessons will be expounded upon in AS 301 and AS 302. Offered Spring semester **CREDIT: ONE SEMESTER HOUR**

**AS 301 AEROSPACE STUDIES: AIR FORCE LEADERSHIP STUDIES.** This course is designed to examine several key aspects of basic leadership skills, including military writing, military briefings, problem solving, team building, and situational leadership. The course also explores professional and unprofessional leadership, advanced skills in leadership and subjects like power and influence, counseling, effective supervision, and leadership accountability. The course concludes with ethics in leadership to embrace topics like core values, ethical and moral leadership, and military ethics. Cadets will have opportunities to apply and hone their leadership skills while serving in various leadership positions in the Cadet Wing. Offered Fall Semester **CREDIT: THREE SEMESTER HOURS**

**AS 302 AEROSPACE STUDIES: AIR FORCE LEADERSHIP STUDIES.** This course is designed to provide cadets and participating students an overview on leadership. AS 302 provides lessons on military relationships and the rules that military members must follow when it comes to interacting with enlisted members and officers. The course continues into advanced skills and ethics training that will prepare cadet for becoming an officer and a supervisor. The students will be introduced to a variety of leadership topics that will prepare them to be effective leaders. Cadets will have opportunities to apply and hone their leadership skills while serving in various leadership positions in the Cadet Wing. Offered Spring Semester **CREDIT: THREE SEMESTER HOURS**

**AS 401 AEROSPACE STUDIES: NATIONAL SECURITY AFFAIRS AND PREPARATION FOR ACTIVE DUTY.** This course is designed to provide an overview of National Security Affairs and serve as a vehicle to help the students become U.S. Air Force officer. Cadets should comprehend the basic elements of national security policy and process as well as air and space power functions and competencies. Special topics of interest focus on the military as a profession; officership; military justice; civilian control of the military; USAF organization, functions, and missions; regional studies; advanced leadership ethics; and Air Force doctrine. Within this structure, continued emphasis is given to the refinement of communication skills. Offered Fall Semester **CREDIT: THREE SEMESTER HOURS**

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**AS 402 AEROSPACE STUDIES: NATIONAL SECURITY AFFAIRS AND PREPARATION FOR ACTIVE DUTY.** This course is designed to provide an overview of National Security Affairs and serve as a vehicle to help the students become U.S. Air Force officer. Cadets should comprehend the basic elements of national security policy and process as well as air and space power functions and competencies. Special topics of interest focus on the military as a profession; officership; military justice; civilian control of the military; USAF organization, functions, and missions; regional studies; advanced leadership ethics; and Air Force doctrine. Within this structure, continued emphasis is given to the refinement of communication skills. Offered Spring Semester **CREDIT: THREE SEMESTER HOURS**

**AS 101, 201, 301, 401 AEROSPACE STUDIES: LEADERSHIP LABORATORY.** Leadership Laboratory (LLAB) is an integral part of the program that provides the opportunity for cadets to practice their officer skills and develop leadership and management techniques. LLAB centers on the Cadet Wing where activities are planned and conducted by cadets and supervised by detachment officers. LLAB builds *esprit de corps* within the cadet organization and provides opportunities for the cadets to learn and hone skills essential to their ability to serve as leaders in today's Air Force. In such a laboratory, cadets can make errors and receive feedback on how they can improve without serious consequences. The following are some of the topics addressed: Air Force customs and courtesies, fitness and nutrition, field training orientation, and drill and ceremonies. Physical fitness training, which is held twice a week, is mandatory. **CREDIT: ONE CREDIT HOUR**

**AS 102, 202, 302, 402 AEROSPACE STUDIES: LEADERSHIP LABORATORY.** Leadership Laboratory (LLAB) is an integral part of the program that provides the opportunity for cadets to practice their officer skills and develop leadership and management techniques. LLAB centers on the Cadet Wing where activities are planned and conducted by cadets and supervised by detachment officers. LLAB builds *esprit de corps* within the cadet organization and provides opportunities for the cadets to learn and hone skills essential to their ability to serve as leaders in today's Air Force. In such a laboratory, cadets can make errors and receive feedback on how they can improve without serious consequences. The following are some of the topics addressed: Air Force customs and courtesies, fitness and nutrition, field training orientation, and drill and ceremonies. Physical fitness training, which is held twice a week, is mandatory. **CREDIT: ONE SEMESTER HOUR**



# Humanities Division



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## HUMANITIES DIVISION

### Mission Statement

The disciplines encompassed by the Division of Humanities evolve from the basic human activities of seeing, hearing, speaking, and thinking. These human activities, when translated into action, become art, music, literature, and philosophy. All of these disciplines attempt to make sense of the human experience and call for the creative production of structured forms in one medium or another. The purpose of these is the communication of human perceptions, thoughts, and emotions to others. While offering studies that enable the student to specialize in one of these areas and to prepare for entry into professional and graduate schools and, ultimately, careers, the Division of Humanities is dedicated to the liberal arts concept of education. This philosophy of education calls for a broad and well-balanced range of educational experiences, including the social and natural sciences, mathematics, and history. This approach integrates the disciplines in such a way that it encourages students to form their own world view.

### Majors

The Division of Humanities offers the Bachelor of Arts degrees in the following areas of study: Art, English, Liberal Studies, Mass Communication, and Music. The Association of Arts degree is also offered in Religious Studies.

### Other Areas of Study

Other Areas of study housed in the Division of Humanities are World Languages and Culture, Speech, Creative Writing, and Drama.

DEPARTMENTS	DEGREES OFFERED
<b>ART</b>	Art Art/Secondary Education
<b>MUSIC</b>	Music Music Education
<b>ENGLISH</b>	English English/Secondary Education
	Religious Studies (A.A.)
<b>MASS COMMUNICATION</b>	Mass Communication

### Special Activities

The Art Department contributes by maintaining a schedule of changing art exhibitions from the Tougaloo Art Collections. These collections contain Mississippi's largest collection of African-American and African art, as well as a collection of international prints and 20<sup>th</sup> Century American paintings. In addition, students, faculty, and guest artists fill an active exhibition schedule each year.

The Music Department provides many musical performances by the Tougaloo College Concert Choir, Women's and Men's Ensembles, the Instrumental Ensemble, the Opera Workshop Ensemble, and individual performers whom they train and develop.

The English Department sponsors a variety of intellectual programming related to the study of language and literature such as speaker series, readings, and conferences.

The Mass Communication Department also produces the *Tougaloo Harambee*, the college's student newspaper. The department also produces a weekly television newscast for the campus station.

Each spring, the entire Division collaborates to produce its week-long Humanities Festival. Lectures, discussions, demonstrations, concerts, exhibitions, dance, and dramatic performances are coordinated around a central theme, different each year. The Festival presenters are students and faculty, as well as, nationally known guest scholars and artists.

Each summer, under the supervision of the Humanities Division, a different group of nationally known guest artists and lecturers create a week-long intensive art experience that involves workshops, critiques, lectures, and specialized studios. The Tougaloo Art Colony is attended by participants from across the nation, including professional artists, serious amateurs, art educators, and college art students.

## **VISUAL AND PERFORMING ART DEPARTMENT**

### **Mission Statement**

The mission of the Visual and Performing Arts (Arts) Department is to prepare students through practice and theory for graduate school, various professions in visual arts, and arts education. The coursework offered by the Department complements the liberal arts tradition and enhances its academic philosophy. Upon completion of degree requirements, our students are prepared to enter an ever-changing society as creative, productive leaders in the field of art.

### **Expected Goals and Outcomes:**

By the completion of the major, the art student will have a thorough understanding of the visual arts language used in the context of art history, art criticism, art aesthetics, and art production. This includes but is not limited to:

- Demonstrating a mastery of aesthetic terms and artistic media;
- Visualizing and analyzing work in a clear and concise manner through written assignments and group critiques;
- Identifying major stylistic and historical art movements through a significant exposure to Western and Non-Western Art History;
- Completing the conceptual process of locating a problem, experimenting with a variety of solutions, and determining and supporting the most effective and communicative visual solution;
- Determining a set of educational goals and forming a plan for their attainment;
- Presenting works to the public in a polished manner, both conceptually and technically;
- Applying the relevant tools to continue researching their field after graduation; and
- Utilizing effectively their technical and intellectual skills within their career as an artist, educator, performer, or designer.

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The Art Department offers an art education degree for those art majors who wish to be certified to teach. Students receiving a degree in Visual Arts Education will have completed all required classroom work necessary to pursue a Primary or Secondary teaching position, and entry into a Master's Program.

The Art Department aims to contribute to the General Education program of the college by permitting students to elect art history and studio courses, provided they meet the prerequisites, and by presenting lectures, gallery talks, and exhibits.

Majors must prepare a senior paper which reflects a scholarly approach to investigation, development, and presentation of the chosen topic. It is strongly recommended that students choose electives that will help them develop skills in written and oral communication.

### **Specific Requirements**

Students selecting ART as a major are required to take 40 semester hours, including twelve (12) hours in Art History, one (1) hour in Art Research, and twenty seven (27) in studio Art, including ART 113, 131 (213) or 214, 103 (313) and 314, and five additional studio courses. With the consent of the Department Chair and instructor, ART 411 and 412 require prerequisites and may be taken to fulfill courses in Art History and studio as determined by individual situations and in consultation with instructor(s). Portfolio development, additional training in selected studio disciplines, research, and senior paper development may also be undertaken in ART 411 and ART 412 if all prerequisites are met. All Art majors are required to complete a senior paper, complete 60 hours of community service, take the art comprehensive exam, and present a senior art show as graduation requirements.

### **General Education Requirements: Total Hours 56 - 58**

#### **Freshman**

ART 101: Art Appreciation	Art 131: Painting I
ART 103: Drawing I	ART 151: Sculpture I
ART 113: Two Dimensional Designs	

#### **Sophomore**

ART 114: Printmaking	ART 203: Drawing II
ART 115: Ceramics I	ART 214: Painting II
ART 121: Art History I	ART 122: Art History II

#### **Junior**

ART 212: Contemporary Art History	ART 221: African American Art History
ART 216: Ceramics II	ART 217: Sculpture II
ART 321: Digital Photography I	ART 322: Digital Photography II
ART 312: Photography	
ART 381: Student Research	ART 243: Computer Graphic Design

#### **Senior**

ART 334: Drawing III	ART 202: Aesthetics and Art Criticism
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ART 343: Painting III  
ART 317: Sculpture III  
ART 356: Ceramics III

ART 411 or 412: Independent Study  
ART 421 or ART 422: Art Internship

### **Bachelors of Arts: Art Education Degree**

K-12

### **Educational Course Requirements (Reference Education Division)**

#### **Art Requirements**

ART 101 Art Appreciation	3 hours
ART 121 Art History I	3 hours
ART 122 Art History II or ART 212 Contemporary Art	3 hours
ART 221 African American Art	3 hours
ART 201 Principles of Art Education	3 hours
ART 131 Painting I or ART 214 Painting II	3 hours
ART 114 Printmaking	3 hours
ART 103 Drawing I	3 hours
ART 151 Sculpture I or ART 115 Ceramics I	3 hours
ART 381 Art Research	1 hour
	<b>28 Hours</b>

#### **Art Education Degree Requirements**

This degree requires a total of 128-130 hours to fulfill the graduation requirements which may take longer than four years to accumulate, unless the student is enrolled full time and attends summer school. In the State of Mississippi, teaching licensure also requires passing the Praxis I: General Knowledge Examination, Praxis II: Principles of Learning and Teaching, and the Praxis III: Specialty Area-Art Examination.

#### **Suggested course sequence: Art Education Majors**

##### **First-Year**

ART 101: Art Appreciation  
ART 103: Drawing I  
ART 121: Art History I  
ART 122: Art History II or ART 212

##### **Sophomore**

ART 131 Painting I or ART 214 Painting II  
ART 151 Sculpture I or ART 115 Ceramic I  
ART 201 Principles of Art Education

##### **Junior**

ART 221: African American Art History  
ART 381: Research in Art

##### **Senior**

ART 411 or 412 Independent Study

### **COURSE DESCRIPTIONS: ART**

**ART 101: ART APPRECIATION.** Art Appreciation will introduce art through an engaging visual experience that will help the student build an informed foundation for their individual experience and enjoyment of art. The student will be drawn into a new and expanded awareness of the visual arts through art production, art criticism, art history, and art aesthetics. Encouraged of all art majors and required of art education emphases, this course may satisfy the art requirement or teacher certification for students not majoring in art. **CREDIT: THREE SEMESTER HOURS**

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**ART 103: DRAWING I. (Formally ART 313)** Different drawing media are studied in order to achieve an effective art expression. This course satisfies state certification requirements in drawing (Art degree Requirement). **CREDIT: THREE SEMESTER HOURS**

**ART 113: TWO DIMENSIONAL DESIGNS.** This course offers a study of the basic principles and thought processes involved in two-dimensional design, including 2-D patterns and structures, the illusion of space and color theory. This course satisfies state certification requirements. **CREDIT: THREE SEMESTER HOURS**

**ART 114: PRINTMAKING. (Formally ART 311)** This course is an introduction to the fundamental techniques of printmaking which includes intaglio, monotype, relief, silkscreen, and other experimental techniques. **CREDIT: THREE SEMESTER HOURS**

**ART 115: CERAMICS I.** This course is an introduction to basic ceramic techniques that include slab, coil, and wheel throwing. **CREDIT: THREE SEMESTER HOURS**

**ART 121: ART HISTORY I.** This course is a survey of art forms in painting, sculpture and architecture from the Paleolithic period to the Renaissance. This course satisfies state certification requirements in art history. **CREDIT: THREE SEMESTER HOURS**

**ART 122: ART HISTORY II.** This course is a survey of art forms in painting, sculpture and architecture from the Renaissance to the French Revolution. This course satisfies state requirements in art history. **CREDIT: THREE SEMESTER HOURS**

**ART 131: PAINTING I. (Formally ART 213)** This course acquaints the student primarily with acrylic painting media. Color harmonies are studied as well as the visual elements and principles of design in relation to composition. This course satisfies state certification requirements in painting (including ART 214: Painting II). **CREDIT: THREE SEMESTER HOURS**

**ART 151: SCULPTURE I. (Formally ART 315)** Introduction to figurative forms through clay modeling (Art degree requirement). This course satisfies state requirements for teacher certification in 3-D art. **CREDIT: THREE SEMESTER HOURS**

**ART 201: PRINCIPLES OF ART EDUCATION. (Formally ART 301)** This course is a discipline-based Art Education approach to teaching visual arts. It stresses the importance of art education as it relates to the total development of a child's creative and mental growth. This course satisfies state requirements at the elementary and upper grade level. **CREDIT: THREE SEMESTER HOURS**

**ART/PHI 202: AESTHETICS AND ART CRITICISM.** This course is a contemplative study of describing, interpreting, evaluating, and theorizing about works of art for the purpose of increasing understanding and appreciation of art and its role in society. A question-centered approach will be used to investigate art, artists, audiences, and the assumptions about art and its role in society. Students will examine the nature, meaning and value of art from an aesthetic point of view. **CREDIT: THREE SEMESTER HOURS**

**ART 203: DRAWING II. (Formally ART 314)** The visual comprehension of perspective is stressed. Laws of composition are studied (Art degree requirement). This course satisfies state requirements for teacher certification in drawing (including ART 103), **CREDIT: THREE SEMESTER HOURS**

**ART 212: CONTEMPORARY ART HISTORY.** This course is a study of twentieth century art forms in sculpture, architecture and industrial arts. **CREDIT: THREE SEMESTER HOURS**

**ART 214: PAINTING II.** An intermediate level of painting, this course is designed to enhance skill development through creative expression. This course including ART 131: Painting I, satisfies state certification requirements in painting. **CREDIT: THREE SEMESTER HOURS**

**ART 216: CERAMICS II. (Formally ART 116)** This is an intermediate course that extends the creative activity into the development of wheel throwing skills and knowledge of firing and glazing. Prerequisite: ART 115. **CREDIT:THREE SEMESTER HOURS**

**ART 217: SCULPTURE II. (Formally ART 316)** This course is an introduction to a variety of hand-building methods of constructing ceramic sculpture, glazing, and firing. This course satisfies state requirements for teacher certification in 3-D art. **CREDIT: THREE SEMESTER HOURS**

**ART 221: AFRICAN-AMERICAN ART HIS.** This course covers the history of the contribution of Black artists and artisans to the art and architecture of the United States from 1600 to the present. This course includes a research component that utilizes the Tougaloo Art Collection. **CREDIT: THREE SEMESTER HOURS**

**ART 243: COMPUTER GRAPHIC DESIGN I.** This course is a beginner's application of computer software and hardware to graphic design problems, preference is given to junior and senior art majors. Class size is limited to number of available computers. Prerequisite: ART 113 and CSC 107. **CREDIT: THREE SEMESTER HOURS**

**ART 312: PHOTOGRAPHY.** This is an introduction to the traditional method of 35mm photographic techniques for shooting, developing, and printing. A broad range of approaches to composition and content also explored. This course includes two hours of darkroom lab per week. **CREDIT: THREE SEMESTER HOURS**

**ART 317: SCULPTURE III.** This is an individualized instruction aimed at furthering the student's understanding of sculptural forms by designing and producing sculptures that involve a combination of modeling and construction methods. Prerequisites: ART 115, ART 217(formally ART 316) and permission of instructor. **CREDIT: THREE SEMESTER HOURS**

**ART 321: DIGITAL PHOTOGRAPHY I.** This is a beginning course in digital photography that explores a variety of approaches to photographing people, places, and events. Downloading to computer editing, cropping, color and contrast corrections will be learned. The photographs will be turned into slideshows. Prerequisite: NONE **CREDIT:THREE CREDIT HOURS**

**ART 322: DIGITAL PHOTOGRAPHY II.** This course builds on the basic skills learned in Art 321. Focusing on photography for graphics and illustration, it emphasizes the creative use of camera controls and artistic manipulations in current graphic programs. Prerequisite: ART 321. **CREDIT: THREE CREDIT HOURS**

**ART 334: DRAWING III.** This is an advanced level of drawing with an emphasis on portrait, figure study, and creative compositions. Prerequisites: ART 193, ART 314, and Instructor's approval. **CREDIT: THREE SEMESTER HOURS**

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**ART 343: PAINTING III.** This course is an advanced level of painting designed to increase painting and compositional skills. Prerequisites: ART 131, ART 214, and Instructor's approval. **CREDIT: THREE SEMESTER HOURS**

**ART 356: CERAMICS III. (Formally ART 256)** This course is an advanced level of pottery with an emphasis on creative production, glaze formulas, and skill development. Prerequisites ART 115, ART 216 & Instructor's approval. **CREDIT: THREE SEMESTER HOURS**

**ART 381: STUDENT RESEARCH.** This is a required course. It addresses the need for in-depth understanding of the procedures involved in conducting library research in the visual arts. The concepts and skills presented in facilitating library research will form a foundation for all subsequent research in the discipline of visual arts. Prerequisites: ART 101 and Sophomore status. **CREDIT: ONE SEMESTER HOUR.**

**ART 411 & 412: INDEPENDENT STUDY.** The student is allowed to pursue an area of art which is of special interest to him/her. The instructor suggests projects and guides the student. Prerequisites: at least two Art History courses, three studio courses and permission of the instructor. Offered on demand. **CREDIT: THREE SEMESTER HOURS**

**ART 421 & 422: ART INTERNSHIP.** These internship courses prepare students to enter professional schools or graduate schools to pursue careers in specialized areas, such as Art Therapy, Museum Studies, Graphics, Architecture, Fashion, and Interior Design. The student will work closely during each semester with a professional in an employing organization. Prerequisite: Junior and Senior art majors are eligible to apply for an internship experience. They must do so in the semester preceding the internship and obtain the approval of the department the week before pre-registration. Students should consult early in the semester with their faculty advisor about application requirements and procedures. The student is not guaranteed approval. **CREDIT: THREE SEMESTER HOURS**

**ART 120, 220, 320, & 420: ART COLONY SUMMER WORKSHOP** is an intensive one-week workshop (offered in July) which allows the student to study with guest educators or professional artists. A variety of disciplines will be offered each year and students may select one medium. Attendance is mandatory for the entire week and all activities in order to earn credit. **CREDIT: ONE SEMESTER HOUR**

## **DEPARTMENT OF ENGLISH & MODERN LANGUAGES**

### **Mission Statement**

The Department of English & Modern Languages encourages intellectual curiosity, social consciousness, and cultural accountability through the study of language and literature. The Department engages a broad range of literary and linguistic study to promote an appreciation of diverse human communication. Within the department, there is a dedicated focus to the philosophy of "writing across the curriculum" through intentional interdisciplinary engagement throughout the department curriculum.

Further, the Department of English & Modern Languages is responsible for administering general education courses in Composition, Literature, Modern Languages, and Speech. As a service department for the College, it assists students with mastery of communication skills and provides activities that contribute to a comprehensive liberal arts education. As a unit offering courses leading to a major in the discipline, the Department of English prepares students for advanced study in literature, linguistics, law, education, and other related fields.

### Student Learning Outcomes

1. Students will demonstrate familiarity with the terminology and basic findings of linguistic analysis—**student comprehensive exams.**
2. Students will evaluate, analyze, and synthesize the content (major works, moments, figures) found in African American, American, and British Literatures—**student comprehensive exams.**
3. Students will demonstrate the ability to generate original academic thought, conduct sustained research, exhibit critical thinking skills, and analyze and synthesize texts.—**senior thesis**
4. Students will demonstrate proficiency in standard English communication and the ability to produce organized academic writing.—**senior thesis**

The Senior Comprehensive Exams and the Senior Thesis are the assessment tools for the department's student learning outcomes.

### Special Requirements

Any student declaring a major in English must have at least a 2.00 GPA. Before taking major courses, the student must have completed the General Education English courses (ENG 101-102 or 103-104, and ENG 201 or 205). However, ENG 201 (or 205) may be taken at the same time as ENG 210 or ENG 250. Freshmen at the end of their first year and transfer students entering the College should report with transcript(s) to the chair of the English Department before registering for courses.

A student declaring an English major has three options in the selection of courses: **Option A** is for the student interested in English literary studies. **Option B** is for the student who wishes to be certified to teach at the secondary level. **Option C** is for the student interested in English linguistic study.

In addition to the required courses for the options, all English majors must: 1) take two years of one modern language; 2) pass the department's Senior Comprehensive Examinations; and 3) complete and successfully defend a senior thesis that is scholarly in content to qualify for graduation. The senior paper must be based on literary research and span 15-20 pages in length.

The **English major** consists of 46 to 55 semester hours of courses beyond the General Education composition and literature requirements. The number of hours is determined by the option the student chooses within the major. All of the required English courses and electives must be completed with a grade of "C" or above.

The prerequisites for each course are specified in the course descriptions. In special circumstances, and with the approval of the department chair, the course instructor may grant permission for an English major to take a needed course even if a prerequisite has not yet been met. Non-majors who have completed the General Education English requirements and who are interested in an English course may, with the instructor's permission, enroll without having completed the prerequisites.

The required courses for the four options are listed below. In addition to the required courses, English majors pursuing option A, or B must complete 9 hours of electives. English majors pursuing Option B must complete 24 hours of Secondary Education requirements as well as one English elective. English electives

include any English courses not part of the list of required courses for that student's major, and SPE 201, 202, and 203. SPE 202 is not to be taken more than twice for major credit without the approval of the English department chair.

The **English minor** consists of twenty-one (21) credit hours. The Department has designated the courses for fifteen (15) of those hours and the student will select the remaining six (6) hours from an approved list of electives.

The Department will honor students who have begun taking courses towards completing the minor beginning with the 2017-2018 Academic Year.

**REQUIRED COURSES FOR ENGLISH MINOR:**

ENG 210	Research Methods
ENG 211	African American Literature I
ENG 224	British Literature I
ENG 250	Phonetics
ENG 330	American Literature I

**Students may choose two (2) of the following electives:**

ENG 212	African American Literature II
ENG 311	Special Topics in English*
ENG 332	American Literature II
ENG 333	African Diasporic Literature
ENG 423	Major American Authors
ENG 435	History of the English Language
ENG 225	British Literature II

\*ENG 311: Special Topics in English may be taken twice to fulfill the elective requirement; however, they must be two different course topics (i.e. Intro to Hispanic Literature, Bible as Literature, African Literature, etc.).

**REQUIRED COURSES FOR OPTION A: English/Literary Studies**

ENG 210	Research Methods in English	3 hours
ENG 211	African American Literature I	3 hours
ENG 212	African American Literature II	3 hours
ENG 224	British Literature I	3 hours
ENG 225	British Literature II	3 hours
ENG 250	Phonetics	3 hours
ENG 321	Grammar Seminar	4 hours
ENG 330	American Literature I	3 hours
ENG 331	American Literature II	3 hours
ENG 434	Literary Criticism	3 hours
ENG 435	The History of the English Language	3 hours
ENG 440	Senior Seminar I	1 hour
ENG 441	Senior Seminar II	<u>2 hours</u>
		<b>37 hours</b>

**REQUIRED COURSES FOR OPTION B: English/Secondary Education**

ENG 210	Research Methods in English	3 hours
ENG 211	African American Literature I	3 hours
ENG 212	African American Literature II	3 hours
ENG 224	British Literature I	3 hours
ENG 225	British Literature II	3 hours
ENG 250	Phonetics	3 hours
ENG 321	Grammar Seminar	4 hours
ENG 330	American Literature I	3 hours
ENG 331	American Literature II	3 hours
ENG 434	Literary Criticism	3 hours
ENG 435	The History of the English Language	3 hours
ENG 440	Senior Seminar I	1 hour
ENG 441	Senior Seminar II	<u>2 hours</u>
		<b>37 hours</b>

### Secondary Education Requirements

EDU 217	Introduction to Exceptional Children	3 hours
EDU 252	Behavioral Management, K-12	3 hours
EDU 336	Tests, Measurements & Evaluation	3 hours
EDU 436	Student Teaching in Secondary School and Seminar	<u>15 hours</u>
		<b>24 hours</b>

### REQUIRED COURSES FOR OPTION C: English/Linguistic Studies

ENG 210	Research Methods in English	3 hours
ENG 211	African American Literature I	3 hours
ENG 212	African American Literature II	3 hours
ENG 224	British Literature I	3 hours
ENG 225	British Literature II	3 hours
ENG 250	Phonetics	3 hours
ENG 321	Grammar Seminar	4 hours
ENG 330	American Literature I	3 hours
ENG 331	American Literature II	3 hours
ENG 436	General Linguistics	3 hours
ENG 435	The History of the English Language	3 hours
ENG 440	Senior Seminar I	1 hour
ENG 441	Senior Seminar II	<u>2 hours</u>
		<b>37 hours</b>

### COURSE DESCRIPTIONS: ENGLISH

**ENG 100: INTRODUCTION TO COLLEGE COMPOSITION.** This is a three-credit, college-level English course that counts towards graduation hours. A student with an ACT score below 19 will be placed in ENG 100. This course prepares students to succeed in ENG 101 and ENG 102 by guiding them in refining their writing process, engaging in critical reading, thinking, and writing, and producing personal and text-based essays. The purpose of this course is to effectively prepare students for the rigors of college-level writing and



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introduce them to college expectations for writing and research. ENG 100 has both a classroom and workshop component. Students must also complete ENG 101 and ENG 102 in order to satisfy the General Education requirement. Students must pass ENG 100 before advancing to ENG 101. **CREDIT: THREE SEMESTER HOURS.**

**ENG 101: COLLEGE COMPOSITION I.** This course offers a study in oral and written expression. In English 101, students review grammar, mechanics, and paragraph development and engage in vocabulary building. A grade of “C” is required for passing this course and advancing to ENG 102. ENG 101 cannot be taken simultaneously with ENG 102. Offered each semester. **CREDIT: THREE SEMESTER HOURS.**

**ENG 102: COLLEGE COMPOSITION II.** This course offers a study in oral and written expression. During English 102, students write multi-paragraph essays and document papers based on research. A grade of “C” is required for passing this course. **Prerequisite: ENG 101 or ENG 103.** Offered each semester. **CREDIT: THREE SEMESTER HOURS.**

**ENG 103: ADVANCED COLLEGE COMPOSITION I.** This honors course is designed to allow eligible students to fulfill freshman English requirements on an honors level. Attention is given to the development of linguistic proficiency and mastery of expository and critical writing through problem-centered and interdisciplinary techniques. **CREDIT: FOUR SEMESTER HOURS EACH.**

**ENG 104: ADVANCED COLLEGE COMPOSITION II.** This honors course is designed to allow eligible students to fulfill freshman English requirements on an honors level. Attention is given to the development of linguistic proficiency and mastery of expository and critical writing through problem-centered and interdisciplinary techniques. **Prerequisite: ENG 103. CREDIT: FOUR SEMESTER HOURS EACH.**

**ENG 130: ENGLISH WORD POWER.** The course presents an extensive study of prefixes, roots, and suffixes from different languages with a view toward strengthening and expanding the student’s operational English vocabulary. Foreign language roots to be used will be from Latin, Greek, French, Spanish, Italian, Anglo-Saxon, etc. **CREDIT: THREE SEMESTER HOURS.**

**ENG 200: INTRODUCTION TO CREATIVE WRITING.** This course introduces students to four major genres: poetry, fiction, creative non-fiction, and drama. The focus is on learning and applying literary devices to original work, reading established writers in terms of learning from their craft, developing, editing, and revising skills, and developing workshop skills: giving suggestions to peers as well as applying suggestions for revision of one’s own work. Students are encouraged to experiment with styles, practice pastiches, and ultimately develop one’s own individual voice. **Prerequisites: ENG 101-102 or 103-104. CREDIT: THREE SEMESTER HOURS.**

**ENG 201: INTRODUCTION TO WORLD LITERATURE.** This course is an introduction to a broad historical and multi-cultural range of ideas and experiences through the critical reading of a substantial body of literary works. Writing about the works studied is emphasized. **Prerequisites: ENG 101-102 or 103-104.** Required of all students. Offered each semester. **CREDIT: THREE SEMESTER HOURS.**

**ENG 205: HONORS WORLD LITERATURE.** In this course, students read, explore, and discuss works written by authors from various cultural backgrounds and geographical spaces. These works are to be considered “world literature” based on their representation of the world beyond America’s most familiar environments, borders, and perspectives. This course observes how cultures collide through language, experience, context, etc. and how these collisions shape the literature. The readings span from the

ancient world into the late twentieth century connecting to one another through various themes and narrative illustrations. Covering a wide variety of literary works – poems, short stories, and novels – class discussions will question and address notions of journey, nationhood, identity, globalization, love, and other troubles. All readings are in English. **CREDIT: THREE SEMESTER HOURS.**

**ENG 210: RESEARCH METHODS IN ENGLISH.** This course is an introduction to the scholarly methods and practices necessary for undergraduate and graduate study and an academic career in English. Required of all English majors. **Prerequisite: ENG 101-102 or 103-104, and ENG 201 or 205 as either prerequisite or co-requisite.** Offered each year. **CREDIT: THREE SEMESTER HOURS.**

**ENG 211: AFRICAN AMERICAN LITERATURE I.** This course examines the literature of African Americans in its historical and aesthetic context and expose students to works from oral tradition to the Harlem Renaissance era. Writers studied include Wheatley, Equiano, Chestnut, Hughes, McKay, and more. Required of all English majors. **Co-requisites: ENG 201, 210. Prerequisites: ENG 101-102 or 103-104. CREDIT: THREE SEMESTER HOURS.**

**ENG 212: AFRICAN AMERICAN LITERATURE II.** This course examines the literature of African Americans in its historical and aesthetic context and expose students to works spanning from Realism to the Postmodernist era. Required of all English majors. **Prerequisites: ENG 101-102 or 103-104, ENG 201 or 205, ENG 210, and ENG 211. CREDIT: THREE SEMESTER HOURS.**

**ENG 224: BRITISH LITERATURE I.** This course offers an introduction to the early British literary canon, extending from the late medieval period through the eighteenth century. Readings include but are not limited to Chaucer, More, Sidney, Shakespeare, Milton, Behn, and Swift. Required of all English majors. **Prerequisites: ENG 101, 102 (or 103, 104), ENG 201 or 205, and 210. CREDIT: THREE SEMESTER HOURS.**

**ENG 225: BRITISH LITERATURE II.** This course surveys works of British Literature from the Romantic period to the modernist novel. It considers literary texts in relation to major historical developments such as the French Revolution, the Industrial Revolution, the rise of Imperialism, new print and transportation technologies, rapidly increasing literacy rates, and the emergence of mass culture. Required of all English majors. **Co-requisites: ENG 201 (or 205). Prerequisites: ENG 101-102 or 103-104, ENG 201 or 205, ENG 210, ENG 224. CREDIT: THREE SEMESTER HOURS.**

**ENG 226: AMERICAN FOLKLORE.** This course studies American folklore and explores the theoretical concepts underlying the field. Texts exhibit the collection of American folklore, the contrast between oral and written genres, and the use of folklore and folk life in literary works. **Prerequisites: None. CREDIT: THREE SEMESTER HOURS.**

**ENG 250: PHONETICS.** This course focuses on the sounds of American English, and the ways those sounds can be represented in writing. The course will cover the nature of consonants and vowels, how different sounds are produced, and how we perceive speech sounds. Required of all English majors. **Prerequisites: ENG 101-102 or 103-104 and ENG 201 or 205. CREDIT: THREE SEMESTER HOURS.**

**ENG 300: WRITING WORKSHOP.** This course provides individualized tutoring and instruction for juniors and seniors who have failed the English/Writing Proficiency Examination one or more times. Students enrolled in the course will be required to pass all parts of the English/Writing Proficiency Examination at the specified level of competency. **Prerequisites: junior or senior standing and completion of ENG 101-102 or 103-104. CREDIT: NONE.**

**ENG 301: FORMS OF FICTION.** Students study the history and aesthetics of fiction writing by reading the different forms of classic and contemporary authors. Students will write original pastiches of each form, practicing style, structure, narration, scene, dialogue, and voice. **Prerequisites:** ENG 101-102 or 103-104, and ENG 200, or by permission of instructor. **CREDIT: THREE SEMESTER HOURS.**

**ENG 302: FORMS OF POETRY.** Students study the history and aesthetics of poetry writing by reading the different forms of classic and contemporary poets. Students will write original pastiches of each form, practicing structure, meter, rhythm, rhyme, style, and voice. **Prerequisites:** ENG 101-102 or 103-104 and ENG 200, or by permission of instructor. **CREDIT: THREE SEMESTER HOURS.**

**ENG 303: FORMS OF CREATIVE NON-FICTION.** Students study the history and aesthetics of non-fiction writing by reading the different forms of classic and contemporary authors. Students will write original pastiches of each form, practicing style, structure, narration, scene, dialogue, and voice. **Prerequisites:** ENG 101-102 or 103-104 and ENG 200, or by permission of instructor. **CREDIT: THREE SEMESTER HOURS.**

**ENG 304: FORMS OF DRAMATIC WRITING.** Students study the aesthetics of dramatic writing, dramatic technique, and the history of dramatic forms such as tragedy, comedy, and the screenplay, as developed by classic and contemporary writers. Students will read different forms of dramatic writing while authoring original exercises in each of the forms studied. **Prerequisites:** ENG 101-102 or 103-104, and ENG 200, or by permission of instructor. **CREDIT: THREE SEMESTER HOURS.**

**ENG 311: SPECIAL TOPICS IN ENGLISH.** This course offers the opportunity to study selected topics at an intermediate and advanced level. Special topics will vary from semester to semester. Special topics courses must possess different titles/topics to count separately for credit. **Prerequisites:** ENG 101-102 or 103-104, and ENG 201 or 205. **CREDIT: THREE SEMESTER HOURS.**

**ENG 319: RICHARD WRIGHT.** This course offers an in-depth study of the life, times, and works of Richard Wright and his influence on other authors. **Prerequisites:** ENG 101-102 or 103-104, ENG 201 or 205, and ENG 210. **CREDIT: THREE SEMESTER HOURS.**

**ENG 322: GRAMMAR SEMINAR.** This course provides an overview of grammatical terms and concepts as well as an in-depth analysis of their functions. It is designed to improve students' writing and use of clear, professional English in addition to improving reading comprehension and understanding of instructor feedback on written assignments. Topics include parts of speech, inflectional endings, sentence structure, punctuation, and more. Required of all English majors. **Prerequisites:** ENG 101-102 or 103-104 and ENG 201 or 205. **CREDIT: FOUR SEMESTER HOURS.**

**ENG 330: AMERICAN LITERATURE I.** This course examines the literature produced in pre-colonial, colonial, and post-revolutionary America from the period of early exploration and colonization through the Civil War (1600-1865). This course also engages texts produced by America's indigenous populations that predate European exploration. Required of all English majors. **Prerequisites:** ENG 101, 102 (or 103, 104), ENG 201 (or 205), and ENG 210. **CREDIT: THREE SEMESTER HOURS**

**ENG 332: AMERICAN LITERATURE II.** This course examines the literature produced in America from post-Civil War through the Postmodernist era (1865-present day). Required of all English majors. **Prerequisites:** ENG 101-102 or 103-104, ENG 201 or 205, ENG 210, and ENG 330. Required of all English majors. **CREDIT: THREE SEMESTER HOURS.**

**ENG 333: AFRICAN DIASPORIC LITERATURE.** This course focuses specifically on writings from across the African Diaspora including (but not limited to) the Caribbean, Australia, and continental Africa. All readings will be in English. **Prerequisites:** ENG 101-102 or 103-104, ENG 201 or 205. **CREDIT: THREE SEMESTER HOURS.**

**ENG 334: MYTHOLOGY.** This course studies mythology and readings such as Joseph Campbell and Edith Hamilton to introduce the world of Greek and Roman mythology. Readings from several Greek playwrights display how classical mythology appears in literary works. Class discussions cover how mythology is not merely an ancient, outmoded concept, but one with operates in society. **Prerequisites:** None. **CREDIT: THREE SEMESTER HOURS**

**ENG 335: METHODS OF TEACHING ENGLISH.** This course is designed to provide students with essential skills for teaching language arts in junior/senior high schools. Specific instructions will be provided on creating lesson plans for English and English related subjects, teaching the eight parts of speech as a unit of study, using kinds of sentences effectively, developing phrases and clauses that are meaningful and provide sentence variety, using internal and external punctuation correctly, and writing the three-part essay. Additionally, this course will examine innovative methods for teaching language arts and will provide some viable alternatives for the language arts teacher. This course is required for junior and senior level English/Secondary Education majors and will be offered each year. **Prerequisites:** ENG 101-102 or ENG 103-104. **CREDIT: THREE SEMESTER HOURS.**

**ENG 342: SHAKESPEARE.** This course focuses on a selection of Shakespeare's major plays representative of the various periods of his work in relationship to their own age and for their significance to the present. **Prerequisites:** ENG 101, 102 (or 103, 104) and ENG 201 (or 205). **CREDIT: THREE SEMESTER HOURS.**

**ENG 401: ADVANCED WORKSHOP: FICTION.** Advanced students study only each other's work through the workshop method. Each class period is dedicated to the discussion and analysis of original student short stories in terms of craft. Students are required to participate in the peer review as well as revise their own stories after they have been work-shopped. **Prerequisites:** ENG 200, ENG 301, or by permission of instructor. **CREDIT: THREE SEMESTER HOURS.**

**ENG 402: ADVANCED WORKSHOP: POETRY.** Advanced students study only each other's work through the workshop method. Each class period is dedicated to the discussion and analysis of original student poems in terms of craft. Students are required to participate in the peer review as well as revise their own poems after they have been work-shopped. **Prerequisites:** ENG 200, ENG 302, or by permission of instructor. **CREDIT: THREE SEMESTER HOURS.**

**ENG 403: ADVANCED WORKSHOP: CREATIVE NON-FICTION.** Advanced students study only each other's work through the workshop method. Each class period is dedicated to the discussion and analysis of original student non-fiction in terms of craft. Students are required to participate in the peer review as well as revise their own pieces after they have been work-shopped. **Prerequisites:** ENG 200, ENG 303, or by permission of instructor. **CREDIT: THREE SEMESTER HOURS.**

**ENG 404: ADVANCED WORKSHOP: DRAMATIC WRITING.** This workshop course is used to analyze student work in terms of craft. Advanced students study techniques of structure and dialogue in dramatic writing. Students are required to participate in peer review as well as revise their own written work after it had been work-shopped, and author an original one-act play. **Prerequisites:** ENG 200, ENG 304, or by permission of instructor. **CREDIT: THREE SEMESTER HOURS.**

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**ENG 410, 411, 412, 413: SPECIAL INTERESTS.** These courses, developed by individual faculty members, offer advanced students the opportunity to delve deeply into a particular genre, technique, or subject matter, such as Novel Writing, Memoir Writing, Spoken Word and Performance, Dialogue and Scene, Exposition, Rhythm and Meter, etc. **Prerequisites:** ENG 200, at least one 300 level Forms Course, or by permission of instructor. **CREDIT: THREE SEMESTER HOURS EACH.**

**ENG 423: MAJOR AMERICAN AUTHORS.** This upper level course examines the works of a particular American author and selected criticism about that author. The author will vary from semester to semester. **Prerequisites:** ENG 101-102 or 103-104, ENG 201 or 205, and ENG 210. **CREDIT: THREE SEMESTER HOURS.**

**ENG 433: THE ENGLISH NOVEL.** This specialized course explores the rise and development of the English novel from the 18th Century to the present. **Prerequisite:** ENG 101-102 or 103-104, ENG 201 or 205, ENG 210, ENG 224 and 225. **CREDIT: THREE SEMESTER HOURS.**

**ENG 434: LITERARY CRITICISM.** This course provides a comprehensive introduction to the major critical methods and theories, especially those of modern times, embodying both readings in the major critics and practical criticism. Required of English majors who select OPTION A. **Prerequisites:** ENG 101-102 or 103-104, ENG 201 or 205, ENG 210, ENG 211, ENG 212, ENG 224, ENG 225, ENG 330, and ENG 332. **CREDIT: THREE SEMESTER HOURS.**

**ENG 435: THE HISTORY OF THE ENGLISH LANGUAGE.** This course provides a description of the English language and its major attributes through its development from Indo-European to modern English. **Prerequisite:** ENG 101-102 or 103-104, ENG 201 or 205, ENG 210, ENG 250, and ENG 322. **CREDIT: THREE SEMESTER HOURS.**

**ENG 436: GENERAL LINGUISTICS.** This is a structural approach to modern English grammar through phonology, morphology, syntax and transformations. Required of English majors who select OPTION C. **Prerequisites:** ENG 101-102 or 103-104, ENG 201 or 205, ENG 210, ENG 250, ENG 322, and ENG 435. **CREDIT: THREE SEMESTER HOURS.**

**ENG 439: INDEPENDENT STUDY.** This Individual research course covers topics from the entire range of literary studies according to the needs and interests of the student. Working with a faculty advisor, the student will read and discuss the works chosen for independent study and prepare a substantial paper. May be taken once for credit with permission of the Department Chair. **CREDIT: THREE SEMESTER HOURS.**

**ENG 440: SENIOR SEMINAR I.** This course is required of all senior English majors and offered in the fall semester, for seniors only. In this course, students conduct scholarly inquiry and research at an advanced level as they begin to write their senior thesis. Required of all English majors. **Senior Status. CREDIT: ONE SEMESTER HOUR**

**ENG 441: SENIOR SEMINAR II.** This course is the second component of the Senior Seminar series and is required of all senior English majors. ENG 441 is offered in the spring semester. In this course, students will complete and defend their senior thesis projects. Required of all English majors. **Prerequisites:** ENG 440. **CREDIT: TWO SEMESTER HOURS**

## **COURSE DESCRIPTIONS: SPEECH**

**SPE 101: EFFECTIVE SPEAKING.** This course is designed to develop the student's proficiency in communicating with others. Emphasis is placed on content, outlining, listening techniques, articulation and vocalization, vocabulary and body language. Activities include impromptu speaking, the prepared public speech, oral reading, and small group discussion. These activities will facilitate the organization of ideas, integration of information, and responsiveness to speakers and audience. **CREDIT: THREE SEMESTER HOURS.**

**SPE 102: TOUGALOO ACADEMIC STUDIES.** This is an elective course for all majors that will engage students in critical thinking skills for Academic Challenge Bowl and College Quiz Bowls. The class will meet one day per week for one hour to review educational topics coming from different disciplines. **CREDIT: ONE SEMESTER HOUR**

**SPE 201: ORAL INTERPRETATION OF LITERATURE.** This course is designed to train students to communicate the intellectual and emotional content of various literary forms through the interpretive control of voice and gesture. In addition, training is provided in choric interpretation and reader's theater. **CREDIT: THREE SEMESTER HOURS.**

**SPE 202: PERFORMANCE.** This is a course in basic acting, voice, movement, improvising, expressing, playwriting, and directing. Students work toward a short production to be presented at the end of the semester. This course may be taken twice for credit. **CREDIT: THREE SEMESTER HOURS.**

**SPE 203: ARGUMENTATION AND DEBATE.** In this course, debate is studied as a method of discussion and persuasion. The course focuses on the use of persuasion, resolutions, issues, contention, the objectives and duties of the speakers in debate, and the construction of opposing arguments. **CREDIT: THREE SEMESTER HOURS.**

## **COURSE DESCRIPTIONS: MODERN LANGUAGES**

### **COURSE DESCRIPTIONS: ARABIC**

**ARB 101: ELEMENTARY ARABIC I.** This course will introduce Modern Standard Arabic (MSA), which is spoken and written throughout the 21 countries of the Arabic world. It is designed to introduce students to the basic skills of reading, writing, listening and speaking. The class focuses on pronunciation, phonology and writing the Arabic alphabet. Gradually, through drills, exercises and class discussion, students will develop oral and aural proficiency for communication and learn the fundamental structure of basic sentences. Culture across the Arabic world is an integral part of this course. Three hours of class and one hour of language/computer lab per week. **Prerequisite: none. CREDIT: THREE SEMESTER HOURS.**

**ARB 102: ELEMENTARY ARABIC II.** This course is a continuation of Elementary Arabic 101 with continued emphasis on reading, writing, listening and speaking. The goal is to develop your proficiency while providing you with a context within which to use and practice what you are learning. Cultural studies of the Arabic world will be continued. Immersion in a language is the best way to learn the language, in class we will always use the Arabic words we have learned. Three hours of class and one hour of language/computer lab per week. **Prerequisite: Arabic 101. CREDIT: THREE SEMESTER HOURS.**



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**ARB 201: INTERMEDIATE ARABIC I.** This course is a continuation of Arabic 102 with continued emphasis on grammar and communication skill using everyday situations for intensified oral and written exercises. This course will widen the area of cultural studies. Three hours of class and one hour of language/computer lab per week. **Prerequisite: Arabic 102. CREDIT: THREE SEMESTER HOURS.**

**ARB 202: INTERMEDIATE ARABIC II.** This course is a continuation of Arabic 201 with continued coverage of basic, day-to-day communication skills and a focus on speaking and reading. Students will increase their proficiency in Arabic script and sound system, widen their working vocabulary, learn key grammatical points, practice conversation, and expand their knowledge of Middle Eastern cultures. Three hours of class and one hour of language/computer lab per week. **Prerequisite: Arabic 201. CREDIT: THREE SEMESTER HOURS.**

#### **COURSE DESCRIPTIONS: CHINESE**

**CHI 101: ELEMENTARY CHINESE I.** This course will introduce the language through language and culture. Students will begin to develop proficiency in listening, speaking, reading, and writing with an emphasis on listening and speaking skills. This course will begin with Pinyin, Chinese alphabet and tone. Materials on a variety of topics such as history, festivals, modern business, and family life will be offered to provide students with an understanding of Chinese cultures. Three hours of class and language/computer lab per week. **Prerequisite: None. CREDIT: THREE SEMESTER HOURS.**

**CHI 102: ELEMENTARY CHINESE II.** This course is a continuation of Chinese 101 and continues to emphasize reading, writing, listening, and speaking with an emphasis on speaking and listening skills. Students will begin to compare Mandarin Chinese-speaking cultures' practices, perspectives, and products to students' own cultures. Three hours of class and one-hour language/computer lab per week. **Prerequisite: Chinese 101. CREDIT: THREE SEMESTER HOURS.**

**CHI 201: INTERMEDIATE CHINESE I.** Intermediate Chinese will help students expand from their base in first year Chinese to continue to develop their four skills of listening, speaking, reading and writing. Many of the grammatical constructions introduced in first year Chinese will be repeated in this course with increasing development. All the classroom activities will be carried out within a cultural context. Students will expand their use of the language to other disciplines. Three hours of class and one hour of language/computer lab per week. **Prerequisite: Chinese 102. CREDIT: THREE SEMESTER HOURS.**

**CHI 202: INTERMEDIATE CHINESE II.** This course will introduce more advanced grammar structures and vocabulary. It will continue the development of listening and reading comprehension. There will be more of an emphasis on conversational skills and writing competency. Students will discover the uses and begin to interact with the Mississippi Chinese community. Three hours of class and one hour of language/computer lab per week. **Prerequisite: Chinese 201. CREDIT: THREE SEMESTER HOURS.**

#### **COURSE DESCRIPTIONS: FRENCH**

**FRE 101: ELEMENTARY FRENCH I.** This course is designed to teach the basic elements of French and the basic skills of reading, writing, listening and speaking using a vocabulary that reflects everyday life. Emphasis in this course is on basic conversational skills; therefore, classroom attendance is compulsory. Cultural lectures by the professor and native language speakers will introduce the students to France and the Francophone world. Students continue to write and perform skits and plays in this course using the video camera to document their progress. Three hours of lecture and one hour of language/computer lab per week. **CREDIT: THREE SEMESTER HOURS.**



**FRE 102: ELEMENTARY FRENCH II.** This course is a continuation of French 101 with continued emphasis upon reading, writing, listening, and speaking skills with an intensified emphasis on oral and written exercises within a French-speaking environment. Students continue to write and perform skits and plays in this course using the video camera to document their progress. Three hours of lecture and one hour of language lab per week. **Prerequisite: FRE 101. CREDIT: THREE SEMESTER HOURS.**

**FRE 201: INTERMEDIATE FRENCH I.** This course is a continuation of FRE 102 with continued emphasis on and communication skills using everyday situations for intensified oral and written exercises. Students write and perform several skits and plays in this course using the video camera to document their progress. Three hours of lecture and one hour of language/computer lab per week. **Pre-requisite: FRE 102. CREDIT: THREE SEMESTER HOURS.**

**FRE 202: INTERMEDIATE FRENCH II.** This course is a continuation of French 201 with a continued study of grammar and an intensified emphasis on speaking, reading and writing. Students continue to write and perform skits and plays in this course using the video camera to document their progress. Three hours of lecture and one hour of language/computer lab per week. **Pre-requisite: FRE 201. CREDIT: THREE SEMESTER HOURS.**

**FRE 311: SPECIAL TOPICS.** This course is designed to give each student an opportunity to learn specialized vocabulary that deals with his/her major. Each semester, there are units that may include, but are not limited to, business French, every day manners in business and daily life, phonetics for music majors, and teaching French in the elementary classroom. This course also addresses topics for the International Studies Emphasis and Elementary Education Emphasis. Since topics will vary each semester, students may repeat course once for credit. This course will be conducted in French and English. Three hours of lecture and one hour language/computer lab per week. **Prerequisite: FRE 202 or permission of instructor. CREDIT: THREE SEMESTER HOURS.**

#### **COURSE DESCRIPTIONS: GERMAN**

**GER 101: ELEMENTARY GERMAN I.** This course is designed to teach the basic elements of German and the basic skills of reading, writing, listening, and speaking using a vocabulary that reflects everyday life. An introduction to the history and culture of the German speaking countries of Europe is also provided. Because the chief emphasis in this course is on basic conversational skills, classroom attendance is compulsory. The course consists of three hours or lecture and one hour of language/computer lab per week. **CREDIT: THREE SEMESTER HOURS.**

**GER 102: ELEMENTARY GERMAN II.** This course is designed to teach the basic elements of German and the basic skills of reading, writing, listening and speaking using a vocabulary that reflects everyday life. An introduction to the history and culture of the German speaking countries of Europe is also provided. Because the chief emphasis in this course is on basic conversational skills, classroom attendance is compulsory. The course consists of three hours or lecture and one hour of language/computer lab per week. **Prerequisite: GER 101. CREDIT: THREE SEMESTER HOURS.**

**GER 201: INTERMEDIATE GERMAN I.** This course is a continuation of the study of the grammar and structure of the German language, combined with a review and expansion of grammatical and linguistic items covered in GER 101 and 102. GER 201 also continues a study of the history and culture of the German speaking countries of Europe and provides an introduction to the literature of the German

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speaking countries of Europe through a suitable selection of readings from modern authors. **Prerequisite:** GER 101-102. **CREDIT: THREE SEMESTER HOURS.**

**GER 202: INTERMEDIATE GERMAN II.** This course is a continuation of the study of the grammar and structure of the German language, combined with a review and expansion of grammatical and linguistic items covered in GER 101 and 102, and 201. GER 202 also continues a study of the history and culture of the German speaking countries of Europe and provides an introduction to the literature of the German speaking countries of Europe through a suitable selection of readings from modern authors. **Prerequisite:** GER 101-102, and 201. **CREDIT: THREE SEMESTER HOURS.**

#### **COURSE DESCRIPTIONS: JAPANESE**

**JPN 101: ELEMENTARY JAPANESE I.** This course is designed to introduce basic Japanese language, cultures and customs. Emphasis in the classroom is on listening and speaking skills through social and cultural context with native Japanese speakers. Also, Japanese writing systems, *Hiragana* and *Katakana*, are introduced from the beginning to ensure the overall development of reading and writing skills. By the end of the course, the student will be able to carry simple conversation and to read and write simple passages. No prerequisites are required. **CREDIT: THREE SEMESTER HOURS.**

**JPN 102: ELEMENTARY JAPANESE II.** This course is a continuation of JPN 101 and a link to the intermediate level of study. It is structured to deepen the understanding of Japanese cultures, and to develop four language skills: listening, speaking, reading, and writing through communicative activities. By the end of the course, the student will have learned major patterns and structures of Japanese at a survival level. In addition, the student will be able to read and write *Hiragana* and *Katakana* without use of the English alphabets. The student will have learned about 40 new *kanji*, also known as Chinese writing characters. **Prerequisite: JPN 101. CREDIT: THREE SEMESTER HOURS.**

**JPN 201: INTERMEDIATE JAPANESE I.** This course is a continuation of JPN 102 and functions as the bridge to the highest intermediate level, JPN 202. The main goal of this course is to understand Japanese culture, and to develop language proficiency in four language skills: listening, speaking, reading, and writing in social and cultural context. It is structured to emphasize on communicating accurately and appropriately in Japanese. By the end of this course, the student will be able to maneuver a variety of tasks and situations. The student will have learned about 50 new *kanji*. **Prerequisites: JPN 101 and JPN 102. CREDIT: THREE SEMESTER HOURS.**

**JPN 202: INTERMEDIATE JAPANESE II.** This course is designed for those who have a basic mastery of JPN 201. Emphasis in this course is on improving your basic four language skills; listening, speaking, reading, and writing. By the end of this course, the student will be able to communicate effectively through cultural and contextual situations. The student will have learned about 45 new *kanji* and be able to read and write *Hiragana*, *Katakana*, and in total, about 150 *kanji*. **Prerequisites: JPN 101, 102, and JPN 201. CREDIT: THREE SEMESTER HOURS.**

#### **COURSE DESCRIPTIONS: KOREAN**

**KOR 101: ELEMENTARY KOREAN I.** First-year Korean is designed to introduce the Korean language and alphabet, Hangul. This course is for students without any or very little knowledge of the Korean language and provides a solid foundation in all aspects of the language, including speaking, listening, reading, and writing. Students study the language's orthographic and phonetic systems, grammar, syntax, and

vocabulary within social and cultural contexts. Korean emphasizes a basic communication approach through conversation. Three hours of class and one hour /language/computer lab per week. **Prerequisite: none. CREDIT: THREE SEMESTER HOURS.**

**KOR 102: ELEMENTARY KOREAN II.** This course is a continuation of Korean 101 with continued emphasis on Hangeul and conversational skills. Students will learn how to express simple ideas such as identities, locations, time, daily activities, weekend plans. During the course the students will continue to explore Korean culture. Three hours of class and language/computer lab per week. **Prerequisite: Korean 101. CREDIT: THREE SEMESTER HOURS.**

**KOR 201: INTERMEDIATE KOREAN I.** This course is designed to assist students of the Korean language as they continue to learn skills in conversation, reading, and writing. Reading Korean newspapers and visiting Korean web sites are integrated as part of the course's instruction. Students will continue to explore Korean culture and how it has influenced the state of Mississippi. Three hours of class and language/computer lab per week. **Prerequisite: Korean 102. CREDIT: THREE SEMESTER HOURS.**

**KOR 202: INTERMEDIATE KOREAN II.** This course is designed to improve students' understanding of written and spoken Korean through exposure to various media sources, such as film, magazine, newspaper, TV, Internet, and user-created content. Students learn Korean sentence patterns and vocabularies from the sources and discuss various topics related to Korea. Class discussions help enhance students' speaking proficiency as well. This course will expand their use of the Korean language outside of the classroom in a variety of contexts. Three hours of class and language/computer lab per week. **Prerequisite: Korean 201. CREDIT: THREE SEMESTER HOURS.**

#### **COURSE DESCRIPTIONS: SPANISH**

**SPA 101: ELEMENTARY SPANISH I.** This course is a beginning course in Spanish with study of pronunciation, grammar, and vocabulary to develop the ability to understand, speak, read and write simple Spanish. Frequent oral drills, dictation, and supervised reading. Three class periods and one-hour language/computer lab per week. **CREDIT: THREE SEMESTER HOURS.**

**SPA 102: ELEMENTARY SPANISH II.** This is a continuation of the essentials of the Spanish language in Spanish 101. It is structured to develop a solid foundation of the four basic skills with major emphasis on the oral and written communicative skills and understanding of Hispanic cultures. Three class periods and one hour language/computer lab per week. **Prerequisite: SPA 101. CREDIT: THREE SEMESTER HOURS.**

**SPA 201: INTERMEDIATE SPANISH I.** This course is an intensive review of grammar, guided oral practice, composition, and a suitable selection of readings from modern authors. Three class periods and one hour language/computer lab per week. **Prerequisites: SPA 101-102. CREDIT: THREE SEMESTER HOURS.**

**SPA 202: INTERMEDIATE SPANISH II.** This is an extension of SPA 201 including a systematic review of troublesome grammatical topics. It is designed to develop the student's ability to function linguistically within the Hispanic world. Three class periods and one hour language/computer lab per week. **Prerequisites: SPA 101, SPA 102, SPA 201. CREDIT: THREE SEMESTER HOURS.**

**SPA 311: SPECIAL TOPICS.** This course is designed to give each student an opportunity to learn specialized vocabulary that deals with his/her major. Each semester there are units that may include but are not limited to business Spanish, everyday manners in business and daily life, phonetics for music majors, and

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teaching Spanish in the elementary classroom. This course also addresses topics for the International Studies Emphasis and Elementary Education Emphasis. Since topics will vary from semester, students may repeat course once for credit. This course will be conducted in Spanish and English. Three hours of lecture and one-hour language/computer lab per week. **Prerequisite: SPA 202 or permission of Instructor. CREDIT: THREE SEMESTER HOURS.**

## **RELIGIOUS STUDIES PROGRAM**

The Humanities Division also offer traditional and non-traditional students an Associates of Arts Degree in Religious Studies.

### **Mission Statement**

The Religious Studies Program at Tougaloo College is an interdisciplinary, intercultural, and global program designed for all students, regardless of their personal religious stance, which aims to introduce the student to the methods and procedures appropriate for study in the academic field of religious studies and to help the student relate their academic work to career preparation. The academic investigation of religion is a vital component of a liberal arts education by providing students with an opportunity to explore the significance of human existence in its relation to the sacred, alerting them to the importance of religious beliefs and practices in political, social, aesthetic, and economic arenas. The program seeks to help the student understand and appreciate the influence and roles of religion in human culture as an expression of meanings and values in the context of what is perceived as Ultimate.

### **Special Requirements**

Students completing the Religious Studies Associate of Arts Degree program must demonstrate the knowledge, competencies, and skills expected to have been attained during matriculation in the program, including religious literacy about global and historical religious traditions, ideas, values, and practices in the context of ultimate questions about life and meaning.

The student learning outcomes will be demonstrated by two assessment tools: a comprehensive examination and the student's Associate's Thesis.

Administered by Religious Studies faculty, the comprehensive examination is comprised of questions derived from courses in the Religious Studies curriculum involving theories of religion, methods of studying sacred texts, knowledge of global religious traditions, and ability to make responsible comparisons. The minimum competency for the exam is 70% (equivalent to a grade of "C"). The Associate's Thesis will be written by the student in conjunction with their advisor and another faculty member of the student's choosing and will integrate autobiographical reflection on how the student has internalized the knowledge of the program. Prior to the submission of the final draft of the student's Associate's Thesis, both readers will have to approve the academic quality and standards of the final draft.

### **Suggested Course Sequence: Associate of Arts Degree in Religious Studies**

<b>First Semester Courses:</b>		<b>Semester Hours</b>
ENG 101	College Composition I	3
GEN 101	Diaspora Studies I	3
PHI 101	Introduction to Philosophical Thinking	3
RLS 231	Religions of the World	3

RLS 221	Hebrew Bible/Old Testament	3
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**Second Semester Courses:**

GEN 150	Total Wellness	3
GEN 102	Diaspora Studies II	3
ENG 102	College Composition II	3
RLS 232	Introduction to Christian Thought	3
RLS 222	New Testament and Early Christianity	3

**Third Semester Courses:**

SPE 101	Effective Speaking	3
RLS 341	Religious Communities and Social Action	3
RLS 343	Faith, Creativity and the Arts	3
PHI 304	Black Religion	3

**Fourth Semester Courses:**

HUM 311	Seminar in Humanities	3
MAT 103/106	College Algebra or Contemporary Math	3
RLS 348	Comparative Religious Ethics	3
RLS 350	Revealing Religion in America Today	3

Interdisciplinary CORE Courses*	6
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**Total Hours: 60**

**\*Humanities majors must choose either GEN 210 (The Secret of Life) or GEN 211 (Race, Gender,& Medicine) to fulfill 3 of the 6 hours of Interdisciplinary CORE courses.**

**COURSE DESCRIPTIONS: RELIGIOUS STUDIES**

**HUM 311: SEMINAR IN THE HUMANITIES.** This is an interdisciplinary exploration of selected contemporary ethical issues. Works and scholars from several disciplines and community resource persons will be used. Topics may change as the concerns of the society change. **Prerequisites: HUM 211 and 212 or permission of the instructor. CREDIT: THREE SEMESTER HOURS.**

**RLS 221: OLD TESTAMENT/HEBREW BIBLE:** This is a survey course that includes study of the contents and theology of the Old Testament (Hebrew Bible), set in the context of its historical, geographical, and cultural locations. Critical literary problems are addressed and particular attention is paid to the ancient biblical worldview of racial and ethnic diversity. **CREDIT: THREE SEMESTER HOURS.**

**RLS 222: NEW TESTAMENT AND EARLY CHRISTIANITY:** This course is a survey of the New Testament materials in their historical, geographical, and historical context. Consideration will be given to some of the literary problems, the life and thought of significant New Testament figures, and early Christian belief, practice and theology. Special focus will be given to the theme of liberation as a decisive motif in the New Testament writers. **CREDIT: THREE SEMESTER HOURS.**

**RLS 231: RELIGIONS OF THE WORLD:** This course is an introductory course that surveys the major religious traditions of the world: Hinduism, Buddhism, Daoism, Confucianism, Judaism, Christianity, and Islam.

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Consideration will also be given to the diverse religious traditions of Africa and the African Diaspora. **CREDIT: THREE SEMESTER HOURS.**

**RLS 232: HISTORY OF CHRISTIAN THOUGHT.** This is a survey course tracing the development of the Christian tradition from its inception in the New Testament period to the present with an emphasis on significant figures, movements, and theological developments. Reflection will also be given on re-interpreting the traditional doctrines of the Christian church from the standpoint of African American faith and freedom. **CREDIT: THREE SEMESTER HOURS.**

**RLS 341: RELIGIOUS COMMUNITIES AND SOCIAL ACTION.** This course will examine some of the ways in which religious communities can effectively tackle fundamental social problems through community-based programs and outreach that government and philanthropic agencies are unable to do. **CREDIT: THREE SEMESTER HOURS.**

**RLS 343: FAITH, CREATIVITY AND THE ARTS.** This course will be an exploration of what happens when religion and artistic expression intersect, i.e., when faith risks art. Questions central to this course will include: What are the fruitful comparisons between improvisation and divine creativity? How do art and the role of imagination challenge our conventional understandings of meaning and revelation? Special attention will be given to the African American experience of creativity and music as a means of engaging the Divine. Artistic expression is welcomed but not required as part of the student's assigned work. **CREDIT: THREE SEMESTER HOURS.**

**RLS 348: COMPARATIVE RELIGIOUS ETHICS.** This course will be a theological engagement of the practice of non-violence as an example of comparative religious ethics. Special attention will be given to the comparative religious ethics of Martin Luther King, Jr. and his vision of prophetic nonviolence. **CREDIT: THREE SEMESTER HOURS.**

**RLS 350: REVEALING RELIGION IN AMERICA TODAY.** This capstone course examines the methods and theories of religious studies as well as how religion is understood and practiced in contemporary America. Attention will also be given to the relationship between religion, race, and social power. **CREDIT: THREE SEMESTER HOURS**

**PHI 101: INTRODUCTION TO PHILOSOPHY.** This course is an introduction to the continuing problem of understanding the universe, God, the nature of human beings, and the nature of knowledge and values. The aim is to help students work out a satisfactory philosophy of life for themselves. Offered every year. **CREDIT: THREE SEMESTER HOURS.**

**PHI 103: LOGIC AND EFFECTIVE THINKING.** This course explores the development of sound and valid reasoning includes inductive and deductive reasoning, propaganda analysis, argument analysis and evaluation, detection of fallacies and psychological factors that affect the thinking process. Offered each semester. **CREDIT: THREE SEMESTER HOURS.**

**PHI 202: ETHICS.** The issues and principles underlying problems of choice and value judgments will be studied. Emphasis will be on applying critical thinking to ethical decisions. Offered every year. **CREDIT: THREE SEMESTER HOURS.**

**PHI 302: PHILOSOPHY OF RELIGION.** This course is a philosophical investigation of some of the main concepts of religion such as salvation, God, faith, and morality. Also examines ritual, practices, and the

justification for holding religious beliefs. It includes readings from representative philosophers and theologians. Prerequisite: ENG 102 or permission of instructor. Offered every third semester. **CREDIT: THREE SEMESTER HOURS**

**PHI 303: TOPICS IN PHILOSOPHICAL THOUGHT.** This course allows students to investigate areas of the discipline not covered in other course offerings, such as Philosophy of Black Americans, and Introduction to the Bible. Prerequisite: ENG 102 or permission of instructor. **CREDIT: THREE SEMESTER HOURS.**

**PHI 304: BLACK RELIGION.** The course will deal with the African American religious experience as a continuum. Historical events have influenced Black Religion and have provided a diverse African-American philosophical/ religious world view. Students will examine this world view by reviewing the religious underpinning of selected sects, cults and traditional church denominations in the African American community. Prerequisite: ENG 102 or permission of instructor. Offered every other year. **CREDIT: THREE SEMESTER HOURS.**

## **DEPARTMENT OF MASS COMMUNICATION**

### **Mission Statement**

Achievement in this fast moving world of multi-media communication relies on more than just the ability to understand technology. In the Department of Mass Communication, we educate students to become innovative practitioners, intellectuals, ethical beings and leaders in the careers of Advertising, Journalism, Public Relations and Radio & Television Broadcasting. With our sequences in these areas, undergraduates acquire the technical competency and the ability to provide foresight and control in the multifaceted field of Mass Communication. The Department of Mass Communication is committed to providing a high quality academic program that is supported in part through hands on learning. Mass Communication students are required to purchase their own video/photo camera.

### **Requirements**

Students declaring a major in Mass Communication must have and maintain an overall GPA of at least 2.75. Students must make a "C" or better in all Mass Communication courses. The liberal arts curriculum at Tougaloo College requires that students earn 124 hours to complete graduation requirements. This includes 54-56 General Education Requirements. The department offers a Bachelor of Arts degree in Mass Communication. Students must choose from six (6) areas of emphasis directly related to the study of mass communication: Journalism, Public Relations, Advertising, Radio and Television Broadcasting, Visual Art and Social Practice, or Performance. All majors will complete 36-39 hours of required courses and 12- 27 hours in the emphasis area. Students may choose up to three areas of emphasis. Majors are also required to pass the department's Senior Comprehensive Examination offered each spring. Students will only be allowed to take the Senior Comprehensive Exam twice. Students who do not pass the Senior Comprehensive Examination will not graduate. Mass Communication students are required to purchase their own video/photo camera. Equipment may be purchased through lab fee. The Department of Mass Communication requires a one-time Lab Fee for all current and transfer students. Mass Communication majors with an emphasis in the areas of Advertising, Public Relations, Visual Art & Social Practice, or Journalism will have a \$1,700 lab fee. Majors with an emphasis in the area of Radio & TV Broadcasting or Performance will have a \$3,300 lab fee.



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## **DESCRIPTION OF PROGRAMS**

### **Advertising**

The driving force behind nearly all media is advertising ads. If a student majors in Advertising, he or she will become something of an expert in advertising principles, copywriting and layout, media campaigns, and media economics. Students also hone their writing, presentation, and problem-solving skills. They learn how and why people make decisions and how to influence those decisions. Advertising is really about understanding what motivates people to buy a product, or use a service, or support a cause. Advertising is an overwhelmingly project-oriented major. Students spend enormous chunks of time looking at ads, talking about them, and criticizing them. Students mostly learn about Advertising by doing Advertising. Students develop concepts and portfolios. Students swamp themselves in market research. Students create sales presentations and come up with irresistible jingles designed to motivate a target audience. Most importantly, students have internships. Students majoring in Advertising may earn a Bachelor of Arts degree in Mass Communication with an emphasis in Advertising. Students are required to take all courses in sequential order. Students need a minimum of 124 semester hours.

### **Radio and Television**

The very hands-on, creative, and professionally oriented Radio and Television major is up to date with the latest skills needed to master this field of study. If one chooses to make Radio and Television a major, the student will study the history, theory, criticism, and nuts-and-bolts production practices of radio, television, and film. In short, a student will learn how to create all manner of electronic media from scratch. The goal of any Radio and Television program is to prepare the student for an entry-level position and, ultimately, a successful career in the media. Upon graduation, the student will be qualified to work for radio and television stations and a number of other fields. Tougaloo maintain its very own television station at which students can practice and gain expertise in all facets of media production. Students majoring in Radio and Television may earn a Bachelor of Arts degree in Mass Communication with emphasis in Radio Television. Students are required to take all courses in sequential order. Students need a minimum of 124 semester hours.

### **Performance**

The Emphasis of Performance for stage, television, film, and new media is for students who want a real career in acting and entertainment writing. Students work with talented actors from around Mississippi in small workshop-style classes and working professionals. The student will study the history, theory, criticism, and nuts-and-bolts acting and film production. This emphasis is designed for a community of scholars who value and practice the most synergetic art forms that explore the human condition. This art form's sole purpose is to stimulate and engage our students and connect to a global, diverse community in hopes to empathize and promote social change in the world. We strive a standard of excellence towards the observance of individuality within this shared process, inspiring the student to begin a fulfilling career of artistic challenge and self-discovery. These efforts are reflected in the curriculum and the plethora of opportunities we provide for students to develop skills and apply their craft in the vessel of production.

Students majoring in Mass Communication with an emphasis in Performance must have Radio and Television as a second emphasis to earn a Bachelor of Arts degree. Students majoring in Mass Communication with an emphasis in Performance must complete 9 hours of Radio and Television as a second emphasis to earn a Bachelor of Arts degree. Students are required to take all courses in sequential order. Students need a minimum of 124 semester hours.

### **Public Relations**

The public relations program provides practical, real-world training and experience in the planning and implementation of comprehensive public relations strategies and tactics. Specific technical skills are mastered through a well-sequenced core set of courses that provide each graduate with a portfolio of work, professional experience, and significant interaction with real clients and brands.

Positions in the field of public relations include social media manager; communications director; newsletter editor; special events coordinator; publicity director; speech writer; crisis management consultant; media relations manager; researcher and public relations director for corporations, education, government, and nonprofit organizations. Students majoring in public relations may earn a Bachelor of Arts degree in Mass Communication with an emphasis in Public Relation. Students are required to take all courses in sequential order. Students need a minimum of 124 semester hours.

### **Visual Art and Social Practice**

The Emphasis of Visual Art and Social Practice is designed to expose students to both critical theory and practice. The Emphasis of Visual Art and Social Practice, coupled with the Public Relations concentration in Mass Communication, will prepare students for careers within the Art Industry. An increasing number of art institutions are working to diversify their environments. The emphasis in Visual Art and Social Practice opens doors to working in galleries, museums, cultural institutions, State and Federal Art and Humanities Councils. The student will acquire the skills needed for employment as a Public Relations Specialist, Media Specialist, Social Media Specialist, Arts Manager, Museum Register, Art Critic, Curator, Artist's Agent, Exhibition Coordinator, Cultural Program Managers, and Art Consultant. Studies show that a quarter of management positions in Creative Service institutions hold bachelor's degrees in Media Studies. The Emphasis in Visual Art and Social Practice exposes students to a growing genre in Art. Visual Art and Social Practice focuses on Community Art, where artists facilitate group art projects; Socially Engaged Art, where the goal of art is to address and provoke change and Live Art, which looks at Performance to engage audiences in exploring social issues. Students majoring in Mass Communication with an emphasis in **Visual Art and Social Practice** must have Public Relations as a second emphasis to earn a Bachelor of Arts degree. Students majoring in Mass Communication with an emphasis in **Visual Art and Social Practice** must complete 12 hours in Public Relations as a second emphasis to earn a Bachelor of Arts degree. Students are required to take all courses in sequential order. Students need a minimum of 124 semester hours.

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## Journalism

Students learn how to write and produce news for print, broadcast, online, and mobile media as well as how to shoot, produce, and edit video for broadcast and online outlets. Students also are equipped with photography and web page design skills.

The journalism major equips today's students with the skills needed to thrive in an ever-changing media profession. Not only are students exposed to the theory of newsgathering and mechanics of writing, they learn how to produce stories for print, broadcast, online and mobile media. Students are expected to write stories both inside and outside the classroom, often under a deadline. Besides news writing, journalism students learn how to shoot, produce and edit video for broadcast and online outlets, take photographs and design Web pages. The program strives to produce versatile journalists who can work on a variety of news platforms or start their own news outlet. Students majoring in journalism may earn a Bachelor of Arts degree in Mass Communication with an emphasis in Journalism. Students are required to take all courses in sequential order. Students need a minimum of 124 semester hours.

### Required Courses for Mass Communication:

COM 101	Introduction to Mass Communication	3
COM 111	Introduction to Mass Communication Theory	3
COM 112	Basic News Writing	3
COM 113	Voice and Diction	3
COM114	Multimedia Workshop	3
COM 115	Reporting: Principles and Practice	3
COM 211	Research and Writing in Mass Communication	3
COM 212	Media Ethics and Social Responsibility	3
COM 311	Mass Communication Law	3
COM 312	Photography for the Mass Media	3
COM 313	Graphics for Promotional Media	3
COM 411	Internship	3 or 6
		<b>36-39 hours</b>

### MASS COMMUNICATION ELECTIVES (6 HOURS REQUIRED)

COM 412	Persuasion	3
COM 413	Mass Media in Society	3
COM 414	Seminar in Mass Communication	3
		<b>6-9 hours</b>

### ADVERTISING (COA)

COA 111	Principles of Advertising	3
COA 211	Advertising Copy and Layout	3
COA 311	Media Planning for Advertising	3
COA 312	Advertising Campaigns	3
		<b>12 hours</b>

### JOURNALISM (COJ)

COJ 111	Multimedia Journalism Workshop	3
COJ 211	Reporting Principles & Practice	3
COJ 212	Editing Principles & Practice	3
COJ 311	Specialized & Feature Writing	3
		<b>12 hours</b>

**PUBLIC RELATIONS (COP)**

COP 111	Principles of Public Relations	3
COP 211	Public Relations Writing	3
COP 311	Public Relations Case Studies	3
COP 312	Public Relations Campaigns	3
		<b>12 hours</b>

**RADIO & TELEVISION BROADCASTING (COB)**

COB 111	Reporting I	3
COB 112	Reporting II	3
COB 211	Radio and Television Production I	3
COB 212	Radio and Television Production II	3
COB 311	Radio and Television Programming	3
		<b>15 hours</b>

**Visual Art and Social Practice (CAR)**

CAR 221	African American Art History & COP 111	3
CAR 202	Critical Theory in Art & COP 211	3
CAR 203	Social Sculpture & COP 311	3
CAR 204	Video Discourse & COP 312	3
<b>PUBLIC RELATIONS (COP) (12 HOURS REQUIRED)</b>		<b>12</b>
		<b>24 hours</b>

**Performance (CPF)**

CPF 111	Fundamentals of Acting	3
CPF 211	Critical Writing for Performance & Performance Studies	3
CPF 311	Acting for the Camera	3
CPF 411	Stage Performance	3
<b>RADIO &amp; TELEVISION BROADCASTING (COB) (9 HOURS REQUIRED)</b>		<b>9</b>
		<b>21 hours</b>

**Course Numbering**

Course numbers identify the level of the course. The following sequences of numbers have been assigned to courses in the Department of Mass Communication.

- 100 Freshman Level
- 200 Sophomore Level
- 300 Junior Level
- 400 Senior Level

Students who are at the Freshman/Sophomore level will not be allowed to enroll in courses at the Junior/Senior level unless all prerequisites have been met.

**Course Abbreviations**

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The following course abbreviations will be used to identify emphasis areas within the Department of Mass Communication:

COM	Core Courses (all students are required to take these courses)
COJ	Journalism Emphasis
COP	Public Relations Emphasis
COA	Advertising Emphasis
COB	Radio and Television Broadcasting Emphasis
CPF	Performance
CAR	Visual Art and Social Practice

**The Degrees in The Department of Mass Communication are the following:**

B.A. in Mass Communication with an emphasis in **Advertising**

B.A. in Mass Communication with an emphasis in **Radio-Television Broadcasting**

B.A. in Mass Communication with an emphasis in **Public Relations**

B.A. in Mass Communication with an emphasis in **Journalism**

B.A. in Mass Communication with an emphasis in **Visual Art and Social Practice, only with the Public Relations emphasis**

B.A. in Mass Communication with an emphasis in **Performance, only with the Radio Television Broadcasting emphasis**

**COURSE DESCRIPTIONS: MASS COMMUNICATIONS**

**COM 101: INTRODUCTION TO MASS COMMUNICATION.** This course is a survey of the development and the operation of print and electronic media including an overview of mass communication theory and effects research. The course is designed to provide students with a broad understanding of the media industry and professions in the mass media. **CREDIT: THREE SEMESTER HOURS.**

**COM 111: INTRODUCTION TO MASS COMMUNICATION THEORY.** This course is designed to familiarize the student with various theories of mass communication. Students will understand the evolution of theories in mass communication and discover how theories of mass communication apply to everyday life. **CREDIT: THREE SEMESTER HOURS.**

**COM 112: BASIC NEWS WRITING.** This course will introduce students to the basic concepts of news writing for print and electronic media. The course will equip the students with skills needed in understanding the principles, differences, and similarities in writing for print and electronic media. **CREDIT: THREE SEMESTER HOURS.**

**COM 113: VOICE AND DICTION.** The purpose of this course is to prepare students to work in the media industry by improving specific communication skills. Vocal weaknesses will be evaluated and students will be provided the necessary tools help improve their speech patterns and voices. Students will be introduced to the International Phonetic Alphabet and will practice skills by engaging in mock communication exercises related to Mass Communication. **Co-requisite: SPE 101. CREDIT: THREE SEMESTER HOURS**

**COM 114: MULTIMEDIA WORKSHOP.** This course is designed to give students training and experience in recognizing and gathering information worthy of news and feature stories as well as the art of reporting, content, including video and still photography, for the students media website will be incorporated in the

class. Course work will also be used to produce the student newspaper and other student media projects. **CREDIT: THREE SEMESTER HOURS**

**COM 115: REPORTING: PRINCIPLES AND PRACTICES.** This course is designed to give students training and experience in recognizing and defining news, news gathering and news writing. Course work will be used for the student newspaper and other student media projects. **CREDIT: THREE SEMESTER HOURS**

**COM 211: RESEARCH AND WRITING IN MASS COMMUNICATION.** The purpose of this course is to assist the student in understanding research and writing as it relates to the field of mass communication. Students will investigate work by scholars in the field and will also be introduced to the tools needed in order to conduct their own research and write the results. This course prepares the student for further study within the department, for the senior project, and for study beyond the Bachelor's degree in mass communication. . **Prerequisites COM 101, 111, & 112. CREDIT: THREE SEMESTER HOURS.**

**COM 212: MEDIA ETHICS AND SOCIAL RESPONSIBILITY.** This course is a survey of the ethical aspects of the mass media. The course prompts students to consider their roles as media practitioners and the ethical issues that arise. **Prerequisites COM 101, 111, & 112. CREDIT: THREE SEMESTER HOURS.**

**COM 311: MASS COMMUNICATION LAW.** This course is a general study of legal history and the application of specific laws as they apply to the mass media in the United States. Issues such as libel, invasion of privacy, indecency, obscenity, etc., will be investigated through the course. Offered once per year in alternate odd years. **Prerequisites COM 101, 111, 112, 211. CREDIT: THREE SEMESTER HOURS.**

**COM 312: GRAPHICS FOR PROMOTIONAL MEDIA.** This course will assist the student in developing skills in evaluating the use of graphics for promotional media in mass communication. The student will learn how to critically examine the needs of a particular campaign and analyze the visual components necessary for the communication of the message. **Prerequisite: COM 101, COM 111, COM 112. CREDIT: THREE SEMESTER HOURS.**

**COM 313: PHOTOGRAPHY FOR THE MASS MEDIA.** This course will teach students about the basics of still photography for use in mass communications, with emphasis on advertising, public relations, journalism and broadcasting. The latest digital photographic techniques will be employed, including digital still cameras and digital darkroom software. This course also focuses on how mass communication professionals make their own photographs suitable for publication in newspapers, magazines and other publications. **Prerequisites: COM 101, COM 111, COM 112, 312. CREDIT: THREE SEMESTER HOURS.**

**COM 411: INTERNSHIP.** Upon completion of all other core requirements and requirement for the emphasis area, students will work for a professional mass media organization under the direction of the instructor and the guidance of media personnel. This course may be taken twice. **CREDIT: THREE SEMESTER HOURS. Prerequisites: All 100, 200 and 300 level courses.**

**COM 314: PERSUASION.** This course examines the theoretical aspects of persuasion in the media. Students will be introduced to theory, principles and tactics by which persuasive messages are developed and conveyed. Additionally, students will gain the ability to recognize and critically analyze persuasive attempts in the media. **Prerequisites: COM 101, 111, 112, 211. CREDIT: THREE SEMESTER HOURS.**

**COM 412: MASS MEDIA IN SOCIETY.** This course will encourage the students to think critically about the role and the impact of the media in contemporary society by examining the media industry, media

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content, media consumption and emerging technologies. Additionally, students will consider controversial issues surrounding the mass media. **Prerequisites: COM 101, 111, 112, 211. CREDIT: THREE SEMESTER HOURS.**

**COM 413: SEMINAR IN MASS COMMUNICATION.** This is a special topics course which will explore current issues in mass communication. Topics will alternate each time the course is offered. **Prerequisites: COM 101, 111, 112, 211. CREDIT: THREE SEMESTER HOURS.**

#### **COURSE DESCRIPTIONS: JOURNALISM**

**COJ 211: REPORTING: PRINCIPLES AND PRACTICES.** This course is designed to give students training and experience in news gathering, evaluation, news writing, and reporting. Some course work will be used for the student newspaper. **Prerequisites: COM 101, COM 111, COM 112. CREDIT: THREE SEMESTER HOURS.**

**COJ 212: EDITING: PRINCIPLES AND PRACTICES.** This course centers on the editing process and how it relates to overall newspaper organizations. Students will gain experience in editing for the print media and the students newspaper. **Prerequisites: COM 101, COM 111, COM 112, and COJ 211. CREDIT: THREE SEMESTER HOURS.**

**COJ 311: SPECIALIZED AND FEATURE WRITING.** This course is designed to give students the opportunity to develop writing and reporting skills for the newspaper and magazine medium. Specialized reporting and writing skills will be explored in the areas of human interest, religion, public affairs, and other styles of feature stories. **Prerequisites: COM 101, COM 111, COM 112, COJ 211, COJ 212. CREDIT: THREE SEMESTER HOURS.**

#### **COURSE DESCRIPTIONS: PUBLIC RELATIONS**

**COP 111: PRINCIPLES OF PUBLIC RELATIONS.** This course will introduce students to the theory and practice of public relations, its functions within organization, its impact on the public, and its function in society. Students will gain an understanding of the evolution of public relations, the roles and responsibilities of practitioners, and the issues and trends that help to shape the practice. **CREDIT: THREE SEMESTER HOURS.**

**COP 211: PUBLIC RELATIONS WRITING.** This course will introduce students to the different writing, message dissemination, and media networks. It stresses designing, editing, and distributing written materials used in the public relations practice. This course is also designed to help students develop the writing and editing skills necessary to succeed in public relations. Students will create effective, strategy-based public relations materials in a variety of formats, for an existing business or organization in the community. This course is also designed to have the students think critically about current events, including disasters natural and manmade, and how they relate to public relations practice. It will explain the requirements of the media and how to best incorporate the media to the advantage of the organization, and the importance of sensing what will make the strongest visual or textual impact. **Prerequisites: COM 101, COM 111, COM 112, COP 111. CREDIT: THREE SEMESTER HOURS.**

**COP 311: PUBLIC RELATIONS CASE STUDIES.** This course employs case method approaches to give students experiences in program planning, managerial analysis, and program administration. Students will



apply decision theory and management theories to public relations strategic planning. **Prerequisites:** COM 101, COM 111, COM 112, COP 111, COP 211. **CREDIT: THREE SEMESTER HOURS.**

**COP 312: PUBLIC RELATIONS CAMPAIGNS.** This course is designed to give the students experience in independently planning public relations campaigns. The course will encompass an in-depth review of the phases and steps involved in creating public relations campaigns including, research, planning, implementation, and evaluation. **Prerequisites:** COM 101, COM 111, COM 112, COP 111, COP 211, COP 311. **CREDIT: THREE SEMESTER HOURS.**

#### **COURSE DESCRIPTIONS: ADVERTISING**

**COA 111: PRINCIPLES OF ADVERTISING.** This course is a survey of the field of advertising and its role in society. The topics include history, law, ethics, social dynamics, economic implications, and basic elements of advertising campaigns. Students will become familiar with the process of advertising. **CREDIT: THREE SEMESTER HOURS.**

**COA 211: COPY AND LAYOUT.** This course provides the creation and production of advertising messages for various media, including publication, broadcast, outdoor, and direct mail. **Prerequisites:** COM 101, COM 111, COM 112, COA 111. **CREDIT: THREE SEMESTER HOURS.**

**COA 311: MEDIA PLANNING FOR ADVERTISING.** This course will cover planning, implementation and evaluation of media objectives and strategy in advertising. This includes media characteristics and limitations, budgeting, and evaluation of media strategies. **Prerequisites:** COM 101, COM 111, COM 112, COA 111, COA 211. **CREDIT: THREE SEMESTER HOURS.**

**COA 312: ADVERTISING CAMPAIGNS.** This course will assist the student in gaining a thorough understanding of the advertising campaign process from a marketing strategy, planning and media research to media, creative development, and budgeting. **Prerequisites:** COM 101, COM 111, COM 112, COA 111, COA 211, COA 311. **CREDIT: THREE SEMESTER HOURS.**

#### **COURSE DESCRIPTIONS: RADIO AND TELEVISION BROADCASTING**

**COB 111: REPORTING I.** This course prepares students to present for the broadcast media and emphasizes oral presentation, field reporting, audio and video recording techniques, news programming and other formats. **CREDIT: THREE SEMESTER HOURS.**

**COB 112: REPORTING II.** The focus of this course is on gathering and preparing news stories for presentation. This includes field reporting, editing and preparation of visual and aural elements, writing, producing, and performing for on-air presentation. **Prerequisites:** COM 101, COM 111, COM 112, COB 111. **CREDIT: THREE SEMESTER HOURS.**

**COB 211: RADIO AND TELEVISION PRODUCTION I.** This course is an introduction to the key components of production for electronic media. Students will gain experience in basic audio production, basic television production, and computer skills for audio and video production. Students will also become familiar with terminology and concepts of production and participate in hands-on exercises to develop basic creative production skills. **Prerequisites:** COM 101, COM 111, COM 112, COB 111, COB 112. **CREDIT: THREE SEMESTER HOURS.**

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**COB 212: RADIO AND TELEVISION PRODUCTION II.** This course integrates the producer's role and the structure of program design as they relate to day-to-day production operations. **Prerequisites:** COM 101, COM 111, COM 112, COB 111, COB 112, COB 211. **CREDIT: THREE SEMESTER HOURS.**

**COB 311: RADIO AND TELEVISION PROGRAMMING.** The purpose of this course is to provide students with an understanding of programming departments in a broadcast station, understanding programming issues faced by different entities, and to evaluation audience appeals of television programs. **Prerequisites:** COM 101, COM 111, COM 112, COB 111, COB 112, COB 211, COB 212. **CREDIT: THREE SEMESTER HOURS.**

#### **COURSE DESCRIPTIONS: VISUAL ART AND SOCIAL PRACTICE**

**CAR 221: African American Art History.** This course covers the history of the contribution of Black artists and artisans to the art and architecture of the United States from 1600 to the present. This course includes a research component that utilizes the Tougaloo Art Collection. This course is cross-listed with ART 221 African American Art History. This course is cross-listed with the Art Department at Brown University. **Prerequisites:** COM 101, COM 111 & COM 112. **CREDIT: THREE SEMESTER HOURS.**

**CAR 202: Critical Theory in Art.** This course is a contemplative study of describing, interpreting, evaluating, and theorizing about works of art for the purpose of increasing understanding and appreciation of art and its role in society. A question-centered approach will be used to investigate art, artists, audiences, and the assumptions about art and its role in society. Students will examine the nature, meaning and value of art from an aesthetic point of view. This course is cross-listed with ART 202 Aesthetics and Art Criticism. **Prerequisites:** COM 101, COM 111, COM 112 & CAR 221. **CREDIT: THREE SEMESTER HOURS.**

**CAR 203: Social Sculpture.** This studio based course takes its name from artist Joseph Beuys a post WWII German artist. Social Sculpture is concerned with the generation of ideas and how these ideas connect to the social milieu of the times. Social Sculpture is interdisciplinary and cross media in scope. Students are charged with the creation of works that explore form and media using a range of modeling and construction methods. **Prerequisites:** COM 101, COM 111, COM 112, CAR 221 & CAR 202. **CREDIT: THREE SEMESTER HOURS.**

**CAR 204: Video Discourse.** An engaging discourse/praxis-based course exploring the role of cell phone videos, music videos, and art-based videos as a tool in the formation of contemporary global democracies. Students are exposed to how social movements; artists and the quotidian citizenry employ videos to address injustices. Students are charged within this course to work collaboratively in the creation of a series of video shorts that address change within their environments. **Prerequisites:** COM 101, COM 111, COM 112, CAR 221, CAR 202 & CAR 203. **CREDIT: THREE SEMESTER HOURS.**

#### **COURSE DESCRIPTIONS: PERFORMANCE**

**CPF 111: Fundamentals of Acting.** This class will build the foundation for acting through exercises for physical awareness that complement the work of the voice and body. This class is an introductory acting technique course using scene study and improvisations. (*Including rehearsal and performance*) This course is designed to familiarize students with many voice, movement and acting exercises and techniques that are necessary in developing the total instrument of the actor. (Performance study). Students will demonstrate scene work that explores the relationship between behavior and social justice. **Prerequisites:** COM 101, COM 111 & COM 112. **CREDIT: THREE SEMESTER HOURS.**

**CPF 211: Critical Writing for Performance and Performance Studies.** This course introduces vocal technique and movement that promotes grander sensory awareness of the entire body. Students will explore their own creativity, consider various processes involved with scriptwriting, improvisation and basic breathing and vocal technique, develop dependable movement terminology, and experience essential performance methods/systems. Students will practice scene work that explores the relationship between behavior and social justice. **Prerequisites: COM 101, COM 111, COM 112 & CPF 111. CREDIT: THREE SEMESTER HOURS.**

**CPF 311: Acting for the Camera.** This course exposes students to a hands-on experience in capturing an actor's on-camera performance as well as the writings. Students will demonstrate the course components in the technique of acting on camera: differentiating the differences between your "type" and your "brand." Also, Students will learn stage performance adaptation for the camera, monologue and scenes, theatrical and commercial audition techniques, and creating an acting reel demo scene. Monologue and scene rehearsals are mandatory, which includes in-class assigned readings and discussions of playback and evaluations of recorded on-camera performances and writing. **Prerequisites: COM 101, COM 111, COM 112, CPF 111 & CPF 211. CREDIT: THREE SEMESTER HOURS.**

**CPF 411: Stage Performance.** This course introduces students to **Theatre Production**. Students in theatre program are expected to participate fully in department productions (as a performer or doing back-stage work in at least two productions. This performance is designed to enhance the student's theatrical knowledge by providing hands-on experience in several areas of theatre production. Students are expected to participate fully in the life of the production by either performing in or doing back-stage work per semester's productions. (Stage management, crew, front of house/ushers, box office, performers, sound, lights, set design, costume/makeup, publicity/recruitment) The audition process provides invaluable learning opportunities. Therefore, students are required to attend general auditions at the beginning of each academic semester and to audition for each departmental production to gain auditioning experience. The practicality of the staged reading in plays is addressed by giving students an opportunity to participate in a fully staged reading of a stage play. Students will audition for each reading. Two public performances will be held each year. **Prerequisites: COM 101, COM 111, COM 112, CPF 111, CPF 211 & CPF 311. CREDIT: THREE SEMESTER HOURS.**

## **DEPARTMENT OF MUSIC**

### **Mission Statement**

The mission of the Visual and Performing Arts (Music) Department is to provide high quality instruction in music performance and music education that empowers a diverse student body to achieve maximum competence as music professionals in a global society.

### **Special Requirements**

Although students are not formally admitted to the Music Major until the end of the first year, in keeping with College policy, first-year students who intend to seek Majors in Music should audition during the First-Year Orientation period and register for MUS 113 (Theory I), MUS 115 (Piano Majors) or MUS 117 (Voice majors) and MUS 001 (Piano for Voice) during the first semester. Otherwise, the student will have to spend more than eight semesters to complete the program. The audition requirements that follow may be waived in cases where the student has already been awarded a music scholarship or where the Music faculty is already familiar with the student's abilities. Piano students are expected to have studied for three to five years prior to entering college and showing promise of developing the reading and technical skills demanded of a Music Major. Although not required, Voice majors will benefit by having studied piano. All students should also have had public performance experience before entering college. In

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addition to the required courses for Music Performance and Music Education majors, students must also take two years (12 credit hours) of one language.

Students who enter the Music major after the first semester of the freshman year or after attending another college should expect to spend more than four years in college to meet the requirements of the Tougaloo College Music Department. This will, of course, depend upon the amount and quality of music credits presented upon transfer.

The student's progress is closely monitored during the first year in the Department. At the end of the year, the student is either accepted unconditionally into the major, accepted on probation, or advised to pursue another interest. Likewise, the upper level student whose work is not satisfactory may be counseled very seriously to leave the major. In cases where the Department faculty is convinced that students cannot succeed as Music majors, it has the right to refuse admittance to the program or to ask students to withdraw from the program.

### **Requirements**

The Music major consists of 50 semester hours of which 30 semester hours are core courses (MUS 113-114, 209-210, 211-212, 213-214, 311-312, 313, and 314) required of all students. In addition, the student must complete 20 semester hours of studio instruction in piano or voice as listed in the sequence of courses in this section. All Music and Music Education majors must participate in the Concert Choir and/or other musical ensembles unless excused by the Department Chair. All students must also pass the Sophomore Piano Proficiency Examination, and Piano Music Majors must complete the Sophomore Piano Major Proficiency Examination.

Junior and Senior Music majors are required to present a recital in their performance emphasis. The minimum length for recitals are 30 minutes for the Junior Recital and 60 minutes for the Senior Recital. Each recital must be performed entirely from memory. The Senior Thesis and its defense must be completed and passed before the student is permitted to present the senior recital.

### **Student Learning Outcomes**

1. Through transformational learning, students will demonstrate competency in vocal performance. Students performing vocal juries and recitals will demonstrate a level of competency in technique and repertoire by nationally and international arrangers and composers.
2. Through transformational learning, students will demonstrate competency in piano performance. Students performing piano juries and recitals will demonstrate a level of competency in technique and repertoire by nationally and international arrangers and composers.
3. Students will be able to express in written and oral formats a correct comprehension of musical concepts linking knowledge and skills acquired in Music Literature, Music Theory, Aural Techniques, and Applied Music.
4. Students will gain valuable exposure through internship by partnering with various educational institutions and businesses within the music industry.

### **Music Theory**

Courses in Music Theory aid the students in acquiring concepts and skills which will enable them to understand and deal effectively with musical structure. While they do not aim to develop composers, they do aim to stimulate creativity.

### Music Majors

Students who graduate from Tougaloo College with a Bachelor's degree in Music (performance emphasis) will demonstrate proficiency in music theory, music history, music performance, and basic piano skills. These skills combined with many performance opportunities prepare the students to become performers or to continue their studies in graduate school.

### Suggested Course Sequence for Music Majors

Fall			Spring		
Semester Hours			Semester Hours		
Freshman Year					
MUS 113	Theory I	3	MUS 114	Theory II	3
MUS 115	Piano	2	MUS 116	Piano	2
MUS 001	Piano <sup>2</sup>	1	MUS 002	Piano <sup>2</sup>	1
MUS 117	Voice <sup>2</sup>	2	MUS 118	Voice <sup>2</sup>	2
MUS 100	Concert Choir	1	MUS 100	Concert Choir	1
Sophomore Year					
MUS 213	Theory III	3	MUS 214	Theory IV	3
MUS 215	Piano <sup>1</sup>	2	MUS 216	Piano <sup>1</sup>	2
MUS 003	Piano <sup>2</sup>	1	MUS 004	Piano <sup>2</sup>	1
MUS 217	Voice <sup>2</sup>	2	MUS 218	Voice <sup>2</sup>	2
MUS 100	Concert Choir	1	MUS 100	Concert Choir	1
MUS 209	Aural Technique I	1	MUS 210	Aural Technique II	1
MUS 211	Music Literature I	2	MUS 212	Music Literature II	2
MUS 203	Singers Diction <sup>2</sup>	2	MUS 204	Singers Diction II <sup>2</sup>	2
Junior Year					
MUS 313	Counterpoint	2	MUS 314	Musical Forms	2
MUS 315	Piano <sup>1</sup>	2	MUS 316	Piano <sup>1</sup>	2
MUS 317	Voice <sup>2</sup>	2	MUS 318	Voice <sup>2</sup>	2
MUS 100	Concert Choir	1	MUS 100	Concert Choir	1
MUS 311	Music History I	3	MUS 312	Music History II	3
Senior Year					
MUS 415	Piano	4	MUS 416	Piano <sup>1</sup>	4
MUS 417	Voice <sup>2</sup>	4	MUS 418	Voice <sup>2</sup>	4
MUS 100	Concert Choir	1	MUS 100	Concert Choir	1
MUS 413	Senior Thesis	2			

<sup>1</sup>Piano Majors Only

<sup>2</sup>Voice Majors Only

Music majors must complete eight semesters of an ensemble (instrumental or choral) for credit to meet the curriculum requirement.

## Suggested Course Sequence for Music Minors

### Minor (Piano)

Fall		Sem. Hours
<b>Freshman Year</b>		
MUS 113	Theory	3
MUS 115	Piano	2
MUS 117	Voice	2
MUS 100	Concert Choir	1
MUS 101	Intro to Music	3

Spring		Sem. Hours
<b>Freshman Year</b>		
MUS114	Theory II	3
MUS100	Concert Choir	1
MUS116	Piano	2

Fall		Sem. Hours
<b>Sophomore Year</b>		
MUS 213	Theory III	3
MUS 215	Piano	2
MUS 100	Concert Choir	1
MUS 209	Aural Technique I	1
		<b>Total Hours 24</b>

### Minor (Industry)

Fall		Sem. Hours
BUS 161	Business Fundamentals	3
MUS 101	Intro to music	3
MUS 103	Intro to Music Tech.	3

Spring		Sem. Hours
BUS 216	Marketing	3
MUS 205	Audio Production P.	3
MUS 206	Music Management	3
MUS 300	Internship	3
		<b>Total Hours 21</b>

### Minor (Voice)

Fall		Sem. Hours
<b>Freshman Year</b>		
MUS 113	Theory I	3
MUS 101	Intro to Music	3
MUS 001	Piano <sup>1</sup>	1
MUS 100	Concert Choir	1
Music 117	Voice	2

Spring		Sem. Hours
<b>Freshman Year</b>		
MUS 114	Theory II	3
MUS 100	Concert Choir	1
MUS 118	Voice	2
MUS 002	Piano	1

Fall		Sem. Hours
<b>Sophomore Year</b>		
MUS 213	Theory III	3
MUS217	Voice	2
MUS100	Concert Choir	1
MUS209	Aural Technique I	1
		<b>Total Hours 24</b>

### Minor (Technology)

Fall		Sem. Hours
MUS 113	Theory I	3
MUS 103	Intro to Music Tech	3
MUS 101	Intro to Music	3

Spring		Sem. Hours
MUS 104	Advance Music Tech	3
MUS 205	Audio Production P.	3
MUS 206	Music Management	3
MUS 300	Internship	3
		<b>Total Hours 21</b>

## MUSIC EDUCATION

Students who graduate from Tougaloo College with a Bachelor's degree in Music Education will be prepared to teach elementary and secondary music students. Students will have acquired an understanding of the role of music in the school curriculum and will be prepared to develop techniques and strategies for teaching.

Music Education majors will complete the following courses in Education:

EDU 217 Introduction to Exceptional Children	3
EDU 252 Behavioral Management, K-12	3
EDU 336 Tests, Measurements & Evaluation	3
EDU 424 Student Teaching in Elementary School and Seminar	3
or	
EDU 436 Student Teaching in Secondary School and Seminar	15

#### **COURSE DESCRIPTIONS: MUSIC**

**MUS 001, 002, 003, 004, 005, 006, 007, 008: SECONDARY LEVEL PIANO.** These courses provide instruction in piano for non-piano majors. May be taught individually, in pairs, or in small classes. Offered each semester. Music majors enrolled in MUS 004 must successfully complete the Sophomore Piano Proficiency Exam (SPPE) in order to pass the course. Music majors will have to re-enroll in MUS 004 if the SPPE is not successfully completed. **CREDIT: ONE SEMESTER HOUR.**

**MUS 011, 012, 021, 022, 031, 032, 041, 042: VOICE.** These courses provide individual lessons in singing for non-music majors and music majors whose performance area is not voice. One thirty-minute lesson per week. **CREDIT: ONE SEMESTER HOUR EACH.**

**MUS 051: VOICE CLASS.** This is a voice class for non-music majors and meets twice per week. **CREDIT: ONE SEMESTER HOUR.**

**MUS 100: TOUGALOO COLLEGE CONCERT CHOIR.** This course is designed for study and performance of masterpieces of choral music. Admission is by audition and is open to non-music majors. Daily rehearsal, occasional public concerts, and spring tour are mandatory. Music majors must complete eight semesters of an ensemble (instrumental or choral) for credit to meet the curriculum requirement **CREDIT: ONE SEMESTER HOUR.**

**MUS 101: INTRODUCTION TO MUSIC.** This is cultural course in the application of Music, planned to develop listening and individual understanding of all types of music through lectures, readings, compact disc audio experiences, viewing of video tapes, and the use of multimedia programs. Open to all students. Recital attendance and critical reviews are required. Previous musical training is not required. Offered each semester. **CREDIT: THREE SEMESTER HOURS.**

**MUS 102: JAZZ HISTORY.** This is a cultural course in the application of Music, planned to develop listening and individual understanding of the jazz musician's musical message through lectures, readings, compact disc audio experiences, viewing of video tapes, and the use of multimedia programs. Open to all students. Recital attendance and critical reviews are required. Previous musical training is not required. Offered each semester. **Prerequisites:** None. **CREDIT: THREE SEMESTER HOURS.**



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**MUS 103: INTRODUCTION TO MUSIC TECHNOLOGY.** This course introduces the fundamental techniques, applications, and terminology associated with computer generated music. Topics of emphasis include: Sound Properties, Audio/MIDI Hardware, Digital Audio Workstations, Software (Virtual) Instruments, Computer Notation, and Computer-assisted Instruction. **CREDIT: THREE SEMESTER HOURS**

**MUS 104: ADVANCE MUSIC TECHNOLOGY.** This course is an examination of common practices associated with sequencing, songwriting, and arranging. Emphasis is placed on Audio/MIDI synthesis with the utilization of the latest industry standard software that include: Digital Audio Workstations, Software (Virtual) Instruments, Computer Notation, and Computer-assisted Instruction. **CREDIT: THREE SEMESTER HOURS**

**MUS 113, 114: THEORY I AND II-BASIC MUSICIANSHP.** This is a study of the basic rudiments of music including scales, intervals, triads, rhythm, terminology, and part writing. Sight singing, ear training, analyses, keyboard application, and creative work are included. The student may not enter MUS 114 with less than a grade of "C" for 113. **CREDIT: THREE SEMESTER HOURS EACH.**

**MUS 115, 116, 215, 216: PIANO.** These courses provide individual instruction for both majors and non-majors in Piano. One hour of instruction and ten hours of practice per week are mandated. Audition with instructor is required and attendance at bi-monthly Recital Class. Offered each semester. **CREDIT: TWO SEMESTER HOURS EACH.**

**MUS 117, 118, 217, 218: VOICE.** These courses provide individual instruction for both majors and non-majors in Voice. One-hour of instruction and ten hours of practice per week are mandated. Audition with instructor is required and attendance at bi-monthly Recital Class. Offered each semester. **CREDIT: TWO SEMESTER HOURS EACH.**

**MUS 200: INSTRUMENTAL ENSEMBLE.** This course is an instrumental performance class designed for study and performance practices needed to create knowledgeable, independent musicians who are capable of performing various styles of music. Music literature for this ensemble will consist of symphonic band works as well as music of contemporary composers, including jazz compositions and arrangements. This course is open to music majors and non-majors. Auditions are required for enrollment. Music majors must complete eight semesters of an ensemble (instrumental or choral) for credit to meet the curriculum requirement. Offered each semester. **CREDIT: ONE SEMESTER HOUR.**

**MUS 201: OPERA WORKSHOP I** (Fall Semester). This is an introductory course for novices to the operatic discipline. Throughout the course's progression topics explored in class will include-but not be limited to -opera's: historical background, stage movement techniques, stage make-up design, set design and construction. In addition, repertoire assessments and assignments are periodically made during Opera Workshop I (MUS 201) that will culminate in public performances scheduled during the progression of Opera Workshop II. **CREDIT: THREE SEMESTER HOURS.**

**MUS 202: OPERA WORKSHOP II.** (Spring Semester) This course continues the study begun in MUS 201. MUS 202 includes the completion of concepts learned in MUS 201, and will culminate with a public performance of repertoire that allows the integration of all four aspects of human artistic endeavors. **CREDIT: THREE SEMESTER HOURS.**

**MUS 203: SINGERS DICTION I**

This course will examine the study of drills on English, and French phonetics with application to singing. Students will learn to understand, read, write and use the International Phonetic Alphabet in these languages. This is a crucial skill set for any singer who strives for a professional singing career or who is interested in pursuing vocal performance in graduate school. **CREDIT: TWO SEMESTER HOURS**

**MUS 204: SINGERS DICTION II**

This course will examine the study of drills on German, and Italian phonetics with application to singing. Students will learn to understand, read, write and use the International Phonetic Alphabet in these languages. This is a crucial skill set for any singer who strives for a professional singing career or who is interested in pursuing vocal performance in graduate school. **Credit: TWO SEMESTER HOURS**

**MUS 205: AUDIO PRODUCTION PRINCIPAL**

This course will examine the common practices of a sound engineer. Emphasis is placed on knowledge of the mixing desk, microphones, recording techniques for drums, keyboard, bass, guitar and vocals. Students will gain professional insight into the world of live production. **CREDIT: THREE SEMESTER HOURS**

**MUS 206: MUSIC MANAGEMENT**

This course will examine the field of music through performances, music law, recording royalties, contracts, performing rights organization, musical copyright procedures, and publication. The course will serve students wishing to increase his/her understanding of common business practices related to the music industry. **CREDIT: THREE SEMESTER HOURS**

**MUS 209, 210: AURAL TECHNIQUES.** Sight singing and ear training with emphasis upon diatonic materials. Two hours per week. **Prerequisite:** A grade of "C" or better in MUS 114 for 209 and "C" or better in MUS 209 for 210. **CREDIT: ONE SEMESTER HOUR EACH.**

**MUS 211: MUSIC LITERATURE I.** This course guides the development of listening skills and the ability to use the score as a tool for listening and study. Standard works from the major periods in the history of western music will constitute the main body of the material studied. **Prerequisites:** MUS 113 and 114 or consent of the instructor. Offered yearly. **CREDIT: TWO SEMESTER HOURS EACH.**

**MUS 212: MUSIC LITERATURE II.** This course guides the development of listening skills and the ability to use the score as a tool for listening and study. Standard works from the major periods in the history of western music and styles of diverse cultures will constitute the main body of the material studied. **Prerequisites:** MUS 113 and 114 or consent of the instructor. Offered yearly. **CREDIT: TWO SEMESTER HOURS EACH.**

**MUS 213, 214: THEORY III AND IV: ADVANCED HARMONY.** This is a continued study of part writing, seventh chords, chromatic harmony, modulation and some twentieth-century concepts. A composition project required each semester. **Prerequisite:** A grade of "C" or better in MUS 113 and 114. **CREDIT: THREE SEMESTER HOURS EACH.**

**MUS 221: WIND INSTRUMENTS.** This course is designed for music education majors. Students will become familiar with techniques of playing several wind instruments, the history and literature of several

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instruments, and the role of wind instruments in the symphony orchestra. Offered only on demand. **Prerequisites:** MUS 114-114. **CREDIT: ONE SEMESTER HOUR.**

**MUS 222: STRING INSTRUMENTS.** This course is designed for music education majors. Students will become familiar with techniques of playing string instruments, the history and literature of strings, and their role in the symphony orchestra. Offered only on demand. **Prerequisite:** Music 113-114. **CREDIT: ONE SEMESTER HOUR.**

**MUS 300: INTERNSHIP.** A supervised off-campus co-curricular learning activity designed to provide practical experience in the music industry. **CREDIT: THREE SEMESTER HOURS**

**MUS 311: MUSIC HISTORY I.** This course provides historical and stylistic development of western music from the Renaissance to the Baroque period. Offered in alternate years. **Prerequisites:** MUS 211 and 212 or permission of the instructor. **CREDIT: THREE SEMESTER HOURS EACH.**

**MUS 312: MUSIC HISTORY II.** This course provides historical and stylistic development of western music from the Baroque period to the present, with emphasis on styles of diverse cultures. Offered in alternate years. **Prerequisites:** MUS 211 and 212 or permission of the instructor. **CREDIT: THREE SEMESTER HOURS EACH.**

**MUS 313: COUNTERPOINT.** This course is a study of 18th Century two-part counterpoint with emphasis upon technique used, J. S. Bach's Two Part Inventions. Composition of an original invention. Offered once per year in alternate years. **Prerequisite:** MUS 214. **CREDIT: TWO SEMESTER HOURS.**

**MUS 314: MUSICAL FORM AND ANALYSIS.** This is a study of musical structure from its basic elements through large composite forms such as the sonata and the symphony. Analysis and composition projects. Offered once per year in alternate years. **Prerequisite:** MUS 214. **CREDIT: TWO SEMESTER HOURS.**

**MUS 315: PIANO.** This course provides guided preparation for the required Junior Piano Recital. One hour of instruction per week and ten hours of practice per week. Attendance at bi-monthly Recital Class is required. **Prerequisites:** MUS 115, 116, 215, and 216. **CREDIT: TWO SEMESTER HOURS.**

**MUS 316: JUNIOR PIANO RECITAL.** This course provides preparation, presentation, and completion of the required Junior Piano Recital upon completion of the required Piano Hearing with music faculty. One hour of instruction per week and ten hours of practice per week. Attendance at bi-monthly Recital Class is required. **Prerequisites:** MUS 115, 116, 215, 216, and 315. **Recital must be completed before the student will be allowed to enroll in MUS 415.** **CREDIT: TWO SEMESTER HOURS.**

**MUS 317: VOICE.** This course provides guided preparation for the required Junior Voice Recital. One hour of instruction per week and ten hours of practice per week. Attendance at bi-monthly Recital Class is required. **Prerequisites:** MUS 117, 118, 217, and 218. **CREDIT: TWO SEMESTER HOURS.**

**MUS 318: JUNIOR VOICE RECITAL.** This course provides preparations, presentation, and completion of the required Junior Voice Recital upon completion of the required Vocal Hearing with music faculty. One hour of instruction per week and ten hours of practice per week. Attendance at bi-monthly Recital Class is required. Recital must be completed before the student will be allowed to enroll in MUS 417. **Prerequisites:** MUS 117, 118, 217, 218, and 317. **CREDIT: TWO SEMESTER HOURS.**

**MUS 319: HISTORY OF BLACK MUSIC IN THE UNITED STATES.** This is a study of the history of both the folk and art music of Blacks in the United States from Colonial times to the present. May be elected by non-music majors as well as music majors. Offered only upon sufficient demand .**Prerequisite:** Sophomore standing or higher. **CREDIT: THREE SEMESTER HOURS.**

**MUS 331: MUSIC IN THE ELEMENTARY SCHOOL.** This is a study of the psychological, sociological, and philosophical foundations of music education. Curriculum planning and materials, national standards for music education, special problems, and classroom observation. Three hours per week. **Prerequisite:** MUS 113, 114, 213, 214, 209, 210, 211, 212 and junior standing as a Music or Music Education major. **CREDIT: THREE SEMESTER HOURS.**

**MUS 333: BASIC CONDUCTING.** This course provides basic principles of choral/instrumental conducting and baton technique. Score preparation. **Prerequisite:** MUS 213. Offered on demand. **CREDIT: THREE SEMESTER HOURS.**

**MUS 351: VOCAL LITERATURE AND PEDAGOGY.** This course provides basic techniques of vocal production, examination of solo and choral literature, pedagogical problems. Twice per week. **Prerequisite:** MUS 113-114 or permission of instructor. **CREDIT: ONE SEMESTER HOUR.**

**MUS 352: VOCAL LITERATURE AND PEDAGOGY.** This course provides basic techniques of vocal production, examination of solo and choral literature, pedagogical problems. Twice per week. **Prerequisite:** MUS 113-114 or permission of instructor. **CREDIT: ONE SEMESTER HOUR.**

**MUS 411: MUSIC IN CHILDHOOD EDUCATION.** This course provides the development of the ability to read simple musical scores using classroom instruments. Planning and conducting singing, rhythmic, listening, and other musical learning experiences for elementary school children. **Prerequisite:** Junior or Senior standing as an Elementary Education major. **CREDIT: THREE SEMESTER HOURS.**

**MUS 412: MUSIC IN THE SECONDARY SCHOOL.** This course provides the foundations of music curricula for junior and senior high schools. It includes instructional techniques and materials. Classroom observations and instructional planning portfolios required. **Prerequisite:** Junior or Senior standing as a music major. Offered only on demand. **CREDIT: THREE SEMESTER HOURS.**

**MUS 413: SENIOR THESIS.** This is a required course for the guidance of students in preparation of the Senior Thesis and/or the Music Education Document. The objective of the course is to enable students to analyze in-depth issues and topics in Music Performance and/or Music Education. The course also includes the study of music materials and bibliography with a survey of the style manuals APA, Turabian, and Richard Wingell's Writing About Music. The course includes two class sessions per week with the expectation of a fully developed research prospectus at the end of the semester. Prerequisites for MUS 413: Successful completion of the courses MUS 214, ENG 201, and the entire English Writing Proficiency Exam. **CREDIT: TWO SEMESTER HOURS.**

**MUS 415: PIANO.** This course provides guided preparation for the required Senior Piano Recital. Two hours of instruction per week and twelve hours of practice per week. Attendance at bi-monthly Recital Class is required. **Prerequisites:** MUS 115, 116, 215, 216, 315, and 316. **CREDIT: FOUR SEMESTER HOURS.**

**MUS 416: SENIOR PIANO RECITAL.** This course provides preparation, presentation, and completion of the required Senior Piano Recital upon completion of the required Piano Hearing with music faculty. Two hours of instruction per week and twelve hours of practice per week are required. Attendance at bi-

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monthly Recital Class is required. **Prerequisites:** MUS 115, 116, 215, 216, 315, 316, and 415. **CREDIT: FOUR SEMESTER HOURS.**

**MUS 417: VOICE.** This course provides guided preparation for the required Senior Voice Recital. Two hours of instruction per week and twelve hours of practice. Attendance at bi-monthly Recital Class is required. **Prerequisites:** MUS 117, 118, 217, 218, 317, and 318. **CREDIT: FOUR SEMESTER HOURS.**

**MUS 418: SENIOR VOICE RECITAL.** This course provides preparation, presentation, and completion of the required Senior Voice Recital upon completion of the required Voice Hearing with the music faculty. Two hours of instruction per week and twelve hours of practice per week. Attendance at bi-monthly Recital Class is required. **Prerequisites:** MUS 117, 118, 217, 218, 317, 318, and 417. **CREDIT: FOUR SEMESTER HOURS.**





# Natural Science Division

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## NATURAL SCIENCES DIVISION

### Mission Statement

The Natural Sciences Division provides education for three types of students: 1) majors who want to obtain the Bachelor of Science degree in Biology, Chemistry, Computer Science, Physics, Mathematics, or Mathematics with an emphasis in Computer Science; 2) all students, as part of their liberal arts education; and 3) secondary education students who are focusing on one of the disciplines mentioned above.

As a result of the increasingly important role of science and technology in society, the course offerings of the Natural Sciences Division are a vital part of the liberal arts education. General Education courses in the Natural Sciences Division are designed to relate basic principles of science in nature and to see the impact of technology on society, emphasizing the rationale of the scientific method, analytical reasoning, and computational analysis.

The Natural Sciences Division offers five majors: Biology, Chemistry, Physics, Mathematics and Computer Science. Graduates will be able to attend graduate schools or related professional schools (e.g., medical, dental, pharmacy, allied health schools), to work in industry, or to prepare for other fields (e.g., teaching, management, law).

For students interested in an Engineering degree, there are Dual Degree Programs with several engineering schools. In this program, a student may transfer to an engineering school to complete degree requirements after taking basic courses at Tougaloo. This program results in students earning a B.S. from Tougaloo and a B.S. in Engineering from the participating engineering schools.

### Pre-Health Programs

Tougaloo offers preparation for students desiring to enter health professions. In recent years increasing numbers of students have entered schools of medicine, dentistry, veterinary medicine, medical technology, nursing, public health, cytotechnology, and pharmacy. There are now more than 200 health-related occupations which utilize training in sociology, psychology, art, and music as well as science. For details on any particular career, consult the Pre-Health Office.

All pre-medical or pre-dental students should endeavor to complete at least the minimum requirements for professional schools. While a student may, with careful planning, fulfill the requirements for medical or dental school within any major, we strongly suggest that students concentrate on their science and math courses and that they go beyond the minimum by enrolling in additional science coursework and shadowing medical professionals in the intended field. It is recommended that the courses below be completed at least one year before entering medical school or dental school.

### Suggested courses for students interested in attending medical or dental school.

#### First Year

CHE 115	General Chemistry I	Fall	3
CHE 117	General Chemistry I Lab	Fall	1
BIO 111	Introduction to Biology I	Fall	4
CHE 116	General Chemistry II	Spring	3
CHE 118	General Chemistry II Lab	Spring	1
BIO 112	Introduction to Biology II	Spring	4



## Second Year

CHE 225	Organic Chemistry I	Fall	3
CHE 227	Organic Chemistry I Lab	Fall	1
PHY 123 or 223	Intro/General Physics I	Fall	4
BIO 221	Cell Biology	Fall	4
CHE 226	Organic Chemistry II	Spring	3
CHE 228	Organic Chemistry II Lab	Spring	1
PHY 124 or 224	Intro/General Physics II	Spring	4

## Third Year

CHE/BIO 412	Biochemistry	Fall or Spring	4
SOC 111	Introduction to Sociology*	Fall or Spring	3
PSY 112	General Psychology II*	Fall or Spring	3
BIO 300/400 x 2	Upper level biology	Spring	8

## Fourth Year

Complete major and college requirements. Apply for professional school.

\*Only needed by pre-medical students.

After the sophomore year students should concentrate on developing test taking skills for the MCAT or DAT. Throughout their college career, students should shadow a variety of health professionals to solidify their motivation and commitment to their profession.

**Early Identification Programs for Medicine:** Tougaloo College has Early Identification agreements with Brown University, Boston University, and the University of Buffalo Medical School which allow students to be identified for admission as early as the sophomore year. The University of Mississippi's Med-Corps Direct and Rural Physicians programs provide other pathways to medical or dental school after the sophomore year. For further information on these programs or on medical or dental school in general, contact the Pre-Health Advisor.

**Early Identification Program for Veterinary Medicine:** Mississippi State School of Veterinary Medicine has an early identification program for Tougaloo students. Sophomore students who have taken Biology 111-112, General Chemistry 115-118, and Math 103 or above, with GPA 2.8 or above (3.4 in sciences) and with demonstrated interest in the field, can apply to this program. They will be accepted to the program in their junior year based on their academic performance in science courses and their demonstrated interest in the field, and will be accepted to the school in their senior year.

**Early Identification Program for Pharmacy:** Tougaloo College and the University of Mississippi Pharmacy School have a Preferred Admission agreement. Interested freshmen may apply to the program during their second semester at Tougaloo. Successful applicants will have a GPA of 3.25 or above in required pre-pharmacy courses (Biology 111, Chemistry 115/117, Math 103 or above) with no grades below C, as well as evidence of volunteer experience. In successive years identified students must continue to achieve at this level in required coursework. Seniors must have a PCAT score of 400 and a writing score of 3.0. Students who achieve at this level will be automatically admitted to the Ole Miss Pharmacy School.

### Pre-Nursing Program

Tougaloo College and the University Of Mississippi School Of Nursing offer an Early Entry Program to increase the number of students who pursue a Bachelor of Science in Nursing. Under the plan, students accepted into the Program are guaranteed admission to the School of Nursing at the University of Mississippi Medical Center upon satisfactory completion of the pre-nursing requirements at Tougaloo College. To be admitted to the pre-nursing component, students must have an ACT score of 25, a cumulative high school GPA of 3.50, and demonstrate involvement in scholastic and non-scholastic extracurricular and service activities. At Tougaloo, students must follow a prescribed curriculum and achieve a GPA of at least 3.00 in required courses. For details contact the pre-health advisor.

### Summer Science and Engineering Program

For more than fifty years, the college has offered this intense summer program as an introduction to college science and science-related careers for students who demonstrate high ability and interest who are planning to attend Tougaloo College in the fall. This enables entering freshmen to become familiar with college science instruction and become introduced to new areas which may not have been available in high school.

### Jackson Heart Study Program

The Jackson Heart Study (JHS) is a collaborative program involving Jackson State University, Tougaloo College, the University of Mississippi Medical Center, and the Mississippi State Department of Health. The program receives support from the National Institutes of Health's National Center on Minority Health and Health Disparities and the National Heart, Lung and Blood Institute. Under this program, the College serves as the home of the Undergraduate Training and Education Center (UTEC). The goals of the UTEC are to 1) create a pool of well-trained high school students who, upon entering college, can successfully complete undergraduate, and graduate or professional degrees in health professions; 2) introduce a program of college courses to prepare Tougaloo students to pursue advanced studies towards public health, epidemiology, and biostatistics; 3) involve the students in hands-on experience to create interest in health careers; and 4) provide basic epidemiology background for health care professionals. In order to accomplish the above goals, the UTEC has developed the following programs: the Science Language Arts and Mathematics (SLAM) Program for high school students and the Jackson Heart Study Undergraduate Scholars Program.

### Certificate program in Public Health

Students must complete the FOUR courses listed below.

NSD 211	Introduction to Public Health and Epidemiology	3
MAT 208	Biostatistics	3
NSD/SSD 311	Research Methods in Public Health and Epidemiology	3
NSD/HUM 247	Ethics, Medicine, and Technology	3
		<b>12 Hours</b>

### COURSE DESCRIPTIONS: NATURAL SCIENCE DIVISION

**NSD 111: INTRODUCTION TO NATURAL SCIENCES.** This course serves to introduce potential STEM majors to all of the disciplines housed within the Division of Natural Sciences. Through team-teaching, students will be exposed to the fundamental concepts and applications of computer science, mathematics, chemistry, physics, and biology. Required participation in divisional seminars and workshops will also provide students with a well-rounded view of career opportunities in the STEM fields. It is required for all STEM majors during the freshmen year. Pre-requisite: None. **CREDIT: TWO SEMESTER HOURS.**

**NSD 211: INTRODUCTION TO PUBLIC HEALTH AND EPIDEMIOLOGY.** This course teaches a historical perspective to provide basic knowledge of the field and terminology, and to orient the students for the Jackson Heart Study program and curriculum. The course will cover the core areas of public health (history and policy, epidemiology, health services organization, environmental health, research design, biostatistics, health behavior and community health). The course will emphasize chronic disease concepts, particularly cardiovascular diseases, and provide an overview of NHLBI funded study leading the JHS. The students will also undertake projects involving literature search on the internet on issues relating to public health. The course will meet three hours per week. Offered once a year. Prerequisite: None. **CREDIT: THREE SEMESTER HOURS.**

**NSD 247: ETHICS, MEDICINE AND TECHNOLOGY.** This course is a study of the development of ethical values and reasoning in modern society and an examination from a historical perspective of how these values have been affected by major medical, scientific, and technological advances. Prerequisite: ENG 102 or co-requisite: ENG 103. Offered once a year. Also, listed as HUM 247 and SSD 247. **CREDIT: THREE SEMESTER HOURS.**

**NSD 311: RESEARCH METHODS IN PUBLIC HEALTH AND EPIDEMIOLOGY.** The purpose of this course is to introduce the research methods of epidemiology and to demonstrate their applicability in the field of public health. The course will stress the theory and practice of conducting survey research in health fields. Topics include research design, sampling, data collection methods, interviewing, coding, and data analysis. Prerequisite: NSD 211 and MAT 208. Offered once per year. **CREDIT: THREE SEMESTER HOURS.**

**NSD 411: INTRODUCTION TO EPIDEMIOLOGY.** This course introduces the principles and methods of epidemiologic investigation of diseases. It illustrates the different study designs used for evaluating risk factors, and the effectiveness of health interventions and services. In addition to lecture, laboratory problems provide experience in epidemiologic methods and inferences, and deal with issues related to experimental and non-experimental designs, sensitivity and specificity of diagnostic tests, confounding effects and the use of the life table approach to evaluate longitudinal data. The course will meet intensely for one week during the summer. Prerequisite: enrollment limited to selected students. **CREDIT: TWO SEMESTER HOURS.**

**ISS 101: INTRODUCTION TO SPACE SCIENCE I.** This is the first semester of a two semester course sequence which introduces students to the essential concepts in the natural sciences and their interrelationships in context of Space Sciences. The students are also introduced to project management skills. Two hours of lecture/discussion and one lab period per week. Offered every fall. **CREDIT: THREE SEMESTER HOURS.**

## **DEPARTMENT OF BIOLOGY**

### **Mission Statement**

The Department provides a comprehensive educational program for three types of students: 1) those who plan to attend graduate school in various fields of Biology or professional school in medicine, dentistry, allied health and other related areas; 2) those planning to enter secondary education; and 3) those who take Biology as part of their liberal arts education.

### **Student Learning Outcomes**

Upon completion of coursework in the biological sciences, students will demonstrate an understanding of major concepts, theoretical principles, and experimental findings in biology. Students will also be able to employ critical thinking and efficient problem-solving skills in the following four areas: 1) Conceptual Knowledge in the Biological Sciences; 2) Biological Research; 3) Scientific Literacy and Communication, and 4) The Role of Science in Society.

### Special Requirements

Biology majors are required to take all of the core courses (BIO 111, BIO 112, BIO 221, BIO 322, BIO 331) at Tougaloo College. Students must obtain a minimum grade of “C” in all biology courses and required supporting courses in Chemistry, Mathematics and Physics. Students must receive a minimum grade of “C” in all pre-requisites to courses in which they enroll. Biology majors must obtain the permission of their academic advisor and the Department Chair before taking any Biology course or required elective course at another institution. Biology majors will be allowed to take or repeat only two Biology courses or required supportive courses outside the Department. Majors transferring from junior colleges cannot transfer Biology courses that would substitute for 300 or 400 level Biology courses at Tougaloo without approval of Biology Department. They must take all junior and senior level Biology courses at Tougaloo.

### Advanced Placement Credit

Tougaloo College may grant college-level credit in selected disciplines to students who have earned Advanced Placement examination grades of 3 or higher, provided the AP scores are sent to the Admissions Office. For students who have passed the AP Biology Examination, college-level credit for Introduction to Biology I (BIO 111) may be granted. In order to receive credit, students must present proof of: 1) the AP score received and 2) the successful completion of pre-requisites for BIO 111 (i.e., a Math ACT score of at least 24 or successful completion of MAT 103).

Required Courses		Semester Hours
NSD 111	Introduction to the Natural Sciences	2
BIO 111	Introduction to Biology I	4
BIO 112	Introduction to Biology II	4
BIO 221	Cell Biology	4
BIO 322	Genetics	4
BIO 331	Microbiology	4
BIO 471	Senior Seminar	1
BIO 472	Senior Seminar	1
CHE 115	General Chemistry I	3
CHE 116	General Chemistry II	3
CHE 117	General Chemistry Lab I	1
CHE 118	General Chemistry Lab II	1
CHE 225	Organic Chemistry I	3
CHE 226	Organic Chemistry II	3
CHE 227	Organic Laboratory I	1
CHE 228	Organic Laboratory II	1
MAT 221	Calculus I	3
PHY 123, 124	Introduction to Physics I, II	8
	<b>or</b>	
PHY 223, 224	General Physics I, II	8
		<b>51 Hours</b>

**Biology Electives: 11-12 hours minimum required out of which 8 hours must be from 300 and 400 level courses.**

BIO 211	Basic Nutrition	3
BIO231	Evolution, Ecology, and Diversity	4
BIO232	Plant Science	4
BIO242	Environmental Science	3
BIO301	Histology	4
BIO332	General Physiology	4
BIO342	Comparative Anatomy	4
BIO412	Biochemistry	3
BIO417	Biochemistry Laboratory	1
BIO444	Molecular Biology	4
BIO461	Topics in Biology	1-4

**Suggested Course Sequence**

**First Year** **Semester Hours**

NSD 111	Introduction to the Natural Sciences		2
BIO111	Introduction to Biology I	Fall	4
CHE115	General Chemistry I	Fall	3
CHE117	General Chemistry Lab I	Fall	1
BIO112	Introduction to Biology II	Spring	4
CHE116	General Chemistry	Spring	3
CHE118	General Chemistry II Lab	Spring	1
MAT221	Calculus I	Spring	3

**Sophomore Year**

BIO221	Cell Biology	Fall	4
CHE225	Organic Chemistry I	Fall	3
CHE227	Organic Chemistry I Lab	Fall	1
BIO331	Microbiology	Spring	4
CHE226	Organic Chemistry II	Spring	3
CHE228	Organic Laboratory II	Spring	1

**Junior Year**

BIO322	Genetics	Spring	4
PHY123	Introduction to Physics I	Fall	4
PHY124	Introduction to Physics II	Spring	4
Biology Elective		Spring	3/4

**Senior Year**

BIO471	Senior Seminar I	Fall	1
BIO472	Senior Seminar II	Spring	1

Biology Elective(s)	Fall/Spring	8
<b>Secondary Education in Biology:</b>		
<b>Biology Concentration</b>		
BIO111	Introduction to Biology I	4
BIO112	Introduction to Biology II	4
BIO231	Evolution, Ecology & Diversity	4
BIO 322	Genetics	4
BIO Electives (3)		12
CHE 115, 117	General Chemistry	6
CHE 116, 118	General Chemistry Lab	2
PHY 123, 124	Introduction to Physics I, II	8
		<b>44 Hours</b>

#### **Education Course Requirements**

EDU 217	Introduction to Exceptional Children	3
EDU 252	Behavioral Management	3
EDU 336	Tests, Measurements & Evaluation	3
EDU 436	Secondary Student Teaching	15
		<b>24 Hours</b>
		<b>68 Total Hours</b>

#### **Biology Minor:**

Biology 111	Introduction to Biology I	4
Biology 112	Introduction to Biology II	4
Biology 221	Cell Biology	4
Biology 322	Genetics	4
Biology Elective		3-4
		<b>19-20 Hours</b>

#### **Associate of Arts in Biology**

In addition to the Bachelor's Degree, the Department of Biology also offers an Associate of Arts in Biology. This degree seeks to serve students who are interested in Biological Sciences and intend to pursue a degree at a 4-year institution, but are either unsure whether the specific program interests them or are potentially interested in a Biology minor. Students enrolled in the Associate of Arts program will graduate with both General Education credits and credits in the sciences, for a total of 60 hours. When selected appropriately, all courses are transferrable to the Bachelor of Science Degree in Biology at Tougaloo College.

#### **Required Biology Courses**

Required Biology Courses		Semester Hours
BIO 111	Introduction to Biology I	4
BIO 112	Introduction to Biology II	4
BIO 221	Cell Biology	4
BIO 211 or 242	Basic Nutrition or Environmental Science	3
CHE 115, 117	General Chemistry I	4
CHE 116, 118	General Chemistry II	4
MAT 104	Trigonometry	3
NSD 211	Introduction to Public Health and Epidemiology	3

**COURSE DESCRIPTIONS: BIOLOGY**

**BIO 102: WORLD OF BIOLOGY.** This course is a study of concepts in Biology with special emphasis on topics of current interest and on the multi-disciplinary nature of Biology. (Does not count toward a major in Biology). This course or Bio 205 satisfies three hours of the General Education Science requirement, but taking both courses will not satisfy six hours. Three hours of lecture per week. **CREDIT: THREE SEMESTER HOURS.**

**BIO 103: WORLD OF BIOLOGY LABORATORY.** This is an optional course designed for non-Biology majors who want a laboratory experience. Experiments are selected to illustrate the concepts discussed in BIO 102 lectures. This course satisfies the laboratory requirement for Education majors. Two hours of laboratory per week. Co-requisite: **BIO 102. CREDIT: ONE SEMESTER HOUR.**

**BIO 105: MEDICAL TERMINOLOGY.** This course is a programmed learning approach that takes medical words and breaks them down into understandable parts so that students can develop an extensive medical vocabulary. This course covers the terminology involving body structure and the following major organ systems: integumentary, respiratory, cardiovascular, lymphatic, digestive, urinary, reproductive, musculoskeletal, endocrine, and nervous system. Prerequisite: None. Three hours of lecture per week. **CREDIT: THREE SEMESTER HOURS.**

**BIO 111: INTRODUCTION TO BIOLOGY I.** This course provides a comprehensive treatment of the major principles of modern biology. Topics include: cell structure, cell membrane, metabolism, cellular respiration, photosynthesis, cell cycle/mitosis, Mendelian genetics, DNA structure and replication, protein synthesis. This course is intended primarily for Biology majors and those interested in health-related careers. Prerequisite: MAT 103. Three hours of lecture and one three-hour laboratory per week. **CREDIT: FOUR SEMESTER HOURS.**

**BIO 112: INTRODUCTION TO BIOLOGY II.** This is a continuation of BIO 111, and is a comprehensive treatment of the major principles of modern biology. Topics include plant structure, growth, transport, nutrition, reproduction, animal nutrition, digestion, circulation, gas exchange, immune system, regulation, excretion, endocrine system, reproduction, development, nervous system, and motor mechanisms. Intended primarily for Biology majors and those interested in pre-medicine. Prerequisite: BIO111 or better with consent of the instructor. Prerequisite or Co-requisite: CHE 115, CHE 117. Three hours of lecture and one three-hour laboratory per week. **CREDIT: FOUR SEMESTER HOURS.**

**BIO 115: HUMAN ANATOMY AND PHYSIOLOGY I.** This course is a study of the anatomy and physiology of the human body as an integrated whole with more detailed studies of the skeletal, muscular, and nervous systems. Co-requisite: MAT 103 and ACT score of 21 or consent of instructor. Three hours of lecture and one three-hour laboratory per week. **CREDIT: FOUR SEMESTER HOURS.**

**BIO 116: HUMAN ANATOMY AND PHYSIOLOGY II.** This course is a continuation of Human Anatomy and Physiology I in which the circulatory, respiratory, digestive, urinary, reproductive, and endocrine systems are studied. Prerequisite: BIO 112, BIO 115, or consent of instructor. Three hours of lecture and one three-hour laboratory per week. **CREDIT: FOUR SEMESTER HOURS.**



**BIO 205: SPECIAL TOPICS IN BIOLOGY FOR NON-MAJORS.** This topic is a study of biological areas of interest, along with the fundamental concepts necessary for understanding. For example, areas could be human disease, animal behavior, human ecology, or many others. A multi-disciplinary approach will be used in instruction. Prerequisite: English 101. This course or Biology 102 will satisfy three hours of the General Education Science requirement, but both courses cannot be taken to satisfy six hours. This course does not count towards a major in Biology. **CREDIT: THREE SEMESTER HOURS**

**BIO 211: BASIC NUTRITION.** This course consists of a study of nutrition for all individuals. Digestion, metabolism, and diet therapy are introduced. **Prerequisite:** BIO 112 or, BIO 116, or consent of instructor. Three hours lecture per week. **CREDIT: THREE SEMESTER HOURS.**

**BIO 221: CELL BIOLOGY.** This course is a study of the morphology and physiology of cells and cell organelles; diversity of cell types resulting from cell specialization; mechanisms by which cells reproduce, develop, and evolve; methodology by which cell physiology and morphology are studied. Pre-requisites: BIO 111, BIO 112, CHE 115 or consent of instructor. Three hours of lecture and one three-hour laboratory per week. **CREDIT: FOUR SEMESTER HOURS.**

**BIO 231: EVOLUTION, ECOLOGY AND DIVERSITY.** This is a course that emphasizes the basic principles of diversity, evolution and ecology. The primary purpose of this course is to acquaint the students with the web of life and man's place within it. Three hours of lecture plus one three-hour laboratory a week. Pre-requisites: BIO 112 or consent of instructor. **CREDIT: FOUR SEMESTER HOURS.**

**BIO 232: PLANT SCIENCE.** This course explores the structure and function of land plants, especially seed plants. Special emphasis on diversity of plant form, including development, embryogeny, meristematic growth and structural and functional interrelations of plant organs. Also, introduction to plant hormones, photosynthesis, aspects of genetic engineering and biotechnology. Pre-requisites: BIO 111 and BIO 112. Three hours of lecture and one three-hour laboratory per week. **CREDIT: FOUR SEMESTER HOURS.**

**BIO 242: ENVIRONMENTAL SCIENCE.** This course provides an introduction to the principles of ecology. Part of the course is devoted to a study of population and pollution problems. Prerequisite: BIO 231. Three hours of lecture plus one hour for viewing videos or discussion per week. **CREDIT: THREE SEMESTER HOURS.**

**BIO 301: HISTOLOGY.** This is a course in cellular organization in mammalian organ systems that cover relationships between tissue structures and functions. Laboratory will include studying prepared slides of the different systems. Prerequisite: BIO 221. Three hours of lecture and one three-hour laboratory per week. **CREDIT: FOUR SEMESTER HOURS.**

**BIO 322: GENETICS.** This course provides an introduction to classical and molecular genetics. Prerequisite: BIO 221. Three hours of lecture and one three-hour laboratory per week. **CREDIT: FOUR SEMESTER HOURS.**

**BIO 331: MICROBIOLOGY.** This course provides an introduction to the structure and function of microorganisms with special emphasis on bacteria and viruses. The important basic principles of modern Biology, such as metabolism and genetics, are emphasized. Pre-requisites: BIO 111 and BIO 112 or BIO 115 and BIO 116. Three hours of lecture and one three-hour laboratory per week. **CREDIT: FOUR SEMESTER HOURS.**

**BIO 332: GENERAL PHYSIOLOGY.** This course is a study of the basic principles of Physiology, with emphasis on vertebrates. Pre-requisites: BIO 221, CHE 225. Three hours of lecture and one three-hour laboratory per week. **CREDIT: FOUR SEMESTER HOURS.**

**BIO 342: COMPARATIVE ANATOMY.** This is a study of the major classes of vertebrates, with emphasis on the structure and function of the body systems and their evolutionary development. Three hours of lecture and one three-hour laboratory per week. Pre-requisites: BIO 111 and BIO 112. **CREDIT: FOUR SEMESTER HOURS.**

**BIO 412: BIOCHEMISTRY.** The course covers structure and functions of the living cell and the subcellular particles. Chemistry of metabolism and biological function of proteins, nucleic acids, carbohydrates, lipids, enzymes and coenzymes are discussed in detail. Three hours of lecture per week. Prerequisite: CHE 226. Co-requisite: BIO 417 (See also CHE 412). **CREDIT: THREE SEMESTER HOURS.**

**BIO 417: BIOCHEMISTRY LABORATORY.** This laboratory course provides a background in the methods and principles involved in the isolation, analysis and functioning of the enzymes, biochemical materials, and cellular organelles. Pre-requisites: CHE 226, CHE 228; co-requisite: CHE 412. Four hours of laboratory per week. (See also CHE 417.) **CREDIT: ONE SEMESTER HOUR.**

**BIO 443: INTRODUCTION TO BIOLOGICAL RESEARCH.** This course is designed to prepare students to begin a career in research. Students will employ critical thinking and analytical reasoning to data analysis, make scientific presentations, and complete projects in laboratory that include research techniques of electrophoresis, PCR, and data analysis software. Students will be exposed to bioinformatics, grant proposal writing, and will study animal models appropriate for different types of research. The course includes a journal club component which requires them to make presentations on peer-reviewed research papers and attend research presentations given by visiting professors in NSD. The course also includes GRE Practice. Pre-requisites: BIO 221, CHE 116, or consent of instructor. **CREDIT: FOUR SEMESTER HOURS.**

**BIO 444: MOLECULAR BIOLOGY.** This is an advanced course with emphasis on cytosolic membrane systems, protein trafficking, cell signaling, gene expression, and the effect of mutations on cellular activity, and an introduction to bioinformatics. Prerequisite: BIO 322 or BIO 412 and CHE 226, 228 or consent of the instructor. Three hours of lecture and one three-hour laboratory per week. **CREDIT: FOUR SEMESTER HOURS.**

**BIO 451, 452, 453, and 454: DIRECTED STUDY.** This is a course designed to enable the student to study or investigate an area of his/her interest. The directed study project may involve library research and/or a research project. The student must consult with an instructor and complete a description of the study to be undertaken with signatures of the instructor. A written report that has been approved by the instructor is required at the end of the semester before a final grade is assigned. This course can be repeated for additional credit, but does not count toward the minimum hours required for a major in Biology. **BIO 451 CREDIT: ONE SEMESTER HOUR; BIO 452 CREDIT: TWO SEMESTER HOURS; BIO 453 CREDIT: THREE SEMESTER HOURS; BIO 454 CREDIT: FOUR SEMESTER HOURS.**

**BIO 461: TOPICS IN BIOLOGY.** This is a course based on student interest and faculty specialization. The topic for the course and the credit will be announced before preregistration. Prerequisite: Consent of instructor. **CREDIT: TO BE ARRANGED.**

**BIO 471-472: SENIOR SEMINAR.** This is a course required of all senior Biology majors. The objective of the course is to enable students to analyze in-depth issues and topics in Biology. Students are expected to write their senior paper and make an oral presentation during the year. Students are also expected to successfully pass a comprehensive exam that assesses conceptual knowledge from BIO 111, BIO 112, BIO 221, and BIO 331. Prerequisites for BIO 471: Successful completion of the Core Courses (BIO111, BIO112, BIO221, BIO 331) and either BIO322 or one Biology elective; and successful completion of English Proficiency Examination. Prerequisites for BIO 472: BIO 471. **CREDIT: ONE HOUR EACH SEMESTER.**

## DEPARTMENT OF CHEMISTRY AND PHYSICS

### Mission Statement for Chemistry

Recognizing the increasing importance of chemistry both as an area of liberal arts education and as a professional field, the Department of Chemistry offers courses to serve two types of students: 1) those who want some fundamental knowledge of chemistry as a part of their general education; and 2) those who need specific training in chemistry in preparation for professional careers in health, engineering, secondary education and chemistry. Chemistry graduates are expected to be acquainted with the basic principles of inorganic, organic, analytical, physical and biological chemistry, and to be able to apply these concepts using analytical reasoning and experimental methodology to the formulation and solution of a variety of problems.

### Student Learning Outcomes

Students will demonstrate an understanding of major concepts, theoretical principles, and experimental findings in chemistry. They will be able to employ critical thinking and efficient problem-solving skills in the four basic areas of chemistry (analytical, inorganic, organic, and physical). The Bachelor's degree in Chemistry from Tougaloo College will train students to work effectively in diverse teams in both classroom and laboratory, to effectively write and communicate, to conduct experiments using modern instrumentation for chemical analysis and separation, analyze data, and interpret results, while observing responsible and ethical scientific conduct. This will enable students to gain entry into professional schools, graduate programs, or the job market.

### Special Requirements

A minimum grade of "C" must be received in all pre-requisites to a course. A minimum grade of "C" must be received in all required courses and all required elective courses listed below. A student who wishes to take a required course or a required elective course in summer school or at other institutions must have the approval of the Department Chair and the Department academic advisor.

Required Courses		Semester Hours
CHE 115	General Chemistry I	3
CHE 116	General Chemistry II	3
CHE 117	General Chemistry Lab I	1
CHE 118	General Chemistry Lab II	1
CHE 225	Organic Chemistry I	3
CHE 226	Organic Chemistry II	3
CHE 227	Organic Laboratory I	1
CHE 228	Organic Laboratory II	1
CHE 231	Quantitative Analysis	2
CHE 233	Quantitative Analysis Lab	2
CHE 333	Physical Chemistry I	3

CHE 334	Physical Chemistry II	3
CHE 337	Experimental Physical Chemistry I	2
CHE 338	Experimental Physical Chemistry II	2
CHE 340	Inorganic Chemistry	3
CHE 461	Senior Seminar I	1
CHE 462	Senior Seminar II	1
MAT 221	Calculus I	3
MAT 222	Calculus II	3
MAT 321	Calculus III	3
PHY 223-224	General Physics I, II	8
		<b>52 Hours</b>

**Chemistry Required Elective: (four hours)**

Student must choose one course from the following:

CHE 412,417	Biochemistry and Biochemistry Laboratory	4
CHE 456	Instrumental Methods of Analysis	4

**Sequence suggested for students interested in graduate school**

**First Year**

CHE 115	General Chemistry I (Fall)	3
CHE 117	General Chemistry Lab I (Fall)	1
MAT 103	College Algebra (Fall)	3
CHE 116	General Chemistry II (Spring)	3
CHE 118	General Chemistry Lab II (Spring)	1
MAT 221	Calculus I (Spring)	3

**Sophomore Year**

CHE 231	Quantitative Analysis (Fall)	2
CHE 233	Quantitative Analysis Lab (Fall)	2
PHY 223	General Physics I (Fall)	4
MAT 222	Calculus II (Fall)	3
CHE 225	Organic Chemistry I (Spring)	3
CHE 227	Organic Laboratory I (Spring)	1
PHY 224	General Physics II (Spring)	4
MAT 321	Calculus III (Spring)	3

**Junior Year**

CHE 226	Organic Chemistry II (Fall)	3
CHE 228	Organic Chemistry Lab II (Fall)	1
CSC	Computer Science Elective (Spring)	3
CHE	Chemistry Elective (Spring)	3

**Senior Year**

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CHE 333	Physical Chemistry I (Fall)	3
CHE 334	Physical Chemistry II (Spring)	3
CHE 337	Experimental Physical Chem. I (Fall)	2
CHE 461	Senior Seminar I (Fall)	1
CHE 462	Senior Seminar II (Spring)	1
CHE 338	Experimental Physical Chem. II (Spring)	2
CHE/BIO	Chemistry Elective (Spring)	3-4

## Secondary Education Chemistry

### Education Courses Requirement

EDU 217	Introduction to Exceptional Children	3
EDU 252	Behavioral Management	3
EDU 336	Tests Measurements & Evaluation	3
EDU 436	Secondary Student Teaching	3
		<b>24 Hours</b>

### Area of Concentration

CHE 115, 116	General Chemistry I, II	6
CHE 117, 118	General Chemistry Lab I, II	2
CHE 225	Organic Chemistry I	3
CHE 227	Organic Chemistry Lab I	1
CHE 231, 233	Quantitative Analysis	4
PHY 223, 224	General Physics I, II	
<b>or</b>		
PHY 123, 124	Introduction Physics I, II	8
MAT 221	Calculus I	3
		<b>27 Hours</b>

## Chemistry Minor

The Chemistry minor is open to all students that fulfill the requirements listed below:

### Required Courses: Semester Hours

CHE 115	General Chemistry I	3
CHE 116	General Chemistry II	3
CHE 117	General Chemistry Lab I	1
CHE 118	General Chemistry Lab II	1
CHE 225	Organic Chemistry I	3
CHE 226	Organic Chemistry II	3
CHE 227	Organic Laboratory I	1
CHE 228	Organic Laboratory II	1
CHE 231	Quantitative Analysis	2
CHE 233	Quantitative Analysis Lab	2
		<b>20 Hours</b>

Please refer to the Division of Education section of the catalog for the Secondary Education curriculum in Chemistry and Physics

## **COURSE DESCRIPTIONS: CHEMISTRY**

**CHE 103: INTRODUCTION TO COLLEGE CHEMISTRY.** The basic chemical concepts, which describe matter and the changes that it undergoes, are introduced both qualitatively and quantitatively with emphasis on contemporary scientific issues. Topics include measurement and properties of matter, atomic theory, structure, periodicity and bonding, stoichiometry, solutions, oxidation and radioactivity. Co-requisite: MAT 103. Three hours of lecture per week. Offered each semester. **CREDIT: THREE SEMESTER HOURS.**

**CHE 104: INTRODUCTION TO CHEMICAL PROBLEM SOLVING.** This course provides an introduction to key chemistry concepts: mole concept, stoichiometry, periodic table, states of matter and chemical bonding. Critical mathematical concepts as well as reading for success in chemistry are taught. The course will meet four hours per week. The course will not meet major or General Education requirements; however, it will count toward college graduation. Pre--requisite: Math ACT Score 16-19 or Math SAT Score 380-470. Co-requisite: MAT 103 if students have Math ACT score less than 16 or Math SAT score less than 380. **CREDIT: THREE SEMESTER HOURS.**

**CHE 115-116: GENERAL CHEMISTRY I - II.** These are introductory courses in the principles of chemistry. Topics include the mole concept, stoichiometry, states of matter, thermodynamics, chemical bonding, equilibria, kinetics, acid-base reactions, and oxidation-reduction reactions. Prerequisite for CHE 115: Math ACT score 20 or CHE 104 with a grade of C and co-requisite CHE 117, Mat 103 or 104 or 221; Prerequisite CHE 116: CHE 115 with grade of C and co-requisite MAT 104 or 221 and CHE 118. Three hours of lecture and one hour of recitation per week. **CREDIT: THREE SEMESTER HOURS.**

**CHE 117-118: GENERAL CHEMISTRY LABORATORY I-II.** These are introductory laboratory courses to demonstrate, clarify, and develop experimentally the principles of chemistry taught in CHE 115-116. Co-requisite: CHE 115 for CHE 117; CHE 116 for CHE 118. One three-hour laboratory per week. **CREDIT: ONE SEMESTER HOUR.**

**CHE 225-226: ORGANIC CHEMISTRY I-II.** These courses provide an introduction to the chemistry of carbon compounds. Organic structures and functional groups, stereochemistry and conformational analysis, kinetics, important organic reactions and their mechanisms and their use in organic synthesis are discussed. Prerequisite: CHE 116 with C or better grade for CHE 225. CHE 225 with C or better grade for CHE 226. Three hours of lecture per week. Offered each semester. **CREDIT: THREE SEMESTER HOURS.**

**CHE 227: ORGANIC LABORATORY I.** This is an introductory laboratory course that includes techniques and methods used in synthesis, separation, and purification. IR spectroscopy, thin-layer and column and gas chromatography methods are studied. Co-requisite: CHE 225. Four hours of laboratory per week. Offered each semester. **CREDIT: ONE SEMESTER HOUR.**

**CHE 228: ORGANIC LABORATORY II.** This is a course discussing the theory and use of IR, NMR, and mass spectrometry; strategies of multistep synthesis; and methods of organic structure determination. It involves practical laboratory experience with multistep syntheses, organic structure determination and the use of various instrumental techniques. Prerequisite: CHE 227 with a grade of C or above. Co-requisite: CHE 226. Four hours of laboratory per week. Offered each semester. **CREDIT: ONE SEMESTER HOUR.**

**CHE 231: QUANTITATIVE ANALYSIS.** This is a course to learn the theoretical understanding of techniques used in analytical chemistry. Course will include gravimetric analysis, titration, spectrophotometry, chromatography and electrochemical analysis. Co-requisite: CHE 233. Prerequisite: CHE 116 and CHE 118 with grade of C or higher. Two hours of lecture per week. **CREDIT: TWO SEMESTER HOURS.**

**CHE 233: QUANTITATIVE ANALYSIS LABORATORY.** This is a laboratory course to learn experimental techniques of analytical chemistry taught in CHE 231. The course will include experimental methods of gravimetric analysis, titration, spectrophotometry, chromatography, and electrochemical analysis. Co-requisite: CHE 231. Two three-hour laboratories per week. **CREDIT: TWO SEMESTER HOURS.**

**CHE 333-334: PHYSICAL CHEMISTRY I-II.** These courses provide a study of theoretical chemistry based on selected topics such as states of matter, atomic and molecular forces, quantum theory, chemical bonding, statistical mechanics, physical properties and structures, kinetics, thermodynamics, properties of solutions, and electrochemistry. Pre-requisites: CHE 116, MAT 321 and PHY 224. Three hours of lecture per week. CHE 333 offered every fall; CHE 334 offered every spring. **CREDIT: THREE SEMESTER HOURS.**

**CHE 337-338: EXPERIMENTAL PHYSICAL CHEMISTRY I-II.** This is a laboratory course designed to elucidate principles of physical chemistry and to introduce students to physical measurements encountered in chemical research. Physical experimental methods are used to study kinetics, thermochemistry, electrochemistry and spectroscopy. The writing of a technical report that is readable and well organized is stressed. This course serves to fulfill the requirement for the junior/senior level writing intensive course. Co-requisite: CHE 333 for CHE 337; CHE 334 for CHE 338, CHE 337 offered every Fall; CHE 338 offered every Spring. Four hours of laboratory per week. **CREDIT: TWO SEMESTER HOURS.**

**CHE 340: INORGANIC CHEMISTRY.** This course aims to provide students with a modern view of the chemistry of inorganic molecules and solids. The material will include the wave-mechanical description of atoms, molecules, and solids; structure and bonding in metals and ionic compounds; chemistry in non-aqueous solvents; chemistry of s- and p- block elements and their compounds; bonding, electronic structure and some chemical reactions of transition metal complexes. Prerequisite: Chemistry 116. Offered alternate years. **CREDIT: THREE SEMESTER HOURS.**

**CHE 412: BIOCHEMISTRY.** The course covers structure and functions of the living cell and the subcellular particles. Chemistry of metabolism and biological function of proteins, nucleic acids, carbohydrates, lipids, enzymes and coenzymes are discussed in detail. Three hours of lecture per week. Prerequisite: CHE 226. Offered each semester. **CREDIT: THREE SEMESTER HOURS.**

**CHE 417: BIOCHEMISTRY LABORATORY.** This laboratory course provides a background in the methods and principles involved in the isolation, analysis and functioning of the enzymes, biochemical materials, and cellular organelles. Pre-requisites CHE 226, CHE 228; co-requisite: CHE 412. Four hours of laboratory per week. Offered each semester. **CREDIT: ONE SEMESTER HOUR.**

**CHE 445: SELECTED TOPICS IN CHEMISTRY.** This is an advanced course designed to introduce students to material not covered in other courses. The content and structure of the course are flexible and are decided by the faculty and students. Offered as staffing permits. **CREDIT: TO BE ARRANGED.**

**CHE 456: INSTRUMENTAL METHODS OF ANALYSIS.** This is an introduction to electronics and principles of chemical instrumentation used in spectroscopy, mass spectroscopy, electrochemistry and chromatography. The laboratory consists of a practical application of lecture material. Prerequisite: CHE



235. Offered alternate years. **CREDIT: FOUR SEMESTER HOURS.**

**CHE 461/462: SENIOR SEMINAR.** Students are required to conduct an original literature search. Students present a seminar on their reading and understanding of the material. One hour of discussion per week. Students are required to complete a senior paper. They are also required to take the Major Field Test for Chemistry. CHE 461 is offered in the fall and CHE 462 in the spring. **CREDIT: ONE SEMESTER HOUR.**

**CHE 467/468: RESEARCH COURSE IN CHEMISTRY I-II.** This course offers the opportunity to pursue a chemical research problem. Permission of the Department Chair is required. CHE 467 offered each fall; CHE 468 offered each spring. **CREDIT: TWO SEMESTER HOURS.**

### **Mission Statement for Physics**

Recognizing the diversified needs and applications of Physics in Biology, Chemistry, Computer Science, Education, Engineering, Machine Learning, Artificial Intelligence etc, Physics program offers a diversified curriculum:

- B.S. degree in Physics
- B.S. degree in Physics Education
- 3+2 Dual Degree in Physics and Engineering
- Minor in Physics
- Associate of Arts in Physics
- Associate of Arts in Pre-Engineering

The department also offers active undergraduate research training and in-house research opportunities in Bio-Engineering, Geographical Information System, and Nanotechnology. Students can also avail research opportunities at partner institutions in Astrophysics, Aerospace Engineering, and Materials Engineering.

### **Special Requirements**

Students who wish to major in Physics or have an interest in a 3+2 dual degree Physics & Engineering program should consult the Department Chair as early as possible and must complete an advisor/advisee registry. Physics majors are reminded that courses taken in Physics can be used to fulfill the requirements for the major only if the student receives a grade of “C” or higher. Students who want to receive an Associate of Arts degree in Physics, Pre-Engineering, or Physics & Pre-Engineering should also consult the Department Chair at their earliest.

### **Expected Student Outcomes**

- Students will demonstrate understanding of core Physics concepts in classical physics, Electricity & Magnetism, and Modern Physics.
- Students will demonstrate analytical problem formulation and aligning such problems to mathematical tools.
- Students should demonstrate complex problem solving skills, including the use of mathematical tools such as vectors, calculus, and numerical methods to solve physics problems.
- Students will be able to conduct experiments to demonstrate an understanding of scientific methods and processes. Students will also be able to analyze the data of such experiments and draw scientific conclusions based on the experimental results.

- Students will demonstrate proficiency in collecting data using scientific lab instruments.
- Students will demonstrate familiarity with modeling of physical processes or phenomenon and use analytical/numerical methods to solve such models.
- Students will demonstrate career readiness in Physics and Physics related fields.
- Students will demonstrate the impact of Physics in an industrialized modern world.

#### **Required Courses for Physics Majors:**

#### **Semester Hours**

PHY 223	General Physics I	4
PHY 224	General Physics II	4
PHY 225	General Physics III	4
PHY 347	Mechanics I	3
PHY348	Mechanics II	3
PHY 357	Electricity & Magnetism I	3
PHY 358	Electricity & Magnetism II	3
PHY 465	Modern Physics I	3
PHY 466	Modern Physics II	3
MAT 221	Calculus I	3
MAT 222	Calculus II	3
MAT 321	Calculus III	3
MAT 322	Calculus IV	3
MAT316	Differential Equations	3
CHE 115, 117	General Chemistry I	4
CHE 116, 118	General Chemistry II	4
		<b>53 Hours</b>

#### **Required Electives:**

Students must take at least three hours from the following courses:

PHY 323	Engineering Mechanics-I	3
PHY 333	Electronics	4
PHY 335	Junior/Senior Laboratory	3
PHY 476	Quantum Mechanics	3
PHY 472	Modern Physics Laboratory	3
PHY 467	Research in Physics	TBA
PHY 468	Research in Physics	TBA
PHY 495	Selected Topics in Physics	TBA
PHY 496	Selected Topics in Physics	TBA
		<b>3-4 Hours</b>

Students are encouraged to take PHY-111 as an elective to better prepare themselves for the Physics sequence. Students are also encouraged to take MAT-341 (Linear Algebra) or similar to obtain an Emphasis in Math together with a Bachelor's degree in Physics. Students should also consider Computer Science and Statistics for their electives. The requirement of a senior paper is incorporated into a course numbered PHY 400 or higher. Some courses are usually offered in alternate years only: PHY 347, 348; PHY 357, 358; PHY 333 and PHY 335. For more information about Physics and the Physics major, students are encouraged to ask the Department Chairperson for a copy of the Departmental Handbook.

**Suggested Course Sequence for Physics Major**
**Semester Hours**
**First Year**

MAT 104	Trigonometry (Fall)	3
CHE 115, 117	General Chemistry I (Fall)	4
PHY 111 (Optional)	Analytical Methods in Phys & Eng	3
CHE 116, 118	General Chemistry II (Spring)	4

**Sophomore**

MAT 221	Calculus I (Fall)	3
PHY 223	General Physics I (Fall)	4
MAT 222	Calculus II (Spring)	3
PHY 224	General Physics II (Spring)	4

**Junior**

PHY 347	Mechanics I (Fall)	3
MAT 321	Calculus III (Fall)	3
PHY 225	General Physics III (Fall)	4
PHY 348	Mechanics II (Spring)	3
MAT 322	Calculus IV (Spring)	3
MAT 316	Differential Equations (Spring)	3

**Senior**

PHY 357	Electricity and Magnetism I (Fall)	3
PHY 465	Modern Physics I (Fall)	3
MAT 341 (Optional)	Linear Algebra (Fall)	3
PHY 358	Electricity and Magnetism II (Spring)	3
PHY 466	Modern Physics II (Spring)	3
PHY ----	Elective (Fall/Spring)	3

If the above course sequence cannot be followed, students are urged to discuss the other alternatives with the Department faculty.

**Suggested Physics Course Sequence for 3+2 Dual-Degree Physics & Engineering**
**First Year**

MAT 221	Calculus I	3
PHY 223	General Physics I	4
CHE 115, 117	General Chemistry I, Laboratory	4
MAT 222	Calculus II	3
PHY 224	General Physics II	4
CHE 116, 118	General Chemistry II, Laboratory	4

**Sophomore**

PHY 225	General Physics III	4
MAT 321	Calculus III	3
PHY 347	Analytical Mechanics I	3

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MAT 322	Calculus IV	3
PHY 348	Analytical Mechanics II	3
MAT 316	Differential Equations	3

#### **Junior**

PHY 357	Electricity & Magnetism I	3
PHY 465	Modern Physics I	3
PHY 323	Engineering Mechanics I	3

PHY 358	Electricity & Magnetism II	3
PHY 466	Modern Physics II	3
PHY Elective		3

#### **Physics Minor—18 credit hours of Physics**

##### **Required Courses Semester Hours**

PHY 223	General Physics I	4
MAT 221	Calculus I	3
PHY 224	General Physics II	4
MAT 222	Calculus II	3
PHY 225	General Physics III	4

Choose six credits from the following choices:

PHY 323	Engineering Mechanics-I	3
PHY 333	Electronics	4
PHY 347	Analytical Mechanics I	3
PHY 348	Analytical Mechanics II	3
PHY 357	Electricity & Magnetism I	3
PHY 358	Electricity & Magnetism II	3
PHY 465	Modern Physics I	3
PHY 466	Modern Physics II	3
PHY 495, 496	Selected Topics	TBA
PHY 476	Quantum Mechanics	3
PHY 467	Research in Physics	1

##### **Associate of Arts in Physics (required courses)**

MAT 104	Trigonometry	3
PHY 111	Analytical Methods in Physics & Engineering	3
PHY 223	General Physics-I	4
PHY 224	General Physics-II	4
PHY 225	General Physics-III	4
MAT 221	Calculus-I	3
MAT 222	Calculus-II	3
CHE 115,117	General Chemistry-I , Lab	4
Elective	Math/Comp Sc/Physics/Eng. Mech/Research	3

			<b>31 Hours</b>
<b>Associate of Arts in Pre-Engineering (required courses)</b>			
MAT 104	Trigonometry	3	
PHY 111	Analytical Methods in Physics & Engineering	3	
PHY 223	General Physics-I	4	
PHY 224	General Physics-II	4	
PHY 323	Engineering Mechanics-I	3	
MAT 221	Calculus-I	3	
MAT 222	Calculus-II	3	
CHE 115,117	General Chemistry-I , Lab	4	
Elective	Math/Comp Sc/Physics/Eng. Mech/Research	3	
			<b>30 Hours</b>

### Secondary Education Physics

#### Education Course Requirements

EDU 217	Introduction to Exceptional Children	3	
EDU 252	Behavioral Management	3	
EDU 336	Tests Measurements & Evaluation	3	
EDU 436	Secondary Student Teaching	15	
			<b>24 Hours</b>

#### Area of Concentration

CHE 115, 116	General Chemistry I, II	6	
CHE 117, 118	General Chemistry Lab I, II	2	
PHY 111	Analytical Methods in Phys & Engineering	3	
PHY 223, 224, 225	General Physics I, II, III	12	
MAT 221, 222	Calculus I, II	6	
			<b>29 Hours</b>

Students who want to receive a degree in **Secondary Education in Physics & Chemistry** are required to take the following **additional** courses (4-credits):

CHE 225	Organic Chemistry I	3	
CHE 227	Organic Chemistry Lab I	1	
			<b>4 Hours</b>

### COURSE DESCRIPTIONS: PHYSICS

**PHY 101: ELEMENTS OF PHYSICS.** This is a conceptual physics course aimed at fulfilling General Education requirements for non-science majors. This course covers the basic science of natural phenomena that we experience every day and their practical applications in human life and society using physics concepts and elementary algebra. Three hours of lecture/discussion and one laboratory period per week. Offered every semester. **CREDIT: THREE SEMESTER HOURS.**

**PHY 111: ANALYTICAL METHODS IN PHYSICS & ENGINEERING.** This one semester course focuses on preparing students for Physics course sequence. Topics covered are scientific notations and symbols, physical parameters/observables, their functional dependencies, their variations and concept of

differentiation, forces and vectors, work and energy, concept of infinite summations and the principle of integrations and other relevant analytical tools needed to study Physics like reference frames (Cartesian, Spherical Polar, and Cylindrical coordinate systems) and their relevance in Physics & Engineering. Three hours of lectures and problem solving per week. Pre-requisite: MAT-103. Co-requisite: MAT-104. Offered every fall. **CREDIT: THREE SEMESTER HOURS**

**PHY 123, 124: INTRODUCTION TO PHYSICS I, II.** This course is a basic study of the principles of physics for science majors and for non-science majors with good mathematics backgrounds. Topics covered without the use of calculus include space, time and motion, optics and waves, mechanics, heat, electricity and magnetism, and modern physics. Three hours of lecture and problem solving, and three hours of laboratory per week. Co-requisite: MAT 103, MAT 104, or MAT 105 (to replace MAT 103, 104) or consent of the instructor. PHY 123 offered every fall; PHY 124 offered every spring. **CREDIT: FOUR SEMESTER HOURS.**

**PHY 223: GENERAL PHYSICS I.** This one semester course will employ calculus in the study of key components of Newtonian Mechanics including Fluid Mechanics, and Gravitation. Three hours of lecture and problem solving and a three-hour laboratory period per week. Pre-requisite: MAT 221 or PHY-111. Offered every spring. **CREDIT: FOUR SEMESTER HOURS.**

**PHY 224: GENERAL PHYSICS II.** This one semester course will employ calculus in the study of Oscillations and Waves, Electricity, and Magnetism. Three hours of lecture and problem solving and a three-hour laboratory period per week. Pre-requisite: MAT 222 and PHY 223. Offered every fall. **CREDIT: FOUR SEMESTER HOURS.**

**PHY 225: GENERAL PHYSICS III.** This one semester course sequence will cover analysis of Thermodynamics, Optics, and Quantum Physics at basic foundational level using algebra and calculus. Three hours of lecture and problem solving and a three-hour laboratory period per week. Pre-requisite: PHY 224. Offered every spring. **CREDIT: FOUR SEMESTER HOURS.**

**PHY 323: ENGINEERING MECHANICS I – STATICS.** This course is a prerequisite for students transferring to Engineering Schools for Aerospace, Chemical, Civil, Electrical and Mechanical Engineering degrees. The course will use vector algebra and calculus to analyze equilibrium conditions of point and extended objects with joints and supports acted upon by multiple or distributed forces. Specifically, this course will examine the equilibrium of structures in two and three dimensions. Offered Every Spring. Pre-requisite: PHY 223 and MAT 222. **CREDIT: THREE SEMESTER HOURS.**

**PHY 333: ELECTRONICS.** This is an introductory course in electrical circuits and electronics, designed for students majoring in any of the natural sciences. Three hours of lecture and problem solving and a three-hour laboratory period per week. Prerequisite: PHY 224 or 124. Offered in fall. **CREDIT: FOUR SEMESTER HOURS.**

**PHY 335: JUNIOR/SENIOR LABORATORY.** This course provides selected experiments in classical and modern physics, requiring comprehensive written laboratory reports. Two three-hour laboratory periods per week. Prerequisite: PHY 224. Offered in fall. **CREDIT: THREE SEMESTER HOURS.**

**PHY 347, 348: MECHANICS I, II.** These courses provide a one-year sequence covering Newtonian mechanics in one, two and three dimensions, non-inertial reference systems, central forces, systems of particles, rigid bodies, oscillating systems, and Lagrange's and Hamilton's equations. Three hours of lecture and problem solving per week. Prerequisite: PHY 224. **CREDIT: THREE SEMESTER HOURS.**

**PHY 357, 358: ELECTRICITY AND MAGNETISM I, II.** These courses provide a one-year sequence covering electric and magnetic fields in vacuum and in matter, Maxwell's equations, electric and magnetic energy, boundary-value problems, electromagnetic waves in media. Three hours of lecture and problem solving per week. Prerequisite: PHY 224. **CREDIT: THREE SEMESTER HOURS.**

**PHY 465, 466: MODERN PHYSICS I, II.** These courses provide a one-year sequence in contemporary physics introducing such topics as special relativity, quantum mechanics, atomic physics, molecular physics, solid state physics and nuclear physics, with a fair degree of mathematical sophistication. Three hours of lecture and problem solving per week. Prerequisite: PHY 224. **CREDIT: THREE SEMESTER HOURS.**

**PHY 467, 468: RESEARCH IN PHYSICS.** These courses provide the opportunity to pursue a research problem in Physics. The student in consultation with the instructor will select appropriate literature and/or apparatus, and will meet with the instructor at least once per week. Prerequisite: Consent of instructor and Department Chairperson. Offered when staffing permits. **CREDIT: TO BE ARRANGED.**

**PHY 472: MODERN PHYSICS LABORATORY.** This course is ordinarily taken concurrently with PHY 466. Experiments and computer applications are chosen to illustrate the material of PHY 465 and 466. Two three-hour laboratory periods per week. Co-requisite: PHY 466. Offered in the spring semester when staffing permits. **CREDIT: THREE SEMESTER HOURS.**

**PHY 476: QUANTUM MECHANICS.** This is a course extending the treatment of quantum mechanics begun in PHY 465. The course will cover topics such as wave mechanics, various applications of Schrodinger equation, matrix mechanics, the hydrogen atom, angular momentum, perturbation theory, two-electron systems, and so forth. Pre-requisite: PHY 465. Offered in spring when staffing permits. **CREDIT: THREE SEMESTER HOURS.**

**PHY 495, 496: SELECTED TOPICS IN PHYSICS.** Topics not covered, or introduced only briefly in other courses, are elected by the instructor and students in the class. Possible topics include astrophysics, solid state physics, classical or quantum optics, statistical or thermal physics, mathematical methods of physics, nuclear physics, and high-energy physics. Prerequisite: Consent of instructor. **CREDIT: TO BE ARRANGED**

## **MATHEMATICS AND COMPUTER SCIENCE DEPARTMENT**

### **Mission Statement**

The Department of Mathematics and Computer Science at Tougaloo College serves all students interested in mathematics and its applications. These include:

- students majoring in mathematics in order to pursue advanced study, obtain a career in teaching or in the private sector, or achieve intellectual enrichment;
- students from majors outside of mathematics who need to acquire mathematical skills in order to be successful in their majors;
- students requiring remediation in mathematics.



For each of these groups, the department promotes excellence in the teaching and learning of mathematics, and encourages inquiry, application, and an appreciation of the intrinsic beauty of mathematics. To advance its mission, the Department of Mathematics and Computer science:

- is a community that values mathematics and its applications;
- provides a foundation for critical thinking by developing skills in logic and problem solving;
- offers a broad selection of courses that can be tailored to diverse student needs

The Department offers the following degrees: B.S. in Mathematics, B.S. in Computer Science, and B.S. in Secondary Education with emphasis in Mathematics, . The department also offers an emphasis in Computer Science and an emphasis in Mathematics in combination with other majors.

### **Student Learning Outcomes for Mathematics and Computer Science Department B.S. in Mathematics, B.S. in Secondary Education/Emphasis in Mathematics**

- Students will demonstrate the ability to think both critically and analytically by applying mathematical concepts to solve real world problems.
- Students will demonstrate conceptual and computational skills through solving problems and also constructing proofs, where applicable.
- Students will be able to communicate mathematics both orally and in writing. They will do so according to accepted standards in mathematics.

### **Special Requirements**

Students majoring in Mathematics are encouraged to take all required major courses at Tougaloo. Prior to enrollment in any summer school or other institutions, students must get written approval from their advisor and the Department Chairperson in order to establish conditions whereby credit will be accepted.

### **Major in Mathematics**

<b>Required Courses</b>		<b>Semester Hours</b>
MAT 221	Calculus I	3
MAT 222	Calculus II	3
MAT 218	Discrete Mathematics	3
MAT 341	Linear Algebra	3
MAT 321	Calculus III	3
MAT 322	Calculus IV	3
MAT 316	Differential Equations	3
MAT 326	Introduction to Probability Theory	3
CSC 338	Numerical Analysis	3
MAT 426	Advanced Calculus	3
MAT 429	Complex Variables	3
MAT 434	Theory of Mathematical Statistics	3
MAT 491	Senior Seminar	1
MAT 492	Senior Seminar	1
<b>Total Hours</b>		<b>38</b>

### **Required Electives**

Students must choose computer programming electives and one Mathematics elective as indicated.

**Total Hours 6-9**

**Computer Programming elective(s)**

CSC 221, 222 Fundamental Programming I & II 6

**Mathematics elective**

Students must choose one course from the following:

MAT 345 Topology on the Real Line 3  
MAT 414 Modern Algebra 3

**Mathematics Emphasis**

Student who wants to have an Emphasis in Mathematics must take the following courses: MAT 221 (Calculus I), MAT 222 (Calculus II), MAT 321 (Calculus III), MAT 322 (Calculus IV), MAT 341 (Linear Algebra), and MAT 316 (Differential Equations). They are encouraged to take also: MAT 326 (Introduction to Probability Theory) and MAT 218 (Discrete Mathematics). **Total Hours 18**

**Mathematics Placement**

What mathematics course should a Freshman or Transfer student take at Tougaloo College?

The College adopted the following cutoff mathematics ACT score (or mathematics SAT score) for the mathematics placement:

If your Mathematics <b>ACT</b> Interval	If your Mathematics <b>SAT</b> Interval	You must take
Less than 20	Less than 480	MAT 091
20-23	480-550	MAT 103 or MAT 106
24 or more	560 or more	MAT 104
27 or more	620 or more	MAT 221

During the first week, mathematics professors will determine student placement after diagnostic testing.

**Suggested Course Sequence: Mathematics Major**

**Sequence A** suggested for a student placed into Calculus I as a freshman

**Freshman**

MAT 221 Calculus I Fall 3  
MAT 222 Calculus II Spring 3  
CSC 221 Fundamental Prog. I Fall 3  
CSC 222 Fundamental Prog. II Spring 3

**Sophomore**

MAT 341 Linear Algebra Fall 3

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MAT 321	Calculus III	Fall	3
MAT 218	Discrete Mathematics	Spring	3
MAT 322	Calculus IV	Spring	3

### Junior

MAT 429	Complex Variables	Fall	3
MAT 326	Intro to Probability Theory	Fall	3
MAT 316	Differential Equations	Spring	3
MAT 434	Theory of Math Statistics	Spring	3

### Senior

MAT 426	Advanced Calculus	Fall	3
MAT 491	Senior Seminar	Fall	1
CSC 338	Numerical Analysis	Spring	3
MAT 492	Senior Seminar	Spring	1
Elective	MAT 345 or 414	Spring	3
<b>Total Hours</b>			<b>47</b>

### Secondary Education Mathematics Education Course Requirements

EDU 217	Introduction to Exceptional Children	3
EDU 252	Behavioral Management	3
EDU 336	Tests Measurements & Evaluation	3
EDU 436	Secondary Student Teaching	3
<b>Total Hours</b>		<b>24</b>

### Area of Concentration

MAT 103, 104	College Algebra II and Trigonometry	6
MAT 221, 222	Calculus I, II	6
MAT 321, 322	Calculus III, IV	6
MAT 218	Discrete Mathematics	3
MAT 341	Linear Algebra	3
MAT 316	Differential Equations	3
MAT 326	Introduction of Probability Theory	3
MAT 434	Theory of Mathematical Statistics	3
CSC 221,222	Fundamental Programming I, II	6
MAT	Elective (300 or higher)	3
MAT 491, 492	Senior Seminar	2
<b>Total Hours</b>		<b>44</b>

## **COURSE DESCRIPTIONS: MATHEMATICS**

**MAT 091: INTERMEDIATE ALGEBRA.** This course reviews the Real Numbers system and its properties. Development of algebraic techniques such as solving linear and quadratic equations and inequalities; applications. Introduction to polynomials and rational functions and graphs. *Not included in hours needed for graduation.* Offered every semester. **CREDIT: THREE SEMESTER HOURS CREDIT TOWARD COURSE LOAD.**

**MAT 103: COLLEGE ALGEBRA.** This course is a review of algebraic techniques such as solving quadratic equations, composite and inverse functions, transformations and symmetry of graphs. Advanced topics in polynomial and rational functions and graphs; applications. Introduction to exponential and logarithmic functions and graphs; solving linear systems; solving systems of linear inequalities. Offered every semester. Prerequisite: MAT 091 with a grade of "C" or qualifying placement test score. **CREDIT: THREE SEMESTER HOURS.**

**MAT 104: TRIGONOMETRY.** The trigonometric functions; formulas, theorems, solving equations, and applications will be developed. Offered every semester. Prerequisite: MAT 103 with a grade of "C" or qualifying placement test score. Offered every semester. **CREDIT: THREE SEMESTER HOURS.**

**MAT 106: CONTEMPORARY MATHEMATICS.** This course is an introduction to modern mathematical concepts. Graphs and networks, scheduling problems, fundamental statistical concepts, the mathematics of check digits and bar codes, theory of elections, and exponential growth. This course should enable the student to become an informed participant in the social decision-making process and to understand the mathematical ideas behind many modern institutions. Prerequisite: MAT 091 with a grade of "C". Offered every Fall. **CREDIT: THREE SEMESTER HOURS.**

**MAT 201: NUMBER SYSTEMS.** This course reviews sets and functions, whole numbers, positive rational numbers, integers, systems of integers and rationals. Offered every fall. Prerequisite: MAT 091 with a grade of "C". **CREDIT: THREE SEMESTER HOURS.**

**MAT 202: GEOMETRY, MEASUREMENT AND PROBABILITY.** This course explores intuitive nonmetric geometry, probability, further geometry, the real number system. Offered every Spring. Prerequisite: MAT 091 with a grade of "C". **CREDIT: THREE SEMESTER HOURS.**

**MAT 208: BIO-STATISTICS.** This course explores applications of statistics to the biological sciences. Topics may include data analysis, confidence intervals, significance, and the uses of statistics in such areas as epidemiology and clinical practice. Offered every spring. Prerequisite: MAT 103 with a grade of "C". **CREDIT: THREE SEMESTER HOURS.**

**MAT 221: CALCULUS I.** This course is a study of real numbers, functions, limits continuity, differentiation, application of derivative, Rolle's Theorem, Mean Value Theorem, anti-derivatives, the definite integral. Offered every semester. Prerequisite: MAT 104 or MAT 105 with a minimum grade of "C". **CREDIT: THREE SEMESTER HOURS.**

**MAT 222: CALCULUS II.** The fundamental Theorem of Calculus, areas, volumes, arc lengths, work, and pressure are examined in this course. Transcendental function, methods of integration, numerical methods, indeterminate forms, Taylor Polynomials, sequences, series. Offered every semester. Prerequisite: MAT 221 with minimum grade of "C". **CREDIT: THREE SEMESTER HOURS**

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**MAT 218: DISCRETE MATHEMATICS.** This course explores sets, relations, functions, algorithms, induction, counting methods, recurrence relations, probability, graphs and trees. Formal logic if time permits. Offered every spring. Prerequisite: MAT 221 and one semester of a programming language. **CREDIT: THREE SEMESTER HOURS.**

**MAT 316: DIFFERENTIAL EQUATIONS.** This course examines the first order differential equations, linear equations of higher order, power series solutions of linear equations, Laplace transform and linear systems of differential equations. If time permits, an introduction to partial differential equations. Offered every spring. Prerequisite: MAT 321 with a grade of at least "C". **CREDIT: THREE SEMESTER HOURS.**

**MAT 321: CALCULUS III.** This course examines polar coordinates, parametric equations, arc lengths, vector calculus, curvature, surface area, functions of several variables, partial derivative, gradient. Offered every Fall. Prerequisite: MAT 222 with a minimum grade of "C". **CREDIT: THREE SEMESTER HOURS.**

**MAT 322: CALCULUS IV.** This course explores multiple integration, centroids, moment of inertia, line integrals, Stokes' and Green's theorems. Offered every spring. Prerequisite: MAT 321 with a minimum grade of "C". **CREDIT: FOUR SEMESTER HOURS.**

**MAT 326: INTRODUCTION TO PROBABILITY THEORY.** This course explores sample spaces; definition of probability; discrete and continuous random variables; normal binomial and Poisson probability density and distribution function; jointly distributed random variables; expectations; moment generating function; and central limit theorem. Offered every fall. Prerequisite: MAT 222 with a grade of "C". **CREDIT: THREE SEMESTER HOURS.**

**MAT 341: LINEAR ALGEBRA.** This course examines the system of linear equations, vectors and matrices, determinants, vectors in  $R^2$  and  $R^3$ , vector spaces, linear transformation, Eigen values, Eigenvectors and canonical forms. Offered every fall. Prerequisite: MAT 221 with a minimum grade of "C". **CREDIT: THREE SEMESTER HOURS.**

**MAT 345: TOPOLOGY ON THE REAL LINE.** This course examines metric spaces, topological spaces, compactness, connectedness, and application to analysis. Offered alternate springs. Prerequisite: MAT 218 with a grade of at least "C". **CREDIT: THREE SEMESTER HOURS.**

**MAT 414. MODERN ALGEBRA.** This course explores groups, rings, internal domain, and fields. Offered alternate falls. Prerequisite: MAT 321 with a grade of at least "C". MAT 218 is recommended. **CREDIT: THREE SEMESTER HOURS.**

**MAT 426. ADVANCED CALCULUS.** This course is a rigorous approach to the usual topics handled in one-dimensional calculus. The understanding, formulating and writing of proofs. Offered alternate springs. Co-requisite: MAT 321 or permission of the instructor. **CREDIT: THREE SEMESTER HOURS.**

**MAT 429: COMPLEX VARIABLES.** This course explores complex numbers, analytic functions, mapping by elementary functions, contour integration including the Cauchy-Goursat theorem, the Cauchy integral formula, Morera's theorem and the fundamental theorem of algebra, infinite series – Taylor and Laurent expansions, and integration and differentiation of power series - residues and poles. Conformal mapping

with application, if time permits. Offered alternate springs. Prerequisite: MAT 222 **CREDIT: THREE SEMESTER HOURS**

**MAT 434: THEORY OF MATHEMATICAL STATISTICS.** This course explores probability, discrete and continuous distribution, estimate of parameters, confidence intervals and test of hypotheses, experimental design and analysis of variance, and distribution-free methods. Offered every spring. Prerequisite: MAT 322 and 326. **CREDIT: THREE SEMESTER HOURS.**

**MAT 445: SELECTED TOPIC IN MATHEMATICS.** Typically, a topic is chosen for this course from those not offered in other courses or in combinations not provided by other courses. Possible topics include vector analysis, number theory and game theory. May be taken more than once for credit. **CREDIT: THREE OR FOUR SEMESTER HOURS.**

**MAT 461: READING AND RESEARCH IN MATHEMATICS.** This course provides an opportunity to pursue a research project in mathematics. Prerequisite: consent of the instructor and the Department Chair. **CREDIT: ONE TO THREE SEMESTER HOURS.**

**MAT 491/492: SENIOR SEMINAR.** Students will select topic for senior research culminating with senior paper and project defense. Both semesters required of all senior majors. Offered every fall/spring. Prerequisite: Senior standing and successful completion of the English Writing Proficiency Examination. **CREDIT: ONE SEMESTER HOUR EACH.**

## Major in Computer Science

### Mission Statement

The mission of the Computer Science program is to prepare students: 1) to attend graduate school in computer science, 2) to enter the workforce as computer professionals, and 3) to have a fundamental knowledge of computing and technology as part of their general education.

### Special Requirements

Students majoring in Computer Science are encouraged to take all the required courses for the major at Tougaloo College. Students must get approval from the advisor and Department Chairperson prior to their enrollment in summer school or other institution in order to establish conditions whereby credits will be accepted.

### Required Courses:

### Semester Hours

CSC112	Computer Fundamentals	3
CSC221	Fundamental Programming I	3
CSC222	Fundamental Programming II	3
CSC 321	Assembly Language	4
CSC 329	Computer Organization	3
CSC 338	Numerical Analysis	3
CSC 341	Data Structures	3
CSC 350	Principles of Programming Languages	3
CSC 352	Operating Systems	3
CSC 422	Database Systems	3
CSC 430	Internship	3
CSC 435	Data Communications	3

CSC 491/492	Senior Project	2
MAT218	Discrete Math	3
MAT221	Calculus I	3
MAT222	Calculus II	3
MAT326	Introduction To Probability Theory	3

**51 Hours**

**Required Electives:**

Students must choose one Computer Language	3
and one CSC or MAT 300 or higher	3

**6 Hours**

**Computer Science Emphasis**

Students who want to have an Emphasis in Computer Science must take the following courses.

CSC 221, 222, 422, 341, and two CSC electives 300 level or above (excluding Internship and Senior Project), a total of 18 hours.

**Suggested Course Sequence: Computer Science Major**

**Freshmen**

CSC 112	Computer Fundamentals	Fall	3
CSC 221	Fundamental Programming I	Fall	3
CSC 222	Fundamental Programming II	Spring	3
CSC	Programming Language Elective	Fall	3

**Sophomore**

MAT221	Calculus I	Fall	3
CSC 341	Data Structures	Fall	3
CSC 321	Assembly Language	Fall	4
MAT 218	Discrete Math	Spring	3
MAT 222	Calculus II	Spring	3
CSC 329	Computer Organization	Spring	3

**Junior**

CSC 338	Numerical Analysis	Fall	3
CSC 352	Operating Systems	Fall	3
CSC 422	Database Systems	Spring	3
CSC 350	Principles of Program Languages	Spring	3

**Senior**

CSC 491	Senior Seminar	Fall	1
MAT 326	Introduction to Probability Theory	Fall	3
CSC 430	Internship	Fall	3
CSC 435	Data Communications	Spring	3
CSC 492	Senior Seminar	Spring	1
CSC	Elective 300 or above	Spring	3

**COURSE DESCRIPTIONS: COMPUTER SCIENCE**



**CSC 107: COMPUTER LITERACY.** This course is an introduction to the study of computer Science. Topics will include: the impact of the computer on human events and social institutions, computer ethics, the economic impact of computers in society, data and information processing; the organization of a computer, input and output devices; number systems; internal data representation; and a discussion on programming languages. Students will get hands on experience with a word processor, spreadsheet, a database and the Internet. Offered every semester. Prerequisite: None. **CREDIT: THREE SEMESTER HOURS.**

**CSC 112: COMPUTER FUNDAMENTALS AND PROBLEM SOLVING.** This course is an introduction to the study of computer science for computer science majors. Topics will include: the impact of the computer on human events and social institutions, computer ethics, the organization of a computer, number systems, and internal data representation. Students will get hands on experience with a word processor, spreadsheet, a database and the Internet. This course will also provide an introduction to problem solving techniques in computer programming. The emphasis will be on developing interdisciplinary algorithms using flowcharting and pseudo-language. Prerequisite: None. **CREDIT: THREE SEMESTER HOURS.**

**CSC 206: BASIC PROGRAMMING.** This course is an introduction to the BASIC computer language. Typical topics include I/O, decisions and loops, simulation, nested loops, subscripted variables, programming techniques, mathematical functions, subroutines, error handling, data types, string functions, sequential and virtual files, and record I/O files. Co-requisite: MAT 103. **CREDIT: THREE SEMESTER HOURS.**

**CSC 221: FUNDAMENTAL PROGRAMMING I.** This course emphasizes algorithm development through the use of a pseudo-language or flowcharts. Topics include procedures, functions, parameters, correctness, efficiency, decisions, iteration. Offered every fall. Co-requisite: MAT 103 or consent of the instructor. **CREDIT: THREE SEMESTER HOURS.**

**CSC 222: FUNDAMENTAL PROGRAMMING II.** Topics in this course include: testing recursion, searching and sorting. Data structures include simple lists, character data, multi-dimensional arrays, records, programmer-constructed data structures including linked lists, and external files. Offered every spring. Prerequisite: CSC 221. **CREDIT: THREE SEMESTER HOURS.**

**CSC 321: ASSEMBLY LANGUAGE.** This course is an introduction to an assembly language. Typical topics include number systems and conversion, computer organization and data storage, statement formats, addressing modes, and available instruction, dumps, subroutines and an introduction to macros, and conditional assembly. Offered every fall. Prerequisites: CSC 221-222 or at least two semesters of high-level languages. **CREDIT: FOUR SEMESTER HOURS.**

**CSC 329: COMPUTER ORGANIZATION.** Typical topics in this course include processors, memory, I/O, Boolean algebra, gates and logic circuits, microprocessors and an introduction to architecture and operating systems. Offered every spring. Prerequisite: CSC 321. **CREDIT: THREE SEMESTER HOURS.**

**CSC 338: NUMERICAL ANALYSIS.** The topics in this course include finding roots of a nonlinear equation, solving systems of linear equations, matrix inversion, interpolation, numerical integration and differentiation, and solutions of ordinary differential equations. Prerequisite: At least one semester of a programming language or permission of the instructor. Offered every fall. Co-requisite: MAT 316 or permission of the instructor. **CREDIT: THREE SEMESTER HOURS.**

**CSC 340: JAVA PROGRAMMING.** This course provides students with a comprehensive knowledge and hands-on experience with the Java programming environment and features. Students will design, write, debug, and run Java stand-alone programs. Topics covered include: Java language syntax, operators, statements, arrays, string manipulation classes, common classes, basic I/O operations, exception handling, object-oriented analysis and design, and graphical user interfaces. Prerequisite: CSC222. **CREDIT: THREE SEMESTER HOURS.**

**CSC 341: DATA STRUCTURES.** This course explores data structures and implementation of algorithms. Typical topics include list processing, queues, stacks, recursion, trees, graphs, storing and searching. Offered every fall. Prerequisite: CSC 222. **CREDIT: THREE SEMESTER HOURS**

**CSC 350: PRINCIPLES OF PROGRAMMING LANGUAGES.** This course is a study of the organization and specification of programming languages, and the use of languages on solving problems. Syntax and basic characteristic of grammars, data types, and structures, control structures and data flow, run-time consideration, interpretative languages, lexical analysis, and parsing. Offered every fall. Prerequisite: CSC 341 Data Structures. **CREDIT: THREE SEMESTER HOURS.**

**CSC 352: OPERATING SYSTEMS.** This course is an exploration of the interface between the computer user and the hardware. Emphasizes the history of the development of operating systems and the problems associated with the development of an operating system. Typical topics include file systems, CPU scheduling, and memory and device management. Offered every fall. Prerequisite: CSC 222 and CSC 329 or permission of the instructor. **CREDIT: THREE SEMESTER HOURS**

**CSC 370: UNIX/C PROGRAMMING.** This course provides a working knowledge of the use and administration of UNIX environments. This course will build on knowledge from Data Structures and Operating Systems. The students will solve real-world problems using the C programming language. Possible topics include editors, file systems, shell programming, TCP/IP, regular expressions, system and network administration. Prerequisite: CSC341 and CSC352. **CREDIT: THREE SEMESTER HOURS.**

**CSC 422: DATABASE SYSTEMS.** This course explores analysis and manipulation of typical database architectures. This course will introduce the student to basic database concepts and design. It will present a general architecture for database systems and focus specifically on the relational model. The SQL language will be introduced and entity-relationship models will be used in database design. The student will get practical experience with database implementation through group or individual projects. Typical topics include query languages, relational database, hierarchical databases and network databases. Offered every spring Prerequisite: CSC 341. **CREDIT: THREE SEMESTER HOURS**

**CSC 430: INTERNSHIP.** The student will work for an educational, social or professional organization under the direction of the instructor. The student will engage in fieldwork that is designed to provide computer experience related to the student's interest. Offered every spring. Prerequisite: CSC 222. **CREDIT: THREE SEMESTER HOURS.**

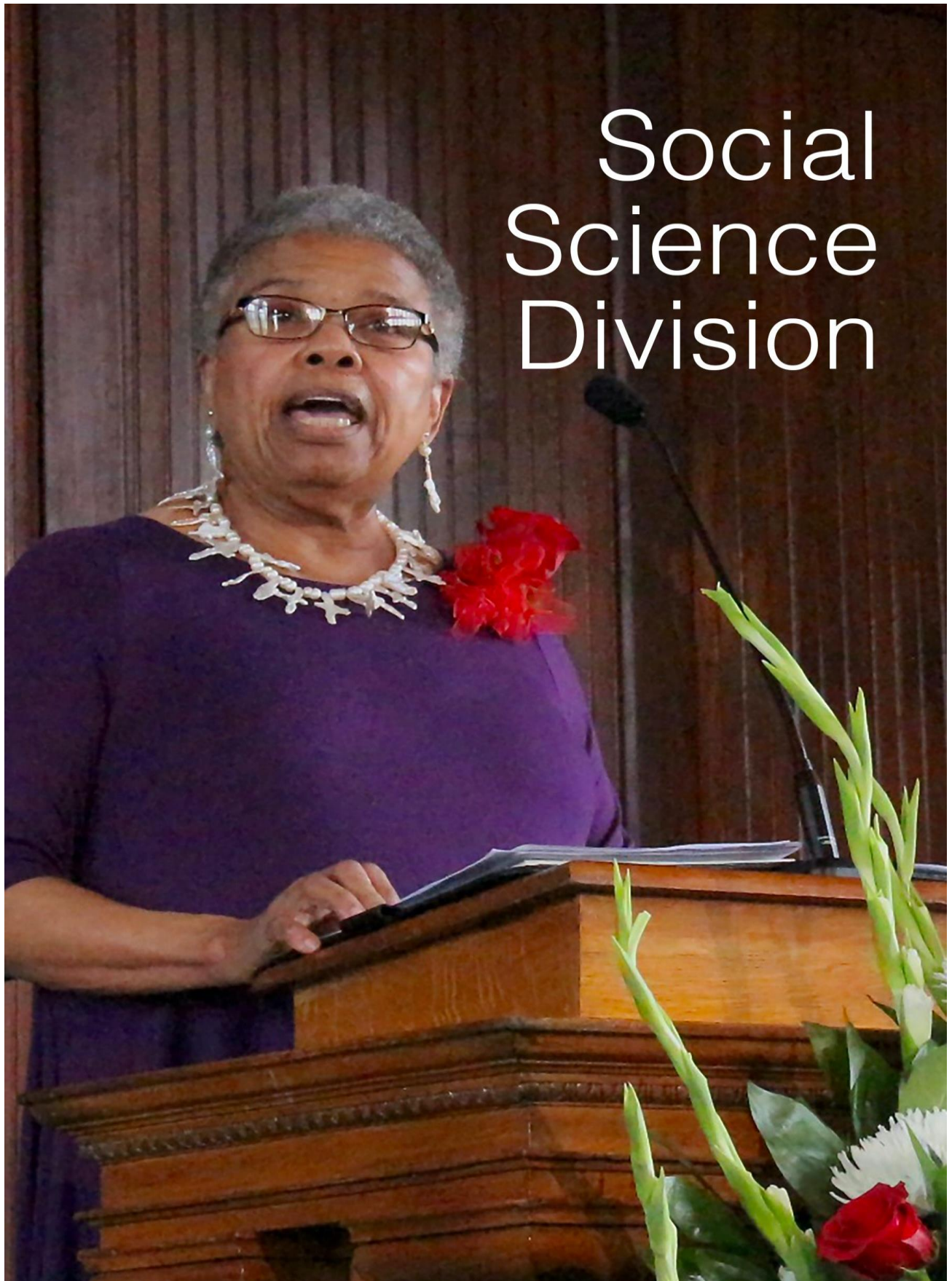
**CSC 435: DATA COMMUNICATIONS.** This course provides the basic knowledge of data communication architecture, protocol, error detection/correction mechanisms and design and implementation of data communication equipment. Topics include: Network Design and Distributed Information Systems' Equipment, Protocols, Architecture, and Transmission alternatives. Offered every spring. Prerequisite: CSC 341. **CREDIT: THREE SUMMER HOURS**

**CSC 455: SELECTED TOPICS IN COMPUTER SCIENCE.** Typically a topic in this course is chosen from those not offered in other courses or in combinations not provided by other courses. Possible topics include compiler construction, simulation, programming languages, etc. May be taken more than once for credit. Prerequisite: consent of the instructor. Offered as needed **CREDIT: THREE TO FOUR SEMESTER HOURS.**

**CSC 489: READING AND RESEARCH.** This course supports a research project in Computer Science. May be taken more than once for credit. Prerequisite: consent of the instructor and the Department Chair. Offered as needed. **CREDIT: ONE TO THREE SEMESTER HOURS.**

**CSC 491/492: SENIOR SEMINAR.** Students will select a topic for senior research culminating with senior paper and project defense. Both semesters required of all senior majors. Offered every fall/spring. Prerequisite: Senior standing and successful completion of the English Writing Proficiency Examination. **CREDIT: ONE SEMESTER HOUR EACH.**

# Social Science Division





## **SOCIAL SCIENCES DIVISION**

### **Mission Statement**

The Social Sciences Division, comprised of the Departments of Economics, History and Political Science, Psychology, and Sociology, is committed to academic programs designed to assist students in becoming more self-aware and cognizant of the local, national, and international environments around them. The Division hopes to instill in students the vision and skills necessary to meet challenges and make their own contributions to assure that the world around them is a better place in which to live. Each department strives to serve the individual needs of students with diverse capabilities, backgrounds, and interests. The faculty works diligently to instill in student's effective communication, quantitative, analytical, research, and leadership skills to prepare them for graduate school and careers in their fields of study. The departments endeavor to offer academically rigorous and intellectually enriching programs of study.

The Division provides a curriculum balancing classroom learning and an awareness of the world beyond the classroom. Internship opportunities allow students to work in agencies and organizations within and outside the State of Mississippi to integrate classroom learning with community involvement.

### **Majors**

The Social Sciences Division has four departments that offer Bachelor of Arts degrees in eight areas of study. They are: Economics, History and Political Science, Psychology, Sociology and Social Work.

### **Other Areas of Study**

Other areas of study that are housed in the Social Sciences Division are Gerontology, and an African-American Studies emphasis. The Certificate in Gerontology program is housed in the Sociology Department. The African-American Studies emphasis is housed in the History and Political Science Department. A section on "Preparation for Law School" is listed under Political Science, since most of the law-related courses are taught in that area.

### **Professional Certifications**

The Division of Social Sciences offers the certification in the following areas. The professional certification is open to students of other disciplines.

### ***Interdisciplinary Certificate Program in Disaster and Coastal Studies (DCS)***

The interdisciplinary Disaster Coastal Studies (DCS) certificate program provides students across the institution the opportunity to study preparedness, rescue, and mitigation to address disaster emergency and efforts to develop resiliency among the coastal community in a multidisciplinary context. The focus of this certificate program is to strengthen student careers in public safety, emergency management, community and research planning, and public-policy making. The certificate will create well-informed and socially-committed professionals able to use holistic, humane, and integrated strategies to mitigate the impact of disasters and assist Department of Homeland Security's efforts to build more resilient communities. The twelve (12) credit hour interdisciplinary certificate in Disaster and Coastal Studies (DCS) is open to degree-seeking students across the institution's majors. The certificate will emphasize the social sciences, natural sciences, and planning dimensions of disaster awareness and impact reduction. The DCS certificate conforms to the mission and vision of Tougaloo College by emphasizing a multidisciplinary and policy-relevant approach to a major 21st century challenge that will also confer competitive career advantages to students. The certificate consists of four (4) courses including forty (40) hours of practical internship experiences with local, state, federal agencies, or NGO's. The DCS Certificate program is housed

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in the Sociology Department.

**Required Core Courses: (3 courses)**

DCS 201	Introduction to Natural and Manmade Disasters	3 sem. hours
DCS 320	Emergency Preparedness Response and Planning	3 sem. hours
DCS 400	Internship	3 sem. hours

**Required Electives: (1 course)**

Students have the option to choose one course from the following:

COP 211	Public Relations Writing	3 sem. hours
PSY 328	Health Psychology in Disaster Preparedness	3 sem. hours
POL 317	Public Policy & Legal Issues in Disaster Preparedness	3 sem. hours
SWK 331	Social, Community Organizations and Disaster Preparedness	3 sem. Hours

**COURSE DESCRIPTIONS: DISASTER COASTAL STUDIES**

**DCS 201: INTRODUCTION TO NATURAL DISASTER AND TECHNOLOGY.** (Co-listed as NSD 201) This course is designed to give a broad overview of Natural Disaster and modern tools like GIS to study Natural Disasters. This interdisciplinary course provides a background of the understanding, motivation, implementation, impact, planning, and implications of Natural Disasters. These will include Hurricanes, Floods, Drought, Landslides, Earthquakes, Wildfires, Tornadoes, Tsunamis, and Climate Change. The course will also discuss specific applications which can be used for policy planning and mitigation of Natural Disasters. This class is suitable for College students, interested in gaining a fundamental knowledge of Natural Disasters, getting hands on training in GIS, pursue a certificate in Disaster Coastal studies, and learning about future prospects in this field. Lectures and assignments provide the primary means of learning. Class presentations, class participation, class projects and tests will allow the students to demonstrate their understanding of the material. **CREDIT: THREE SEMESTER HOURS.**

**COP 211: PUBLIC RELATIONS WRITING.** This course is designed to help students develop the writing and editing skills necessary to succeed in public relations. Students will create effective, strategy-based public relations materials in a variety of formats, for an existing business or organization in the community. This course is also designed to have students think critically about current events, including disasters natural and manmade, and how they relate to public relations practice. It will explain the requirements of the media and how to best incorporate the media to the advantage of the organization, and the importance of determining what will make the strongest visual or textual impact. **Prerequisite:** Must complete one of the theme areas of the General Education. **CREDIT: THREE SEMESTER HOURS.**

**POL 317: PUBLIC POLICY AND LEGAL ISSUES IN DISASTER PREPAREDNESS.** The course will present concepts and basic descriptive information about the public policy process in the executive and legislative branches of government and actions of the judicial branch in court cases as it relates to disaster preparedness. This will include examining the Federal Emergency Management Agency's legal requirements, responsibilities, laws pertaining to emergency management, and actions based on these laws. Focus will also be placed on analysis of public policies and understanding of the procedures and requirements in emergency management. **Prerequisite:** POL 111 (majors). Non majors must complete one of the theme areas of the General Education. **CREDIT: THREE SEMESTER HOURS.**

**DCS 320: EMERGENCY PREPAREDNESS RESPONSE AND PLANNING.** This course introduces students to the field of Disaster Preparedness. Students will gain competency to the terminology, policy, planning, and management issues that arise in preparing for and responding to disasters. Course will help students to develop an understanding the role of the organizations in assisting individuals and communities affected by disasters during both immediate and long term recovery. The course will examine case studies from current events and past disasters. **CREDIT: THREE SEMESTER HOURS.**

**PSY 328: HEALTH PSYCHOLOGY IN DISASTER PREPAREDNESS.** The course focuses on psychological factors (e.g., stress, individual differences, and personality) and environmental events (e.g., disasters) that can affect mental and physical well-being as well as relationships between patients and practitioners. It emphasizes the role of psychologists in the assessment and treatment of mental and emotional problems and the promotion of lifestyle changes, health, and recovery from disaster (e.g., dealing with psychological sequelae of disasters). **Prerequisite:** PSY 111 and PSY 112 (for Psychology majors). Non majors (must complete one of the theme areas of the General Education) offered every even Spring semester. **CREDIT: THREE SEMESTER HOURS.**

**SWK 331: SOCIAL, COMMUNITY, ORGANIZATIONS, AND DISASTER PREPAREDNESS.** (Co-listed as SOC 331).The course will investigate the nature of complex social and community organizations such as business, industry, and government. Students will apply key social theories for bringing effective community-based social action. Special attention will be given to community-based disaster preparedness, recovery efforts, and management strategies. Students will be familiar with the strategies to build resilient community, community-mindedness and cooperative relationships between disaster victims and recovery organizations. How disasters lead to rapid social change will also be explored. **Prerequisite:** SOC 111 or SWK115 (for Sociology majors). Non majors (must complete one of the theme areas of the General Education). **CREDIT: THREE SEMESTER HOURS.**

**DCS 400: INTERNSHIP.** This course is an educationally-directed practice experience in disaster management agencies with trained site supervisor. Focus will be placed upon the application of the theoretical knowledge in real-life situation. **Prerequisite:** must complete the 2 core requirements. **CREDIT: THREE SEMESTER HOURS.**

### ***Certificate Program in Legal Research and Writing***

This Certificate Program is offered in accord with the partnership between Tougaloo College and the University of Mississippi School of Law. UM School of Law faculty will teach the required courses on the Tougaloo campus; faculty salaries will be underwritten by the Law School. Tougaloo College will administer the Program and cover administrative costs, including provision of WESTLAW. The Certificate will be issued by Tougaloo College and bear the name and authority of Tougaloo College only.

### **General Description**

The program is designed to help students develop and refine skills necessary to produce top-quality legal research and writing. More specifically, it is intended to introduce students to: (1) the tools and methodology of legal research; and (2) to provide students with instruction, experience, and guidance in learning to write legal documents. The Program will emphasize writing as a process and focus on prewriting, drafting, and revising strategies to produce a solid, effective written document.

Upon successful completion of the Program, students who are officially enrolled at Tougaloo are awarded six credit hours and a Certificate in Legal Research and Writing. Non-Tougaloo students receive a Certificate only.



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## Required Courses

**POL 435: LEGAL WRITING& RESEARCH.** This course provides development of skills in analysis, writing, and research in the context of writing legal, predictive memoranda. Additionally, the course will provide an introduction to the sources of law in the American legal system, the legal research process, and specific instruction in finding and analyzing primary and secondary source materials in order to research and complete the legal memoranda. Students build from every exercise applying a rule to a short set of facts to synthesizing and applying complex rules to more extensive fact patterns. Offered fall semester. Prerequisites: Intro. to Law, Legal Reasoning & Analysis I & II. **CREDIT: 3 SEMESTER HOURS. FOR STUDENTS ENROLLED AT TOUGALOO COLLEGE.**

**POL 439: ADVANCED LEGAL WRITING AND LEGAL ANALYSIS FOR LAW SCHOOL.** This course will be a specialized, mandatory survey course for senior law school applicants to provide them with the foundational skills for legal writing (including the required, first-year legal writing course as well as legal writing for the law school exam) in their first year of law school. It will begin with the learning how to “think like a lawyer.” They will then start the process of learning how to write about the law clearly, concisely, and correctly. The course will also introduce students to the rigor of law school courses that will ultimately serve to ensure their successful completion of first year-law school. Prerequisites: Legal Writing & Research. Offered spring semester. **CREDIT: 3 SEMESTER HOURS. FOR STUDENTS ENROLLED AT TOUGALOO COLLEGE.**

## Certificate Objectives

- How to conduct manual legal research
- How to conduct electronic legal research (WESTLAW)
- How to find, interpret, and use various types of legal authorities
- How to shepardize legal authorities
- How to write a legal analysis
- How to draft a memorandum of law
- How to brief case opinions
- How to engage in various types of legal writing, as time permits

## Learning Outcomes

Students who complete the Certificate Program will demonstrate reading, writing, and listening skills that enable empathetic and critical communication and advocacy. Such skills will include the ability to observe and make fine distinctions, ask relevant questions, explore significant information, and analyze divergent points of view with clarity and conscience.

## Additional Areas of Understanding

No student enrolled in courses of the Program will be considered a student of the University Of Mississippi School Of Law or granted law school credit, based upon such enrollment – unless specific written arrangements to the contrary have been established by the student and the Law School. This Program will become effective the summer of 2019.

## **The Reuben V. Anderson Pre-Law Program**

The Division of Social Sciences sponsors the Reuben V. Anderson Pre-Law Program. This rigorous, highly selective, life-changing, interdisciplinary program is designed for incoming freshmen who are interested

in attending law school, or pursuing careers within the legal profession, or who simply desire to learn more about the enduring impact of the law on the moral, social, legal, and economic institutions of our society and how it affects people from every socioeconomic corner. The program is also open to Tougaloo sophomore students who possess the same commitment to interdisciplinary study through the lens of the law. There is no required major for acceptance into the program, nor do we recommend any single major as best suited for success as a law student or attorney. Rather, the Reuben V. Anderson Pre-Law Scholars Program fosters the pursuit of academic excellence across disciplines.

Upon admission into the program, students are awarded a stipend and are expected to embrace the privileges, challenges, and responsibilities of participating in a variety of required courses, programs, seminars, symposia, lectures, and internships related to law.

Through the Reuben V. Anderson Pre-Law Program, students will have a chance to develop an accurate picture of the realities, rewards, and challenges of being a lawyer in today's society.

Throughout the program, students will have an opportunity to:

- gain a comprehensive grounding in fundamental legal concepts and techniques;
- explore the varieties of professional roles open to lawyers;
- prepare for law school, or a lifetime of informed citizenship;
- develop professional contacts; and
- receive a stipend of \$2,500 per academic year to be distributed evenly in eight monthly installments

### **Mission**

The mission of the Reuben V. Anderson Pre-Law Program is to equip Tougaloo students with all tools necessary to become high-performing, logical thinking, socially responsible graduates who can intellectually contribute at the highest level of discourse to various schools of jurisprudential thought and, if so desired, successfully matriculate through a law school program or any post graduate study of their choice.

### **Requirements to Apply**

- Sophomore students who have completed 24 semester hours at Tougaloo College with a cumulative grade point average of 3.5 or higher.

Students must have an interest in pursuing a law-related career, or possess an easily discernable interest in learning how the law affects our everyday lives. Students who do not meet the required ACT or SAT score must obtain permission from the director of the program to apply. **Scholarships/stipends will be awarded based upon availability of funds.**

### **Internships**

To gain experience and insight into the day-to-day work of lawyers, students may be able to participate in a specially arranged full-time or part-time internship.

## **ASSOCIATE DEGREES**

### ***Associate of Arts in Business***

The Department of Economics offers The Associate of Arts Degree in Business for high school students,

to earn college credits. The program is designed for the students who are selected to take college level classes while attending high school. Students have to complete 60 hours with a C or above average. 30 hours are within the Business program and 30 hours are general education requirements. The courses for the Business degree are as follows:

#### **Associate of Arts in Business**

• MAT 104: Trigonometry	3
• SSD 215: Statistics (Foundations in Statistical Thinking)	3
• BUS 161: Fundamentals of Business	3
• BUS 216: Marketing	3
• BUS 261: Legal Environment of Business	3
• BUS 265: Principles of Management	3
• BUS 313: Business Finance	3

**TOTAL      21 HOURS**

**Students must complete 9.0 (3 courses) credit hours from the following courses:**

• ECO 211: Principles of Macroeconomics	3
• ECO 212: Principles of Microeconomics	3
• ECO 241: Money and Banking	3
• ACC 251: Intermediate Accounting I	3
• ACC 252: Intermediate Accounting II	3
• BUS 351: Management Science I	3

**TOTAL      30 HOURS**

#### **Associate of Arts in History**

The Department of History and Political Science offers The Associate of Arts Degree in History for high school students, to earn college credit. The program is designed for the students who are selected to take college level classes while attending high school. Students have to complete 60 hours with a C or above average. 30 hours are within the History program and 30 hours are general education requirements. The courses for the History degree are as follows:

#### **Associates of Arts in History**

• HIS 101:	U.S. History to 1865	3 hours
• HIS 102:	U.S. History since 1865	3 hours
• HIS 132:	World History II	3 hours
• HIS 134:	Intro to African-American History to 1865	3 hours
• HIS 135:	Into to African-American History since 1865	3 hours
• HIS 225:	The Civil Rights Movements	3 hours
<b>TOTAL</b>		<b>18 HOURS</b>

Student must complete 12.0 (4 Courses) credit hours from the following courses:

• ART 121:	Art History I	3 hours
• ART 122:	Art History II	3 hours
• ECO 211:	Principles of Macroeconomics	3 hours
• ECO 212:	Principles of Microeconomics	3 hours
• MUS 102:	Jazz History	3 hours
• POL 111:	Intro to Political Science	3 hours
• POL 112:	American National Government	3 hours
• SOC 111:	Intro to Sociology	3 hours
• SOC 112:	Intro to Cultural Anthropology	3 hours

**TOTAL**

**30 HOURS**

### **COURSE DESCRIPTIONS: SOCIAL SCIENCES DIVISION**

**SSD 215: FOUNDATIONS IN STATISTICAL THINKING.** This course is an introduction to the foundations of statistical thinking and exploratory data analysis. This course is designed to help students acquire fundamental skills in organizing, displaying, reading, and interpreting data including the use of standard computer software, such as the BDP package, to analyze their data. The computer analytic skills are taught in a two-hour computer applications lab which meets once a week. Offered every fall; this course is required of all majors within the Social Sciences Division, except History. Prerequisite: MAT 103, 106, and higher with at least a "C" average. **CREDIT: THREE SEMESTER HOURS.**

**SSD 247: ETHICS, MEDICINE, AND TECHNOLOGY.** (Co-listed as HUM 247 and NSD 247). This course is a study of the development of ethical values and reasoning in modern society and an examination from a historical perspective of how these values have been affected by major medical, scientific, and technology advances. Prerequisite: At least sophomore standing. **CREDIT: THREE SEMESTER HOURS.**

**SSD 311: RESEARCH METHODS IN PUBLIC HEALTH AND EPIDEMIOLOGY.** This course introduces the research methods of epidemiology and to demonstrate their applicability in the field of public health. The course will stress the theory and practice of conducting survey research in health fields. Topics include research design, sampling, data collection methods, interviewing, coding, and data analysis. Prerequisite: NSD211 and MAT 208. Offered once per year. **CREDIT: THREE SEMESTER HOURS.**

**SSD 329: APPLIED STATISTICS IN SOCIAL SCIENCE RESEARCH.** This course is an interdisciplinary introduction to the use of advanced statistical techniques for the analysis of variance, multiple regression (and forecasting) and strategies for analyzing multi-way contingency tables. Offered every Spring this course is strongly recommended for those students who anticipate applying to graduate school. Prerequisite: "C" or above in SSD 215 or by permission of the instructor. **CREDIT: THREE SEMESTER HOURS.**

### **ECONOMICS DEPARTMENT**

#### **Mission Statement and Learning Outcomes**

The Department of Economics plays a very significant role in a complete liberal arts education at Tougaloo College. The Department of Economics has set the following goals and objectives: 1) to assist students in understanding the role that economics plays in modern societies and its impact on their lives, 2) to help

students in understanding the role of accounting procedures in the computer age, 3) to inform students of the vast opportunities that are open to them in the business world, 4) to train and equip students with the tools necessary to make them strong managers and successful executives, and 5) to lay a firm foundation for further study in Economics, Accounting, Business Administration, and Management Science.

The Department's programs are formulated to serve several types of students: non majors wishing to add an Economics, Accounting, Business or Management orientation to their fields of study; or majors pursuing graduate work in fields such as economics, business accounting, urban planning, statistics, law and operational research.

### **Special Requirements**

Students may repeat required courses in the major only once and may not take required courses in the major in summer school or at other institutions during the year. Exceptions to this rule may be granted under extenuating circumstances as determined by the Department. Final approval must be obtained from the Vice President for Academic Affairs.

A minimum grade of "C" must be received in all prerequisites to a course and a minimum grade of "C" must be received in all required courses. Students who are not making satisfactory progress will be strongly advised to change their major.

All students within the Economics major must complete at least twenty-seven hours in Economics, six hours in Accounting (ACC 151, 152), three hours in Statistics (SSD 215), six hours in Business Administration, (BUS 161 and BUS 265), six hours in Mathematics (MAT 103-104 or higher), and Research Methodology (ECO 453). A senior paper is required for graduation.

All majors must take the general GRE, subject-part GRE, or the GMAT. Students who are planning to go to graduate school are encouraged to take Calculus I, Linear Algebra, and Applied Statistics.

### **Required Courses for the Major:**

ECO 211	Principles of Macroeconomics	3
ECO 212	Principles of Microeconomics	3
ECO 221	Intermediate Microeconomic Theory	3
ECO 222	Intermediate Macroeconomic Theory	3
ECO 453	Research Methodology	3
ACC 151	Principles of Accounting I	3
ACC 152	Principles of Accounting II	3
BUS 161	Fundamentals of Business	3
BUS 265	Principles of Management	3
<b>Total Hours</b>		<b>27</b>

### **Supportive Required Courses:**

SSD 215	Foundations in Statistical Thinking	3
MAT 103	College Algebra II	3
MAT 104	Trigonometry	3
<b>Total Hours</b>		<b>9</b>

### **Suggested Course Sequence for Economics Major**

### Freshman Year

ACC 151	Principles of Accounting I (Fall)
BUS 161	Fundamentals of Business (Fall)
MAT 103	College Algebra I
ACC 152	Principles of Accounting II (Spring)
MAT 104	Trigonometry

### Sophomore Year

ECO 211	Principles of Macroeconomics (Fall)
ECO 212	Principles of Microeconomics (Spring)
SSD 215	Foundations in Statistical Thinking (Fall/Spring)
BUS 265	Principles of Management (Spring)

### Junior Year

ECO 221	Intermediate Microeconomics (Fall)
ECO	Electives in Economics (Fall/Spring)
ACC	Electives in Accounting (Fall/Spring)
BUS	Electives in Business Admin. (Fall/Spring)
ECO 222	Intermediate Macroeconomics (Spring)

### Senior Year

ECO 453	Research Methodology (Fall)
ECO	Electives in Economics (Fall/Spring)
ACC	Electives in Accounting (Fall/Spring)
BUS	Electives in Business Admin. (Fall/Spring)

### Economics Major:

Students must take at least twelve (12) credit hours from the following elective courses:

ECO 217	Economics of Labor
ECO 241	Money and Banking
BUS 313	Business Finance
ECO 312	Mathematical Economics
ECO 314	Public Finance
ECO 315/316	Independent Study
ECO 317/318	Internship
ECO 325	International Economics
ECO 411	Seminar in Current Economic Issues
ECO 413	Industrial Economics
ECO 414	Health Economics
ECO 415	Economics of Development
ECO 416	History of Economic Thought
ECO 417	Economic History

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The Department of Economics offers two emphases that extend beyond the major in Economics: Accounting and Business Administration.

All students interested in one of the emphases must complete at least 18 credit hours with in the emphasis in addition to completing the course requirements for an Economics major. Students interested in pursuing an Accounting emphasis are required to take The Legal Environment of Business (BUS 261) as well.

### **Emphasis in Accounting**

In addition to completing all the course requirements for an Economics major, students must take at least 12 credit hours from the following courses:

ACC 251	Intermediate Accounting I
ACC 252	Intermediate Accounting II
ACC 271	Cost Accounting
ACC 315/316	Independent Study
ACC 317/318	Internship
ACC 455	Auditing
ACC 456	Advanced Accounting
ACC 457	Income Tax Accounting
BUS 261	Legal Environment of Business (required)

### **Emphasis in Business Administration**

In addition to completing all the course requirements for an Economics major, students must take at least 12 credit hours from the following courses:

BUS 216	Marketing
BUS 217	Insurance
BUS 261	Legal Environment of Business
BUS 265	Principal in Management
BUS 313	Business Finance
BUS 315/316	Independent Study
BUS 317/318	Internship
BUS 351	Management Science I
BUS 418	Financial Management

ECO 453 and BUS 313 can be used to satisfy requirements of completing twenty-seven (27) credits in pure Economics courses.

## **COURSE DESCRIPTIONS: ECONOMICS**

### **ECO 211, 212: PRINCIPLES OF MACROECONOMICS, PRINCIPLES OF MICROECONOMICS**

This is an introductory course designed to familiarize the student with the basic concepts of economic theory. The first semester focuses on macroeconomic theory and the second semester focuses on microeconomic theory. Prerequisite: MAT 103 and ENG 102. ECO 211, offered every fall. ECO 212, offered every Spring. **CREDIT: THREE SEMESTER HOURS.**

**ECO 221: INTERMEDIATE MICROECONOMIC THEORY.** This is a course designed for the theoretical analysis of consumer behavior, the allocation of resources in production, the behavior of firms in perfect and



imperfect completion, and the concept of optimum allocation of resources within the economy. Prerequisite: ECO 211, and 212. Offered every fall. **CREDIT: THREE SEMESTER HOURS.**

**ECO 222: INTERMEDIATE MACROECONOMIC THEORY.** This course is a study of aggregate economics with a theoretical analysis of income and employment determinants, economic fluctuations and the role of government fiscal and monetary policies in economic stabilization. Prerequisite: ECO 211 and 212. Offered every Spring. **CREDIT: THREE SEMESTER HOURS.**

**ECO 217: ECONOMICS OF LABOR.** This course studies the theory of wages, the problem of unemployment, economics of insecurity, industrial disputes, industrial accidents, development and aims of labor unions, employers and associations. Prerequisites: ECO 211 and 212. **CREDIT: THREE SEMESTER HOURS.**

**ECO 241: MONEY AND BANKING.** This course is a survey of the role and purpose of money, banking institutions, control of the money and capital markets, international monetary arrangements, and other topics concerning the impact of money and financial institutions. Prerequisites: ECO 211 and 212. **CREDIT: THREE SEMESTER HOURS.**

**ECO 312: MATHEMATICAL ECONOMICS.** This course is a review of the application of mathematical techniques to the formulation of economic models and the solution of economic problems. Special focus will be given to the development of the general optimization model. Prerequisites: ECO 221 and 222, and MATH 211. **CREDIT: THREE SEMESTER HOURS.**

**ECO 314: PUBLIC FINANCE.** The broad purpose of this course is to study the role of government in economic decision making, a role that is pervasive and important in all modern societies. This includes the role of the government as a tax collector, a spender, and its allocation effect. Prerequisite: ECO 211 and 212. **CREDIT: THREE SEMESTER HOURS.**

**ECO 325: INTERNATIONAL ECONOMICS.** This course reviews the principles of international trade, balance of payments, trade policies and agreements. Prerequisites: ECO 211 and 212. **CREDIT: THREE SEMESTER HOURS.**

**ECO 411: SEMINAR IN CURRENT ECONOMIC ISSUES.** This course centers on a topic of current economic interest to be offered according to student demands and faculty availability. Prerequisite: ECO 211 and 212. **CREDIT: THREE SEMESTER HOURS.**

**ECO 413: INDUSTRIAL ECONOMICS.** This course is designed to give students a good understanding of various market organizations such as perfect competition, oligopoly etc. and their production and pricing structures. This in addition to how these various market structures interact both at the sector and the macro level and how public policy {Antitrust Laws} could be effectively used to bring their operations to socially desired outcomes. **CREDIT: THREE SEMESTER HOURS.**

**ECO 414: HEALTH ECONOMICS.** This course uses micro- and macro-economic analysis to understand the operations of the expanding healthcare system and to critically examine the efficacy of public policy in this area. Prerequisites: ECO 221 and ECO 222 Intermediate Macro and Intermediate Microeconomics. **CREDIT: THREE SEMESTER HOURS.**

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**ECO 415: ECONOMICS OF DEVELOPMENT.** This is a course designed to examine the economic characteristics of developing countries and survey the major theories of development. It also examines the role of international aid organizations and developed countries in promoting economic growth and equity in developing countries. Prerequisites: ECO 221 - Intermediate Microeconomics or ECO 222 - Intermediate Macroeconomics. **CREDIT: THREE SEMESTER HOURS.**

**ECO 416: HISTORY OF ECONOMIC THOUGHT.** The course looks at the evolution of economic thought by carefully analyzing the contributions of early economists starting with the Greek philosophers, then the Classical economists, the Neoclassical economists, and beyond. It also examines their influence on modern economic ideas. Prerequisites: ECO 221 and ECO 222 Intermediate Microeconomics and Intermediate Macroeconomics. **CREDIT: THREE SEMESTER HOURS.**

**ECO 417: ECONOMIC HISTORY.** This course is designed to investigate the process of economic growth in the U.S economy from the 17<sup>th</sup> century to the present. The role of economic and political institutions in the American economic development will be emphasized. Prerequisites: ECO 221 and ECO 222 - Intermediate Microeconomics and Intermediate Macroeconomics. **CREDIT: THREE SEMESTER HOURS.**

**ECO 453: RESEARCH METHODOLOGY FOR DECISION MAKING.** This is a course devoted to the study of basic research design and diverse research methodologies available for solving business problems. Students are expected to identify a specific business problem, design the research methodology and present a report on their findings. **CREDIT: THREE SEMESTER HOURS.**

#### **Electives for All Departmental Majors**

**ECO/ACC/BUS 315, 316: INDEPENDENT STUDY.** The student is given a chance to investigate areas not covered in courses offered by the Department or to study in greater depth a selected topic encountered in an Economics, Accounting, Business or Management Science course. The student will register using the appropriate course code based on the area of study selected. The student will work with an instructor, setting the goals of the semester and designing the reading and research to be completed. A series of short papers or one long paper typically result from the student's work. ECO/ACC/BUS 315 offered every fall. ECO/ACC/BUS 316 offered every Spring. Students can apply a maximum of three credit hours in independent study towards fulfilling their elective requirements in Economics, Accounting, or Business Administration. It cannot be substituted for any other course offered by the Department. **CREDIT: THREE SEMESTER HOURS.**

**ECO/ACC/BUS 317, 318: INTERNSHIP.** The student is allowed to engage in field work (under professional supervision) that is designed to provide applied experience related to the student's major interest. The student will register using the appropriate course code based on the area of internship. Prerequisite: Junior and Senior departmental major and consent of the instructor. ECO/ACC/BUS 317 offered every fall. ECO/ACC/BUS 318 offered every Spring. *Students can apply a maximum of three credit hours in internship towards fulfilling their elective requirements in Economics, Accounting, or Business Administration. It cannot be substituted for any other course offered by the Department.* **CREDIT: THREE SEMESTER HOURS.**

## **COURSE DESCRIPTIONS: ACCOUNTING**

**ACC 151, 152: PRINCIPLES OF ACCOUNTING.** The first semester focuses on basic accounting conventions and methodology for the preparation and use of financial data. The second semester focuses on interpretation of accounting to other aspects of the firm, and the strengths and limitations of accounting as a tool of management are also explored. Prerequisite: None for 151; 151 for 152. ACC 151 offered every fall. ACC 152 offered every Spring. **CREDIT: THREE SEMESTER HOURS.**

**ACC 251, 252: INTERMEDIATE ACCOUNTING.** This is a study of the accounting principles applicable to the content, evaluation, and presentation of the principal ledger items. An analysis will be given on such topics as financial statements, working capital and operations, and reorganization. Prerequisite: ACC152 for 251, 251 for 252. ACC 251 offered every fall. Economics 252 offered every Spring. **CREDIT: THREE SEMESTER HOURS.**

**ACC 271: COST ACCOUNTING.** Cost accounting principles and concepts are applied to cost systems. Problems peculiar to manufacturing enterprises, preparation of cost statements, and the solving of cost problems will be studied. Prerequisite: ACC 152. Offered in the fall of alternate years. **CREDIT: THREE SEMESTER HOURS.**

**ACC 455: AUDITING.** This course is a study of auditing theory and procedures with emphasis on acceptable accounting principles and on professional issues faced by auditors. Topics discussed include verifying accounting data, preparing reports, and examining auditor liability in the preparation of financial statements. Prerequisite: ACC 152. **CREDIT: THREE SEMESTER HOURS.**

**ACC 456: ADVANCED ACCOUNTING.** This course deals with accounting procedures for special situations: partnerships, installment and consignment sales, home office-branch relationships, consolidations, and fund accounting. Prerequisite: ACC 252. **CREDIT: THREE SEMESTER HOURS.**

**ACC 457: INCOME TAX ACCOUNTING.** This course is a study of federal income tax laws as well as those of the state focusing on the preparation of individual returns. As such it discusses the following topics: gross income and income adjustments, exclusions, itemized deductions, and tax credits. Prerequisite: ACC 152. **CREDIT: THREE SEMESTER HOURS.**

## **COURSE DESCRIPTIONS: BUSINESS ADMINISTRATION**

**BUS 161: FUNDAMENTALS OF BUSINESS.** This is a basic course in business which will consider various applied aspects of running a business this is offered every fall. **CREDIT: THREE SEMESTER HOURS.**

**BUS 216: MARKETING.** This course provides a broad introduction to marketing concepts, the role of marketing in society and the firm, and the various factors that influence marketing decision-making. It seeks to help students develop insights about creative selection of target markets, and blending decisions related to product, price, promotion, and place (i.e. the marketing mix) to meet the needs of a target market. Prerequisite: BUS 161. **CREDIT: THREE SEMESTER HOURS**

**BUS 217: INSURANCE.** This course is designed to provide basic understanding of business, property, and liability insurance principles. It gives an overview of insurance theories, concepts, loss exposures, and risk management. Prerequisite: BUS 161. **CREDIT: THREE SEMESTER HOURS.**

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**BUS 261: THE LEGAL ENVIRONMENT OF BUSINESS.** This course is a study of the functioning of the legal system as a framework for modern business. The law of contracts, bailment and commercial paper will be considered first semester. BUS 261 offered every fall. **CREDIT: THREE SEMESTER HOURS EACH.**

**BUS 265: PRINCIPLES OF MANAGEMENT.** This course prepares students to be managers by stressing the following points: Planning, organizing, influencing, and controlling. Offered every Spring. **CREDIT: THREE SEMESTER HOURS.**

**BUS 313: BUSINESS FINANCE.** This is an introductory course concerned with the financial functions of business and how they can be carried out effectively. Topics such as the management of assets, short and long term sources of funds and capital budgeting principles will be covered. Prerequisite: ACC 152, SSD 215, and MAT 104. Offered every Spring. **CREDIT: THREE SEMESTER HOURS.**

**BUS 351: MANAGEMENT SCIENCE I.** The primary objectives are to familiarize students with the vocabulary of management science, to acquaint them with some of the capabilities of management science in various types of managerial situations and to develop an ability to construct and analyze simple management science models in order to make good decisions. **CREDIT: THREE SEMESTER HOURS.**

**BUS 418: FINANCIAL MANAGEMENT.** This course examines the firm's demand for capital; the institutions, instruments and markets concerned with raising funds; and the techniques of analysis used to determine how effectively these funds are invested. Prerequisite: BUS 313. **CREDIT: THREE SEMESTER**

## **DEPARTMENT OF HISTORY AND POLITICAL SCIENCE**

### **Mission Statement**

The Area of History combines the traditional liberal arts emphasis with more recently added courses on African-American and World History. This structure enables the student to examine the human past either as one of several possible courses in a liberal arts education or as preparation for graduate and professional school. History majors have graduated in recent years and gone on to successful careers in education, government service, journalism, law, archival work, and the business world.

### **Student Learning Outcomes**

Though history enables students to examine the human past, it also provides students with a foundation to contextualize and better understand the present while preparing them for graduate or professional school or the workforce. History majors are expected to acquire historical knowledge in African-American, American, and World History; and be able to think critically through oral and written expression as they work towards the following:

- To be proficient in the use of primary and secondary sources
- To demonstrate mastery of historical narratives and historiography
- To relate research to broad historical themes
- To master the capstone research paper topic
- To possess the ability to articulate main themes in research findings

- To be able to reference the research topic to the appropriate period

### Special Requirements

Prior to being awarded a degree, students majoring in history will take a mandatory one-hour oral comprehensive examination compiled from the required and elective courses in the major and their senior paper. This will be an oral examination with questions from each of the following: African History, United States History, World History, and the Senior Thesis.

This examination assesses the competency expected to have been attained during matriculation in the program. The minimum competency that will be accepted is a “C” or higher. The examination will be assessed by the departmental faculty. This exam data will be used to assess the overall effectiveness of the program and as an indicator of knowledge retention by students.

### The History Major

The major in History consists of thirty-six (36) semester hours which include World History (HIS 131, 132), American History (HIS 101, 102), Introduction to African-American History (HIS 134, 135), Historiography (HIS 362), Senior Seminar (HIS 491) and four additional history courses. History majors are strongly encouraged to take supportive elective courses in the introductory areas of Political Science, Sociology, Economics, and Psychology.

### Suggested Course Sequence for a Major in History

#### Freshman Year

ENG 101, 102	Effective Writing	6 sem. hours
MAT 106	Contemporary Math	3 sem. hours
GEN 100, 101	Diaspora Studies	6 sem. hours
GEN 150	Total Wellness	3 sem. hours
	Modern Foreign Language	6 sem. hours
SSS 101, 102	Student Success	4 sem. hours

#### Sophomore Year

ENG 201	Introduction to World Literature	3 sem. hours
HIS 101, 102	U.S. Surveys	6 sem. hours
HIS 131, 132	World History	6 sem. hours
HIS 134, 135	Intro. to African-American History	6 sem. hours
GEN 210, 211	Natural Science)	6 sem. hours
Social Science	Electives	6 sem. hours

#### Junior Year

HIS 362	Historiography	3 sem. hours
GEN 200	The New Jim Crow	3 sem. hours
HIS	Electives	9 sem. hours
Social Science	Electives	9 sem. hours
College-wide	Electives	9 sem. hours

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## Senior Year

HIS 491	Senior Seminar	3 sem. hours
HIS	Electives	9 sem. hours
Social Science	Electives	9 sem. hours
College-wide	Electives	9 sem. hours

## History Major with Emphasis in African-American Studies

The African-American Studies emphasis analyzes and seeks to explain the contribution of African-American people to American and world cultures from antiquity to the present. Its focus is on the development of civilizations on the African continent, the history of the Diaspora, and challenges facing African-American people in contemporary society.

### Objectives of the Emphasis

Students who choose African-American Studies as an Emphasis should know the following upon completion:

1. How to identify and describe the contributions of African-Americans to American and world cultures in the Arts and Sciences.
2. How to use the tools of research and produce a documented study based on primary as well as secondary sources.
3. How to analyze significant issues facing African-Americans and present policy statements for use by public and private agencies.

### Special Requirements

To complete an Emphasis in African-American Studies (18 Hours), students are required to take four of the following courses (12 Hours):

HIS 130	Introduction to African History
	<b>or</b>
HIS 321	Topics in African History
HIS 134	Introduction to African-American History to 1865
	<b>or</b>
HIS 135	Introduction to African-American History since 1865
HIS 225	The Civil Rights Movement
HIS 317	Topics in African-American History

Students should also select six (6) credit hours from the following:

ART 221	African American Art
PHI 304	Black Religion
MUS 102	Jazz History
SOC 412	Race, Ethnicity, Class, & Gender

Other options and requirements may be made available for students as this emphasis becomes increasingly appealing.

## Secondary Education History

### Education Course Requirements

EDU 214	Educational Psychology	3
EDU 221	Introduction to Foundation of Ed.	3
EDU 252	Behavioral Management, K-12	3
EDU 312	Reading Instruction, K-12	3
EDU 335	Methods, Materials, Ed. Tech. In Class	3
EDU 336	Tests Measurements & Evaluation	3
EDU 421	Curriculum & Research	3
EDU 436	Student Teaching in Secondary School and Seminar	15
		<b>36 Hours</b>

### Area of Concentration

HIS 131	World History	3
HIS 132	World History	3
HIS 134	Introduction to African-American History to 1865	3
HIS 135	Introduction to African-American History since 1865	3
HIS 101	United States History to 1865	3
HIS 102	United States History since 1865	3
HIS 311	Topics in American History	3
HIS 315	Topics in European History	3
HIS 225 or 316	The Civil Rights Movement or Mississippi and the South	3
HIS 317 or 321	Topics in African-American History or African History	3
HIS 362	Historiography	3
HIS 491	Senior Seminar	3
		<b>36 Hours</b>

### COURSE DESCRIPTIONS: HISTORY

**HIS 100 Tougaloo College & the African American Experience:** This is an interactive seminar that places history of Tougaloo College within the context of the African American experience. It is a course for first year students that is designed to introduce them to and deepen knowledge of Tougaloo's history and its role in the "long civil rights movement." Ultimately, this course is designed in such a way that students will both embrace and be proud of the College's history. **CREDIT: THREE SEMESTER HOURS EACH.** **HIS 101, 102: THE UNITED STATES.** These courses are a survey of American History. The first semester (HIS 101) examines the colonial background and national development through the period of Reconstruction. The second semester (HIS 102) examines national problems of the late 19<sup>th</sup> and 20<sup>th</sup> Centuries and the late development of the United States as a world power. Each course offered once per year. **CREDIT: THREE SEMESTER HOURS EACH.**

**HIS 130: INTRODUCTION TO AFRICAN HISTORY.** This course offers a study of the cultures of the African



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continent with special emphasis on the social, economic, religious, artistic and political institutions of the states of Sub-Saharan, West Africa. **CREDIT: THREE SEMESTER HOURS.**

**HIS 131, 132: WORLD HISTORY.** These survey courses cover the political, social, economic and general cultural factors in the development of the modern western world. The first semester (HIS 131) includes an examination of the beginning of civilization, the ancient world of Africa, Greece, Rome, the Middle Ages, the Renaissance and the Reformation. The second semester (HIS 132) examines the period from early modern times through the French Revolution and the Industrial Revolution to the present day. Each course offered once per year. **CREDIT: THREE SEMESTER HOURS EACH.**

**HIS 134, 135: INTRODUCTION TO AFRICAN AMERICAN HISTORY.** These survey courses cover the history of peoples of African descent in the United States from the African background to the present. The first semester (HIS 134) includes an examination of the African background, the slave trade, Colonial America, the New Republic, the Antebellum years, Free African-Americans, the Anti-Slavery Movement, and the Civil War years. The second semester (HIS 135) examines Reconstruction, the Jim Crow Era, the Migration North and its consequences, the Harlem Renaissance, the World Wars, discrimination and various types of oppression, resistance and rebellion during the 1960's, 1970's and 1980's to the present. Each course offered once per year. **CREDIT: THREE SEMESTER HOURS EACH.**

**HIS 225: THE CIVIL RIGHTS MOVEMENT.** This course examines the origins, philosophies, tactics, events, personalities, and consequences of the southern Civil Rights Movement. This course will begin with the struggles of black veterans to register to vote after WWII and will conclude with the Meredith March Against Fear in 1966. **CREDIT: THREE SEMESTER HOURS.**

**HIS 311: TOPICS IN AMERICAN HISTORY.** This course is an examination of selected periods or problems in American History for intensive study based on current needs and student interest. Offered in alternate years. **CREDIT: THREE SEMESTER HOURS.**

**HIS 315: TOPICS IN EUROPEAN HISTORY.** This course is an examination of selected periods or problems in European History for intensive study. Topics include but are not limited to the Renaissance, the French and Russian Revolutions, the mind of Nazi Germany, etc. **CREDIT: THREE SEMESTER HOURS.**

**HIS 316: MISSISSIPPI AND THE SOUTH.** This course is an examination of the historical factors determining the destiny and significance of Mississippi as a part of the South and as a part of the nation. Topics covered include slavery and the Old South, Reconstruction, the New South, and the recent years. This course satisfies the State requirement for teacher certification in History. **CREDIT: THREE SEMESTER HOURS.**

**HIS 317: TOPICS IN AFRICAN-AMERICAN HISTORY.** This course is an examination of selected periods or problems in African-American History for intensive study. Topics include but are not limited to a History of the Blues, African American in Hollywood Filmdom, Slavery, and the Civil War. Offered each semester. **CREDIT: THREE SEMESTER HOURS.**

**HIS 319: LATIN AMERICA.** This course is an historical survey and political analysis of Latin America, with emphasis on 20<sup>th</sup>-century developments. It is jointly offered with Political Science; History credit. **CREDIT: THREE SEMESTER HOURS.**

**HIS 320: RUSSIA AND THE SOVIET UNION.** This course gives some attention to the origin and early development of the Russian state, but emphasis is placed on the decline of the Russian empire in the 19<sup>th</sup> century and the rise of the Soviet state in the 20<sup>th</sup> century. **CREDIT: THREE SEMESTER HOURS.**

**HIS 321: TOPICS IN AFRICAN HISTORY.** This course is an examination of selected periods or topics in African History for intensive study. Topics include but are not limited to Pre-Colonial Africa, the European colonization period, and the emergence of Modern Africa. **CREDIT: THREE SEMESTER HOURS.**

**HIS 322: The MIDDLE EAST.** This course will provide a broad introduction to the history of the Middle East. This course will geographically define the Middle East; examine the legacies of foreign powers in the region (including the Romans, Byzantines, Ottomans, Europeans, and Americans); and will examine the important role that religions (Judaism, Christianity, and Islam) have played in the region. This course will also examine the late 19<sup>th</sup> and 20<sup>th</sup> developments that have led to current conflicts in the Middle East. **CREDIT: THREE SEMESTER HOURS.**

**HIS 323: EAST ASIAN HISTORY.** This course is a survey of historical developments in East Asia. Focus will be on the recent history of China and Japan, with some coverage of Korea, Vietnam and other countries in the region. **CREDIT: THREE SEMESTER HOURS.**

**HIS 362: HISTORIOGRAPHY.** This is a junior level course that focuses on the history of written history, the methodology of historians, and the various schools of thought within the discipline. This course will examine the basic problems which face historians and look at representative philosophies of history. This course will also emphasize the most significant periods of European and American Historiography and examine the development of African American historiography. Offered Spring semester, once per year. **CREDIT: THREE SEMESTER HOURS.**

**HIS 491: SENIOR SEMINAR.** In this course, students will work on a major research paper as the culmination of their History studies in this seminar which is required of all majors. Other students may elect this course with the permission of the instructor. Offered Fall semester, once per year. **CREDIT: THREE SEMESTER HOURS.**

## **DEGREES IN POLITICAL SCIENCE**

The Area of Political Science offers courses designed to prepare students for advanced study in graduate school and professional school. Such preparation includes the understanding of political systems and political processes in the United States and elsewhere, the understanding of basic concepts found in the field of political science, and the learning of basic research methods. To provide students with a good foundation in the discipline, all students are required to take the following courses: Introduction to Political Science, American National Government, Research Methods, Political Theory, Comparative Politics, International Relations, Senior Seminar, and SSD Foundations in Statistics. It is strongly recommend that students take African American Politics. Law-related offerings have increased to give a stronger preparation to students who plan to attend law school. In addition, there is an Internship offering to provide practical experience for students who have already demonstrated good performance in the classroom and the type of skills which would be of value to area community agencies and law firms. The capstone activity and product for Political Science majors is the senior thesis, in which students display their understanding of conceptual frameworks and research methodology in a twenty-page, well-documented thesis.

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The learning outcomes for students who major in Political Science are:

- To gain a basic knowledge of the field of political science
- To become globally aware
- To develop critical thinking and analytical reasoning skills
- To develop research skills for quality research papers
- To gain skills that provide a foundation for a professional career
- To become prepared to pass the comprehensive exam in political science
- To become prepared to write and defend a quality senior paper

The major in Political Science consists of thirty-three semester hours, which must include Introduction to Political Science (POL 111), American National Government (POL 112), Foundations in Statistical Thinking (SSD 215), International Relations (POL 213), Research Methods (POL 217), Political Theory (POL 316), Comparative Politics (POL 442), and Senior Seminar (POL 446). All courses except POL 111, 112, 211, SSD 215, POL 217, POL 316, POL 442, and POL 446 will normally be offered on an alternate year basis unless demand justifies shortened intervals. First years students may take POL 111 and POL 112.

### **Suggested Course Sequence for a Political Science Major**

#### **First Year**

POL 111	Introduction to Political Science	3
POL 112	American National Government	3

#### **Sophomore**

POL 213	International Relations	3
SSD 215	Foundations in Statistical Thinking	3
POL 217	Research Methods	3
POL 211	African American Politics (suggested elective)	3

#### **Junior**

POL316	Political Theory	3
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#### **Senior**

POL 442	Comparative Politics	3
POL 446	Senior Seminar	3

#### **Electives**

POL 214	American Foreign Policy	3
POL 216	Conflict and Change: Global Issues	3
POL 311	Urban Politics	3
POL 312	Political Parties and Pressure Groups	3
POL 313	Topics in Political Science	3

POL 314	Public Administration	3
POL 315	Public Policy	3
POL 319	Latin American Government	3
POL 321	Contemporary Political Ideology	3
POL 322	Seminar in the Politics of Developing Nations	3
SSD 329	Applied Statistics in Social Science Research	3
POL 341	Constitutional Law I	3
POL 443	African Politics	3

## COURSE DESCRIPTIONS: POLITICAL SCIENCE

**POL 111: INTRODUCTION TO POLITICAL SCIENCE.** This is an introductory course designed to acquaint the student with the basic concepts of political science. Focus will be placed on political institutions and basic political problems. Offered annually. **CREDIT: THREE SEMESTER HOURS.**

**POL 112: AMERICAN NATIONAL GOVERNMENT.** This course is a general analysis of American government and politics with focus on the constitution, federalism, and the three branches of government. Both organizational and functional approaches are employed to make a thorough examination of the mechanism and dynamics of American democracy. Offered annually. **CREDIT: THREE SEMESTER HOURS.**

**POL 211: AFRICAN-AMERICAN POLITICS.** This course is a study of the role of African-Americans in the political process of American democracy. Inquiries will be made concerning African-Americans and the major parties, their place in the labor movement, and their participation in urban politics. The contemporary philosophies of Black leaders in terms of pressure politics, non-violence, and Black power will be closely examined. Offered annually. **CREDIT: THREE SEMESTER HOURS.**

**POL 213: INTERNATIONAL RELATIONS.** This course analyzes international politics and elements of national power and international cooperation, with special attention given to the solution of the central problems of international security. Post-war international problems are also introduced to the student. Offered bi-annually. **CREDIT: THREE SEMESTER HOURS.**

**POL 214: AMERICAN FOREIGN POLICY.** This course is a study of the forces which are responsible for the formulation of American foreign policy, and consideration for those important factors which have shaped contemporary United States policy in major areas of the world. Offered bi-annually. **CREDIT: THREE SEMESTER HOURS.**

**POL 216: CONFLICT AND CHANGE: GLOBAL ISSUES.** This course has a focus on contemporary issues in global politics, with particular emphasis on growing international interdependence and cooperation. Key issues will be examined; with some focus on conflict resolution, prevailing national values, and the values and resources necessary for the successful resolution of global issues. Offered bi-annually. **CREDIT: THREE SEMESTER HOURS.**

**POL 217: RESEARCH METHODS.** This course is an exploration of the intellectual tools necessary to develop methods and techniques of gathering data to enhance the development of conceptual and analytical skills to provide the basis for a scientific inquiry into the political world. Offered annually. **CREDIT: THREE SEMESTER HOURS.**

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**POL 311: URBAN POLITICS.** Based on the theme of the structure of power within cities, this course will deal with such urban phenomena as bosses and political machines, urban insurrections, schools, urban renewal, housing, and the future of the city. Offered annually. **CREDIT: THREE SEMESTER HOURS.**

**POL 312: POLITICAL PARTIES AND PRESSURE GROUPS.** This course is a survey of political parties and pressure groups as dynamic forces in American democracy. Focus is placed on the respective roles, different structures and objectives, and various operational techniques of political parties and interest groups. Offered bi-annually. **CREDIT: THREE SEMESTER HOURS.**

**POL 313: TOPICS IN POLITICAL SCIENCE.** Students may take a variety of topics for CREDIT: A) Independent Study – Offered by arrangement with faculty; B) Internship – Offered by arrangement with faculty; C) Selected Topics – Normally offered annually; D) Introduction to Law and Jurisprudence; and E) Pre-Law Seminar. Internship may be awarded six semester hours under special circumstances and with approval of the Department Chair. **CREDIT: THREE SEMESTER HOURS.**

**POL 314: PUBLIC ADMINISTRATION.** This course deals with the role of administration in the government process, principles of administrative organization, methods of administrative control, personnel and fiscal management. Offered bi-annually. **CREDIT: THREE SEMESTER HOURS.**

**POL 315: PUBLIC POLICY.** This course is an examination of the policies set forth by governments through both decisions and non-decisions. Focus will also be placed on both analysis of public policies and the mechanics involved in developing these policies. Offered bi-annually. **CREDIT: THREE SEMESTER HOURS.**

**POL 316: POLITICAL THEORY.** This course is a general survey of the main currents of political philosophy and major works in political theory. Special attention is paid to such political philosophers as Plato, Aristotle, Machiavelli, Locke, Burke, Mill, Hegel, and Marx. **CREDIT: THREE SEMESTER HOURS.**

**POL 317: PUBLIC POLICY & LEGAL ISSUES IN DISASTER PREPAREDNESS.** The course will present concepts and basic descriptive information about the public policy process in the executive and legislative branches of government and actions of the judicial branch in court cases. This will include examining the Federal Emergency Management Agency's legal requirements, responsibilities, and laws pertaining to emergency management, and actions based on these laws. Focus will also be placed on analysis of public policies and understanding of the procedures and requirements in emergency management. **CREDIT: THREE SEMESTER HOURS.**

**POL 319: LATIN AMERICAN GOVERNMENT.** This course is a study of political institutions, interest groups, and patterns of development in Latin America. Some focus will be placed on ideology and on the influence the United States has had on the area. Offered bi-annually. **CREDIT: THREE SEMESTER HOURS.**

**POL 321: CONTEMPORARY POLITICAL IDEOLOGY.** This course is an analysis of the practical application of political ideologies, especially those ideologies that have had a significant impact on the course of events during the 20th century. Focus will be placed on liberalism, conservatism, racism, fascism, non-Marxian socialism, and Marxian socialism. Offered bi-annually. **CREDIT: THREE SEMESTER HOURS.**

**POL 322: SEMINAR ON THE POLITICS OF DEVELOPING NATIONS.** This course is a critical examination and survey of the political process of the "emerging third world" (so called because of their emergence from colonialism, imperialism, and neo-colonialism). The course will focus on the obstacles faced by developing

nations in managing political, economic, and social change, and on legal issues as they relate to developing areas and the international arena. Offered bi-annually. **CREDIT: THREE SEMESTER HOURS.**

**POL 341: CONSTITUTIONAL LAW I.** This is a seminar course conducted through the use of the case method. Students are required to make an extensive study of the United States Supreme Court decisions, particularly with respect to the powers of the three branches of government, federal-state relations, and civil liberties. Offered Fall Semester. **CREDIT: THREE SEMESTER HOURS.**

**POL 343: LABOR LAW PRACTICUM.** This survey course will provide students with a working knowledge of the evolution of laws governing unions and collective bargaining, worker protections against all forms of discrimination, e.g. race, gender, national origin, sexual orientation, disability, etc. Also, the course will provide students with a working knowledge of the history of the labor movement in the state of Mississippi and other parts of the U.S. as well as with a working knowledge of key labor campaigns of the 20<sup>th</sup> and 21<sup>st</sup> Centuries. Students will also have an opportunity to study the relationship between global markets and low-wage workers in the U.S. and in other regions of the world. Practical legal skills will be incorporated in the course as well. Offered Spring Semester. **CREDIT: THREE SEMESTER HOURS.**

**POL 344: PRE-LAW SEMINAR: LSAT PREP AND THE LAW SCHOOL ADMISSIONS PROCESS.** This course would be a mandatory workshop course for all junior participants in the Pre-Law program. The course will allow students to develop a clear understanding of the Law School Admissions Test (LSAT) and the overall law school admissions process, including its purpose and components, improve existing reading comprehension, analytical reasoning, writing, and logical analysis skills in preparation for the LSAT course, and build awareness of social emotional skills, including self-management, self-awareness, and a growth mindset for students to successfully approach the LSAT and the overall law school admissions process. Junior will complete this course ready to take the LSAT and submit their law school applications by the early fall of their senior year. Offered summer and spring semesters. **CREDIT: THREE SEMESTER HOURS.**

**POL 345: INTRODUCTION TO LAW, LEGAL REASONING, & ANALYSIS I.** This is a seminar course that will serve as an introduction to foundational skills necessary for mastery of the first year of law school - basic legal vocabulary and nomenclature, understanding court systems and basic rules of civil procedure, how to approach law school strategically, developing a law school work plan, learning Socratic Method, learning how to study and outlining, and learning how to take the law school exam. Offered fall semester. **CREDIT: THREE SEMESTER HOURS.**

**POL 346: INTRODUCTION TO LAW, LEGAL REASONING, & ANALYSIS II.** The second part of this two-semester sequence will be a continuation of foundational skills necessary for mastery of the first year of law school with an emphasis on the case method and legal analysis - an introduction to the case method, case briefing and analysis, the ability to critically read, analyze, and study cases, issue-spotting in cases as a skills set, thinking like a lawyer, and learning how to take the law school exam. Offered spring semester. Prerequisite: Introduction to Law, Legal Reasoning & Analysis I. **CREDIT: THREE SEMESTER HOURS.**

**POL 347: SURVEY OF CIVIL LAW I: PREPARING FOR LAW SCHOOL.** This course will serve as introduction to the civil law courses required for first year law student. This course will provide a brief overview of the first-year law school doctrinal, civil courses of property, torts, and contracts with emphasis on writing, analysis, case briefing, and other legal skills. This course will ultimately serve as a vehicle for furthering their ability to read cases closely and for a purpose, discover rules, understand the reason for a court's holding, brief cases, and synthesize rules. The students would complete the courses with a

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basic understanding of how civil law is categorized and organized and sharpen skills fundamental to law school success. It will also serve as a review from skills from Intro. to Law courses. Prerequisites: Introduction to Law, Legal Reasoning, & Analysis I & II. Offered fall semester. **CREDIT: THREE SEMESTER HOURS.**

**POL 348: SURVEY OF CIVIL LAW II: PREPARING FOR THE BAR EXAM.** The second part of this two-semester sequence will be a continuation of foundational skills necessary for mastery of the first year of law school and beyond through a brief overview of advanced doctrinal, civil law school courses that would prepare law students to take the Bar exam upon graduation. The course will be a complete simulation of standard law school courses – with use of the Socratic Method and with only one comprehensive, three-hour final exam at the end of the course. Students would be responsible for reviewing and briefing cases and materials as well as preparing an outline for the class based on skills learned from prior pre-law courses. Prerequisites: Introduction to Law, Legal Reasoning, & Analysis I & II; Survey of Civil Law I. Offered spring semester. **CREDIT: THREE SEMESTER HOURS.**

**POL 349: INTRODUCTION TO THE BILL OF RIGHTS, CRIMINAL LAW & CONSTITUTIONAL THEORY.** This course introduces students to constitutional theory and precedent through the lens of criminal law and procedure. The course will place a major emphasis on civil rights cases involving criminal matters, with focus on the Bill of Rights, civil liberties, and the constitutional rights of the individual, including the rights of the accused. The course would provide a simulation of the traditional first-year law school classes of constitutional law and criminal law and would be taught like a conventional law-school class: Socratic Method with one exam at the end. Prerequisites: Introduction to Law, Legal Reasoning, & Analysis I & II. Offered spring semester. **CREDIT: THREE SEMESTER HOURS.**

**POL 435: LEGAL WRITING& RESEARCH.** This course provides development of skills in analysis, writing, and research in the context of writing legal, predictive memoranda. Additionally, the course will provide an introduction to the sources of law in the American legal system, the legal research process, and specific instruction in finding and analyzing primary and secondary source materials in order to research and complete the legal memoranda. Students build from every exercise applying a rule to a short set of facts to synthesizing and applying complex rules to more extensive fact patterns. Offered fall semester. Prerequisites: Intro. to Law, Legal Reasoning & Analysis I & II. **CREDIT: THREE SEMESTER HOURS.**

**POL 439: ADVANCED LEGAL WRITING AND LEGAL ANALYSIS FOR LAW SCHOOL.** This course will be a specialized, mandatory survey course for senior law school applicants to provide them with the foundational skills for legal writing (including the required, first-year legal writing course as well as legal writing for the law school exam) in their first year of law school. It will begin with the learning how to “think like a lawyer.” They will then start the process of learning how to write about the law clearly, concisely, and correctly. The course will also introduce students to the rigor of law school courses that will ultimately serve to ensure their successful completion of first year-law school. Prerequisites: Legal Writing & Research. Offered spring semester. **CREDIT: THREE SEMESTER HOURS.**

### **Pre-Law Minor**

The Division of Social Sciences offers a rigorous and challenging Minor in Pre-Law. It is designed to provide students with the foundational knowledge, critical thinking skills, and ethical framework essential not only for successful entry into the legal field, but also for informed and socially responsible citizenship.

More specifically, the Pre-Law Minor is intended to assure an advantage to Tougaloo students who plan to attend law school by focusing on coursework that emphasizes skills necessary for success in the first



year of law school and beyond: legal writing and research, case briefing and legal analysis, and learning how to prepare for and take the law school exam. In other words, the new pre-law minor takes a strategic and targeted approach to ensuring that any gap in knowledge and skills necessary for success in law school for Tougaloo graduates is closed; and they enter law school ready to succeed on day one.

While there is no specific course of study required for law school admission, as all law schools emphasize the value of excellent reading comprehension, analytical reasoning skills, and a solid command of written English, it is important that those foundational skills be taken to the next level to encompass the academic rigor and legal aptitude that is unique to the law school experience. Law students transitioning from college often find themselves trying to navigate their law school experience first year without any idea as to whether or not their approach to law school will ensure their success first year. We intend to change that dynamic with this new pre-law minor. **That is why completion of the Pre-Law Minor will be mandatory for all participants in the Reuben V. Anderson Pre-Law Program.**

### **Requirements**

Students must fill out a minor request form to declare the minor. Eighteen (18) hours of credit are required to earn the distinction of a Pre-Law Minor, comprised of the following courses:

- Introduction to Law, Legal Reasoning, and Analysis I (3) POL 345 -- Offered Fall Semester
- Introduction to Law, Legal Reasoning, and Analysis II (3) POL 346 - Offered Spring Semester
- Survey of Civil Law I: Preparing for Law School (3) POL 347 - Offered Fall Semester
- Survey of Civil Law II: Preparing for the Bar Exam (3) POL 348 - Offered Spring Semester
- Introduction to the Bill of Rights, Criminal Law, & Constitutional Theory (3) POL 349 - Offered Spring Semester
- Legal Writing & Research (3) POL 435 - Offered Fall Semester
- Pre-Law Seminar: LSAT Preparation & the Law School Admissions Process (3) POL 344 - Offered Spring Semester (for Juniors)
- Advanced Legal Writing & Legal Analysis for Law School (3) POL 439 - Offered Spring Semester (for Seniors)

Eligibility for the new Pre-Law Minor will take effect during the fall of the 2020-21 school year with the incoming freshman and sophomore classes. Juniors and Seniors who are subject to the previous 18-hour Pre-Law Minor requirement will be able to enroll in these courses to complete that requirement pending approval of the Pre-Law Director. All credits must be taken at Tougaloo College, unless this requirement is specifically waived by the Director of the Pre-Law Program and approved by the appropriate College personnel.

Students are also encouraged, but not required to take Labor Law Practicum, Mock Trial I and II, and Legal Environment of Business.

Students must earn at least a "C" (2.00) average in all courses counted for the Pre-Law Minor and Post-Baccalaureate Program.

Students must maintain a professional dress code and adhere to standards of ethics, morality, and conduct as delineated by the Director of the Pre-Law Program and the highest principles of the Tougaloo tradition excellence so as to replicate that which is widely and commonly expected of Tougaloo students. The dress and conduct code will respect various cultural viewpoints.

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## **Course Descriptions**

***POL 345: Introduction to Law, Legal Reasoning, & Analysis I.*** This is a seminar course that will serve as an introduction to foundational skills necessary for mastery of the first year of law school - basic legal vocabulary and nomenclature, understanding court systems and basic rules of civil procedure, how to approach law school strategically, developing a law school work plan, learning Socratic Method, learning how to study and outlining, and learning how to take the law school exam. Offered fall semester. **CREDIT: THREE SEMESTER HOURS.**

***POL 346: Introduction to Law, Legal Reasoning, & Analysis II.*** The second part of this two-semester sequence will be a continuation of foundational skills necessary for mastery of the first year of law school with an emphasis on the case method and legal analysis - an introduction to the case method, case briefing and analysis, the ability to critically read, analyze, and study cases, issue-spotting in cases as a skills set, thinking like a lawyer, and learning how to take the law school exam. Offered spring semester. Prerequisite: Introduction to Law, Legal Reasoning & Analysis I. **CREDIT: THREE SEMESTER HOURS.**

***POL 347: Survey of Civil Law I: Preparing for Law School.*** This course will serve as introduction to the civil law courses required for first year law student. This course will provide a brief overview of the first-year law school doctrinal, civil courses of property, torts, and contracts with emphasis on writing, analysis, case briefing, and other legal skills. This course will ultimately serve as a vehicle for furthering their ability to read cases closely and for a purpose, discover rules, understand the reason for a court's holding, brief cases, and synthesize rules. The students would complete the courses with a basic understanding of how civil law is categorized and organized and sharpen skills fundamental to law school success. It will also serve as a review from skills from Intro. to Law courses. Prerequisites: Introduction to Law, Legal Reasoning, & Analysis I & II. Offered fall semester. **CREDIT: THREE SEMESTER HOURS.**

***POL 348: Survey of Civil Law II: Preparing for the Bar Exam.*** The second part of this two-semester sequence will be a continuation of foundational skills necessary for mastery of the first year of law school and beyond through a brief overview of advanced doctrinal, civil law school courses that would prepare law students to take the Bar exam upon graduation. The course will be a complete simulation of standard law school courses – with use of the Socratic Method and with only one comprehensive, three-hour final exam at the end of the course. Students would be responsible for reviewing and briefing cases and materials as well as preparing an outline for the class based on skills learned from prior pre-law courses. Offered spring semester. Prerequisites: Introduction to Law, Legal Reasoning, & Analysis I & II; Survey of Civil Law I. Offered spring semester. **CREDIT: THREE SEMESTER HOURS.**

***POL 349: Introduction to the Bill of Rights, Criminal Law, & Constitutional Theory.*** This course introduces students to constitutional theory and precedent through the lens of criminal law and procedure. The course will place a major emphasis on civil rights cases involving criminal matters, with focus on the Bill of Rights, civil liberties, and the constitutional rights of the individual, including the rights of the accused. The course would provide a simulation of the traditional first-year law school classes of constitutional law and criminal law and would be taught like a conventional law-school class: Socratic Method with one exam at the end. Prerequisites: Introduction to Law, Legal Reasoning, & Analysis I & II. Offered spring semester. **CREDIT: THREE SEMESTER HOURS.**

***POL 344: Pre-Law Seminar: LSAT Prep and the Law Schools Admissions Process.*** This course would be a mandatory workshop course for all junior participants in the Pre-Law program. The course will allow students to develop a clear understanding of the Law School Admissions Test (LSAT) and the overall law

school admissions process, including its purpose and components, improve existing reading comprehension, analytical reasoning, writing, and logical analysis skills in preparation for the LSAT course, and build awareness of social emotional skills, including self-management, self-awareness, and a growth mindset for students to successfully approach the LSAT and the overall law school admissions process. Junior will complete this course ready to take the LSAT and submit their law school applications by the early fall of their senior year. Offered summer and spring semesters. **CREDIT: THREE SEMESTER HOURS.**

**POL 435: Legal Writing & Research.** This course provides development of skills in analysis, writing, and research in the context of writing legal, predictive memoranda. Additionally, the course will provide an introduction to the sources of law in the American legal system, the legal research process, and specific instruction in finding and analyzing primary and secondary source materials in order to research and complete the legal memoranda. Students build from every exercise applying a rule to a short set of facts to synthesizing and applying complex rules to more extensive fact patterns. Offered fall semester. **CREDIT: THREE SEMESTER HOURS.**

**POL 439: Advanced Legal Writing and Legal Analysis for Law School.** This course will be a specialized, mandatory survey course for senior law school applicants to provide them with the foundational skills for legal writing (including the required, first-year legal writing course as well as legal writing for the law school exam) in their first year of law school. It will begin with the learning how to “think like a lawyer.” They will then start the process of learning how to write about the law clearly, concisely, and correctly. The course will also introduce students to the rigor of law school courses that will ultimately serve to ensure their successful completion of first year-law school. Prerequisites: Legal Writing & Research. Offered spring semester. **CREDIT: THREE SEMESTER HOURS**

### **Suggested Course Sequence:**

***Freshperson*** (Honors or Accelerated Track Students)

#### ***Fall Semester***

POL 345 - Introduction to Law, Legal Reasoning, and Analysis I

#### ***Spring Semester***

POL 346 - Introduction to Law, Legal Reasoning, and Analysis II

#### ***Sophomore***

#### ***Fall Semester***

POL 347 - Survey of Civil Law I: Preparing for Law School

#### ***Spring Semester***

POL 348 - Survey of Civil Law II: Preparing for the Bar Exam

#### ***Junior***

#### ***Spring Semester***

POL 349 - Introduction to the Bill of Rights, Criminal Law, and Constitutional Theory

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Spring Semester

POL 344 - Pre-Law Seminar: LSAT Prep and the Law Schools Admissions Process

***Senior***

*Fall Semester*

POL 435 - Legal Writing and Research

Spring Semester

POL 439 – Advanced Legal Writing & Legal Analysis for Law School

***Sophomore (Non-accelerated Track)***

*Fall Semester*

POL 345 - Introduction to Law, Legal Reasoning, and Analysis I

***Spring Semester***

POL 346 - Introduction to Law, Legal Reasoning, and Analysis II

***Junior***

***Fall Semester***

POL 347 - Survey of Civil Law I: Preparing for Law School

***Spring Semester***

POL 344 - Pre-Law Seminar: LSAT Prep and the Law Schools Admissions Process

POL 348 - Survey of Civil Law II: Preparing for the Bar Exam

***Senior***

***Fall Semester***

POL 435 - Legal Writing and Research

***Spring Semester***

POL 439 – Advanced Legal Writing & Legal Analysis for Law School

POL 349 - Introduction to the Bill of Rights, Criminal Law, and Constitutional Theory

**Learning Outcomes**

Students who complete the Pre-Law Minor, in addition to being prepared to enter first year of law school, equipped with foundational skills for proficiency in the first year and beyond, will develop a deeper understanding of how law and legal systems intersect with the everyday lives of ordinary people, especially in terms of race, class, ethnicity, gender, age, and sexual orientation. Students will also develop a deeper awareness of how law and legal systems intersect with systems of power and privilege. In the process, students will demonstrate reading, writing, listening, and speaking skills that enable empathetic

and critical communication and advocacy. Such skills will include the ability to observe and make fine distinctions, ask relevant questions, explore significant information, and analyze divergent points of view with clarity and conscience.

### **Where to Go For More Information**

A student considering law school or the Pre-Law Minor should seek advice from the Pre-Law Director in the Division of Social Sciences. Tougaloo College's Pre-Law Director is Attorney Julian D. Miller, and the Pre-Law Advisor is Dr. Charles Holmes. Both Attorney Miller and Dr. Holmes welcome questions and can be reached at 601-977-6154 or via email at [jdmiller@tougaloo.edu](mailto:jdmiller@tougaloo.edu).

## **DEPARTMENT OF PSYCHOLOGY**

### **Mission Statement and Learning Outcomes**

The overarching purpose of the Department of Psychology at Tougaloo College is to provide opportunities for intellectual and professional development for students enrolled in its instructional program. The Department of Psychology follows a liberal arts curriculum which prepares students for lifelong learning, critical thinking, and action. The objectives of the department are that students shall develop an understanding of the field of psychology and its scientific nature; and that they shall acquire the capacity to critically evaluate new developments in the field. The educational program aims at providing the students with the basic knowledge in psychology that will provide them with skills and competencies required to pursue careers or advanced study in psychology and other professional areas.

The major areas of psychology are: Clinical Psychology, Cognitive Psychology, Community Psychology, Counseling Psychology, Developmental Psychology, Educational Psychology, Engineering Psychology, Experimental/General Psychology, Forensic Psychology, Health Psychology, Industrial/Organizational Psychology, Neuro-Psychology, Quantitative and Measurement Psychology, Rehabilitation Psychology, School Psychology, Social Psychology, and Sports Psychology. However, the prospect of obtaining a career position in any area of the above specialization in psychology is largely dependent on a student's continuation into graduate studies. Students wishing to be employed in these careers are encouraged to enroll in graduate schools after obtaining their bachelor's degree. The department recognizes that graduate programs are highly competitive and scientifically oriented. Hence, it provides a strong research background to help gain admission, and successfully complete a graduate program in psychology.

### **Student Learning Outcomes**

The department offers a traditional Liberal Arts Curriculum leading to a Bachelor of Arts in Psychology degree or a Minor in Psychology. Common goals for undergraduate students to accomplish include developing a knowledge base, acquiring thinking skills, language skills, information gathering and interpersonal skills, and the ability to write scientifically. Psychology students take courses in research methods, statistical methods, psychological theories, history of psychology, and others as they work towards mastery over the following outcomes:

- To possess knowledge of basic psychology concepts.
- To be familiar with current and historical developments in the field of psychology.
- To develop an understanding of the criteria for abnormal symptomatology.
- To be able to identify developmental tasks, milestones, and challenges from conception to death.
- To demonstrate appropriate use of statistical techniques and SPSS used for behavioral analyses.

- To be able to critically evaluate, analyze, and synthesize research, as well as, master written and verbal skills to successfully defend a senior thesis research project.
- To successfully pass a mandatory comprehensive examination in the subject of psychology.

The Psychology major is open to sophomores who have a cumulative GPA of at least 2.50. All majors must complete a **35-hour credit core curriculum** (with grade “C” or better) consisting of:

PSY 111	General Psychology I
PSY 112	General Psychology II
PSY 213	Abnormal Psychology
SSD 215	Foundations of Statistical Thinking
PSY 216	Experimental Psychology
PSY 221	Child & Adolescent Psychology
PSY 224	Psychology of Adulthood and Old Age
SSD 329	Applied Statistics in Social Science Research
PSY 411	History and Systems
PSY 421	Research Methods in Psychology
PSY 422	Psychological Research Writing
PSY 423	Senior Seminar I
PSY 424	Senior Seminar II

Psychology degree candidates must also complete an additional **15hours credit** (5 courses) of electives from the following two groups:

**Group I: Personality, Organizational, Social, Women and Measurement (Choose three out of six for 9 semester hours)**

PSY 321	Personality Theory
PSY 322	Organizational Behavior
PSY 323	Social Psychology
PSY 324	Psychology of Women
PSY 331	Psychological Measurement
PSY 327	Topics in Psychology

**Group II: Learning, Neuroscience, Health, Community, Sensation and Perception (Choose two out of six for 6 semester hours)**

PSY 325	Psychology of Learning
PSY 326	Behavioral Neuroscience
PSY 328	Health Psychology and Disaster Preparedness
PSY 329	Community Psychology
PSY 332	Sensation and Perception
PSY 425	Internship (One in either junior or senior year)

**Number of Units required for Graduation: 50 Hours**

**Required General Education Courses:** MAT 103, MAT 106, or advanced level math; GEN 210 or GEN 211

**Suggested Sequence of Required Core Courses:**

**Freshman Year**

PSY 111 *	General Psychology I	Fall/Spring	3 hours
PSY 112	General Psychology II	Fall/Spring	3 hours
MAT 103 or MAT 106	College Algebra/Contemporary Math	Fall/Spring	3 hours

**\*PSY 111 is not a prerequisite for PSY 112; allowing the courses to be taken in any order.**

**Sophomore Year**

PSY 213	Abnormal Psychology	Fall/Spring	3 hours
PSY 221	Child & Adolescent Psychology	Fall	3 hours
SSD 215	Foundations in Statistical Thinking	Fall/Spring	3 hours

**Junior Year**

PSY 216	Experimental Psychology	Fall	3 hours
SSD 215	Foundations in Statistical Thinking	Fall	3 hours
PSY 224	Psychology of Adulthood & Old Age	Spring	3 hours
SSD 329	Applied Statistics	Spring	3 hours

**Senior Year**

PSY 411	History & Systems	Fall	3 hours
PSY 421	Research Methods	Fall	3 hours
PSY 423	Senior Seminar I	Fall	1 hour
PSY 422	Psychological Research Writing	Spring	3 hours
PSY 424	Senior Seminar II	Spring	1 hour

**Senior Thesis**

A senior thesis is required of all graduating majors. This is an empirical research project developed by students in consultation with a member of the faculty during the spring semester of their junior year. The objective of the paper is to enable students to analyze in-depth issues and topics in psychology. Students are expected to write a research paper and prepare an oral presentation during their senior year. The faculty member supervises progress on the research and the writing of the thesis is in APA format. All seniors must take two courses: Senior Seminar I (PSY 423) and Senior Seminar II (PSY 424) of one credit hour each, which are required to complete the senior paper. These courses are designed for seniors to be familiar with the APA format, get hands-on research experience using the SPSS program, and other statistical and research tools needed to assist them with their paper. **College policy does not permit a student to write the Senior Thesis until the English Writing Proficiency Exam has been cleared.**

**COURSE DESCRIPTIONS: PSYCHOLOGY**

**PSY 111: GENERAL PSYCHOLOGY I.** This course is an introduction to the principles of behavior. This course represents a comprehensive overview of major theoretical areas of study within the field of psychology. Particular focus is placed on the scientific and experimental aspects of psychological thinking, brain and behavior, human development, consciousness, conditioning and learning, memory, cognition, language,



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creativity, intelligence, and gender and sexuality. Prerequisite: ENG 101. Offered every Fall and Spring semester. **CREDIT: THREE SEMESTER HOURS.**

**PSY 112: GENERAL PSYCHOLOGY II.** This course is an introduction to the principles of behavior. This course represents a comprehensive overview of major applied areas of study within the field. Particular focus is placed on sensation and perception, motivation and emotion, personality, health, stress and coping, psychological disorders, therapies, social thinking and social influence, pro-social and antisocial behavior, and applied psychology. Prerequisite: ENG 101. Offered every Fall and Spring semester. **CREDIT: THREE SEMESTER HOURS.**

**PSY 213: ABNORMAL PSYCHOLOGY.** This course is an historical overview of abnormal psychology; criteria of abnormal behavior; symptomatology and dynamics of anxiety-based disorder and severe mental disorder/psychoses; therapeutic considerations. Prerequisites: PSY 111 and 112. Offered every Fall and Spring semester. **CREDIT: THREE SEMESTER HOURS.**

**PSY 216: EXPERIMENTAL PSYCHOLOGY.** The rationale and skills of the scientific method are applied to the study of behavior. The student is introduced to the structure and language of scientific thinking, with particular focus on concepts and issues in measurement, experimental design and ethics. Prerequisites: PSY111, 112, and SSD 215. Offered every Fall semester. **CREDIT: THREE SEMESTER HOURS.**

**PSY 221: CHILD AND ADOLESCENT PSYCHOLOGY.** This course is a systematic presentation of the major theories and research on the origins and development of psychological processes from conception through childhood and early adulthood. The course discusses including behavioral disorders of childhood and their management. Prerequisite: PSY 111. Offered every Fall semester. **CREDIT: THREE SEMESTER HOURS.**

**PSY 224: PSYCHOLOGY OF ADULTHOOD AND OLD AGE.** (also listed as SOC 301). This course is a systematic study of the psychological processes of adulthood and aging, this course focuses on the psychiatric and psychological aspects of the aging process, as well as the effects aging on family and other social relationships. Prerequisite: PSY 111 or SOC 111. Offered every Spring semester. **CREDIT: THREE SEMESTER HOURS.**

**PSY 321: PERSONALITY THEORY.** This course is an introduction to the nature of psychological theory building, this course illustrates the nature and development of theories in psychology with examples drawn from the psychoanalytic, humanistic and behavioral models for personality development. Prerequisites: PSY 111 and 112. Offered every even Fall semester. **CREDIT: THREE SEMESTER HOURS.**

**PSY 322: ORGANIZATIONAL BEHAVIOR.** This course is an introduction to theoretical concepts and empirical research in the behavioral sciences as it applies to behavior within organizational settings. The course content includes levels from the individual to small groups, to inter-group behavior, and finally to the total organization. Within this structure, a broad range of theory and research on organization and individual behavior will be examined. Prerequisites: PSY 111 and 112. Offered every odd Fall semester. **CREDIT: THREE SEMESTER HOURS.**

**PSY 323: SOCIAL PSYCHOLOGY (also listed as SOC 322).** This course is an introduction to the major theories and research focusing on the behavior of the individual as he or she is influenced by others in the social environment. Prerequisites: PSY 111 and 112. Offered every even Fall semester. **CREDIT: THREE SEMESTER HOURS.**

**PSY 324: PSYCHOLOGY OF WOMEN.** This course includes developmental, global, and multicultural approaches to understanding the psychology of women. Focus is on gender differences and similarities in cognitive abilities, aggression, etc. Special emphasis will be on work and women, health and reproduction, violence in women's lives and mental health. Prerequisites: PSY 111 and 112. Offered every odd Spring semester. **CREDIT: THREE SEMESTER HOURS.**

**PSY 325: PSYCHOLOGY OF LEARNING.** This course is an introduction to the basic principles and experimental variables which govern the acquisition, modification and extinction of both simple and complex animal and human behavior. Prerequisites: PSY 111 and 112. Offered every odd Spring semester. **CREDIT: THREE SEMESTER HOURS.**

**PSY 326: BEHAVIORAL NEUROSCIENCE.** An introduction to the physiology of behavior, this course presents an overview of the basic concepts of neurophysiology and neuroanatomy in relation to the complex intervention between behavioral phenomena and the physiological processes and structures. Prerequisites: PSY 111, 112, and BIO 102 or higher. Offered every odd Spring semester. **CREDIT: THREE SEMESTER HOURS.**

**PSY 327: TOPICS IN PSYCHOLOGY:** This course is designed to provide students an opportunity to study a number of additional sub areas within the field of psychology. The sub area to be taught is selected according to student and faculty interest. As topics vary, this class may be taken more than once. Prerequisites: PSY 111, 112 or permission of instructor. Offered during the Fall and Spring semester; based on availability of faculty. **CREDIT: THREE SEMESTER HOURS.**

**PSY 328: HEALTH PSYCHOLOGY AND DISASTER PREPAREDNESS.** This course focuses on psychological factors (e.g., stress, anxiety, depression, individual differences, or personality characteristics) and environmental events (e.g., natural or man-made disasters) that can negatively affect survivors' mental and physical well-being as well as the relationships between patients and practitioners. Through directed readings, class discussions, paper/journal assignments, and other didactic activities (e.g., guest speakers, field trips) students in this course will learn about the role of psychologists in the assessment and treatment of disaster related mental and emotional problems, and the promotion of changes to lifestyle, health habits, and coping practices to optimize recovery from disaster (i.e., dealing with psychosocial sequelae of disasters). Prerequisites: PSY 111 and PSY 112. Offered every Spring semester. **CREDIT: THREE SEMESTER HOURS.**

**PSY 329: COMMUNITY PSYCHOLOGY.** The course will focus on interactions between individuals, community, and environments, and how such interactions influence the "well-being" of both the individual and the community. The community rather than the individual is treated as both the subject and client, and a variety of interest groups are considered when measuring the success of interventions. Prerequisites: PSY 111 and 112. Offered every even Spring semester. **CREDIT: THREE SEMESTER HOURS.**

**PSY 331: PSYCHOLOGICAL MEASUREMENT.** This course introduces the student to concepts, principles, techniques, and issues in behavioral observation and psychometric theory. Prerequisites: PSY 111, 112 and SSD 215. Offered every even Spring semester. **CREDIT: THREE SEMESTER HOURS.**

**PSY 332: SENSATION AND PERCEPTION.** This course introduces the student to the physiological processes and psychophysical principles governing our sensing of an external or internal stimulus. It also provides

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an overview of the theories and psychological models developed to explain how we organize and interpret stimulus information. Prerequisites: PSY 111 and 112. Offered every even Fall semester. **CREDIT: THREE SEMESTER HOURS.**

**PSY 411: HISTORY AND SYSTEMS.** A comparison of the major schools and miniature systems which have emerged historically within the discipline of psychology, this course provides a major summary and review of psychological thinking and research from an historical perspective. Prerequisite: Senior standing with all other core courses completed. Offered every fall semester. **CREDIT: THREE SEMESTER HOURS.**

**PSY 421: RESEARCH METHODS IN PSYCHOLOGY.** This course provides students with an understanding of the terminology, logic, and procedures used in research. Students integrate statistical procedures with research methods and develop critical thinking skills regarding research. The course is designed to help students acquire fundamental skills in organizing, displaying, reading, and interpreting data including the use of standard computer software, such as SPSS, to analyze the data. Prerequisites: PSY 216 and SSD 329. Offered every Fall semester. **CREDIT: THREE SEMESTER HOURS.**

**PSY422: PSYCHOLOGICAL RESEARCH WRITING.** This course provides students with an opportunity to consolidate their research and writing skills under the supervision of a senior faculty member. Following the structural and stylistic guidelines of the Publication Manual of the American Psychological Association, the student identifies a research problem, reviews the primary literature on the problem, formulates a set of research hypotheses, and designs a research plan to evaluate the hypotheses. Prerequisite: PSY 421. Offered every Spring semester. **CREDIT: THREE SEMESTER HOURS.**

**PSY 423: SENIOR SEMINAR I.** This course is offered only to senior psychology majors during the fall semester of the senior year. The course is designed to guide them through their senior paper project while working with their assigned senior research supervisor. Offered every Fall semester. **CREDIT: ONE SEMESTER HOUR.**

**PSY 424: SENIOR SEMINAR II.** This course is offered only to senior psychology majors during the Spring semester of the senior year. The course is designed to aid students in the completion of their senior paper project through the advisement of their assigned senior research supervisor. Prerequisite: PSY 423. Offered every Spring semester. **CREDIT: ONE SEMESTER HOUR.**

**PSY425: INTERNSHIP IN PSYCHOLOGY.** This internship course in psychology is designed to provide students the opportunities to integrate and apply what they have been learning in their academic courses to supervised “hands on” experiences at various agency settings. It will enable students to use the knowledge, skills, values, and ethics obtained from their studies in practical fields. Such exposure will establish students’ basic practical skills in various areas including interpersonal support, planning, problem- solving, and identification with psychology as a profession. Prerequisites: PSY 111 and 112. Offered either in the Fall or Spring semester; determined by availability of faculty and supporting organizations. **CREDIT: THREE SEMESTER HOURS.**

**SSD 215: FOUNDATIONS IN STATISTICAL THINKING.** This course is an introduction to the foundations of statistical thinking and exploratory data analysis. This course is designed to help students acquire fundamental skills in organizing, displaying, reading, and interpreting data including the use of standard computer software, such as SPSS package to analyze their data. Offered every Fall, this course is required for all majors within the Social Sciences Division, except History. Prerequisite: Having passed MAT 103, MAT 106, or advanced level math. **CREDIT: THREE SEMESTER HOURS.**

**SSD 329: APPLIED STATISTICS IN SOCIAL SCIENCE RESEARCH.** This course is an interdisciplinary introduction to the use of advance statistical techniques for analysis of behavioral research. Topics covered are testing differences between means, analysis of variance, nonparametric tests of significance, correlation, regression analysis, nonparametric measures of correlation and choosing statistical procedures for research problems. The course is designed to help students learn coding of data and putting data in SPSS computer software for performing different statistical analysis. Prerequisite: SSD 215. Offered every Spring semester. **CREDIT: THREE SEMESTER HOURS.**

## MINOR IN PSYCHOLOGY

The Minor in Psychology is open to all Tougaloo College students to enhance their employability and widen their opportunities for acceptance to graduate or professional schools. In today's competitive job market, acquisition of interdisciplinary knowledge and skills enhances employability. There are many careers where a science-based knowledge about interpersonal skills, human/animal behavior, emotionality, and mental capabilities is valued. Concepts, principles, and "people skills," learned in psychology may complement a broad range of disciplines, and be advantageous in business and health-related professions such as social work, sociology, law, ethics, education, and physical education/recreation, and so forth, as well as pre-nursing, pre-law, public health marketing, management, and economics. The Minor incorporates essential courses in Psychology, providing a basic understanding of the functioning of the mind and human behavior, and courses that enhance mathematical ability, development of social and interpersonal skills, understanding of brain functioning, and human development through the life-span. In order to obtain a Minor in psychology, **18 credit hours** must be completed: 9 hours of core requirements and 9 hours of elective courses. A **minimum GPA of 2.50 is required for graduation.**

### Required Courses

PSY 111	General Psychology I	Fall/Spring	3
PSY 112	General Psychology II	Fall/Spring	3
PSY 213	Abnormal Psychology	Fall/Spring	3
			<b>9 Hours</b>

### Elective Courses (At least one from each group: 3 in all)

#### Group 1

PSY 221	Child & Adolescent Psychology	Fall	3
PSY 224	Psychology of Adulthood & Old Age	Spring	3
SSD 215	Foundations of Statistical Thinking	Fall	3

#### Group 2

PSY 321	Personality Theory	Fall (even years)	3
PSY 323	Social Psychology	Fall (even years)	3
PSY 325	Psychology of Learning	Spring (odd years)	3
PSY 326	Behavioral Neuroscience	Spring (odd years)	3
			<b>9 Hours</b>

**Total hours required for the Minor: 18**

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## **SOCIOLOGY DEPARTMENT**

### **Mission Statement**

The Department of Sociology offers programs of study leading to the Bachelor of Arts in Sociology, Bachelor of Social Work (BSW), Multidisciplinary Certificate in Disaster Coastal Studies, and Gerontology.

The central objective of the Department is to help students acquire, through the application of the scientific method, a broad understanding of human social behavior and of society and culture. Toward this end, provision is made for learning basic concepts and methodological techniques, gaining theoretical insights, reviewing research evidence, and participating in field experience.

The Curriculum of the Department has been designed specifically for those students who plan to pursue graduate study in Sociology and Social Work (or a closely related area) as preparation for careers which require a strong background in such research skills as problem identification, instrument construction, data collection, statistics, and use of the computer in data analysis. Many graduating seniors take career positions with community, educational, governmental or business organizations while others are adequately prepared for graduate study in Sociology, Anthropology, Social Work, Gerontology, or other fields. Non-majors in the Department gain essential knowledge about culture and society and are in a better position to evaluate the quality of social life in America or to promote desired changes.

### **Student Learning Outcomes Statement of Sociology Program**

Students majoring in Sociology at Tougaloo College are required to take a mandatory written comprehensive examination in the subject area. The exam assesses the knowledge and competencies expected to have been attained during matriculation in the program. The examination will be developed by departmental faculty and center around information gleaned in the core courses. The exam is often given on a pass/fail basis and **normally taken** while enrolled in SOC 443: Senior Seminar I **course**. The comprehensive examination data will be used to assess the overall effectiveness of the program and indicate the knowledge retention by students.

### **Admission and Retention Policies**

Any student who is meeting the current Tougaloo College standard or maintains a 2.00 average is eligible to become a major in the Department. To remain in the major, students must strive to keep their average above 2.00. Any grade of "D" received in a required Sociology course mandates that students repeat the course before they enroll in another course. Three "Ds" in required courses result in suspension as a major, but reinstatement is possible if all courses have been successfully repeated with "C" or higher grades.

In order to graduate with a major in Sociology or any subsidiary program, a student must maintain an average of 2.50 or better in all Sociology courses and complete a Senior Comprehensive paper. Also students are strongly urged to take the GRE prior to their graduation.

### **Transfer Students**

Students transferring from other institutions or other departments within the College who wish to major in Sociology should consult with the Department Chairperson before selecting a course of study.

### **The Major in Sociology**

Students who choose to major in Sociology are required to take at least 33 semester hours (8 core courses & 3 elective courses) in Sociology and 37-39 hours of General Education requirements. Sociology majors

in the program are also encouraged to take theory, research methods, and computer oriented courses in related fields such as Psychology, Political Science, Economic, Social Work, and Mathematics, and are strongly suggest taking the GRE

**Required Core Courses: (24 hrs)**

SOC 111	Introduction to Sociology	3
SOC 112	Introduction to Cultural Anthropology	3
SSD 215	Foundations in Statistical Thinking	3
SOC 221	Social Problems	3
SOC 341	Sociological Theory	3
SOC 380	Methods in Social Research	3
SOC 443	Senior Seminar I	3
SOC 444	Senior Seminar II	3

**Required Electives: (9 hrs) Students have the option to choose any 3 from the following:**

SOC 201	The Sociology of the Family	3
SOC 231	Juvenile Delinquency	3
SOC 302	Criminology Penology and Law	3
SOC 305	Sociology of Medicine	3
SOC 331	Social, Community Organizations and Disaster	3
SOC 320	Topics in Sociology	3
SOC 321	Sociology of Aging	3
SOC 322	Social Psychology	3
SOC 412	Race, Ethnicity, Class, and gender	3
SOC 422	Rural and Urban Studies	3

**General Education Requirements:**

**Total Hours 37-39**

**Suggested Course Sequence, Bachelor of Arts in Sociology**

**Freshman**

SOC 111	Introduction to Sociology*	3
SOC 112	Introduction to Cultural Anthropology*	3

**Sophomore**

SSD215	Foundations in Statistical Thinking*	3
SOC 221	Social Problems (required)*	3
SOC 201	The Sociology of the Family	3
SOC 231	Juvenile Delinquency	3

**Junior**

SOC 341	Sociological Theory*	3
SOC 305	Sociology of Medicine	3
SOC 320	Topics in Sociology	3
SOC 380	Methods in Social Research*	3

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**Senior**

SOC 322	Social Psychology	3
SOC 443	Senior Seminar I*	3
SOC 444	Senior Seminar II*	3
SOC 412	Race, Ethnicity, Class, and gender	3
SOC 422	Rural and Urban Studies	3

**\*Required courses for a major in Sociology****The Certificate in Gerontology Program (INACTIVE)**

Gerontology is the study of the process of aging and the aged. In an effort to help meet the need for professionally trained gerontologists, primarily to serve the minority elderly in the State of Mississippi, the Department of Sociology offers a Certificate in Gerontology.

Students who choose to complete the Gerontology Program must satisfy the requirements of a major course of study (e.g., Sociology, English, Psychology, Biology) as well as take at least 13 hours of required course work in Aging including SOC 301, SOC 306, SOC 316, SOC 321, SOC 334, plus a three (3) credit hour elective in aging (either SOC 401, 402, or 413)

**Suggested Course Sequence for Gerontology Certificate****Junior Year**

SOC 321	Sociology of Aging*	3
SOC 316	Values and Ethnics in an Aging Society*	3
SOC 301	Psychology of Adulthood & Old Age*	3
SOC 306	Biological Process of Aging*	3
SOC 401	Social and Mental Health Services for the Aged	3

**Senior Year**

SOC 334	Internship in Gerontology*	3
SOC 402	Administration and Management of Services for the Elderly	3
SOC 413	Death and Dying	3

**COURSE DESCRIPTIONS: SOCIOLOGY**

**SOC 111: INTRODUCTION TO SOCIOLOGY.** This course provides an introduction to the basic principles and concepts of sociology and examination of the elements of social structure and social behavior. Focus is placed on the fundamental structure of American society and the basic changes occurring in recent years, with tentative projections into the future. This course is a prerequisite for all required courses in the Sociology major. Offered each semester. **CREDIT: THREE SEMESTER HOURS.**

**SOC 112: INTRODUCTION TO CULTURAL ANTHROPOLOGY.** This course is a study of the origin development, and functioning of culture; an examination of the variations of social structure and social behavior in various societies around the world; an analysis of the relationship between culture and personality **CREDIT: THREE SEMESTER HOURS.**



**SOC 201: THE SOCIOLOGY OF THE FAMILY.** This course is a study of the family; and an examination of courtship, love, marriage, husband- wife and parent- child relationships and family disorganization. **CREDIT: THREE SEMESTER HOURS.**

**SOC 331: SOCIAL, COMMUNITY ORGANIZATIONS AND DISASTER PREPAREDNESS. (Co-listed as SWK 331).** The course will investigate the nature of complex social and community organizations such as business, industry, and government. Students will apply key social theories for bringing effective community- based social action. Special attention will be given to community-based disaster preparedness, recovery efforts, and management strategies. Students will be familiar with the strategies to build resilient community, community-mindedness and cooperative relationships between disaster victims and recovery organizations. How disasters lead to rapid social change will also be explored. **Prerequisite:** SOC 111 or SWK115 (for Sociology & Social Work majors). Non majors (must complete one of the theme areas of the General Education). **CREDIT: THREE SEMESTER HOURS.**

**SOC 221: SOCIAL PROBLEMS.** This course is a survey of social problems which are of current concern to American Society, with attention given to major contributing factors, potential solutions, and research needs. **Prerequisite:** SOC 111. **CREDIT: THREE SEMESTER HOURS.**

**SOC 231: JUVENILE DELINQUENCY.** This course examines survey types, rates, and trends in juvenile offenses in the United States and selected other nations. Explores a wide range of theories explaining juvenile delinquency. Examine past, present, and emerging procedures for reducing antisocial behavior and administering juvenile justice and rehabilitation programs. **CREDIT: THREE SEMESTER HOURS.**

**SOC 301: THE PSYCHOLOGY OF ADULTHOOD AND OLD AGE.** (Also listed as PSY 224.) This course focuses on the processes underlying aging. Psychiatric, psychological, and economic perspectives will be discussed as will the effects of aging on family and other social relations. Lecture seminars, and experience in homes for the aged, three hours per week. Co-requisite: PSY 111 or SOC 111. Offered each Spring. **CREDIT: THREE SEMESTER HOURS.**

**SOC 302: CRIMINOLOGY, PENOLOGY, AND SOCIOLOGY OF LAW.** This course provides an introductory analysis of the causes and consequences of crime and delinquency and an examination of society's reaction to criminal behavior, including the legal, judicial and penal system. Co-requisite: SOC 111 or POL 101. **CREDIT: THREE SEMESTER HOURS.**

**SOC 305: SOCIOLOGY OF MEDICINE.** This course examines the relationship of sociological variables such as race, class and income to the quality of health services and to the prevalence of disease is examined. Additional topics include the organization and financing of medical care in the United States and cultural factors in the definition of illness. **CREDIT: THREE SEMESTER HOURS.**

**SOC 306: BIOLOGICAL PROCESSES OF AGING.** This course will deal with the structure and functions of all systems of the human body as affected by aging. Some attention will be devoted to the health characteristics of aging populations with variations by race and other social variables. Co-requisite is SOC 321. **Offered once a year CREDIT: THREE SEMESTER HOURS.**

**SOC 316: VALUES AND ETHNICS IN AN AGING SOCIETY (Co-listed as PHI 316)** This is a one credit hour seminar course designed to sensitize students to the prevailing set of values and assumptions surrounding the aged in our society and to enable them to reflect personal feelings and attitudes which regard to aging and the aged in order to enhance more effective communication with the elderly. **Prerequisites: SOC 111.**

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**CREDIT: THREE SEMESTER HOURS.**

**SOC 320: TOPICS IN SOCIOLOGY.** This course provides seminars and independent studies in various subfields within sociology and anthropology, with emphasis on areas not represented in regular offerings in the department. Individual study projects will be encouraged. Topics include: A. Independent Study B. Research Seminar in Sociology C. Selected Topics in Sociology; e.g., Black Institutions, Population and Environment, Sociology of Deviant Behavior; or Social Movements. This course may be taken more than once as different topics are treated each time. Prerequisite: SOC 111. **CREDIT: THREE SEMESTER HOURS.**

**SOC 321: SOCIOLOGY OF AGING.** This course is a study of the biological process of aging, the response of society to the aged, special problems common to the elderly, and the effects of industrialization on the roles and attitudes of this stage category. Special emphasis on the Black elderly. **Co- requisites SOC 301, 306, 316 CREDIT: THREE SEMESTER HOURS.**

**SOC 322: SOCIAL PSYCHOLOGY.** In this course, consideration is given to major theoretical approaches to the behavior of the individual as he/she influences and is influenced by others in a social environment. The course includes concepts borrowed from Psychology, Sociology and Anthropology. Additional attention is focused on the historical development of social psychology to current experimental social psychology. Prerequisite: SOC 111 or PSY 111. **CREDIT: THREE SEMESTER HOURS.**

**SOC 334: INTERNSHIP IN GERONTOLOGY.** This course provides guided field experience for application of generic concepts and principles of Gerontology previously learned in the classroom for working in service or planning setting primarily offering services for the elderly. Prerequisites **SOC 111, SSD 215, and SOC 321 Offered each semester. CREDIT: THREE SEMESTER HOURS.**

**SOC 341: SOCIOLOGICAL THEORY.** (Co-listed as SWK 341) This course is a survey of sociological theories of contemporary relevance. Marx, Durkheim, Weber, Dubois, Park, and others considered against the background of the intellectual and social currents of their time; contributions of these thinkers to modern social theory are evaluated. Prerequisite: SOC 111, two other courses in the Department, and junior standing, or permission of the instructor. **CREDIT: THREE SEMESTER HOURS.**

**SOC 380: METHODS IN SOCIAL RESEARCH.** (Co-listed as SWK 380) In this course, consideration will be given to the nature, methods, principles, and techniques of scientific social research. The application of statistical techniques, (both descriptive and inferential) to various kinds of research problems and methodologies will be delineated. Students will be expected to conduct a group/individual sociological research project as well as be familiar with the use of computers in research. Prerequisite: SSD 215. Co-requisite: SOC 341. **CREDIT: THREE SEMESTER HOURS.**

**SOC 401: SOCIAL AND MENTAL HEALTH SERVICES FOR THE AGED.** This is an advanced seminar course for students interested in an exploration of current social and mental health issues as related to the aged. Such services as clinical evaluations, consultation, nutritional and educational services will be explored as well as such issues as strategies and concepts of prevention, organization, treatment modalities and environments, inter- professional collaboration, and manpower utilization. Prerequisites: SOC 301, 306, 321, 333. Offer once a year. **CREDIT: THREE SEMESTER HOURS.**

**SOC 402: ADMINISTRATION AND MANAGEMNET OF SERVICES FOR THE ELDERLY.** This course provides a basic introduction to principles of business management with applications to the administration of services programs providing services for the elderly including housing, transportation, health, safety and

legal affairs. A considerable amount of time will be devoted to an examination of major public policies affecting the elderly. Co- requisites: SOC 301, 316, 321, 333. Offered alternate odd years. **CREDIT: THREE SEMESTER HOURS.**

**SOC 412 RACE, ETHNICITY, CLASS, & GENDER.** (Co-listed as SWK 412) The course examines the impact of race, ethnicity, class and gender by engaging students in major topics and themes currently shaping political and cultural institutions in the United States. A major focus of the course is on the social construction of race, racial, ethnic, class, and gender identity. It will include a historical perspective from Pre-Colonial times to the present to examine the experiences and contributions of marginalized groups and how the status-quo has been maintained by dominant group. The course will also explore current strategies to build an inclusive society. The course can be used by other departments and interdisciplinary programs such as education, history, political science, psychology, economics and some humanities **CREDIT: THREE SEMESTER HOURS.**

**SOC 413: DEATH AND DYING.** This course will explore grief, bereavement, dying, and death from a social psychological perspective. The first part of the course will examine the relationship between death, dying and social structure, while the second will be more experimental, and participants will have the opportunity to express their own thoughts and feelings. Co-requisite: SOC 301, 306, 316, 321 and 333. **CREDIT: THREE SEMESTER HOURS.**

**SOC 422: RURAL AND URBAN STUDIES.** (Co-listed as SWK 422) -This course examines how the rise of metropolitan area has impacted on both city-dwellers and rural communities. The seminar introduces students the key theoretical and methodological trends in urban and rural sociology. Topics include the changing nature of community, the development and structure of neighborhoods, the relationship between social processes and the built environment, and variation in urban, suburban, and rural social problem and policy issues. The course draws on the sociological study of cities while integrating perspectives from history, political science, economics, anthropology, and geography so students gain a holistic understanding of the American physical and cultural landscape. **CREDIT: THREE SEMESTER HOURS.**

**SOC 443: SENIOR SEMINAR I.** The course is designed as a follow-up to Soc.380—Methods in Social Research. The course objective is to enable senior sociology majors to analyze topics related to social issues using sociological perspective and develop an empirical (primary or secondary data) research proposal for later execution in Senior Seminar II. The exit requirement for the course is an oral presentation on and a written copy of the completed proposal, development of a survey instrument, and completing the IRB requirements to conduct the study. This course is offered during the fall semester of the senior year. Pre – requisite: SSD 215 & SOC 380. **CREDIT: THREE SEMESTER HOURS.**

**SOC 444: SENIOR SEMINAR II.** This course is designed as a follow-up to Senior Seminar I. The course objective is to provide senior Sociology Majors an opportunity to execute the research proposal developed in Senior Seminar I. Students will collect the data, analyze the data using SPSS and complete the paper in fulfillment of the College's Senior Paper requirement. The exit requirement for the course is an oral presentation (senior paper defense) on and a written copy of the completed paper following the Department's guideline. The written copy is to be submitted by the date published on the College's Writing Commission and which will be made known to students at the beginning of the course. Students are also required to take the comprehensive exam for Sociology. This course is offered during the Spring semester. **CREDIT: THREE SEMESTER HOURS.**

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## SOCIAL WORK PROGRAM

The Department of Sociology offers the undergraduate degree in Social Work (Bachelor of Social Work Degree, BSW) which prepares students for beginning generalist practice within the social work profession. Students with a BSW degree and who have passed the licensing exam will have the eligibility for admission into Master of Social Work (MSW) programs at other institutions for advanced standing. The Bachelor of Social Work (BSW) Program seeks to provide the knowledge, skills, and values needed to practice beginning generalist social work with individuals, families, groups, organizations, and communities. The program prepares students to develop a professional social work identity for practice within an urban and rural setting. The program provides the framework necessary for students to identify and utilize evidence based practice for intervention. Further, the program continually reinforces the social work core competencies as it relates to engaging in practices that alleviate oppression, poverty, social and economic injustice, and discrimination. Students will have an understanding of the impact of diversity and difference on human behavior across diverse client systems by applying knowledge, skills, and values that foster social change. The social work program prepares students for leadership in the professional community or continuing educational development through graduate studies.

### Student Learning Outcomes Statement of Social Work Program

Upon completion of the Social Work curriculum, students will have the basic and general knowledge of human behavior, social systems, and social institutions. Awareness of social problems areas—their cause and impact on individuals, families and communities, and the appropriate resources and methods involved in dealing with them—and knowledge of basic social theories and methods related to social work practice are highlighted. Students will acquire working knowledge of specific methods of intervention, treatment techniques, and specific knowledge of social planning and community organization methods. Students will develop competency to relate with clients in positive or appropriate relationships under adverse conditions. They will have skills to recognize primary behavior dysfunctions of individuals and groups, and make a basic social assessments and service plans. Students will be aware of community resources relevant to identified needs and able to relate as a professional participant in an agency program.

Students majoring in Social Work at Tougaloo College are required to take a mandatory written comprehensive examination in the subject area and complete a field practicum requirement with an agency under the supervision of a licensed social worker. There is a requirement of a minimum of 80 clock hours in the field for the field practicum requirement. The exam and internship supervisor evaluation assess the knowledge and competencies expected to have been attained during matriculation in the program. The examination will be developed by departmental faculty and center around information gleaned in the core courses. The exam is often given on a pass/fail basis and **normally taken** while enrolled in SWK 443: Senior Seminar I **course**. The comprehensive examination and internship evaluation data will be used to assess the overall effectiveness of the program and indicate the knowledge retention by students.

### Admission and Retention Policies

Students interested in Social Work program must apply to the program by completing the Bachelor of Social Work Application, personal statement, and a letter of recommendation from an instructor during Spring semester. A minimum overall GPA of 2.5 is required for admission into the Social Work Program. Selected students will have a personal interview with Social Work Admissions Committee at the end of spring semester and will be admitted during the fall semester of the academic year.

Students must maintain overall GPA of 2.5 throughout the program and a minimum overall GPA of 2.75 GPA in all Social Work courses taken. Students who do not meet these requirements will be notified and classified as Sociology major.

### Transfer Students

Students transferring from other institutions or other departments within the College who wish to major in Social work must consult with the Department Chairperson before selecting a course of study.

### The Major in Social Work

Students who choose to major in Social Work are required to take at least 54 credit hours (15 core courses & 2 elective courses) in Social Work and 37- 39 credit hours of General Education requirements. Social Work majors in the program are also encouraged to complete Multidisciplinary Certificate: Disaster Coastal Studies and take courses in related fields such as Economics, Mathematics, Political Science, Psychology, and Sociology. Further, students are strongly encouraged to take the GRE.

### Required Core Courses: (48 hrs)

SOC 111**	Introduction to Sociology	3
SWK115	Introduction to Social Work	3
SWK 211	Social Welfare Policy	3
SWK 215	Human Behavior and the Social Environment I	3
SSD 215*	Foundation of Statistics	3
SWK 220	Social Work with at-Risk Populations	3
SWK 300	Professional Behavior & Ethics	3
SWK 311	Human Behavior & Social Environ II	3
SWK314	Social Work Practice I	3
SWK 315	Social Work Practice II	3
SWK400	Social Work Practicum	6
SOC 341**	Sociological Theories	3
SOC 380**	Methods of Social Research	3
SWK 443	Skills in Interview & Licensure Exam	3
SOC 444	Senior Seminar	3

### Required Electives: (6 hrs): Students have the option to choose any 2 from the following:

SOC 112**	Cultural Anthropology	3
SWK 331**	Community Organization	3
SWK 412**	Race, Ethnicity, Gender, & Class	3
SWK 422**	Rural & Urban Studies	3
SOC 320**	Social Psychology	3
HIS 225	The Civil Rights Movement	3
POL 321	Contemporary Political Ideology	3
PSY 224*	Psychology of Adulthood & Old Age	3

\* Course Description listed under Psychology Department

\*\* Course Description listed under Sociology Department

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### Suggested Course Sequence: Social Work Major

#### Freshman

SWK 115	Introduction to Social Work	3
SOC	Introduction to Sociology	3

#### Sophomore

SWK 211	Social Welfare Policy	3
SSD 215	Foundation of Statistics	3
SWK 215	Human Behavior and the Social Environment I	3
SWK 220	Social Work Risk-Population	3
SWK 300	Professional Behavior & Ethics	3
SWK 331**	Community Organization	3

#### Junior

SWK 311	Human Behavior and the Social Environment II	3
SWK 314	Social Work Practice I	3
SWK 315	Social Work Practice II	3
SOC 341	Social Theory	3
SOC 380	Methods of Social Research	3

#### Senior

SWK 400	Practicum	6
SWK 343	Interview & Licensure	3
SOC 444	Senior Seminar	3
SWK 412**	Race, Ethnicity, Gender, & Class	3
SWK 422**	Rural & Urban Studies	3

### COURSE DESCRIPTIONS: SOCIAL WORK

**SWK 115: INTRODUCTION TO SOCIAL WORK.** This course will help students to understand social welfare and social work. It focuses on the why, the what, the who, the when, the where, and in a beginning way, the how of social work. The course is for students who want to increase their general understanding about social welfare and social work and those who have a professional interest in social work. Co-requisite: SOC 111. **CREDIT: THREE SEMESTER HOURS.**

**SWK 211: SOCIAL WELFARE POLICY.** This course will introduce the student to the broad concept of social welfare policy. A critical framework will be developed for analyzing the process of social welfare policy formulation and program implementation. Attention will also be given to the social welfare policies in the history of American society with focus placed on those policies that are significant in the lives of black people and poor people and the development of their communities in the United States. Co-requisite: SWK 115, SOC 111. **CREDIT: THREE SEMESTER HOURS.**



**SWK 215: HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I.** The course is designed to examine human growth and development, human behavior, and the social environment. In addition, this course focuses on social systems in which people live (families, groups, organizations, institutions, and communities), the interaction among systems, and the ways in which systems promote or hinder optimum health and well-being. Prerequisite: SWK 115 and SWK 211. **CREDIT: THREE SEMESTER HOURS.**

**SWK 220: SOCIAL WORK WITH AT- RISK POPULATIONS.** This foundation course examines the role and interaction of social workers with vulnerable groups. This includes concepts of racism, sexism, homophobia, oppression, affirmative action, and xenophobia. These components will be discussed in relation to the role institutions of the larger society play for these groups. Implications for practice with individuals, families and communities are examined, as are policy and research implications. Prerequisites: SWK 115, 211. **CREDIT: THREE SEMESTER HOURS.**

**SWK 300: PROFESSIONAL BEHAVIOR AND ETHICS.** The purpose of this course is to assist students in acquiring the knowledge base and skills required to identify ethical issues, to resolve ethical dilemmas, and the capacity to make ethical decisions when confronted with conflicting duties and choices that occur within the context of professional social work practice at all levels. Prerequisite: SWK 115 and SWK 211. **CREDIT: THREE SEMESTER HOURS.**

**SWK 311: HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENTII.** This course is the second of two required courses in the Human Behavior & Social Environment sequence. In this advanced course, students prepare for clinical social work practice that reflects advanced understanding of life-span development and socio-psychological identity development in individuals, families, groups, and communities. An emphasis will be placed on the understanding and identifying the classifications in The Diagnostic and Statistical Manual of Mental Disorders (DSM). Further, students will sharpen their assessment, evaluation, intervention, and advocacy skills for clients who present with a mental disorder diagnosis. **Prerequisite: SWK 215. CREDIT: THREE SEMESTER HOURS.**

**SWK 314: SOCIAL WORK PRACTICE I:** The course is designed to familiarize students with different practice techniques to use when working with individuals, families, and groups. The student will develop knowledge and skills for direct service to individuals, families, and groups to address issues related to well-being. Students will also learn theories of group formation and group work techniques to use while in group settings. Prerequisites: SWK 115, 211. **CREDIT: THREE SEMESTER HOURS.**

**SWK 315: SOCIAL WORK PRACTICE II.** This is the second of two required practice courses in the social work practice sequence. This course will continue to build upon client-system engagement and assessment skills, introduced in SWK 314 Social Work Practice I. The course will provide students with an understanding of planning and generalist intervention methods used especially with individuals, families, and groups with an emphasis on the utilization and integration of theory, methods, techniques of practice and interviewing skills. **Prerequisite: SWK 314. CREDIT: THREE SEMESTER HOURS.**

**SWK 400: SOCIAL WORK PRACTICUM.** This is an educationally directed practice experience in selected community agencies with a pre-screened and trained site supervisor to apply and integrate skills, cognitive and affective learning, within a formalized service system for a required 80 hours of on-site field experience. In addition, students will begin to develop a research project that will be executed in SOC 444: Senior Seminar. **CREDIT: THREE SEMESTER HOURS.**



**SWK 443: SKILLS IN INTERVIEW AND LICENSURE EXAM.** The purpose of this class is to prepare student for the State of Mississippi Social Work examination. The 15-week course will include informative sessions that focus on the four content areas: (1) Human Development, Diversity, and Behavior in the Environment; (2) Assessment; (3) Interventions with Clients/Client Systems; and (4) Professional Relationships, Values, and Ethics. The course will include a series of comprehensive practice examinations to sharpen test-taking skills to increase students' speed and accuracy and interview skills. **Prerequisite: Student must have senior standing. CREDIT: THREE SEMESTER HOURS.**

**SOC 444: SENIOR SEMINAR.** This course is designed as a follow-up to SWK 443 Skills in Interview & Licensure Exam. The course objective is to provide senior Social Work Majors an opportunity to execute the research proposal developed in their SWK 443 course. Students will collect the data, analyze the data using SPSS and complete the paper in fulfillment of the College's Senior Paper requirement. The exit requirement for the course is an oral presentation (senior paper defense) on and a written copy of the completed paper following the Department's guideline. The written copy is to be submitted by the date published by the College's Writing Commission and which will be made known to students at the beginning of the course. Students are also required to take the comprehensive exam for Social Work. This course is offered during the spring semester. Prerequisite: SWK 400 & SWK 443; Student must have senior standing. CREDIT: THREE SEMESTER HOURS

### **Minor in Social Work**

The Department of Sociology and Social Work offers a minor in Social Work that provide the knowledge, skills, and values needed to practice beginning generalist social work with individuals, families, groups, organizations, and communities. Program goal is to instill in students the importance of engaging in practices that alleviate oppression, poverty, social and economic injustice, and discrimination. Students will have an understanding the impact of diversity and difference on human behavior. Program prepares students for leadership in the professional community; and graduate students who will understand the dynamics of practice in a multicultural society and global community. Minor consisted of 18 credit hours which include fifteen (15) core courses and one (1) elective.

#### **Core Requirements:**

SWK115	Introduction to Social Work	3
SWK 211	Social Welfare Policy	3
SWK 215	Human Behavior and the Social Environment I	3
SWK 300	Professional Behavior & Ethics	3
SWK314	Social Work Practice I	3
SWK 315	Social Work Practice II	3

#### **Electives Requirements (choose one)**

SWK 220	Social Work with at-Risk Populations	3
SWK 331**	Community Organization	3

## FACULTY

**Abdelrahman, Kamal Ahmed (1992)**

Associate Professor of Sociology  
B.S., Winona State University  
M.S., Murray State University  
M.S., Ph.D., Mississippi State University

**Albert, Laurence (2014)**

Assistant Professor of Music  
B.A., Morehouse College  
Grad. Dip., St. Louis Conservatory of Music

**Al-Dabbour, Atef (1982)**

Associate Professor of Economics  
B.A., Damascus University  
M.S., M.B.A., Jackson State University

**Allen, Fatissa (2000)**

Instructor of Mathematics  
B.S., Tougaloo College  
M.S., Northern Illinois University

**Armstrong, George (2002)**

Professor of Chemistry  
B.S., Knoxville College  
M.S., Atlanta University  
Ph.D., University of Akron

**Banerjee, Santanu (2001)**

Professor of Physics  
B.A., M.S., Ph.D., University of Wisconsin-Milwaukee

**Biswas, Pradip (2007)**

Associate Professor of Physics  
B.Sc., University of Calcutta, India  
M.Sc., Ph.D., Jadavpur University, Calcutta, India

**Carthan, Edelia (2015)**

Assistant Professor of Education  
B.S., Jackson State University  
M.S., Jackson State University  
Ph.D., Jackson State University

**Chamberlain, Daphne (2013)**

B.A., Tougaloo College  
M.A., Ph.D., University of Mississippi

**Chen, Caixia (2017)**

Assistant Professor of Mathematics  
B.S., University of Ludong, China  
M.S., University of Jiangsu, China  
Ph.D., University of Texas, Arlington

**Coleman, James C. (1962)**

Associate Professor of Health and Physical Education  
B.A., Tougaloo College M.Ed.,  
Ed.D., University of Mississippi

**Davidson, Vicki (2020)**

Assistant Professor of Elementary Education  
B.A., Tougaloo College  
M.A., Mississippi College  
Ph.D., University of Mississippi

**Davis, Mary (1988)**

Associate Professor of English/French  
B.A., M.A., University of South Alabama  
M.A., University of Mississippi

**Davis, Walter (2012)**

Professor of Sociology  
B.A., Tougaloo College  
M.A., Ph.D. Harvard University

**Evans, Terrance J. (2018)**

Instructor of Music  
B.M., Jackson State University  
M.M., University of Mississippi

**Feng, Manliang (2011)**

Assistant Professor of Chemistry  
B.S., M.S., Shaanxi Normal University  
Ph.D., Jackson State University

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**Freeman, Miranda (2007)**

Assistant Professor of English  
B.A., Tougaloo College  
M.A., Jackson State University  
Ph.D., University of Southern Mississippi

**Garner, Bianca (2009)**

Professor of Biology  
B.A., Xavier University  
M.S., University of South Florida  
Ph.D., University of Mississippi  
Medical Center

**Harris, Roshunda (2014)**

Assistant Professor of Education  
B.S., Jackson State University  
M.S., Jackson State University  
Ph.D., Jackson State University

**Hearst, Scoty (2018)**

Assistant Professor of Biology  
B.S., Jackson State University  
M.S., University of Mississippi Medical Center  
Ph.D., University of Mississippi Medical Center

**Hosemann, John D.**

Assistant Professor of English  
B.A. University of Southern Mississippi  
M.A. University of Southern Mississippi

**Hunter, Frederick (2015)**

Assistant Professor of Sociology  
B.A., University of Illinois at Urbana-Champaign  
M.S.W., Loyola University, Chicago  
M.S. Sociology

**Johnston-Josey, Lucy (2018)**

Assistant Professor of Education  
B.S., Blue Mountain College  
M. Ed., William Carey University  
Ph.D., University of Southern Mississippi

**Kanachanapally, Rajashekhar (2020)**

Assistant Professor of Chemistry  
B.S., Kakatiya University  
M.S. Kakatiya University  
Ph.D., Jackson State University

**Khan, Shaila (1998)**

Professor of Psychology  
B.S., University of Dhaka  
M.A., Ph.D., University of Manitoba

**Laiju, Meherun Nessa (2007)**

Associate Professor of Sociology  
B.S.S., Dhaka University,  
M.A., Jackson State University  
Ph.D., Jackson State University

**Lewis, Thomas D. (2020)**

Assistant Professor of English  
B.A., Campbellsville University  
M.A., Ball State University  
Ph.D., Tulane University

**Li, Lianna (2014)**

Visiting Professor of Biology  
M.D., China Medical University, Shenyang  
Ph.D., North Carolina State University  
Ph.D., Kent State University

**Maberry, Johnnie Mae (1990)**

Associate Professor of Art  
B.A., Tougaloo College  
M.Ed., M.F.A., Mississippi College

**Mao, Jinghe (2001)**

Professor of Biology  
M.S., M.D., Hubei Medical College  
Ph.D., University of Mississippi

**Mohamed, Elsaoudi (1997)**

Associate Professor of Economics  
B.S., University of Khartoum  
M.S., University of Wisconsin  
Ph.D., Colorado State University

**Montgomery, Andrea (2002)**

Associate Professor of Music  
B.M.E., M.M.E., Jackson State University  
M.Ed. Mississippi College  
Ph.D., University of Southern Mississippi

**Moss, Phelton (2020)**

Assistant Professor Elementary Education  
B.A., University of Mississippi  
M.S. Arkansas State University  
Ph.D., University of Mississippi

**Morgan-Myles, Kimberly (2014)**

Assistant Professor of English  
B.S., Alcorn State University  
M.F.A., University of Southern Mississippi

**Mustafaa, Ayesha (2015)**

Visiting Professor of Mass Communication  
B.A., Bucknell University  
M.A., Columbia University

**O'Hara, Bruce (1970)**

Associate Professor of Art  
B.F.A., Rhode Island School of Design  
M.F.A., San Francisco Art Institute

**Pickens, Erin (2014)**

Instructor of Mass Communication  
B.A., University of Memphis  
M.S., Mississippi College

**Primer, Jessie, III (2004)**

Associate Professor of Music  
B.M., Alcorn State University  
M.M.Ed., Jackson State University  
Ph.D., University of Mississippi

**Rozman, Stephen L. (1972)**

Professor of Political Science  
B.A., University of Minnesota  
M.A., Ph.D., University of Florida

**Sanders, Karlos (2007)**

Assistant Professor of Mass Communication  
B.A., Jackson State University  
M.F.A., Chapman University

**Savage, Phoenix (2014)**

Assistant Professor of Art  
B. A., Mississippi Valley State University  
M.F.A., Georgia State University

**Shines, Arna (2016)**

B.A., Tougaloo College  
M.A., Southern New Hampshire Univ.  
F.F.A., Full Sail University

**Smith, Aleesha (2015)**

Instructor of Mass Communication/  
Public Relations  
B. A., Tougaloo College  
M.A., University of Georgia

**Smith, Paris (2017)**

Instructor of Mathematics  
B.S., Jackson State University  
M.S., Jackson State University

**Streeter, Sharron (1988)**

Associate Professor of Computer  
B.S., Tougaloo College  
M.S., Illinois Institute of Technology Science

**Walker, Scharri (2014)**

Assistant Professor of Biology  
B.S., Tougaloo College  
Ph.D., University of Alabama, Birmingham

**Wang, Xiuquan (2015)**

Assistant Professor of Mathematics  
B.S., Hebei Normal University  
M.S., Southern Illinois University  
Ph.D., Southern Illinois University

**Williams-Black, Thea Hayes (2017)**

Professor of Elementary Education/Early  
Childhood  
B.A., Tougaloo College  
M. Ed., William Carey University  
Ph.D., University of Southern University

**Woods, William Leon (1973)**

Associate Professor of History  
B.A., Tougaloo College  
M.A., Ph.D., Princeton University

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