

Revised December, 2017

# TOUGALOO COLLEGE



COURSE CATALOG 2017 - 2018  
VOLUME 105

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## COMMUNICATION

Academic Affairs Office	601-977-7735
Advancement Services	601-977-7871
College Bookstore	601-977-7741
College Security	601-977-7857
Education Division	601-977-7744
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Mail Services	601-977-7708
Main Number	601-977-7700
Natural Sciences Division	601-977-7898
Owens Health and Wellness Center	601-977-6179
President's Office	601-977-7730
Registrar's Office	601-977-7764
Social Sciences Division	601-977-7860
Student Affairs	601-977-6136
Student Success Center	601-977-6153

This Course Catalog was revised December, 2017 to reflect updates made to the Faculty Handbook -approved by the Board of Trustees, October 13, 2017. Revisions are limited to the following: College History, Mission, and Vision; Accreditation Statement; Expected Student Learning Outcomes; Student Grievance for Academic Issues Policy; and Student Class Attendance and Student Absence Verification Policy.

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 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.

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## **ADMINISTRATIVE COUNCIL**

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**ACADEMIC CALENDAR  
2017-2018**

**FALL SEMESTER 2017**

**August**

9-10	Wed-Thurs	Faculty/Staff Institute
12	Sat	Residence Halls Open for New/Transfer/Re-admitted Students (10:00 a.m.)
14-16	Mon-Wed	Orientation/Registration for New Students
16	Wed	Residence Halls Open for Returning Students (12:00 noon) Registration for All Students (9:00 a.m. – 4:30 p.m.) Registration for Graduate Students (5:00 p.m. – 7:00 p.m.)
17	Thurs	<b>Classes Begin</b>
17-28	Thurs-Mon	Late Registration Period - Late Fee Assessed Drop/Add Period
23	Wed	<b>President's Convocation</b>
25	Fri	Senior Class Meeting 10:00 a.m. ( <b>Required</b> )
28	Mon	Course Withdrawal Period Begins
30	Wed	<b>Provost's Convocation</b>

**September**

1	Fri	Junior Class Meeting 10:00 a.m.
4	Mon	<b>Labor Day (College closed)</b>
5	Tues	<b>Classes Resume</b> Letter Grade Changes Period Begins
6	Wed	<b>First Year Induction Convocation</b>
15	Fri	Annual Graduate & Professional School Fair
26	Tues	Letter Grade Changes Period Ends

**October**

2-3	Mon-Tues	<b>Mid-Term Examinations</b>
6	Fri	<b>Mid-Term Grades Due by 12:00 noon</b> Last Day to Remove Incompletes
9	Mon	Credit/No-Credit Period Begins
9-15	Mon-Sun	<b>Founders' Week 2017</b> 10/11 (Wed): Presidential Lecture (Evening Program at 6:00 p.m.) 10/12/13(Thurs/Fri): Board of Trustees Meeting
15	Sun	<b>Founders' Convocation</b>
20	Fri	Course Withdrawal Period Ends
23	Mon	Credit/No-Credit Period Ends
27	Fri	Fall Graduation Application Deadline

**November**

6-10	Mon-Fri	<b>Early Registration for Spring 2018</b>
6	Mon	Departmental Majors Meeting 10:00 a.m. (see Departments for locations)
8	Wed	<b>Advising Day: No Classes Scheduled/No Convocation</b>
17	Fri	Thanksgiving Convocation
18	Sat	Residence Halls Close at 12:00 noon
20-24	Mon-Fri	<b>Thanksgiving Recess (Faculty/Students)</b>
22-24	Wed-Fri	<b>College Closed</b>
26	Sun	<b>Residence Halls open at 12:00 noon</b>
27	Mon	<b>Classes Resume</b>

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<b>December</b>		
<b>3</b>	<b>Sun</b>	<b>Annual Winter Choir Concert (3:30 p.m.)</b>
<b>4</b>	<b>Mon</b>	<b>Last Day of Classes</b> Last Day to Withdraw from the College (from all courses)
<b>5</b>	<b>Tues</b>	Reading Day
<b>6-12</b>	<b>Wed-Tues</b>	<b>Final Examinations</b>
<b>13</b>	<b>Wed</b>	<b>Residence Halls Close (12:00 Noon) -- All Students Required to Vacate</b>
<b>15</b>	<b>Fri</b>	<b>Final Grades Due by 3:00 p.m.</b>
<b>19</b>	<b>Tues</b>	<b>College Closes</b>

### **SPRING SEMESTER 2018**

<b>January</b>		
<b>2</b>	<b>Tues</b>	<b>College Reopens</b>
<b>3</b>	<b>Wed</b>	<b>Residence Halls Open for New Students (8:00 a.m.)</b> <b>Orientation/Registration for New Students (9:00 a.m.)</b>
<b>4</b>	<b>Thurs</b>	<b>Residence Halls open for Returning Students (8:00 a.m.)</b> <b>Registration for All Students (9:00 a.m.-4:30 p.m.)</b> <b>Registration for Graduate Students (5:00 p.m. - 7:00 p.m.)</b>
<b>5</b>	<b>Fri</b>	<b>Classes Begin</b>
<b>5-12</b>	<b>Fri-Fri</b>	Late Registration Period - Late Fees Assessed Drop and Add Period (Begins 1/5/18)
<b>12</b>	<b>Fri</b>	Senior Class Meeting 10:00 a.m. ( <b>Required</b> ) Drop and Add Period Ends
<b>15</b>	<b>Mon</b>	<b>Martin Luther King Day Observance</b>
<b>16</b>	<b>Tues</b>	<b>Classes Resume</b>
<b>19-26</b>	<b>Fri-Fri</b>	Letter Grade Change Request Period Begins and Ends
<b>22</b>	<b>Mon</b>	<b>Course Withdrawal Period Begins</b>

<b>February</b>		
<b>1</b>	<b>Thurs</b>	Spring Graduation Application Deadline
<b>5-9</b>	<b>Mon-Fri</b>	<b>Faith Formation Emphasis Week</b>
<b>7</b>	<b>Wed</b>	<b>Faith Formation Emphasis Convocation</b>
<b>23</b>	<b>Fri</b>	<b>Annual Business Luncheon</b>
<b>26</b>	<b>Mon</b>	<b>Credit/No-Credit Period Begins</b>
<b>27-28</b>	<b>Tues-Wed</b>	<b>Mid-Term Examinations</b>

<b>March</b>		
<b>2</b>	<b>Fri</b>	<b>Mid-Term Grades Due by 3:00 p.m.</b> <b>Incomplete Removal Deadline</b> <b>Course Withdrawal Period Ends</b>
<b>10</b>	<b>Sat</b>	<b>Residence Halls Close (12:00 noon)</b>
<b>12-16</b>	<b>Mon-Fri</b>	<b>Spring Break (Faculty/Students)</b>
	<b>Mon</b>	<b>Credit/No Credit Period Ends (3/12)</b>
<b>14-16</b>	<b>Wed-Fri</b>	<b>College Closed</b>
<b>18</b>	<b>Sun</b>	<b>Residence Halls Open (12:00 noon)</b>
	<b>Sun</b>	<b>Annual Spring Choir Concert (3:30 p.m.)</b>
<b>19</b>	<b>Mon</b>	<b>Classes Resume</b>
<b>18-24</b>	<b>Sun-Sat</b>	<b>Humanities Festival Week</b>
<b>21</b>	<b>Wed</b>	<b>Humanities Convocation</b>
<b>27</b>	<b>Tues</b>	Sophomore Comprehensive Examination
<b>30</b>	<b>Fri</b>	<b>Easter Observance Begins</b>

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**April**

<b>2</b>	<b>Mon</b>	<b>Easter Observance Ends</b>
<b>3</b>	<b>Tues</b>	<b>Classes Resume</b>
<b>6</b>	<b>Fri</b>	<b>Honors Convocation</b> (Evening Program at 6:00 p.m.)
<b>9-13</b>	<b>Mon-Fri</b>	<b>Early Registration for Summer 2018 and Fall 2018</b>
<b>9</b>	<b>Mon</b>	Departmental Majors Meeting 10:00 a.m. (see Departments for locations)
<b>11</b>	<b>Wed</b>	<b>Advising Day: No Classes Scheduled/No Convocation</b>
<b>18</b>	<b>Wed</b>	<b>Rite of Passage Convocation</b>
<b>24-25</b>	<b>Tues-Wed</b>	Senior Examinations
<b>25</b>	<b>Wed</b>	<b>Last Day of Classes</b> Last Day to Withdraw from the College (from all courses)
<b>26</b>	<b>Thurs</b>	<b>Reading Day</b> (No Classes) All Senior Grades Due by 3:00 p.m.
<b>27-5/4</b>	<b>Fri-Fri</b>	Final Examinations

**May**

<b>2</b>	<b>Wed</b>	<b>Senior Consecration Services</b> (Required Evening Program at 6:00 p.m.)
<b>3-4</b>	<b>Thurs-Fri</b>	Board of Trustees Meeting
<b>5</b>	<b>Sat</b>	<b>Residence Halls Close (12:00 Noon) -- All Students Required to Vacate*</b>
<b>6</b>	<b>Sun</b>	<b>Baccalaureate and Commencement Ceremonies</b>
<b>7</b>	<b>Mon</b>	<b>Grades Due by 3:00 p.m.</b>

**SUMMER SCHOOL 2018****May**

<b>28</b>	<b>Mon</b>	<b>Memorial Day (College Closed)</b>
<b>29-30</b>	<b>Tues-Wed</b>	Registration

**June**

<b>11-12</b>	<b>Mon-Tues</b>	<b>President's Retreat</b>
<b>4</b>	<b>Mon</b>	<b>Classes Begin</b>
<b>5-6</b>	<b>Tues-Wed</b>	Drop/Add Period

**July**

<b>4</b>	<b>Wed</b>	<b>Independence Day Observance (College Closed)</b>
<b>9-10</b>	<b>Mon-Tues</b>	<b>Early Registration for Fall 2018 New Students</b>
<b>12</b>	<b>Thurs</b>	<b>Last Day of Classes</b>
<b>16-17</b>	<b>Mon-Tues</b>	<b>Final Examinations</b>
<b>19</b>	<b>Thurs</b>	<b>Grades Due by 3:00 p.m.</b>

*\*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.*





TOUGALOO 1890'S  
PLANTATION MANSION/COLLEGE CLASSROOMS  
POST OFFICE - RAILROAD STATION



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## The History of Tougaloo College

Tougaloo College is a private, coeducational, historically black, four-year liberal arts institution committed to the human rights of all people.

But first and foremost, Tougaloo is an HBCU. Our institutional identity, mission, and vision are rooted in the “constant struggle” for freedom. The Tougaloo narrative is inextricably intertwined with the legacy of slavery, Black Codes, Jim Crow, and the enduring injury of systemic racism and structural inequality. Our narrative remains inseparable from the tradition of dissent. And our narrative is forever lifted by the genius of African-American creativity, the resilience of African-American faith, and the resonance of African-American culture.

Hence, it is the ‘a priori’ assumption - indeed the explicit expectation - that the Tougaloo community will embrace a collective commitment to African-American freedom: mind, body, and spirit - and by extension and inclusion, a commitment to the universal human rights of **all** people.

As we exercise our own rights as educators at an HBCU, we do so within a historic normative framework, informed by the imperatives of critical inquiry and justice.

In 1869, hanging in the balance of Emancipation and atrocities yet to come, the American Missionary Association of New York purchased five hundred acres of land that had long been known as the Boddie Plantation to establish a training school for young people born into slavery. Steeped in blood, sweat, tears, and brilliance, Tougaloo College still sits on those evocative 500 acres of fertile ground, located on West County Line Road in Madison County, on the border of Jackson, Mississippi.

In 1871, on the edge of Reconstruction, the Mississippi State Legislature granted the fledgling freedom school a charter under the name “Tougaloo University.” It was recognized as a teacher training school. But within twenty years, the State rescinded its financial support. Nonetheless, and in what can be characterized as a triumph of God’s grace working through man, courses for college credit were 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 that, the Home Missionary Society of the Disciples of Christ obtained a charter from the Mississippi State Legislature to establish Southern Christian Institute (SCI) in Edwards, Mississippi. Determining later that Tougaloo College and SCI had similar missions and goals, supporting churches merged the two institutions in 1954, renamed the institution Tougaloo Southern Christian College, and combined resources.

The institution renewed its commitment to the full freedom and educational advancement of the descendants of slaves – and to the improvement – of what was called “race relations” – against the backdrop of state sanctioned discrimination and violence by another name: Jim Crow.

In 1962, by vote of the Board of Trustees and with the agreement of the supporting churches, our name was changed again, back to Tougaloo College. To this day, Tougaloo remains a church affiliated College where the secular and sacred converge.

Through untold sacrifice and fierce hunger for knowledge and self determination, Tougaloo garnered national respect for its high academic standards – and a hard-earned, global reputation as sanctuary for

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human rights defenders. The College galvanized the conscience of the country during the hopeful but brutal years of the 1960s Civil Rights Movement. Tougaloo was in the vanguard of visionary social change, serving as safe haven and strategic base for activists, artists, and public intellectuals fighting for freedom, equality, and justice.

The College's unflinching leadership in opening its campus to the Freedom Riders and other Civil Rights workers, its grace under pressure and courage under fire, was instrumental in changing the course of economic, political and social history in the state of Mississippi, the nation – and indeed the world. Much was accomplished. Much remains to be done.

Building on our traditions of critical inquiry and civic engagement, Tougaloo continues to foster an environment animated by academic excellence and engaged learners. Tougaloo administration, faculty and students continue to challenge ourselves to build a just future of shared abundance; to prepare for the many opportunities available in a global economy; and to become the next generation of collective leaders who will, yet again, change the course of human history.

Tougaloo has added graduate programs in child development and teaching, and has introduced new undergraduate interdisciplinary curricula. Partnerships, exchange programs and networking relationships have been established with many institutions, including Brown University, Boston College, Tufts Medical and Dental Schools, the University of Mississippi Medical Center, Boston University School of Medicine, New York University, American University, Bowdoin College, Smith College, and Mississippi College School of Law.

Tougaloo College has moved forward on every front. Its graduates are distinguished and engaged in meaningful work throughout the world. As the College navigates uncertain economic exigencies and the rapidly shifting geopolitical landscape of the twenty-first century, the intellect, creativity, and conscience of our student body remain our highest priorities.

### **Mission**

Tougaloo College prepares its students to be lifelong learners, who are committed to leadership and service in a global society through its diverse undergraduate and graduate programs. The College is accessible to all persons, while making students aware of its rich legacy as an independent, historically black liberal arts institution affiliated with the United Church of Christ and Christian Church (Disciples of Christ).

### **Purpose Statement**

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 to 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.

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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.

### **Vision Statement**

As a thriving internationally-recognized institution, Tougaloo College will prepare its graduates to be productive in their time and lead the change for a better world.

### **Tradition and Ethnic Norms**

Tougaloo is a historically Black institution of higher learning with faculty members representing a variety of racial and ethnic backgrounds. The College promotes understanding of and respect for world cultures. However, the integrity of the College calls upon each member to respect our uniquely African American history and traditions.

### **Expected Student Learning Outcomes**

- Tougaloo graduates should be able to communicate in a variety of modes; translate theory into practice; and navigate and collaborate across boundaries of race, class, culture, gender, nationality, religion, and geography.
- Tougaloo graduates should be proficient in emerging global technologies.
- Tougaloo graduates should be able to acquire and process information in a rapidly shifting global society. This should include cross-cultural thinking, talking, listening, creating, organizing, learning, imagining, envisioning, building, knowing, asking, and mediating.
- Tougaloo graduates should be well-grounded across disciplines in the tradition of a liberal arts education.  
Tougaloo graduates should embody the convergence of intellectual curiosity, creativity, conscience, ethics, and aesthetics in their everyday lives
- Tougaloo graduates should be aware of biological principles relating to health and the larger ecosystem. This should include an understanding of climate justice; the interrelatedness of all forms of life; and the interplay between the mind, body, and spirit.
- Tougaloo graduate should be able to work with empathy in a multi-faceted world while building on a foundation of community, self-love, and self-awareness.
- 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 SACS Commission on Colleges (SACSCOC) to award Associate of Arts, Bachelor of Arts, and Bachelor of Science degrees, as well as Master of Arts degrees in Teaching and Child Development.

### **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

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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 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 & SERVICES**

### **TASCS: The Tougaloo Academic Success Centers**

The Tougaloo Academic Success Centers were organized to support the academic mission and vision of those entering and matriculating at Tougaloo College. The Centers for Tutorial Services ensure 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, help 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 Centers 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, Library, and Galloway Hall. The Honors Lab and Writing Lab are limited to some students. There are also other labs that are

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available per department availability as follows: Mass Communication, Modern Languages, Education, and Health and Wellness Center.

### **Tougaloo Art Colony**

Established in the summer of 1997, the Tougaloo Art Colony affords participants exposure to an intensive instruction by nationally and internationally renowned artists. The Tougaloo Art Colony is an annual one-week retreat that is held in July 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 Art, 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 itself.

### **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"), 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).

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## **The Reuben V. Anderson Pre-Law Scholars Program**

The Division of Social Sciences sponsors the Reuben V. Anderson Pre-Law Scholars 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.

### **Mission**

The mission of the Reuben V. Anderson Pre-Law Scholars 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/4 Scholar Positions Available**

- Incoming freshmen who have a composite ACT score of at least 23 or an SAT score of 1050 or greater, with a high school cumulative grade point average of 3.40 or higher on a 4.0 scale
- Tougaloo 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 coordinator of the program to apply.

To be eligible for the fall 2017 scholars program, students must apply by June 6, 2017. All applicants will be notified of a decision by June 30, 2017. Future deadlines will be announced with the dates remaining fairly similar. **Scholarships/stipends will be awarded based upon availability of funds, as determined by the Pre-Law Director. Before applying, students should contact the Pre-Law Director.**

### **Requirements, if Accepted**

Students are required to take the following courses: Constitutional Law I, Constitutional Law II, Legal Research, Legal Writing, and Legal Environment of Business. Students are also urged, but not required, to take Mock Trial I and II, American National Government, and Ethics, Medicine, and Technology. Additionally, students must attend all pre-law convocations and a minimum of three pre-law seminars per semester regarding careers in law.

After the junior year, students should enroll in a May LSAT Preparation Workshop offered at Tougaloo and take the June LSAT.

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Some of the required courses may have prerequisites that are not themselves counted towards fulfillment of the program. Students must acquire the prerequisites and not asked to be waived into courses. Students must maintain a professional dress code and adhere to standards of ethics, morality, and conduct as delineated by the program's coordinator and the highest principles of the Tougaloo tradition of 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.

Students must present a cumulative grade point average of at least 3.40 at the end of each year to avoid being placed on probation. If a student fails to present a cumulative grade point average of 3.40 in two successive years, the student will be excused from the scholars program.

All credits must be taken at Tougaloo, unless this requirement is specifically waived by the Pre-Law Program Coordinator and approved by the College.

In the summer months, those student scholars promoted to their sophomore, junior, or senior years must be engaged in an off-campus pre-law summer program or internship, or enrolled in an on-campus legal writing course or LSAT workshop as delineated by the program's director. Those students enrolled in an on-campus legal writing or LSAT workshop will receive on-campus housing and meals at the expense of the scholars program, if such funds are available as determined solely by the Pre-Law Program Director and appropriate college officials. All other expenses must be met by the student.

### **Program Benefits**

Through the Reuben V. Anderson Pre-Law Scholars 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

Students will also be able to address such questions as:

- How do the careers of lawyers portrayed on TV compare to those of real-life lawyers?
- How much of my legal career will involve arguing over lofty Constitutional issues?
- Will my success as a lawyer hinge on being the smartest person in the room?
- Will I make a lot of money if I go to law school and become a lawyer?
- What's so great about being a lawyer?

### **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.

These internships are paid and unpaid, optional, limited in number, not guaranteed, and will be assigned by the Coordinator on a first-come, first-served basis. If a student is interested in being considered for an internship, the student must aggressively make that interest known to the coordinator and advisor of the



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program. The student should also be aware that market conditions may affect the availability of internships.

### **Tougaloo College-Mississippi College School of Law Accelerated Law Degree Program**

Tougaloo College and Mississippi College School of Law have formed a unique partnership to enhance law school opportunities for talented and promising Tougaloo students while addressing the urgency of student debt. Tougaloo and MC Law offer an accelerated law degree program (commonly referred to as a “3 + 3 program”) allowing Tougaloo students to complete a bachelor’s degree and law degree (Juris Doctor) in six years, rather than the usual seven.

Participating students will complete three years of undergraduate study at Tougaloo and three years of law school at Mississippi College. More specifically, qualified students from any major who complete three-fourths (3/4) of the coursework required for a bachelor’s degree from Tougaloo, including all required disciplinary credits, all general education course requirements, and a total of 93 credits, will be eligible for admission to Mississippi College School of Law. After the student successfully completes the first year of the J.D. program at Mississippi College, Tougaloo will award the student the appropriate bachelor’s degree. After the student completes the requirements for the J.D. degree, Mississippi College will award the student the J.D. degree. Qualified students seeking admission to Mississippi College pursuant to the accelerated law degree program must apply to Mississippi College using the normal law school application process provided by the Law School Admission Test.

For more information, visit the College’s website and contact the Pre-Law Director.

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

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, and 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.

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### **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 multifaceted 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.

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### **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 be matriculated 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 Grade Point Average (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.

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

### **Federal TRiO Programs**

The primary goal of the 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. **UpwardBound 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**

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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. An attractive, two-story building of colonial design, it 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 his 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

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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 Affairs and Career Planning and Placement, 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, physics, and mathematics. It was erected in 1959, and substantially renovated in 1999. It includes a lecture hall, classrooms, computer science, and laboratories for instruction and research. Kincheloe Hall is named for Dr. Samuel C. Kincheloe, president of the College from 1956 to 1960.

**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.

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**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, the center of religious life for the College and the surrounding neighborhood, was under restoration for a number of years, under the guidance of the Department of Interior. The Chapel was 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).

## **STUDENT AFFAIRS**

The Office of Student Affairs 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 Activities 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 Activities provide 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 leader 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.

## **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, and baseball. Tougaloo College perceives participation in athletics as an integral part of the students'

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educational experience, providing tools, skills, and competencies that contribute to the total development of the individual.

### **Intramural Sports**

The Office of Student Affairs 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.

### **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, individually as well as collectively. 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.

### **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.

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### **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 United Church of Christ**

The Tougaloo 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 participate in the regular services of the church.

### **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 mornings Convocation program. In its various forums and presentation, the Convocation program underscores 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. These 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 such a community where, in the words of the great Christian writer St. Augustine, “faith seeks understanding.”

Any member of the Tougaloo community is invited to sponsor a Convocation.



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### **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 counseling, emotional, and personal counseling, premarital and marital counseling, and grief/separation counseling.

### **Student Services**

#### **Counseling Services**

The mission of the Office of Counseling Services is to assist students in the transitioning from high school to college and to provide services that address their mental, social, and personal needs in order to ensure a successful college matriculation. The Director of Counseling Services helps the individual identify his/her issues or problems, aids in setting goals to overcome the problem, and lends support as the goals are reached and changes are made. This is done in an open, non-judgmental environment and all services are confidential. The Counseling Service provides individual and group counseling to all students, faculty, and staff.

#### **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 College immediately of any disabilities for which they seek accommodation.

#### **Career Services**

The Office of Career Services provides the resources, skills, and strategies to assist students with their selection of graduate and/or professional school, attainment of full and/or part-time employment, career planning, and other successful career transition options. In order to achieve maximum results, we believe that early planning is essential for successful career achievement. Currently enrolled students, as well as alumni, may use these services.

Specific services are as follows:

- Provide students with career pathway options by linking them to alumni and corporate and community network partners who share their passions via the “CONNEXIONS” website.
- Counsel students concerning the selection of career objectives (encourage completion of a career assessment tool).
- Host networking opportunities by scheduling on-campus recruitment visits for employers and graduate/professional schools, i.e., Annual Graduate and Professional School Fair (held in September) and Career Fair (held in February).
- Enhance student marketability by providing workshops and forums on professional development topics such as: resume critique, career planning assessment, interviewing, and networking.
- Assist students in developing job-seeking skills and serve as a liaison for potential employers.

## **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.

**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

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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 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.

**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.

**Sigma Xi** is a non-profit honor society which was founded in 1886. Members elect others on the basis of 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 therefore, subscribes to the concept of lifelong learning. Each student who applies to Tougaloo College is reviewed carefully based on set entrance requirements.

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

Applications for admission to Tougaloo College may be secured from the Director of Admissions. 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:

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## Required Units

English	3 units
History and Social Science	2 units
Mathematics	2 units
Science	2 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
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 earning a minimum standard score of 410 on all five sections or an average standard score of 450 or above on the five sections. In addition, scores from the ACT or SAT Examination must be submitted.

## 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, if under 25 years of age
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
7. Academic portfolio
8. Diploma or certificate of completion from Home Schoolers Association, if applicable.

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### **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 freshman courses). If the student has received a scholarship offer from Tougaloo College, it cannot be used until the student has completed high school or successfully completed the eleventh grade even though they are enrolled in courses at Tougaloo College.

### **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

### **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, and 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

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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.

### **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 and 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. 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.

### **Veteran Student Services**

Veterans and military personnel may qualify for admission to Tougaloo College. Admission of Veterans is not automatic. After receipt of the application for admission, the Admissions Committee will consider the applicant.

### **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

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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 Admission 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 Director of Admissions of its disposition. 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 Admission 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 to take advantage of alternating semester and year offerings as well as class scheduling projections. The Academic

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Year Calendar lists College opening and closing dates (see Index for Calendar). 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 or classes.

### **Registration**

Students must register in person. The periods for registration are stated in 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.

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 Calendar. 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.



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First-year students are all assigned advisors who are designated “student success coaches” in the Student Success Center. These coaches will work with faculty to advise the students. In their sophomore year, students will be assigned additional advisors. The student success coaches will collaborate with the additional advisors.

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

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 (1course) =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.

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## 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

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-

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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” grade 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.

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” (see Registrar for Incomplete Grade Assignment Form and Incomplete Grade Removal Form).

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. Withdrawal forms may be picked-up from the Office of Academic Affairs.

### **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.**

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### **Unofficial Withdrawal Policy**

If a student stops attending classes at Tougaloo College and does not officially withdraw from the College, this is an act caused by the student, and is considered to be as an unofficial withdrawal and will be 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 by the student 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.

### **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 Affairs.
- Student Affairs 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 Affairs.
- 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**

Student requests for letter grade changes should be made not later than ten working days after the close of registration for any grade issued the preceding semester.

The student shall submit the Student Grade Change Request Form to the Registrar. The Registrar shall then issue the student a copy of the Student Grade Change Request Form. The student shall then submit the copy to the instructor who issued the disputed grade. In the absence of the issuing instructor, the student should give the Form to the Department Chair for resolution.

Upon receipt of the Student Grade Change Request Form, the instructor shall then secure a Letter Grade Change Form from the Registrar.

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If the instructor concurs with the student's request, the Form is to be signed by the instructor and forwarded to the Department Chair, Division Dean, Academic Standing Committee, and the Provost, with a signature required at each stop.

Within fifteen working days of the student's request, the Form must have reached the Academic Standing Committee, with the appropriate supporting documents.

The Academic Standing Committee is given up to five working days from the receipt of the information to forward it to the Provost.

The Office of the Provost forwards approved changes to the Registrar's Office by mid-term.

Approved changes will be entered on the student's transcript by the end of the semester in which the request was made.

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 was made.

In the event of denial at any level, the student may appeal to the Provost.

Thoughtful adherence to the deadlines for letter grade changes outlined above is critical to recordkeeping. Also central to our campus values is a degree of flexibility regarding hard deadlines. That said, punctuality is the order of the day but a reasonable period of grace may be allowed here under special circumstances as determined by the Registrar and 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.

### **Student Grievance for Academic Issues**

If a student has an academic grievance against a faculty member, the student must attempt to resolve the problem with the faculty member. If a satisfactory resolution is not achieved, the student may contact the Department Chair. If the matter is not resolved with the Department Chair, the student may appeal to the Division Dean. If the matter is not resolved with the Division Dean, the student may appeal to the Provost. The Provost shall appoint an Ad Hoc Committee within the Division to investigate the grievance. The Committee shall consist of at least the Department Chair, the Division Dean, and one student representative.

As to Committee procedure, the Provost calls the first hearing. The Committee elects its own chair and recorder. Both sides are allowed to attend the hearing, present evidence, call witnesses, and make rebuttal. The Committee makes a recommendation to the Provost who makes a recommendation to the President of the College for a final decision.

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## **Student Class Attendance and Student Absence Verification Policy**

Class attendance is a fundamental student responsibility. Tougaloo expects each student to attend every class meeting. In the event of an absence, students are responsible for communicating about absences with the professor and securing all missed course material. Tougaloo recognizes two types of excused absences: personal emergencies and official school activities. In the event of any excused absence, the student is allowed – indeed expected – to make up work. However, faculty may nonetheless use class absences as a factor in determining course grades.

In order to warrant an excused absence from class, students should be prepared to provide their instructor with written documentation of medical treatment, personal emergency or other extenuating circumstances.

Whether the student lives in the Residence Hall or off-campus, no medical excuses will be accepted for missing class unless the student was evaluated in the Student Health Center or by an off-campus health care provider before the missed class.

If treated at the Student Health Center, prior to missing a class, staff will provide medical excuses. If treated by an off-campus physician, the student should obtain a medical excuse from that physician.

If a student is ill in the Residence Hall and cannot attend class, it is the responsibility of the student to notify the Residential Life Coordinator.

All other absences due to the death of immediate family members, significant mental impairments, leadership conferences, military leave, and court subpoenas will require supporting documentation.

### **Transfer Credit**

Tougaloo College students desiring to attend and transfer credit from other accredited institutions must secure written approval from their department and the Office for Academic Affairs. 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.

**Unless specifically stated otherwise, 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. For example, see the Tougaloo College-Mississippi College School of Law Accelerated Law Degree Program (“3+3”).**

### **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.

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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
<ol style="list-style-type: none"> <li>Students may transfer no more than eight semester hours of general education credits that have been earned in summer school.</li> <li>Students considering summer study must consult with their advisors regarding course selection. Advisors and department chairs' signatures are required on summer study permission forms.</li> <li>Students desiring to transfer credits earned during summer study must file a properly executed permission form in the Provost/Vice President for Academic Affairs' office by April 30 preceding summer enrollment.</li> <li>Students who have advanced to the junior level must choose a senior college to pursue summer study.</li> <li>Students must observe the order of pre-requisites prescribed in the <i>Tougaloo College Catalog</i> in selecting summer courses.</li> <li>The College regulation, which requires seniors to take the last 30 hours in residence, supersedes the summer study regulation.</li> </ol>	

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 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.

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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.

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, to inspect, and to 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



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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.

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- *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

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“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 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

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

### **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 satisfactory service. Tuition and fees paid by the student cover less than one-third of the total cost of operating the

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College. The remainder comes from endowment, contributions, the alumni and friends of the College, and grants from government agencies, private foundations, and corporations.

In estimating the total cost of attending Tougaloo College, students should include expenses for books and supplies at the rate of approximately \$1,300 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.

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### 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	Spring Semester, generally
October	February
November	March
December	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. Effective August 1998, 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.

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## 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 4-6 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.

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- 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.



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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.

### **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: Admission 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.

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### **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**

#### **Selective Scholarship Funds**

#### **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**

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

**Dr. Richard "Dick" Johnson Scholarship** was established to provide support to a student who demonstrates 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 Division and the Humanities Division.

#### **Social Sciences**

**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.

#### **Reuben V. Anderson Pre-Law Scholarship**

The Reuben V. Anderson Pre-Law Scholarship is awarded to students who show high promise of becoming legally, socially, morally, and politically informed and active citizens. For more details, see the Reuben V. Anderson Pre-Law Scholars Program.

### **GENERAL SCHOLARSHIP FUNDS**

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

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**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 are available, then support 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. Luther Chaney Scholarship** was established in 2004, by Dr. Chaney, a friend of Tougaloo College. The scholarship is designated 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.

**L.S. and Thelma Sanders 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.

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

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## 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: MS, AL, FL, GA, LA, NC, TN and SC.

**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.

**Genevieve McMillan-Reba Stewart Annual Named Scholarship** will provide financial assistance to students showing financial need and pursuing a STEM-related or Arts/Humanities major.

### United Negro College Fund (UNCF) Scholarships

Tougaloo College has been a member of the United Negro College Fund for more than 50 years. UNCF is the nation's oldest and foremost minority higher education assistance organization. UNCF has provided scholarship assistance to young men and women over the years to improve and increase access to higher education for financially disadvantaged individuals.

UNCF manages various scholarship programs and each program has its own eligibility criteria, open/close dates and required documentation. As a student enrolled at Tougaloo College, you are eligible to apply for a UNCF Scholarship. To apply for a UNCF scholarship, you must apply through the on-line application process at [www.uncf.org](http://www.uncf.org).

As many of the UNCF scholarships require that the scholarship recipient apply for Federal Student Aid (FAFSA), it is recommended that applicants complete the Free Application for Federal Student Aid (FAFSA).

For additional assistance, contact the Office of Financial Aid at 601-977-7766.

### 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

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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.

### **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 & Fourth year students, junior & 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 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

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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**

### **General Requirements for Graduation**

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, that 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 Affairs Council. Such appeal must be made within one semester after the date of return. The Council will decide each case on its own merit.

### **General Education Curriculum/CORE**

Tougaloo College calls our general education curriculum “CORE.” CORE is an acronym for Curriculum Outcomes Redesigned for Engagement. The key facets of CORE are:

- courses that all students are required to take
- five themes – one of which students must choose – each serving as an umbrella for two required interdisciplinary courses
- a career opportunity and mentoring portal connecting students to network partners and alumni based on professional passions and enthusiasm for intergenerational engagement
- optional professional certificates

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**CORE: Rationale**

CORE was envisioned by our esteemed President, Dr. Beverly Wade Hogan, and deigned by our visionary HBCU faculty from the Divisions of Humanities, Natural Sciences, Education, and Social Sciences. CORE is grounded in the legacy and vision of Tougaloo College and the principles driving our mission: critical inquiry and civic engagement.

Our CORE Program fosters a skill set that allows our students – in the spirit of self-determination- to enter into the 21<sup>st</sup> century workforce, with opportunities of their own design. And fundamental to our curriculum is a knowledge base that equips our students to address deeply entrenched socioeconomic problems.

The question we must ask ourselves is, “What qualities should the Tougaloo College graduate possess?”

In these times, students, faculty, and higher education institutions are challenged by a major paradigm shift. What competencies are needed in a world where information is ubiquitous? How can Tougaloo College adapt to provide a cutting-edge learning environment that addresses the needs of today’s learners? How can we provide faculty with the resources and training to engage today’s learners- preparing students for the new, creative economy of the 21<sup>st</sup> century?

The intentional design of CORE presents an opportunity to answer each of these questions. And it also provides a framework for cultivating scholars who will seek truth, meaning, and beauty, drawing liberally from the humanities, natural sciences, and social sciences.

**CORE: Themes of Student Inquiry**

Each CORE Theme of Student Inquiry serves as a broad programmatic entree to specific, interdisciplinary general education courses required for all sophomores. These CORE courses are designed to address complex issues through multiple lenses and modes of inquiry – from the micro to the wide angle – the quantitative to the qualitative – the linear to the non-linear. These Themes of Student Inquiry are:

**Prospects of Freedom (Social Justice & Human Rights)**

The Social Justice and Human Rights program is an act of remembrance and commitment to those whose voices are systemically silenced in pockets of our society. It speaks to human dignity and common humanity among all men. It is a call to action and a people’s plan for peace, civil rights, education, public health, environmental justice, and social activism. Students in this program examine a wide variety of oppressions such as racism, sexism, ageism, heterosexism, anti-immigrant oppression, economic injustice, and environmental injustice. They also engage discourse regarding instances of related denials of human rights, such as human trafficking, mass incarceration, use of sweatshop and child labor, unequal access to education, and voter disenfranchisement.

**Understanding Life Processes**

The Understanding Life Processes program relates to knowledge about human beings on physical, emotional, mental and spiritual levels. This program represents the comprehensive process of being human from a biological to an ecological perspective. It engages students in the science of life and the dynamic interworking of the body, brain, and emotions. Students in this program are encouraged to become aware of our own mortality in a way that enriches and transforms our lives.

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### **Human Wellness**

The Human Wellness program focuses upon raising awareness regarding human health topics and developing strategies for maintaining physical, mental, and emotional wellbeing. Students in this program gain knowledge regarding self-managing health through proper nutrition, exercise, and preventative care. In this program, strategies are generated to secure balanced health through various activities.

### **Innovation in a Fluid Society**

The Human Innovation in a Fluid Society program reflects the changing nature of our environment. It speaks to how humans respond to our changing society by making necessary adjustments to how we live, learn, communicate, and work. Students in this program engage technological advancement and examine how it affects the progress of human experience.

### **Understanding Hegemony (Critical Awareness of Pervasive Oppressive Structures)**

The Understanding Hegemony program offers a counter narrative to challenge prevailing negative notions of socially-marginalized groups across history. Students in this program will examine historical hegemonic narratives through an interdisciplinary lens to unearth inequities that contribute to systematic oppression and develop a more profound literacy for constructions generated through and accepted by dominant culture.

### **CORE: Career Pathway**

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 (e.g., grant writing, coding, event planning, etc.). They are additionally intended to strengthen the credentials of the Tougaloo student. These certificate programs will be rolled out Fall 2018.

### **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 Effective Writing I (3 or 4 credit hours)
- ENG 102 or 104 Effective Writing II (3 or 4 credit hours)
- GEN 100 Diaspora Studies (3 credit hours)
- MAT 103 or 106 - Pre Cal I or Contemporary Math (3 credit hours)
- GEN 220 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)



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

Themes of Student Inquiry (select a two course sequence from one theme & see restrictions below)

- Prospects of Freedom

GEN 200 The New Jim Crow (3 credit hours)

GEN 201 Advocates for Children, Families, & Communities (3 credit hours)

- Understanding Life Processes

GEN 210 The Secret of Life (3 credit hours)

GEN 211 Race, Gender & Medicine (3 credit hours)

- Human Wellness

GEN 220 The Secret of Life (3 credit hours)

GEN 221 Human Wellness through Arts and Spirituality (3 credit hours)

- Innovation in a Fluid Society

GEN 230 Evolution of Education (3 credit hours)

GEN 231 Social Media & Society: Likes, Links, Timelines & Tweets (3 credit hours)

- Understanding Hegemony

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)

As we approach our 150<sup>th</sup> anniversary, Tougaloo remains ever more committed to uplifting the values of a liberal arts education. Towards that end, we require all of our students to choose a Student Theme of Inquiry and selected critical courses.

Based on Tougaloo's longstanding commitment to the Humanities – as critical to a balanced education – all non-Humanities majors must choose from one of the following three Themes of Student Inquiry: Human Wellness, Innovation in a Fluid Society, or Understanding Hegemony. To broaden their opportunity for exposure to the Natural and Social Sciences, Humanities majors are required to choose one of the five Themes of Student Inquiry.

Based on Tougaloo's commitment to the Natural Sciences- as fundamental to a balance education - **all** students must take Math 103 Pre Cal I or Math 106 Contemporary Math.

Based on Tougaloo's commitment to the Social Sciences – as fundamental to a balanced education -**all** students must take Disapora Studies 100.

#### **Critical Notes:**

- Some students- based on academic skills sets- may be advised or required to pass developmental, pre-college, non-degree credit course. Credits earned from developmental coursers will not count toward hours required for graduation.
- ENG 100, ENG 300 and MAT 091 are requirements for those students who demonstrate a need. Again, credits earned from developmental courses will not count toward hours required for graduation.

- Students may be able to advance their progress through the General Education requirements by demonstrating competency on approved assessments (computer literacy and elementary level foreign language). To be considered, a student must register for the course(s) and settle all financial obligations during the time set aside for registration.
- Students must earn a grade of “C” or better in all required CORE general education courses.
- Students will have the option to “test out” of modern languages at the elementary levels and instead of earning solely CR (credit) toward graduation, those six (6) hours of foreign language (since students are assessed a fee for the CR) will be applied toward the required six (6) hours.

### **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:** The Diaspora Studies is a Social Science interdisciplinary course designed to broaden students' knowledge of the black experience in a global context. Students will be exposed to and will 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. Special emphasis will be placed on the African American experience in the United States. Additionally, this course will employ elements of the Humanities (e.g., literature, music, visual arts) to deepen students' understanding of the black experience across the Diaspora. This course is designed to encourage critical thinking and analytical reasoning by assisting students in answering the following essential questions: 1) What is the Diaspora?; 2) How have people of African descent across the Diaspora shaped societies and the world?; and 3) What are the shared experiences of and differences among people of African descent across the Diaspora? **CREDIT: THREE SEMESTER HOURS.**

**GEN 200: The New Jim Crow:** Society is filled with complex issues and circumstances, which can manifest themselves into complex problems and situations. As we progress and evolve as a society, new problems spring up and older ones reoccur. It is important that as we process information (the news stories that we see and read about, the stories involving athletes, entertainers and every day citizens, and policy making at the local, state and federal levels) that we see things in relationship to the greater issues and problems that individuals and groups face in society. This course will introduce students to fields of sociology, psychology, political science, history, and economics. Specially, introducing students to the ways in which each of these fields identify and address social issues in the context of current events in society and culture, sharpening your critical thinking skills so that you can challenge the current discourse as well as challenging your personal views and beliefs concerning the current state of the

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criminal justice system and its link to modern day slavery. Throughout the course, students will also learn how to frame their opinions into arguments so that they can properly defend or refute their position. **CREDIT: THREE SEMESTER HOURS.**

**GEN 201: Advocates for Children, Families & Communities:** Grounded in the principles of human rights and predicated on the need for radical change, this course provides an overview of the education of children in the United States. Within the context of contemporary reform, we will examine education through the prisms of power, culture, and race, drawing on perspectives from history and law, and best practices in pedagogy. We will critique landmark legal decisions and review the multi-faceted roles that teachers, parents, advocates and oppressors play in shaping school systems and classroom outcomes. Our focus is on communities that struggle against the enduring injury of structural racism and economic inequality; dismantling white supremacy, and uplifting transformative educational models. Pre-requisite: GEN 200 The New Jim Crow. **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:** Historically, the relationship between African Americans and the institution of medicine has been drastically different compared to other racial groups, to the tone of historic exploitative experimentation and a lack of trust of the medical industry. Drawing on numerous racialized experimentation abuse incidents, 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. These medical events have come to shape our lives, as they have resulted in medical advancements at the expense of individuals basic human rights. In this course, students will learn how to critically examine the intersections of gender, race, class, and medicine. The course will begin with an examination of considering how historic ideologies about race have influenced the practice of medicine on patients without their knowledge. The course will continue by exploring how medical research has utilized race and sex as justification for involuntary medical experimentation, as well as how medicine constitutes and acts on racial and gendered bodies. 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. Pre-requisite: GEN 210 The Secret of Life. **CREDIT: THREE SEMESTER HOURS.**

**GEN 220: 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 include: social Wellness that pertains to the impact one has on social environments by living a healthier life style and preserving natural environments and resource; occupational/financial wellness that speaks to the recognition of personal satisfaction in one's life through work and volunteerism; spiritual wellness that speaks to the search for meaning and purpose; physical wellness that is met through regular exercise and regular healthy eating; intellectual wellness recognizes one's creativity and mental activities; and emotional

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wellness which recognizes the awareness and acceptances of one's feelings and the degree in which one feels positive and enthusiastic about one's self and life. Each of the dimensions of human wellness will be taught by experts from the specific discipline with the wellness area. Also, students will have the opportunity to work closely with the Owens Health and Wellness Center to complete in service hours or with professors to gain experience doing mini-research projects. **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. Pre-requisite: GEN 210 The Secret of Life. **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 explore 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 websites have revolutionized the way people communicate and socialize on the Web. Alicia Garza, Patrisse Cullors, and Opal Tometi co-founded the Black Lives Matter Movement when George Zimmerman was acquitted in 2013 for fatally shooting Trayvon Martin. They created the hash tag, which spread like wildfire. The well-attended 2017 Women's March on Washington and many other cities in America and the world started via social media. President Donald Trump relies on his personal Twitter account to share his thoughts on various current affairs and activities. Companies hire directors to coordinate their Twitter, Facebook, Snapchat, Instagram, and other social media accounts. No response or a poor response to a customer's complaint about a company can spread like wildfire on social.

What are some of the real impacts, both positive and negative, that social media has on our society?

Attention will be devoted to:

- The impact on politics
- Effect on socialization/social movements
- Negative effects of social media
- Positive effects of social media
- Cyber bullying and online harassment
- Impact on productivity
- Impact on privacy
- progression of technology and writing

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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. Pre-requisite: GEN 230 Evolution of Education. **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. Pre-requisite: GEN 240 Black Like Me. **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 I, MAT 102 (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 a certain number of 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.

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A department will require its majors to take a certain number of semester hours within the department (excluding an emphasis). The major in Music will consist of 48 semester hours. 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.

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 (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. 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 and Student 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 and Student 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 who is a candidate for a degree is required to complete a written application for the degree by **November 1 of the academic year of graduation**. This date also applies to students who plan to complete their work in the summer (August). Forms must be filed in the Registrar's Office. A graduation fee is required. Graduation fee information is provided by the Office of the Registrar. There is a cost to reorder a diploma for former graduates.

If the student does not complete graduation requirements by the date on the original form, the student must re-apply for the following year.

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### **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 venerable 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

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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. The Writing Across the Curriculum Program is monitored by the Commission on Writing.

### **Academic Divisions**

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

### **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, Liberal Studies, 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, and 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.

### **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.

### **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.

### **Major**

Art  
Art Education  
Biology  
Biology Education  
Chemistry

### **Emphasis**



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Chemistry Education  
Child Development  
Computer Science  
Economics

Accounting  
Business Administration

Elementary Education  
English

Creative Writing  
Secondary Education

Health and Physical Education  
Health and Recreation

Community Health  
Recreation for Special Populations

History

African American Studies

History Education  
Mass Communication

Journalism  
Public Relations  
Advertising  
Radio and Television

Mathematics

Computer Science

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

Social Work

**Minors**

Biology  
Chemistry  
Disaster Coastal Studies  
Physics  
Psychology  
Pre-Law

**Double Major**

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

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### **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 institutions.
- Students should be given a copy of their dual degree status sheet by the end of their sophomore year.
- Annual progress reports and a transcript of the students' 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 Division**

#### **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. Liberal Studies (Formerly ICOHM)
  - Religious Studies (Associate of Arts Degree)
- C. Mass Communication

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- 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)
- B. History
  - History Education
  - African-American Studies
- C. Political Science
- D. Psychology
- E. Sociology
  - Social Work Emphasis

#### **Course Numbering**

- 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	MS	Military Science
BIO	Biology	MUS	Music
CHE	Chemistry	NSD	Natural Sciences Division
COA	Advertising	PHE	Health & Physical Education
COB	Radio and Television	PHI	Philosophy
COJ	Journalism	PHR	Health and Recreation

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COM	Mass Communication	PHY	Physics
COP	Public Relations	REA	Reading
CSC	Computer Science	REL	Religion
ECO	Economics	SOC	Sociology
EDE	Early Childhood Education	SPA	Spanish
EDU	Education Division	SPE	Speech
EDR	Education/ Reading	SPED	Special Education
ELA	Education/Language Arts	SSD	Social Sciences Division
ENG	English	SWK	Social Work
FRE	French	SWK	Social Work
FYS	First-Year Experience Seminar		
GEN	General Education Course		
HIS	History		
HUM	Humanities		
MAT	Mathematics		

### **Abbreviations for Special Programs**

	CDA	Child Development Associates
	CO-OP	Cooperative Education
MARC		Minority Access to Research Careers
MBRS		Minority Biomedical Research Support
SASC		Student Academic Success Center

### **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.

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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.

In addition to SSS 101 – SSS 102, sophomores are required to meet once a month for non-credit informative seminars.

### **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
- Rites of Passage Ceremony

#### Signature Experiences

- First Year Showcase
- First Year Fun
- First Year Formal



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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 six majors: Biology, Chemistry, Physics, Mathematics, Computer Science and Math/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 school.

### **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 Career Counseling and Placement Office or 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: Biology 111, 112 and one or two upper-level Biology courses; Chemistry 115, 116, 117, 118; Chemistry 225, 226, 227, 228, 412; and either Physics 123, 124 or Physics 223, 224. To prepare for the MCAT, students should also take PSY 112 and SOC 111. One or more courses from NSD 211, 247 and MAT 208 will improve student understanding of public health issues, although not essential for admission.

Tougaloo College has Early Identification agreements with Brown University, Boston University, the University of Mississippi School and the University of Buffalo medical schools which allow students to be identified for admission as early as the sophomore year. The University of Medicine's Med-Corps Direct program provides another pathway to medical school after the sophomore year.

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For further information on these programs or on medical or dental school in general, contact the Pre-Health Advisor.

### **Pre-Nursing Program**

Tougaloo College and the University of Mississippi Medical Center 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 24, 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 forty years, the college has offered this intense six-week 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, and the University of Mississippi Medical Center. 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 Center (UTC). The goals of the UTC 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 UTC has developed the following programs: High School Summer Outreach Programs as the Jackson Heart Study Scholars Program.

**NSD 211: INTRODUCTION TO PUBLIC HEALTH AND EPIDEMIOLOGY.** This course will be taught a historically perspective to provide basic knowledge of the field, 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: TWO SEMESTER HOURS.**

**NSD 247: ETHICS, MEDICINE AND TECHNOLOGY.** 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-



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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 intensively 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.**

**ISS 102: INTRODUCTION TO SPACE SCIENCE II.** This is the second 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. The second semester focuses more on the applications and project development skills. Two hours of lecture/discussion and one lab period per week. Offered every spring. **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.

### **Special Requirements**

Biology majors are required to take all of the core courses (BIO 111, BIO 112, BIO 221, BIO 231, BIO 322) 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.

<b>Required Courses</b>		<b>Semester Hours</b>
BIO 111	Introduction to Biology I	4
BIO 112	Introduction to Biology II	4
BIO 221	Cell Biology	4
BIO 231	Evolution, Ecology, and Diversity	4
BIO 322	Genetics	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	2
MAT 221	Calculus I	3
PHY 123-124	Introduction to Physics I, II	4
	or	
PHY 223, 224	General Physics I, II	8
<b>47 Hours</b>		

**Biology Electives: 10-12 hours minimum required out of which 6-8 hours must be from 300 and 400 level courses.**

BIO 211	Basic Nutrition	3
BIO 232	Plant Science	4
BIO 242	Environmental Science	3
BIO 301	Histology	4
BIO 331	Microbiology	4
BIO 332	General Physiology	4
BIO 342	Comparative Anatomy	4
BIO 412	Biochemistry	3
BIO 417	Biochemistry Laboratory	1
BIO 444	Molecular Biology	4
BIO 461	Topics in Biology	1-3

### **Suggested Course Sequence**

<b>First Year</b>			<b>Semester Hours</b>
BIO 111	Introduction to Biology I	Fall	4
CHE 115	General Chemistry I	Fall	3
CHE 117	General Chemistry Lab I	Fall	1
BIO 112	Introduction to Biology II	Spring	4

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CHE	116	General Chemistry	Spring	3
CHE	118	General Chemistry II Lab	Spring	1
MAT	221	Calculus I	Spring	3

### **Sophomore Year**

BIO	231	Evolution, Ecology, & Diversity	Fall	4
CHE	225	Organic Chemistry I	Fall	3
CHE	227	Organic Chemistry I Lab	Fall	1
BIO	221	Cell Biology	Spring	4
CHE	226	Organic Chemistry II	Spring	3
CHE	228	Organic Laboratory II	Spring	2

### **Junior Year**

BIO	322	Genetics	Spring	4
PHY	123	Introduction to Physics I	Fall	4
PHY	124	Introduction to Physics II	Spring	4
Biology Elective(s)			Spring	3/4

### **Senior Year**

BIO	471	Senior Seminar I	Fall	1
BIO	471	Senior Seminar II	Spring	1
Biology Elective(s)			Fall/Spring	6/8

### **Secondary Education Biology**

#### **Education Course Requirements**

EDU 214	Educational Psychology	3
EDU 217	Introduction to Exceptional Children	3
EDU 221	Introduction to Foundations 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 424	Student Teaching in Elementary School and Seminar or	15
EDU 436	Student Teaching in Secondary School and Seminar	15

**36 Hours**

### **Area of Concentration**

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	8

**44 Hours**

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### **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
One Biology elective		3-4
		<b>19-20 Hours</b>

### **COURSE DESCRIPTIONS: BIOLOGY**

**BIO 102: WORLD OF BIOLOGY.**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 111: INTRODUCTION TO BIOLOGY I.**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 intended primarily for Biology majors and those interested in pre-medicine. Prerequisite or Co-requisite: MAT 103 or consent of instructor. 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.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:** Biology 111 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.** 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.**A continuation of Human Anatomy and Physiology I in which the circulatory, respiratory, digestive, urinary, reproductive, and endocrine systems are studied. Prerequisite: BIO 115.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

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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 116 or consent of instructor. Three hours lecture. **CREDIT: THREE SEMESTER HOURS.**

**BIO 221: CELL BIOLOGY.** 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 112, 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.** 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 Co-requisite: MAT 103 or consent of. **CREDIT: FOUR SEMESTER HOURS.**

**BIO 232: PLANT SCIENCE.** 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.** 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.** A course in cellular organization in mammalian organ systems that covers 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.** An introduction to classical and molecular genetics. **Prerequisite:** BIO 221. Co-requisite: CHE 225. Three hours of lecture and one three-hour laboratory per week. **CREDIT: FOUR SEMESTER HOURS.**

**BIO 331: MICROBIOLOGY.** 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.** A study of the basic principles of Physiology, with emphasis on vertebrates and invertebrates. **Pre-requisites:** BIO 221, CHE 225. Three hours of lecture and one three-hour laboratory per week. **CREDIT: FOUR SEMESTER HOURS.**

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**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. Offered every fall. **CREDIT: THREE SEMESTER HOURS. Co-requisite: BIO 417** (See also CHE 412)

**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. Offered every fall. **CREDIT: ONE SEMESTER HOUR.** (See also CHE 417)

**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. **CREDIT: FOUR SEMESTER HOURS. Pre-requisites: BIO 221, CHE 116 or consent of instructor.**

**BIO 444: MOLECULAR BIOLOGY.** 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.** 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. Prerequisite: Completion of the "Directed Study Enrollment Form." **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.** 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.** 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. Pre-requisites for BIO 471: Successful completion of the Core Courses (BIO111, BIO112, BIO221, BIO231) and either BIO322 or one Biology

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elective; and successful completion of English Proficiency Examination. Pre-requisites for BIO 472: BIO 471. **CREDIT: ONE HOUR EACH SEMESTER.**

## **DEPARTMENT OF CHEMISTRY**

### **Mission Statement**

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; 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.

### **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 115General Chemistry I	3
CHE 116General Chemistry II	3
CHE 117General Chemistry Lab I	1
CHE 118General Chemistry Lab II	1
CHE 225Organic Chemistry I	3
CHE 226Organic Chemistry II	3
CHE 227Organic Laboratory I	1
CHE 228Organic Laboratory II	1
CHE 231Quantitative Analysis	2
CHE 233Quantitative Analysis Lab	2
CHE 333Physical Chemistry I	3
CHE 334Physical Chemistry II	3
CHE 337Experimental Physical Chemistry I	2
CHE 338Experimental Physical Chemistry II	2

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CHE 461Senior Seminar I	1
CHE 462Senior 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>46 Hours</b>

### Required Electives:

Students must choose at least one Chemistry Elective.

### Chemistry Elective: (Three or four hours)

Student must choose at least one course from the following:

CHE 412,417 Biochemistry and Biochemistry Laboratory	4
CHE 340 Inorganic Chemistry	3
CHE 456 Instrumental Methods of Analysis	4

### Physics Electives: (Eight hours)

### Suggested Course Sequences

**Sequence A** suggested for students interested in health related careers

#### First Year

CHE 115	General Chemistry I	Fall	3
CHE 117	General Chemistry Lab I	Fall	1
MAT 103	College Algebra II	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
BIO 111	Intro to Biology I	Fall	4
MAT 222	Calculus II	Fall	3
CHE 225	Organic Chemistry I	Spring	3
CHE 227	Organic Laboratory I	Spring	1
BIO 112	Intro to Biology	Spring	4
MAT 321	Calculus III	Spring	3

#### Junior Year

CHE 226Organic Chemistry II	Fall	3
CHE 228Organic Laboratory II	Fall	1
PHY 223General Physics I	Fall	4
PHY 224General Physics II	Spring	4



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CSC 107 or 112	Computer Science Elective	Spring	3
BIO 221	Cell Biology	Spring	

#### Senior Year

CHE 333	Physical Chemistry I	Fall	3
CHE 337	Experimental Physical Chem. I	Fall	2
CHE 461	Senior Seminar	Fall	1
CHE 462	Senior Seminar	Spring	1
CHE 334	Physical Chemistry II	Spring	3
CHE 338	Experimental Physical Chem. II	Spring	2
CHE/BIO	Chemistry/Biology Elective	Spring	3
CHE 461	Senior Seminar I	Fall	1
CHE 462	Senior Seminar II	Spring	1

**Sequence B** 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 232	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	2
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	2
CHE 333	Physical Chemistry I	Fall	3
CHE 334	Physical Chemistry II	Spring	3
CSC	Computer Science Elective	Spring	3
CHE	Chemistry Elective	Spring	3

#### Senior Year

CHE 337	Experimental Physical Chem. I	Fall	2
CHE 460	Senior Seminar	Fall	1
CHE/ BIO	Chemistry/Biology/Physics Elective	Fall	3

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CHE 338 Experimental Physical Chem. II	Spring	2
CHE/BIOChemistry Elective	Spring	3-4

### Secondary Education Chemistry<sup>1</sup>

#### Education Courses

EDU 214Educational Psychology	3
EDU 221Introduction to Foundation of Ed.	3
EDU 312Reading Instruction, K-12	3
EDU 335Methods, Materials, Ed, Tech. In Class	3
EDU 336Tests Measurements & Evaluation	3
EDU 421Curriculum & Research	3
EDU 436Student Teaching in Secondary School and Seminar	15
	<b>33 Hours</b>

#### Area of Concentration

CHE 115, 116 General Chemistry I, II	6
CHE 117, 118General Chemistry Lab I, II	2
CHE 225Organic Chemistry I	3
CHE 227Organic Chemistry Lab I	1
CHE 231, 233 Quantitative Analysis	4
PHY 223, 224General Physics I, II	
or	
PHY 123, 124Introduction Physics I, II	8
MAT 221Calculus I	3
	<b>25 Hours</b>

### Chemistry Minor

The Chemistry minor is open to all students that fulfill the requirements listed:

#### 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.

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<sup>1</sup>For those interested in secondary education certification, students will need to earn a minimum of "C" in the **following education courses**.

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## **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 102. Three hours of lecture per week. Offered each semester. **CREDIT: THREE SEMESTER HOURS.**

**CHE 104: INTRODUCTION TO CHEMICAL PROBLEM SOLVING.** 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. Co-requisite: **MAT 102.** **CREDIT: THREE SEMESTER HOURS.**

**CHE 115-116: GENERAL CHEMISTRY I - II.** An introductory course 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.** This is an introductory laboratory course 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.** 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.**

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**CHE 233: QUANTITATIVE ANALYSIS LABORATORY.** A laboratory course to learn experimental techniques of analytical chemistry taught in CHE 231. 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.** 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.** 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 every fall. **CREDIT: THREE SEMESTER HOURS.**

**CHE 417: BIOCHEMISTRY LABORATORY.** This laboratory course provides a background in the methods and principals 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 every fall. **CREDIT: ONE SEMESTER HOUR.**

**CHE 445: SELECTED TOPICS IN CHEMISTRY.** 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.

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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.**

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## 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, B.S. in Mathematics with emphasis in Computer Science, B.S. in Secondary Education with emphasis in Mathematics, and the B.S. in Secondary Education with emphasis in Mathematics and Computer Science. The department also offers an emphasis in Computer Science and an emphasis in Mathematics in combination with other majors.

The Department offers 2 dual degree programs with Mississippi State University. Students participating in the dual degree program in computer science and software engineering will receive a B. S. in computer science from Tougaloo College and a B. S. in software engineering from Mississippi State University. For the dual degree in computer science the student will receive a B. S. in computer science from both institutions. Students will have exposure to a wider variety of courses and access to cutting edge technology, research and resources.

### Special Requirements

Students majoring in Mathematics or Mathematics with emphasis in Computer Science are encouraged to take all required major courses at Tougaloo. Prior to enrollment in any summer school or other institutions, students must get approval from their advisor and the Department Chairperson in order to establish conditions whereby credit will be accepted.

### Major in Mathematics

#### Required Courses

#### Semester Hours

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

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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 a Computer Programming elective and one Mathematics elective as indicated.

**Total Hours 6-9**

### Computer Programming elective(s)

CSC 221, 222	Fundamental Programming I & II	6
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### 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) 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.

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**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
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

**Total Hours      47**

**Secondary Education Mathematics  
Education Course Requirements**

EDU 214	Educational Psychology	3
EDU 221	Introductions to Foundation of Ed.	3
EDU 312	Reading Instruction K-12	3
EDU 317	Introduction to Exceptional Children	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 & Seminar		12

**Total    33-36 Hours**



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**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	6
MAT	Elective (300 or higher)	3
MAT 491, 492	Senior Seminar	2
<b>Total</b>	<b>44 Hours</b>	

**Secondary Education Mathematics and Computer Science  
Education Course Requirements**

EDU 214	Educational Psychology	3
EDU 221	Introductions to Foundation of Ed.	3
EDU 312	Reading Instruction K-12	3
EDU 317	Introduction to Exceptional Children	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 & Seminar		12
<b>Total</b>	<b>33-36 Hours</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	6
CSC 33 8	Numerical Analysis	3
MAT 491, 492	Senior Seminar	2
<b>Total</b>	<b>44 Hours</b>	

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## Course Description: Mathematics

**MAT 091: INTERMEDIATE ALGEBRA.** Real Numbers system and their 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.** 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.** 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.** Sets and functions, whole numbers, positive rational numbers, integers, systems of integers and rationals. Offered every fall. Prerequisite: MAT 102. **CREDIT: THREE SEMESTER HOURS.**

**MAT 202: GEOMETRY, MEASUREMENT AND PROBABILITY.** 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.** 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.** 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. Transcendental function, methods of integration, numerical methods, indeterminate forms,

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Taylor Polynomials, sequences, series. Offered every semester. Prerequisite: MAT 221 with minimum grade of "C". **CREDIT: THREE SEMESTER HOURS**

**MAT 218: DISCRETE MATHEMATICS.** 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.** 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.** 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.** 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.** 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.** 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.** 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.** Groups, rings, integral 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.** 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.** 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

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with application, if time permits. Offered alternate springs. Prerequisite: MAT 222 **CREDIT: THREE SEMESTER HOURS**

**MAT 434: THEORY OF MATHEMATICAL STATISTICS.** 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 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

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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	Spring	3

**Sophomore**

MAT 221	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

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**Senior**

CSC 491	Senior Seminar	Fall	1
MAT 326	Introduction to Probability Theory	Fall	3
CSC 430	Internship	Spring	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.** 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.** Emphasis on 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 include: testing recursion, searching and sorting. Data structures include simple lists, character data, multi-dimensional tables, 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.** 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.

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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 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 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 and Java Applets. 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.** 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.** 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.** 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.** 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.** 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

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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.** To provide 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 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.** 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 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.**



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## DEPARTMENT OF PHYSICS

### Mission Statement

The Department of Physics offers all major undergraduate courses in physics required to complete a degree in Physics. The degrees offered are B.S. in Physics and B.S. in Physics with Secondary Education. The Department also offers a minor in Physics and Dual Degree Programs with partner institutions to pursue careers in Physics and Engineering. Physics majors seeking interdisciplinary careers in the Biomedical fields, Law, Technology, etc. are advised to choose appropriate minors from Biology, Chemistry, Computer Science, Pre-Med, or Pre-Law. 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 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.

### Expected Student Outcomes

Students will acquire an overview of the major areas of classical and modern physics; and, learn the fundamental concepts and laws of physics, their interrelationships and various applications.

Required Courses:		Semester Hours	
PHY 223	General Physics I	4	
PHY 224	General Physics II	4	
PHY 347	Mechanics I	3	
PHY 348	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	
MAT 316	Differential Equations	3	
CHE 115, 117	General Chemistry I	6	
CHE 116, 118	General Chemistry II	2	
49 Hours			

### Required Electives:

Students must take at least three hours from the following courses:

PHY 333	Electronics	4
PHY 335	Junior/Senior Laboratory	3
PHY 476	Quantum Mechanics	3
PHY 472	Modern Physics Laboratory	3

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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

### 3-4 Hours

Students are encouraged to include Computer Science and Statistics among 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 Major in Physics

### First Year

MAT 104	Trigonometry	Fall	3
CHE 115, 117	General Chemistry I	Fall	4
MAT 221	Calculus I	Spring	3
CHE 116, 118	General Chemistry II	Spring	4

### Sophomore

MAT 222	Calculus II	Fall	3
PHY 223	General Physics I	Fall	4
PHY 224	General Physics II	Spring	4

### Junior

PHY 347	Mechanics I		
or			
PHY 357	Electricity and Magnetism I	Fall	3
MAT 321	Calculus III	Fall	3
PHY Elective (PHY 333 or 335)			
PHY 348	Mechanics II		
or			
PHY 358	Electricity and Magnetism II	Spring	3
MAT 316	Differential Equations	Spring	3

### Senior

PHY 357	Electricity and Magnetism I		
or			
PHY 347	Mechanics I	Fall	3
PHY 465	Modern Physics I	Fall	3
MAT 322	Calculus IV	Fall	3
PHY Elective (PHY 333 or 335)			
PHY 348	Mechanics II		
or			
PHY 358	Electricity and Magnetism II	Spring	3
PHY 466	Modern Physics II	Spring	3

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PHY 476 Quantum Mechanics (elective) Spring 3

**Calculus I (MAT 221) is a co-requisite for General Physics I (PHY 223). If these courses are taken later than the fall semester of the sophomore year, it will take more than four years to complete the Physics major. Students are urged to discuss the various alternatives with the Department faculty.**

**Physics Minor—18 credit hours**

Required Courses		Semester Hours
General Physics-I (Phy-223)		4
(Co-requisite: MAT 221: Calculus-I)		3
General Physics-II (Phy-224)		4
(Co-requisite: MAT 222: Calculus-II)		3
Choose TEN credits from the following choices:		
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	3
PHY 476	Quantum Mechanics	3
PHY 467	Research in Physics	1

**Secondary Education Chemistry and Physics**

**Education Course Requirements**

EDU 214	Educational Psychology	3
EDU 217	Introduction to Exceptional Children	3
EDU 221	Introduction to Foundations 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 424	Student Teaching in Elementary School and Seminar or	3
EDU 436	Student Teaching in Secondary School and Seminar	15
		<b>36 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	8
PHY 333	Electronics	4

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PHY 335 Junior/Senior Laboratory	3
MAT 221, 222 Calculus I, II	6
MAT 321, 322 Calculus I, II	6
<b>43 Hours</b>	

## **COURSE DESCRIPTIONS: PHYSICS**

Elements of Physics (PHY 101) are offered for students not majoring in the Natural Sciences, to fulfill a General Education requirement. Introduction to Physics I, II (PHY 123, 124) is offered for students who want a year of General Physics which does not employ Calculus.

**PHY 101: ELEMENTS OF PHYSICS.** A course treating the basic concepts of physics, relating them to everyday experiences and practical applications. Two hours of lecture/discussion and one laboratory period per week. Offered every semester. **CREDIT: THREE SEMESTER HOURS.**

**PHY 123, 124: INTRODUCTION TO PHYSICS I, II.** 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, 224: GENERAL PHYSICS I, II.** This course is a one year sequence employing calculus in the study of mechanics, waves, thermodynamics, electricity, magnetism, and optics. Three hours of lecture and problem solving and a three-hour laboratory period per week. Co-requisite: MAT 221 for PHY 223, MAT 222 for PHY 224. PHY 223 offered every fall, PHY 224 offered every spring. **CREDIT: FOUR SEMESTER HOURS.**

**PHY 333: ELECTRONICS.** 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.** 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.** 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.** 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.** A one-year sequence in contemporary physics introducing such topics as special relativity, quantum mechanics, atomic physics, molecular physics, solid state physics and

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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.**

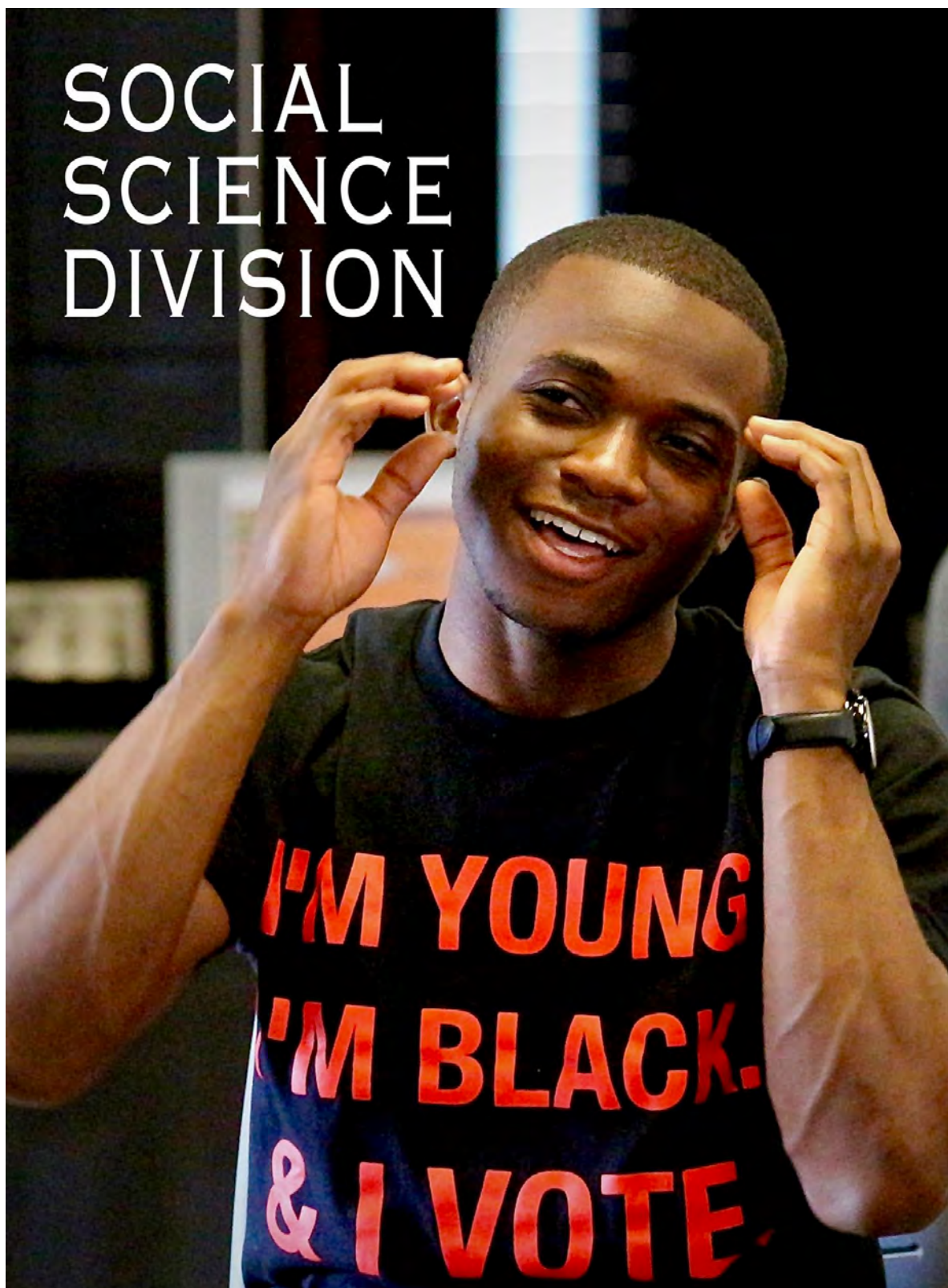
**PHY 467, 468: RESEARCH IN PHYSICS.** A course that provides the opportunity to pursue a research problem in Physics. The student in consultation with the instructor will select appropriate literature and/or apparatus, and will meet with the instructor at least once per week. Prerequisite: Consent of instructor and Department Chairperson. Offered when staffing permits. **CREDIT: TO BE ARRANGED.**

**PHY 472: MODERN PHYSICS LABORATORY.** 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.** 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 BEARRANGED.**

# SOCIAL SCIENCE DIVISION



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## SOCIAL SCIENCES DIVISION

### Mission Statement

The Social Sciences Division, comprised of the Departments of Economics, Political Science, Psychology, Sociology and History, 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 students 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 five departments that offer Bachelor of Arts degrees in eight areas of study. They are: Economics, History, Political Science, Psychology, and Sociology.

### Other Areas of Study

Other areas of study that are housed in the Social Sciences Division are Gerontology, an African-American Studies emphasis, and an International Studies emphasis. The Certificate in Gerontology program is housed in the Sociology Department. The African-American Studies emphasis is housed in the History Department. The International Studies emphasis is housed in the 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 department.

## COURSE DESCRIPTIONS: SOCIAL SCIENCES DIVISION

**SSD 215: FOUNDATIONS IN STATISTICAL THINKING.** 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 the 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 102 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). 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 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

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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.**

An interdisciplinary introduction to the use of advanced statistical techniques for the analysis of variance, multiple regressions, (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.**

## **DEPARTMENTN OF ECONOMICS**

### **Mission Statement**

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 pre-requisites 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 (ECO 453) Research Methodology. 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



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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

**27 Hours**

**Supportive Required Courses:**

SSD 215	Foundations in Statistical Thinking	3
MAT 103	College Algebra II	3
MAT 104	Trigonometry	3

**9 Hours**

**Suggested Course Sequence for Economics Major**

**First Year**

ACC151	Principles of Accounting I (Fall)
BUS161	Fundamentals of Business (Fall)
MAT 103	College Algebra I
ACC152	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

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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

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 within 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

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## **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.** It 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.** 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.** 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.** 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 HOURS.**

#### **COURSE DESCRIPTIONS: ECONOMICS**

**ECO 211, 212: PRINCIPLES OF MACROECONOMICS, PRINCIPLES OF MICROECONOMICS.** 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 102 and ENG 102. ECO 211, offered every fall. ECO 212, offered every spring. **CREDIT: THREE SEMESTER HOURS.**

**ECO 221: INTERMEDIATE MICROECONOMIC THEORY.** 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 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.** The theory of wages, the problem of unemployment, economics of insecurity, industrial disputes, industrial accidents, development and aims of labor unions, employers and associations. Pre-requisites: ECO 211 and 212. **CREDIT: THREE SEMESTER HOURS.**

**ECO 241: MONEY AND BANKING.** 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. Pre-requisites: ECO 211 and 212. **CREDIT: THREE SEMESTER HOURS.**

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**ECO 312: MATHEMATICAL ECONOMICS.** This 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. Pre-requisites: 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.** Principles of international trade, balance of payments, trade policies and agreements. Pre-requisites: 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.** It 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. Pre-requisites: ECO 221 and ECO 222. **CREDIT: THREE SEMESTER HOURS**

**ECO 415: ECONOMICS OF DEVELOPMENT.** 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. Pre-requisites: ECO 221 or ECO 222. **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. Pre-requisites: ECO 221 and ECO 222. **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. Pre-requisites: ECO 221 and ECO 222. **CREDIT: THREE SEMESTER HOURS**

**ECO 453: RESEARCH METHODOLOGY FOR DECISION MAKING.** 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.**

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## 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.**

## DEPARTMENT OF HISTORY

### Mission Statement

The Department 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 teaching, government service, journalism, law, archival work, and the business world.

### Special Requirements

Prior to being awarded a degree, students majoring in history will take a mandatory one-hour comprehensive examination and complete a senior paper. Students will demonstrate competency in the following historical skills in the subject areas of African American, United States, and World History.

### Student Learning Outcomes

1. History students will analyze and synthesize primary and secondary sources in response to a historical thesis or question.
2. History students will explain relationships between the causes of historical events and their effects.
3. History students will describe historical actors and events and explain their significance in historical and historiographical context.
4. History students will demonstrate awareness that the historical process involves constant revision and reinterpretation of the past to provide new historical perspectives.

The comprehensive examination will cover the required and elective courses in the major and their senior paper. The history faculty will assess student competency based on their senior papers and their oral comprehensive exams. History professors score each student's performance based on a rubric. The minimum acceptable competency is a C- (70%) on the exam and the paper. The exam data will be used to assess the overall effectiveness of the program.

### **The History Major**

The major in History consists of thirty-six 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.

### **PROPOSED PLAN OF MATRICULATION FOR HISTORY MAJORS**

#### **FIRST-YEAR**

Student Success Seminar 101-102	6
Diaspora Studies (GEN) 100-101	6
Effective Writing (ENG) 101-102 or Effective Communications (ENG) 103-104	6 or 8
Modern Language 101-102	6
Contemporary Math 106	3

#### **SOPHOMORE YEAR**

U.S. History (HIS) 101-102	6
World History (HIS) 131-132	6
African-American History (HIS) 134-135	6
World Literature (ENG) 201	3
Physical Education (PHE)	2
Social Science Elective	3

#### **JUNIOR YEAR**

Historiography – HIS 362	3
Other Upper-Level HIS courses	12
Electives	—

#### **SENIOR YEAR**

Senior Seminar – HIS 491	3
HIS Electives	—
Electives	—

#### **EDUCATION COURSE REQUIREMENT**

##### **HOURS IN EDUCATION (36.0 hours)**

EDU 214	Educational Psychology	3
EDU 221	Introduction to Foundation of Education	3
EDU 252	Behavioral Management, K-12	3
EDU 312	Reading Instruction, K-12	3

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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

**HOURS IN AREA OF CONCENTRATION (36.0 hours)**

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	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 317/321	Topics in African American History or African History	3
HIS 362	Historiography	3
HIS 491	Senior Seminar	3

**EMPHASIS IN AFRICAN AMERICAN STUDIES (18.0 hours)**

**HOURS IN HISTORY (12.0 hours)**

HIS 130 Introduction to African American History  
or  
HIS 321 Topics in African History  
HIS 134 Introduction to African American History I  
or  
HIS 135 Introduction to African American History II  
HIS 225 The Civil Rights Movement  
HIS 317 Topics in African American History

**HOURS ACROSS THE CURRICULUM (6.0 hours)**

ART 221	African American Art
PHI 304	Black Religion
MUS 319	History of Black Music in the United States
SOC 411	Sociology of Racism

**TOTAL HOURS REQUIRED FOR A MAJOR IN HISTORY 36.0 hours**

**TOTAL HOURS REQUIRED FOR MAJOR IN HISTORY EDUCATION 36.0 hours**

**TOTAL HOURS REQUIRED FOR EMPHASIS IN AFRICAN AMERICAN STUDIES 18.0 hours**

**TOTAL HOURS REQUIRED FOR GRADUATION 124.0 hours**



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## 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 one of the following four courses (12 Hours):

HIS 130	Introduction to African History
or	
HIS 321	Topics in African History
HIS 134	Introduction to African American History to 1865
HIS 135	Introduction to African American History since 1865
HIS 317	Topics in African American History
HIS 225	The Civil Rights Movement

Students should select six credit hours from the following:

ART 221	African American Art
PHI 304	Black Religions
MUS 319	History of Black Music in the United States
SOC 411	Sociology of Racism

Other options and requirements may be made available for students as this emphasis becomes increasingly appealing.

### Education Course Requirement

EDU 214	Educational Psychology	3
EDU 221	Introduction to Foundation of Education	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

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**36 Hours**

**Area of Concentration**

HIS 131 World History	3
HIS 132 World History	3
HIS 134 Intro to African American History to 1865	3
HIS 135Intro to African American History since 1865	3
HIS 101U.S. Survey (To 1865)	3
HIS 102U.S. Survey (Since 1865)	3
HIS 311Topics in American History	3
HIS 315Topics in European History	3
HIS 316Mississippi and the South	3
HIS 317Topics in African History	3
or	
HIS 321Topics in African History	3
HIS 362Historiography	3
HIS 491Senior Seminar	3

**36 Hours**

**COURSE DESCRIPTIONS:HISTORY**

**BGT 313/HIS 313: AFRICANAMERICANLEADERS of the 20<sup>th</sup>CENTURY:**This course examines key African American leaders, their ideology, leadership style, effectiveness and activism during the twentieth century and the impact their leadership had upon race relations in the United States. By focusing on African American leadership, this course provides for a greater understanding of the overall struggle African Americans waged by examining the thought processes and ideas of some of its most outspoken and sometimes controversial leaders .Pre-requisite: Any 100 level History course. **CREDIT: THREE CREDIT HOURS**

**BGT 318/HIS 318: AFRICANAMERICAN WOMEN and the BLACKFREEDOMSTRUGGLE.** This course examines the roles African American women played during the Civil Rights movement, what their leadership and activism meant toward addressing racial inequities in this country, how they organized and carried out strategies and what their sacrifice represented for all involved in social activism. By focusing on African American women activists, this course provides a greater understanding of the overall struggle black people waged to change the fabric of this nation and to place the moral compass of civil and human rights on a global scale. Pre-requisite: Any 100 level History course. **CREDIT: THREE CREDIT HOURS**

**HIS 130: INTRODUCTION TO AFRICAN HISTORY.** This course offers a study of the cultures of the African 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 section offered once per year. **CREDIT: THREE SEMESTER HOURS EACH.**

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**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 (HIS135) 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 section offered once per year. **CREDIT:THREE SEMESTER HOURS EACH.**

**HIS 101, 102: THE UNITED STATES.** These courses are a survey of American History. The first semester (HIS101) examines the colonial background and national development through the period of Reconstruction. The second semester (HIS102) examines National problems of the late 19th and 20th Century's and the late development of the United States as a world power. 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 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 for intensive study. For example, the Renaissance, the French and Russian Revolutions, the mind of Nazi Germany, etc. Offered alternate odd numbered years once per year. **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. Satisfies the State requirement for teacher certification in History. Offered alternate even years. **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 Twentieth Century developments. Jointly offered with Political Science; History credit. Offered alternate odd years, once per year. **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 Nineteenth Century, and the rise of the Soviet state in the Twentieth Century. Offered alternate odd years, once per year. **CREDIT:THREE SEMESTER HOURS.**

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**HIS 321: TOPICS IN AFRICAN HISTORY.** This course is an examination of selected period or topics for intensive study. Topics include, but are not limited to pre-colonial Africa, the European colonization period, and the emergence of Modern Africa. Offered alternate odd years, once per year. **CREDIT:THREE SEMESTER HOURS.**

**HIS 322: The MIDDLE EAST.** This course provides 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 nineteenth and twentieth century developments that have led to current conflicts in the Middle East. Offered every other academic year. **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 focusing on the history of written history, the methodology of historians and schools of history. 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 odd years, 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 spring semester. **CREDIT:THREE SEMESTER HOURS.**

## **DEPARTMENT OF POLITICAL SCIENCE**

The Department 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, we require all students 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. We also strongly recommend that students take African American Politics. We have increased our law-related offerings to give a stronger preparation to students who plan to attend law school. In addition, we have 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.

An interdisciplinary International Studies Emphasis is also housed in the Department of Political Science. This concentration serves to promote global awareness and a sense of global citizenship on the part of Tougaloo students, to orient students toward growing opportunities in the international sector (public, private, and nonprofit), and prepare them for graduate and professional study in internationally-oriented programs.

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**

<b>First Year</b>	<b>Semester Hours</b>
POL 111Introduction to Political Science	3
POL 112American National Government	3
<b>Sophomore</b>	
POL 213International Relations	3
SSD 215Foundations in Statistical Thinking	3
POL 217Research Methods	3
POL 211African American Politics (suggested elective)	3
<b>Junior</b>	
POL 316Political Theory	3
<b>Senior</b>	
POL 442Comparative Politics	3
POL 446Senior Seminar	3
<b>Electives</b>	
POL 214American Foreign Policy	3
POL 216Conflict and Change: Global Issues	3
POL 311Urban Politics	3
POL 312Political Parties and Pressure Groups	3
POL 313Topics in Political Science	3
POL 314Public Administration	3
POL 315Public Policy	3
POL 319Latin American Government	3
POL 321Contemporary Political Ideology	3
POL 322Seminar in the Politics of Developing Nations	3
SSD 329Applied Statistics in Social Science Research	3
POL 441Constitutional Law	3
POL 443African Politics	3
POL 444Constitutional Law II	3
POL 447Careers in Law	1

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**POL 111: INTRODUCTION TO POLITICAL SCIENCE.** 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.** 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.** 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.**

**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.** 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 courses 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)

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Pre-Law Seminar. Internship may be awarded six semester hours under special circumstances and with approval of 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.** 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.** 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 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.** 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.**

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 441: CONSTITUTIONAL LAW.** 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 bi-annually. **CREDIT: THREE SEMESTER HOURS.**

**POL 442: COMPARATIVE POLITICS.** A study of political institutions in selected countries. Attention is devoted to ideology, government structures, and the relationship between political authorities and the people. Focus will be placed on a comparison of the political process of different political systems. Offered bi-annually. **CREDIT: THREE SEMESTER HOURS.**

**POL 443: AFRICAN POLITICS.** An exploration of political patterns in Africa, its search for unity and order as well as its quest for economic progress and modernization. Offered bi-annually. **CREDIT: THREE SEMESTER HOURS.**

**POL 444: CONSTITUTIONAL LAW II.** This second part of a two-semester sequence in constitutional law places a major emphasis on civil rights cases, with focus on the Bill of Rights, civil liberties, and the constitutional rights of the individual, including the rights of the accused. Readings will include leading

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constitutional cases involving basic rights and liberties. Offered bi-annually. **CREDIT: THREE SEMESTER HOURS.**

**POL 446: SENIOR SEMINAR:** This course is designed to prepare senior political science majors for the writing of a quality senior paper. It will move from a focus on the meaning of research to the identification of an area of interest, the development of a topic, the narrowing down of the topic to make it manageable, the formation of a research problem, the identification of sources related to the problem, strategies for locating and using source material and collecting data, methods for analyzing and interpreting data, arriving at a supportable conclusion, providing proper documentation—using the Turabian style of footnoting (end-noting) and bibliography—and developing the introduction, conclusion, and abstract of the paper. **CREDIT:THREE SEMESTER HOURS.**

**POL 447:CAREERS IN LAW.**A seminar on career choices and possibilities in law; examination and survey of various aspects of legal careers, including criminal justice, law enforcement, judicial administration, paralegal, court reporter, and legal assistant. **CREDIT: ONE SEMESTER HOUR.**

### **INTERNATIONAL STUDIES EMPHASIS**

The International Studies emphasis is designed to promote global awareness, acquaint students with major international issues and the international organizations designed to address these issues, strengthen foreign language skills, facilitate study abroad experiences, and encourage students to pursue advanced study leading to internationally oriented careers.

#### **Tier One** (required courses) (12 semester hours)

SPA/FRE311	Special Topics
POL213	International Relations
SSD 345	International Experience
SSD 445	Seminar in International Studies

#### **Tier Two** (alternative courses- any two required) (six credit hours)

HIS 131	World History I
HIS 132	World History II
SSD 245	Introduction to World Geography
SOC 112	Introduction to Cultural Anthropology
ECO 413	Economics of Development

#### **Tier Three** (alternative courses- any one required) (three credit hours)

ART 121	Art History I
ART 122	Art History II
ECO 325	International Economics
HUM 211	Arts & Ideas I
HUM 212	Arts & Ideas II
HIS 130	Topics in African History
HIS 315	Topics in European History
HIS 319	Latin American History
HIS 321	Topics in African History



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POL 214	American Foreign Policy
POL 216	Conflict and Change: Global Issues
POL 319	Latin American Government
POL 322	Seminar on Politics of Developing Nations
POL 442	Comparative Politics
POL 443	African Politics
SOC 320	Population and Environment

## **COURSE DESCRIPTIONS: INTERNATIONAL STUDIES EMPHASIS**

**SSD 245: INTRODUCTION TO WORLD GEOGRAPHY.** A survey of the world's regions, with emphasis on location aspects, physical and cultural diversity, and environmental issues. **CREDIT: THREE SEMESTER HOURS.**

**SSD 345: INTERNATIONAL EXPERIENCE.** A semester or summer study abroad experience or an internship with an organization (public or private) with an international focus.

**SSD 445: SEMINAR IN INTERNATIONAL STUDIES.** A team-taught, interactive capstone course designed to integrate the experiences students have had in internationally oriented courses and to show what they have learned. Major international issues will be discussed (related to such areas as human rights, globalization, environment, and conflict resolution). **CREDIT: THREE SEMESTER HOURS.**

## **PRE-LAW MINOR**

### **Overview**

The Division of Social Sciences offers a challenging Minor in Pre-Law. It is designed to provide students with the foundational knowledge, critical thinking skills, and ethical framework essential to informed and socially responsible citizenship.

The Pre-Law Minor is intended to assure an advantage to Tougaloo students who plan to apply to law school. However, no specific course of study is required for law school admission. Instead, all law schools emphasize the value of excellent reading comprehension, analytical reasoning skills, and a solid command of written English. While intellectual agility can be cultivated in many ways, an interdisciplinary liberal arts education grounded in the humanities, social sciences, and natural sciences--coupled with our Pre-Law Minor-- is strongly recommended.

### **Mission**

The mission of the Pre-Law Minor 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**

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:

- Constitutional Law I (3) POL 441—offered fall semester
- Constitutional Law II (3) POL 444—offered spring semester
- Legal Research (3) POL 438--offered spring semester

- Legal Writing(3) POL 313—offered spring semester
- Legal Environment of Business (3) BUS 261—offered fall semester
- Logic and Effective Thinking (3) PHI 103—offered each semester

Some of the required courses may have prerequisites that do not count towards the Pre-Law Minor. Students must acquire the prerequisites and not ask to be waived into courses. All credits must be taken at Tougaloo, unless this requirement is specifically waived by the Coordinator of the Pre-Law Program and approved by the appropriate College personnel.

Students are also urged, but not required, to take Mock Trial I and II, American National Government, and Ethics, Medicine, and Technology.

Students must earn at least a “C” (2.00) average in all courses counted for the Pre-Law Minor.

Eligibility for the Pre-Law Minor is open to all incoming freshpersons beginning the 2016-2017 academic calendar year, and to all incoming students thereafter.

Students must maintain a professional dress code and adhere to standards of ethics, morality, and conduct as delineated by the Coordinator of the Pre-Law Program and the highest principles of the Tougaloo tradition of 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.

#### **COURSE DESCRIPTIONS: PRE-LAW MINOR**

**POL 441: 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 444: CONSTITUTIONAL LAW.** This second part of a two-semester sequence in constitutional law places a major emphasis on civil rights cases, with focus on the Bill of Rights, civil liberties, and the constitutional rights of the individual, including the rights of the accused. Readings will include leading constitutional cases involving basic rights and liberties. Offered spring semester. Prerequisite: Constitutional Law I.**CREDIT: THREE SEMESTER HOURS.**

**POL 438: LEGAL RESEARCH.** This course is designed to provide an introduction to the sources of law in the American system, the legal research process, and specific instruction in finding and analyzing primary and second source materials. Offered spring semester. Co-requisite: Legal Writing I. **CREDIT: THREE SEMESTER HOURS.**

**POL 313: LEGAL WRITING.** This course provides development of skills in analysis and writing in the context of writing primarily interoffice or predictive memoranda with emphasis on plain English. 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 spring semester. Co-requisite: Legal Research I.**CREDIT: THREE SEMESTER HOURS.**

**PHI 103: LOGIC and EFFECTIVE THINKING.** The development of sound and valid reasoning. This course includes inductive and deductive reasoning, propaganda analysis, argument analysis and evaluation,

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detection of fallacies and psychological factors that affect the thinking process. Offered each semester.  
**CREDIT: THREE SEMESTER HOURS.**

**BUS 261: THE LEGAL ENVIRONMENT of BUSINESS.** This 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. **CREDIT:THREE SEMESTER HOURS.**

**Suggested Course Sequence:**

**Freshman**

Spring Semester

PHI 103 Logic and Effective Thinking

**Sophomore**

Fall Semester

POL 441 Constitutional Law I

Spring Semester

POL 444Constitutional Law II

**Junior**

Spring Semester

POL 438 Legal Research

POL 313 Legal Writing

**Senior**

Fall Semester

BUS 261 Legal Environment of Business

**Attitude**

An exploratory and open-minded attitude will best serve the long-term aspirations of students choosing the Pre-Law Minor. Three cautions need to be made regarding the Pre-Law Minor. *First, be flexible.* Completion of the Pre-Law Minor does not assure acceptance to law school. But it most certainly will foster the discipline required for a meaningful contribution to society, achievement, and lifelong learning. *Second, be realistic.* Content included in undergraduate law-related courses will be covered in greater depth and with a more analytic approach in law school. *Third, be contemplative.* Consider all coursework valuable whether it leads to law school, inspires interest in another advanced degree, compels work in the community, or opens a door to some altogether unexpected adventure.

**Learning Outcomes**

Students who complete the Pre-Law Minor 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***

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A student considering law school or the Pre-Law Minor should seek advice from the Pre-Law Coordinator in the Division of Social Sciences. Tougaloo College's Pre-Law Coordinator is Attorney Timothy Craig Howard and the Pre-Law Advisor is Dr. Charles Holmes. Both Attorney Howard and Dr. Holmes welcome questions and can be reached at 601-977-6154 or [thoward@tougaloo.edu](mailto:thoward@tougaloo.edu).

## DEPARTMENT OF PSYCHOLOGY

### Mission Statement

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 objectives of the department are that the 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 department offers a traditional Liberal Arts Curriculum leading to a Bachelor of Arts in Psychology degree, and a Minor in Psychology. Liberal arts education in general and the study of psychology in particular, is a preparation for lifelong learning, thinking, and action. It emphasizes specialized and general knowledge, and various skills. A quality undergraduate education in psychology prepares a student to be a responsible citizen and a critical thinker. The professional functioning of a psychologist comes after specialized training at the graduate level. Majoring in psychology is a good choice to produce a well-rounded, well-educated citizen. 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 and history of psychology, among others.

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 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.

The Psychology major is open to sophomores who have a cumulative GPA of at least 2.50. All majors must complete a **29-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
SSD 329	Applied Statistics in Social Science Research

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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 **21 hours credit**(7 courses)of electives from the following three groups:

**Group I:Developmental Psychology(Choose two of three for 6 semester hours**

PSY 221	Child Psychology
PSY 222	Adolescent Psychology
PSY 224	Psychology of Adulthood and Old Age

**Group II: 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 (one or more)

**Group III: 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
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**

**Suggested Electives:** MAT 103, PHI 103, (6 hours) in the following sequence:

**First Year:**

PHI 103	Logic and Effective Thinking	Spring
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**Sophomore Year**

MAT 103	College Algebra II	Spring
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**Other possible electives:** Students can choose electives from any other department to fulfill their **124 credit hour** requirement for graduation. Those students who plan to apply to graduate school are strongly urged to take several elective courses in philosophy, mathematics, computer science and the other natural sciences. It is recommended that students take a course in Ethics (Co-listed as SSD 247, Hum 247

& NSD 247), Fundamental Programming 1 (CSC 221) or Principles of Biology I-II (BIO 120-210) and General Chemistry I-II (CHE 115-116).

### 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 in APA format. All seniors must take two courses: Senior Seminar I (PSY 423) 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 a 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.**

### GRE Requirement

All Graduate schools require the GRE or some standardized test for admission to a graduate program. It is recommended that Psychology majors take the GRE or any other recognized national test such as the LSAT, or PRAXIS during their junior year and report their scores to the registrar's office and the psychology department no later than the fall semester of their senior year.

**Comprehensive Examination:** Psychology majors are required to take the Major Field Test (ETS) exam in the spring of the final year, as well as take and pass the Departmental Comprehensive Exit Exam during the fall of the senior year.

### Suggested Course Sequence: Major in Psychology (\*Denotes Required Courses)

#### First Year

PSY 111*	General Psychology I	Fall/Spring	3
PSY 112*	General Psychology II	Fall/Spring	3
			<b>6 Hours</b>

#### Sophomore

PSY 213*	Abnormal Psychology	Fall/Spring	3
SSD 215*	Foundations in Statistical Thinking	Fall	3
PSY 216*	Experimental Psychology	Fall	3
PSY 221	Child Psychology	Fall	3
PSY 222	Adolescent Psychology	Spring	3
PSY 224	Psychology of Adulthood & Old Age	Spring (odd years)	3

**15**

#### Hours

#### Junior & Senior

PSY 321	Personality Theory	Fall (even years only)	3
PSY 322	Organizational Behavior	Fall (odd years only)	3
PSY 323	Social Psychology	Fall (even years only)	3
PSY 324	Psychology of Women	Spring (odd years only)	3
SSD 329*	Applied Statistics	Spring	3
PSY 331	Psychological Measurement	Spring (even years only)	3

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PSY 332	Sensation and Perception	Fall (even years only)	3
PSY 325	Psychology of Learning	Spring (odd years only)	3
PSY 326	Behavioral Neuroscience	Spring (odd years only)	3
PSY 327	Topics in Psychology	Fall/Spring	3
PSY 328	Health Psychology	Spring (even years only)	3
PSY 329	Community Psychology	Spring (even years only)	3
PSY 425	Internship in Psychology	Fall	3
			<b>21 Hours</b>

#### Senior

PSY 411*	History and Systems	Fall	3
PSY 421*	Research Methods in Psychology	Fall	3
PSY 422*	Psychological Research Writing	Spring	3
PSY 423*	Senior Seminar I	Fall	1
PSY 424*	Senior Seminar II	Spring	1

**11**

#### Hours

**Total hours required for the major: 50**

#### COURSE DESCRIPTIONS: PSYCHOLOGY

**PSY 111: GENERAL PSYCHOLOGY I.** 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, creativity, intelligence, and gender and sexuality. Pre-requisites: ENG 101. Offered every fall and spring semester. **CREDIT: THREE SEMESTER HOURS.**

**PSY 112: GENERAL PSYCHOLOGY II.** 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. Pre-requisites: ENG 101. Offered every fall and spring semester. **CREDIT: THREE SEMESTER HOURS**

**PSY 213: ABNORMAL PSYCHOLOGY:** Historical overview of abnormal psychology; criteria of abnormal behavior; symptomatology and dynamics of anxiety based disorder and severe mental disorder/psychoses; therapeutic considerations. Prerequisite: 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. Prerequisite: PSY111, 112, and SSD 215. Offered every fall semester. **CREDIT: THREE SEMESTER HOURS.**

**PSY 221: CHILD PSYCHOLOGY.** A systematic presentation of the major theories and research on the origins and development of psychological processes from conception through childhood, including behavioral disorders of childhood and their management. Prerequisite: PSY 111. Offered every Fall semester. **CREDIT: THREE SEMESTER HOURS**

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**PSY 222: ADOLESCENT PSYCHOLOGY.** A systematic study of the emerging psychological processes during the ambiguous transition period between childhood and early adult years, including discussion of the typical behavioral disorders associated with adolescence and the behavioral intervention strategies for managing these disorders. Prerequisite: PSY 111. Offered every spring semester. **CREDIT: THREE SEMESTER HOURS.**

**PSY 224: PSYCHOLOGY OF ADULTHOOD AND OLD AGE:** (also listed as SOC 301). 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 odd spring semester. **CREDIT: THREE SEMESTER HOURS.**

**PSY 321: PERSONALITY THEORY.** 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. Prerequisite: PSY 111 and 112. Offered every even fall semester. **CREDIT: THREE SEMESTER HOURS.**

**PSY 322: ORGANIZATIONAL BEHAVIOR:** 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. Prerequisite: PSY 111 and 112. Offered every odd fall semester. **CREDIT: THREE SEMESTER HOURS.**

**PSY 323: SOCIAL PSYCHOLOGY (also listed as SOC 322).**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. Prerequisite: 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. Prerequisite: PSY 111 and 112. Offered every odd spring semester. **CREDIT: THREE SEMESTER HOURS.**

**PSY 325: PSYCHOLOGY OF LEARNING.** 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. Prerequisite: 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 interaction between behavioral phenomena and the physiological processes and structures. Pre-requisites: 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.



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Prerequisite: PSY 111, 112 or permission of instructor. Offered during the fall and spring semester based on availability of faculty time. **CREDIT: THREE SEMESTER HOURS.**

**PSY 328: HEALTH PSYCHOLOGY.** The course focuses on psychological forces like stress, individual differences and personality that effect mental and physical illness, relationships between patients and practitioners. It emphasizes the role of psychologists in the intervention and treatment of physical and psychological illness and in the promotion of lifestyle changes. Special emphasis will be on the epidemiology of diseases such as cardiovascular diseases, HIV/AIDS, diabetes and obesity. Prerequisite: PSY 111 and 112. Offered every even 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. Prerequisite: PSY 111 and 112. Offered 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. Prerequisite: 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 an overview of the theories and psychological models developed to explain how we organize and interpret stimulus information. Prerequisite: 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:** 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. Prerequisite: PSY 216 and SSD 329. Offered every fall semester. **CREDIT: THREE SEMESTER HOURS.**

**PSY 422: PSYCHOLOGICAL RESEARCH WRITING:** 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. **CREDIT: ONE SEMESTER HOUR**

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**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. **CREDIT: ONE SEMESTER HOUR**

**PSY 425: 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. Prerequisite: 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.** 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. Pre-requisites: Having passed MAT 102 or higher. **CREDIT: THREE SEMESTER HOURS.**

**SSD 329: APPLIED STATISTICS IN SOCIAL SCIENCE RESEARCH.** 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: PSY 111, 112 and 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. The degree may be obtained, if properly planned, in one semester. However, if the student is selecting courses to match his/her career goals, it may take three or more semesters. A **minimum GPA of 2.50 is required for graduation.**

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**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 Psychology	Fall	3
PSY 222: Adolescent Psychology	Spring	3
PSY 224: Psychology of Adulthood & Old Age	Spring(odd)	3
SSD 215: Foundations of Statistics.	Fall	3

**Group 2**

PSY 321: Personality Theory	Fall (even)	3
PSY 323: Social Psychology	Fall (even)	3
PSY 325: Psychology of Learning	Spring (odd)	3
PSY 326: Behavioral Neuroscience	Spring (odd)	3
		<b>9 Hours</b>

**Total hours required for the Minor: 18**

**DEPARTMENT OF SOCIOLOGY****Mission Statement**

The Department of Sociology offers programs of study leading to the Bachelor of Arts in Sociology, the Bachelor of Arts in Sociology with a concentration in Social Work, 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 (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, Disaster Management 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**

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 format will consist of multiple choices with questions drawn from the core courses. The exam is often given on a pass/fail

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basis and **normally taken during the senior student's last semester of course work.** 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**

Student who chooses to major in Sociology is required to take at least 33 semester hours (8 core courses and 3 elective courses) in Sociology and 56-58 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, Economics and Mathematics.

#### **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 305	Sociology of Medicine	3
SOC 312	Rural Studies	3
SOC 320	Topics in Sociology	3
SOC 321	Sociology of Aging	3
SOC 322	Social Psychology	3
SOC 335	Internship	3
SOC 411	Sociology of Racism	3
SOC 422	Urban Sociology	3

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## **Suggested Course Sequence, Bachelor of Arts in Sociology**

### **First Year**

SOC111Introduction to Sociology*	3
SOC112Introduction to Cultural Anthropology*	3

### **Sophomore**

SSD215 Foundations in Statistical Thinking*	3
SOC 221Social Problems (required)*	3
SOC 201The Sociology of the Family	3
SOC 231Juvenile Delinquency	3

### **Junior**

SOC341Sociological Theory*	3
SOC 305Sociology of Medicine	3
SOC320Topics in Sociology	3
SOC 380Methods in Social Research*	3

### **Senior**

SOC 380Methods in Social Research*	3
SOC 322Social Psychology	3
SOC 443Senior Seminar I*	3
SOC 444Senior Seminar II*	3
SOC 411Sociology of Racism	3
SOC 422Urban Sociology	3

### **\*Required courses for a major in Sociology**

## **Certificate in Gerontology (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**

SOC321Sociology of Aging*	3
SOC316Values and Ethnics in an Aging Society*	3
SOC301Psychology of Adulthood & Old Age*	3
SOC306Biological Process of Aging*	3
SOC401Social and Mental Health Services for the Aged	3

### **Senior Year**

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SOC334	Internship in Gerontology*	3
SOC402	Administration and Management of Services for the Elderly	3
SOC413	Death and Dying	3

### **The Major in Sociology with Concentration in Social Work**

The student who chooses to major in Sociology with a concentration in Social Work is required to take a minimum of thirty three semester hours in the Department in addition to 18 hours in the Social Work field. Courses required to meet the Social Work emphasis include SWK 115 (Introduction to Social Work), SWK 211 (Social Welfare Policy), SWK 215 Human Behavior and the Social Environment, SWK 315 (Social Work Practice), and SWK 333 (Internship), plus one additional course to be selected in consultation with the advisor. Social All Social Work concentrators are encouraged to take selected elective courses in Economics, Political Science, History and Psychology and are also strongly urged to take the GRE.

### **Suggested Course Sequence: Sociology Major, Concentration in Social Work**

#### **First Year**

SWK115	Introduction to Social Work*	3
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#### **Sophomore**

SWK 211	Social Welfare Policy*	3
SWK 215	Human Behavior and the Social Environment*	3
SWK220	Community Organization	3
SWK 326	Social Group Work	3

#### **Junior**

SWK 315	Social Work Practice*	3
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#### **Senior**

SWK325	Social Casework	3
SWK333	Internship in Social Work*	3

**\* Required courses in the Social Work Concentration**

### **COURSE DESCRIPTIONS: SOCIOLOGY, SOCIAL WORK, AND GERONTOLOGY**

**SOC 111: INTRODUCTION TO SOCIOLOGY.** 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.**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.**

**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

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social welfare and social work and those who have a professional interest in social work. Co-requisite: SOC 111.**CREDIT: THREE SEMESTER HOURS.**

**SOC 201: THE SOCIOLOGY OF THE FAMILY.**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.**

**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. SWK 115, SOC 111.**CREDIT:THREE SEMESTER HOURS.**

**SWK 215: HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT.** 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: COMMUNITY ORGANIZATION.** This course will expose the student to basic concepts in the theory and practice of community organization as a methodology for bringing about effective community-based social action. Certain basic social concepts and theories will be explored to provide students with a framework for understanding the need of community organization as a method resolving social problems in American Society. Some attention will also be given to the importance of community organization as a tool for bringing about social change in Mississippi's Black Communities. On occasion local community organizers will be invited to speak to the class, and if possible, students will be provided with opportunities to observe the community organizational process at work. Prerequisite: SOC 111 and/or SWK 115. **CREDIT: THREE SEMESTER HOURS.**

**SOC 221: SOCIAL PROBLEMS.**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.** Surveys 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.) 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.** An introductory analysis of the causes and consequences of crime and delinquency and an examination of society's reaction to criminal behavior,

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including the legal, judicial and penal system. Co-requisite: SOC 111 or POL 101. **CREDIT: THREE SEMESTER HOURS.**

**SOC 305: SOCIOLOGY OF MEDICINE.** 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 per year CREDIT: THREE SEMESTER HOURS.**

**SOC 312: RURAL STUDIES.** This is an interdisciplinary lecture and seminar course focusing on topical issues in rural studies. The first part of the course will survey the distinctive cultural milieu of rural America by examining demographic and ethnographic descriptive materials. The second part of the course will explore the impact of economic changes on traditional rural communities and life-styles, especially on Southern rural Blacks. Perspectives from history, sociology, political science, economics, and psychology will be presented to demonstrate a multi-disciplinary framework for alleviating rural poverty and enhancing economic development. Pre-requisites: SOC 111, PSY 111, POL 111, HIS 221, or 222 or ECO 211 or 212. **CREDIT: THREE SEMESTER HOURS.**

**SWK 315: SOCIAL WORK PRACTICE.** This course is designed to help students learn and apply fundamental knowledge and principles to social work practices which are guided by the social work code of ethics. Emphasis is placed on ensuring the student's ability to understand, evaluate, and assess practical decisions as well as demonstrate effectiveness in social work recording. This course focuses on ensuring that students develop a sound fundamental knowledge base that is integrated into practical decisions. Pre-requisites: SWK 115 and SWK 211. **CREDIT: THREE SEMESTER HOURS.**

**SOC 316: VALUES AND ETHNICS IN AN AGING SOCIETY (Co-listed as PHI 316)** A one credit hour seminar 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. **Pre-requisites: SOC 111. CREDIT: THREE SEMESTER HOURS.**

**SOC 320: TOPICS IN SOCIOLOGY.** The Seminars and independent studies are 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** 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**



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**SOC 322: SOCIAL PSYCHOLOGY.** 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.**

**SWK 325: SOCIAL CASEWORK.** This course will focus on direct service to individuals, families, and groups studying the prevention and alleviation of problems. The course will also examine techniques to use when working with individuals, families and groups. Pre-requisites: SWK 115, 315. **CREDIT:THREE SEMESTER HOURS.**

**SWK 326: SOCIAL GROUP WORK.** The course is designed to help students develop knowledge and skills in group work techniques. The course will also examine theories of group formation and group work techniques .Pre-requisites: SWK 115, 315. **CREDIT:THREE SEMESTER HOURS.**

**SOC 331:SOCIAL ORGANIZATIONS AND SOCIAL SYSTEM.** The course deals with the nature of complex social organizations such as business, industry, and government. Contemporary society is seen as a system of such organization; its changes in the near future are projected. Prerequisite: SOC 111; also open to junior and senior majors in Economics and Political Science. **CREDIT: THREE SEMESTER HOURS.**

**SWK 333: INTERNSHIP IN SOCIAL WORK.** This is an educationally directed practice experience in selected community agencies with a pre-screened and trained site supervisor. Focus is placed on the application of social work practice skills learned in the classroom through interaction with clients and professional social workers. Pre-requisites: SWK 115, 211 and 315.Offered each semester . **CREDIT: THREE SEMESTER HOURS.**

**SOC 334: INTERNSHIP IN GERONTOLOGY** 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. Pre-requisites **SOC 111, SSD 215, and SOC 321.**Offered each semester. **CREDIT: THREE SEMESTER HOURS**

**SOC 335: INTERNSHIP IN SOCIOLOGY.**A guided field experience in community- based organization with focus placed upon the application of basic sociological concepts and principles through research and service planning. A research paper on a well- defined topic utilizing social research methods is required. Pre-requisites: SOC 111, SSD 215 and 216. **CREDIT:THREE SEMESTER HOURS.**

**SOC 341: SOCIOLOGICAL THEORY.** This 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. Offer once per year. **CREDIT:THREE SEMESTER HOURS.**

**SOC 380: METHODS IN SOCIAL RESEARCH.** 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.**

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**SOC401: SOCIAL AND MENTAL HEALTH SERVICES FOR THE AGED.** An advanced seminar 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. Pre-requisites: SOC 301, 306, 321, 333. Offer once a year. **CREDIT: THREE SEMESTER HOURS**

**SOC402: ADMINISTRATION AND MANAGEMNET OF SERVICES FOR THE ELDERLY.** A basic introduction to principles of business management with applications to the administration of service 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 411: SOCIOLOGY OF RACISM.** This course examines the impact of racism upon Blacks and other minorities and their responses to their particular situations. Prerequisite: SOC 111 or PSY 111.**CREDIT:THREE SEMESTER HOURS.**

**SOC 412: RACE, ETHNICITY, AND AGING.**A multi-disciplinary advanced seminar designed for intensive reading and discussion of current research in the unique problems of the minority elderly, especially Blacks. Co-requisite: SOC 301, 306, 316, 321, 333.**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 421: RURAL SOCIOLOGY .**This course surveys the distinctive cultural milieu of rural America and the impact of new developments on its institutions. Combines descriptive studies of rural communities with theoretical interpretations. Prerequisite: SOC 111.**CREDIT:THREE SEMESTER HOURS.**

**SOC 422: URBAN SOCIOLOGY.** This course examines the rise of urban civilization and its effects on the community; the structure, growth, and types of communities; ecological and social organization; trends in present-day communities. Prerequisite: SOC 111.**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

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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.**

### **Interdisciplinary Minor: Disaster and Coastal Studies**

Disaster & Coastal Studies (DCIS) offers a multidisciplinary approach from social science perspective about the nature of natural disaster in the coastal zone, social aspects of catastrophes/disasters, and organizational issues inherent in preparedness, planning and managing all forms of disasters. The minor is designed to prepare students with skills and knowledge that are marketable in the fields of disaster and emergency planning, management, response, and recovery while simultaneously creating a basis for research studies in graduate school. Furthermore, the program will allow faculty and students to engage in cross-disciplinary research. Students from any major are eligible to pursue DCS minor. The minor consists of six (6) courses including forty (40) hours of practical internship experiences with local, state or federal agencies or NGO's.

**DCS 201: INTRODUCTION TO NATURAL AND MANMADE DISASTER.** This course is designed to introduce the events that may have profound effect to derail normal living conditions of huge segment of the population and the recovery will not happen automatically. The course will provide overview of different types of natural and manmade disasters, which will include hurricanes, cyclone, floods, drought, landslides, climate change, ozone depletion, sea level rise, oil spills, industrial wastes, water pollution, deforestation, air pollution and forest fires etc. The course will also provide an overview of the after effects of disasters at state, national and global perspectives. **CREDIT: THREE SEMESTER HOURS.**

**DCS 211: PUBLIC HEALTH ISSUES IN DISASTER PREPAREDNESS.** This course examines the associate threats and potential public health consequences of disaster. Have an understanding the role of public health services in addressing different types of disasters. Develop knowledge about the different component of public health infrastructure. Students will develop an understanding the role of each of the components to address health issues of the effected population. **CREDIT: THREE SEMESTER HOURS.**

**DCS 301: POLITICAL AND LEGAL ISSUES IN DISASTER PREPAREDNESS.** The course will present concepts and basic descriptive information about the political system within the context of disaster policy. This will include an overview of the executive and legislative political issues and Federal Emergency Management Agency's. Students will also examine legal requirements, responsibilities, and laws pertaining to emergency management. Students will develop an understanding of the procedures and requirements in emergency management including identification of hazards and response capabilities, both governmental and private sector. **CREDIT: THREE SEMESTER HOURS.**

**DCS 311: PSYCHOLOGICAL DIMENSIONS OF DISASTER.** This course introduces students to understanding challenges imposed on people by natural disasters grounded in psychological theories. It examines geographical, social, and cultural factors and conditions that put people at risk before, during, and after disasters. In particular, the course will focus on factors that intensify the stress levels of victims of disasters. Drawing on current theory and research, case studies, class activities, and life experiences, students will explore how vulnerable groups are affected by and cope with debilitating conditions and events, and strategies for family and community-based mitigation. Students also learn the bases of management systems and emergency operations centers. **CREDIT: THREE SEMESTER HOURS.**

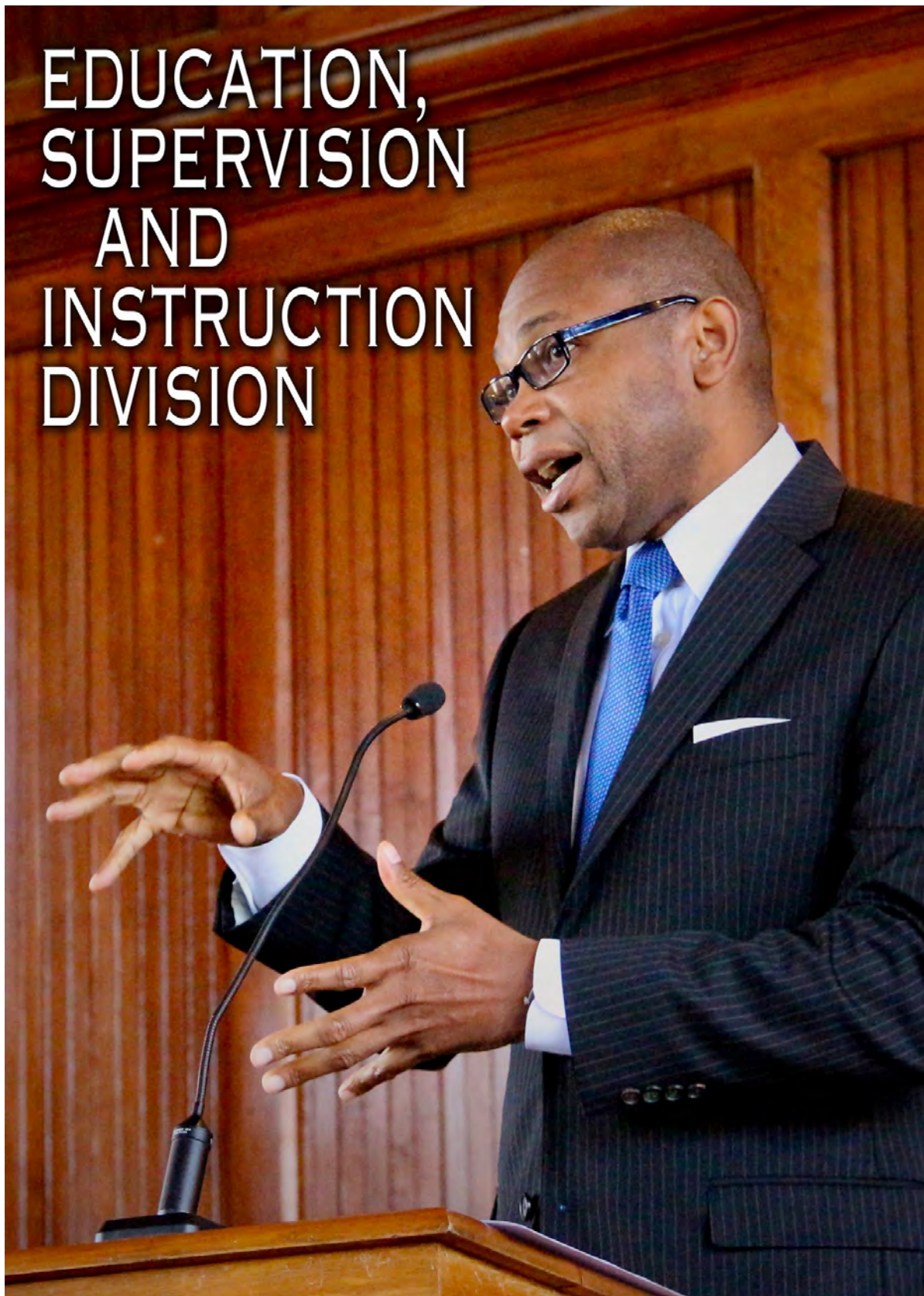
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**DCS 314: ECONOMIC ASPECTS OF DISASTER.** This course uses economic theory to explain how disasters-natural and/or manmade can affect the logical regional and national economics. It provides a thorough examination of the economic aspects of disasters by reviewing the existing theoretical concepts, empirical evidence, analytical tools and policies. **CREDIT: THREE SEMESTER HOURS.**

**DCS320: EMERGENCY PREPAREDNESS, RESPONSE, AND PLANNING.** This course introduces students to the field of Disaster Preparedness. Students will be exposed to the terminology, policy, planning and management issues that arise in preparing for and responding to disaster. Help students to understand the role of human organizations in providing assistance to people and communities affected by disasters in the immediate aftermath and for the long-term recovery. **CREDIT: THREE SEMESTER HOURS.**

**DCS400: INTERNSHIP.** 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 all the DCIS requirements. **CREDIT: THREE SEMESTER HOURS.**

# EDUCATION, SUPERVISION AND INSTRUCTION DIVISION



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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 envisions 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, and the Division of Education 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 objectives 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,

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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 nontraditional student in achieving academic success through the following departments:

Elementary Education

Health, Physical Education, and Recreation

### **Degrees Earned in the Department of Elementary Education and Child Development**

Associate of Arts in Child Development

Bachelor of Arts Degree in Child Development

Bachelor of Arts Degree in Elementary Education

Bachelor of Arts Degree in Special Education

### **Degrees Earned in the Department of Health, Physical Education and Recreation**

Bachelor of Arts Degree in Health and Physical Education

Bachelor of Arts Degree in Health and Recreation

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

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

### **Degrees Earned in Major Concentration Areas for Secondary Schools**

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

### **Admission to the 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.

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## 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 forty-four 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.

## DEPARTMENT OF ELEMENTARY EDUCATION

The Department of Elementary Education offers courses leading to the Associate of Arts Degree in Childhood Development and the Bachelor of Arts Degree in Childhood Development, Elementary Education, and Special Education.

### 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 department 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.



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## **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	
MAT 202	Geometry, Measurement, and Probability	3
EDU 251	Education Seminar	3

#### **Professional Courses**

EDU 252	Behavior 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
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
or		
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	An Integrative Approach to Literature, 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**

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ENG 101	Effective Writing I	3
GEN 100	Diaspora Studies	3
SPA 101	Elementary Spanish	3
BIO 102, 103	World of Biology & Lab	4
SSS 101	Student Success Seminar	2

### Spring Semester

ENG 102	Effective Writing II	3
SPA 102	Elementary Spanish	3
MAT 103	Pre Cal I	3
	or	
CSC 107	Computer Literacy	3
PHE 104	Comprehensive Health	3
SSS 102	Student Success Seminar II	2
PHE	Physical Activity	1

### Sophomore Year

#### Fall Semester

CHE 103	Introduction to Chemistry	3
MAT 201	Number Systems	3
ENG 201	Introduction to World Literature	3
SPA 201	Intermediate Spanish	3
SPE 101	Effective Speaking	3
EDU 112	Professional Development	3
PHE	Physical Activity	1

#### Spring Semester

ART 101	Art Appreciation	3
MAT 202	Geometry, Measurement, and Probability	3
EDU 214	Educational Psychology	3
EDU 221	Introduction to Foundations of Education	3
SPA 202	Intermediate Spanish	3
SOC 201	Sociology of the Family	3

### Junior Year

#### Fall Semester

EDU 251	Education Seminar	3
EDU 252	Behavior Management Seminar	3
EDU 335	Methods, Materials, and Educational Technology in the Classroom	3
EDU 336	Test, Measurements, and Evaluation	3
ART 301	Principles of Art Education	3
MUS 411	Music in Childhood Education	3
Electives	(Reading Emphasis)	6

#### Spring Semester

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EDU 314	Social Science for Children	3
EDU 315	Science for Children	3
EDU 316	Mathematics for Children	3
EDU 217	Introduction to Exceptional Children	3
Electives	(Reading Emphasis)	6
*Electives	Early Childhood Emphasis)	9

### **Senior Year**

#### **Fall Semester**

EDU 331	Human Development & Learning	3
EDU 421	Curriculum and Research	3
Electives	(Reading Emphasis)	6
*Electives	(Early Childhood Emphasis)	9

#### **Spring Semester**

PHE 411	Principles, Methods & Materials of Teaching Physical Education, K-12	3
EDU 424	Student Teaching in the Elementary School	15

### **Bachelor of Arts in Special Education**

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

#### **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	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	15
	or	
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

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SPED 414	Educational of the Mildly/Moderately Handicapped	
PHE 413	Physical Education and Recreation for the Exceptional Child	3

## **Suggested Course Sequence**

### **First Year**

#### **Fall Semester**

ENG 101	Effective Writing I	3
GEN 100	Diaspora Studies	3
FRE/SPA 101	Foreign Language	3
SSS 101	Student Success Seminar	2
MAT 103	Pre Cal I	3
PHE 104	Comprehensive Health	3
PHE	Physical Activity	1
CSC 107	Computer Literacy & Lab	3

#### **Spring Semester**(Register for Praxis I Exam)

ENG 102	Effective Writing II	3
FRE/SPA 102	Foreign Language	3
SPE 101	Effective Speaking	3
MAT 103	Pre Cal I	3
	or	
MAT 106	Contemporary Mathematics	3
SSS 102	Student Success Seminar	2
PHE	Physical Activity	1
MUS/ART 101	Art or Music Appreciation	3

### **Sophomore Year**

#### **Fall Semester**

BIO 102, 103	World of Biology & Lab	4
ENG 201	Introduction to Literature	3
FRE/SPA 201	Foreign Language	3
EDU 214	Educational Psychology	3
EDU 221	Introduction to Foundations of Education	3

#### **Spring Semester**

CHE 103, 104	Introduction to Chemistry & Lab	4
	or	
PHY 101	Physics with Lab	4
GEN 100	Diaspora Studies	3
FRE/SPA 202	Foreign Language	3
EDU 251	Education Seminar	3
EDU 252	Behavior Management Seminar, K-12	3

### **Junior Year**

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**Fall Semester**

EDU 316	Mathematics for Children	3
SPED 217	Introduction to Exceptional Children	3
EDU 331	Human Development & Learning	3
SPED 333	Introduction to Learning Disabilities	3
Electives	(Reading Emphasis)	6

**Spring Semester**

EDU 336	Tests, Measurements, and Evaluation	3
SPED 413	Methods and Materials for Teaching the Learning Disabled	3
PHE 413	Physical Education and Recreation for the Exceptional Child	3
Electives	(Reading Emphasis)	6

**Senior Year****Fall Semester**

EDU 421	Curriculum and Research	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
Electives	(Reading Emphasis)	6

**Spring Semester**

EDU 424	Student Teaching in Elementary School	15
or		
EDU 436	Student Teaching in Secondary School	15

*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
or	
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 Emphasis (18 semester hours)**

EDR 300	Early Literacy Instruction I
EDR 301	Early Literacy Instruction II
EDU 312	Reading Instruction, K-12

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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

**Courses for Special Education: Mildly/Moderately Handicapped Emphasis (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 4-8 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

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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

### **Fine 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
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

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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)

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

### **Child Development Majors**

#### **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, successfully complete 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
	or	
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
	or	
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
	or	
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	3
	(Music, Art, and Language Arts)	
SPED 217	Introduction to Exceptional Children	3
ECD 341	Child Development and Early Learning	3
ECD 400	Organization and Administration 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

### **Electives**

EDU 112	Professional Development	3
EDU 313	An Integrative Approach to Literature, Language, And Comm. Arts, K-12	3
EDU 336	Tests, Measurements, and Evaluation	3
EDU 217	Introduction to Exceptional Children	3

### **Suggested Course Sequence**

#### **First Year**

#### **Fall Semester**

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SSS 101	Student Success Seminar I	2
ENG 101	Effective Writing I	3
MAT 103	Pre Cal I	3
FRE/SPA 101	Foreign Language	3
PHE 104	Comprehensive Health	3
PHE 101	Physical Activity	1

#### **Spring Semester**

SSS 102	Student Success Seminar II	2
ENG 102	Effective Writing II	3
CSC 107	Computer Literacy	3
SPE 101	Effective Speaking	3
FRE/SPA 102	Foreign Language	3
MAT 103	Pre Cal I	3
	or	
MAT 106	Contemporary Mathematics	3
PHE 102	Physical Activity	1

#### **Sophomore Year**

##### **Fall Semester**

ENG 201	Introduction to World Literature	3
BIO 102,103	World of Biology and Lab	4
GEN 100	Diaspora Studies	3
PSY 111	General Psychology	3
ECD 100	Introduction to Family and Consumer Science	3

##### **Spring Semester**

CHE 103	Introduction to Chemistry	3
PHY 101	Introduction to Physics	3
ECD 224	Child, Family, and Community	3
Gen Ed.	Humanities Elective	3
ECD 105	Parenting	3
	or	
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
	or	
EDU 316	Mathematics for Children	3
ECD 220	Planning and Developing Safe and Healthy Environments for Young Children	3
ECD 204	Practicum in Observing and Assessing Young Children	3
EDU 251	Education Seminar	3
EDR 300	Early Literacy 1	3

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**Spring Semester**

ECD 350	Practicum in Teaching Young Children	6
or		
ECD 353	Practicum in the Childcare Profession	6
ECD 254	Social Emotional Development of Young Children	3
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 341	Child Development and Early Learning	3
ECD 400	Organization & Administration of the Child Development Program	6

**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	Pre Cal I	3

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

#### **Sophomore Year**

##### **Fall Semester**

MAT 201	Number Systems	3
	or	
EDU 316	Mathematics for Children	3
HIS131	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 Environment 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:**

**ECD 100: INTRODUCTION TO FAMILY AND CONSUMER SCIENCE.** This course introduces students to family and consumer science. Students will obtain a body of knowledge to enhance student awareness of

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the current information base of family and consumer science 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

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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 young children. Prerequisite: Completion of lower level courses: ECD 210 and ECD 220. **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

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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 theorist's of adolescent's 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,

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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.**



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**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**

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**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.**

**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

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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, adopted from the National Council for Accreditation of Teacher Education (NCATE) and other professional guidelines 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 Science 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.

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### 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 2.8 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

#### 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 or	15
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

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PHE 323	Individual and Team Sports	3
	or	
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 Development 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
EDU 251	Behavior Management	3

**Spring Semester**

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

**Junior Year**

**Fall Semester**

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

**Spring Semester**

PHE/PHR 313	Physiology of Exercise/Kinesiology	3
PHE/PHR 315	Consumer Health	3
	or	
PHE/PHR 324	Public Health Administration	3
PHE/PHR 323	Individual and Team Sports	3
	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	
PHE/PHR 413	Principles and Methods for Teaching Adapted Physical Education and Recreation	3
PHE/PHR 423	Organization and Administration of Health, Physical Education, and Recreation	3
PHE/PHR 424	Motor Development and Movement Experiences for the Young Child	3

**Spring Semester**

EDU 424	Student Teaching in the Elementary School and Seminar or	15
EDU 436	Student Teaching in Secondary Schools and Seminar	15

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

PHR 211	Introduction to Health, Physical Education, and Recreation	3
PHR 213	First Aid, Safety, Athletic Injury	3
PHR 311	Coaching and Officiating	6
PHR 315	Consumer Health	3
	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
	or	
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 Development 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
	or	
EDU 214	Educational Psychology	3

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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.**

**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.**

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**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. Prerequisite: 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



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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.**

**PHE/PHR 323: INDIVIDUAL AND TEAM SPORTS.** 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.** 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.** 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.**

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**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.** 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.** 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.** 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.**

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**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 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

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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

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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

**33 Hours**

#### **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

**30 Hours**

#### **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

**44 Hours**

#### **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

**44 Hours**

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### **\*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.

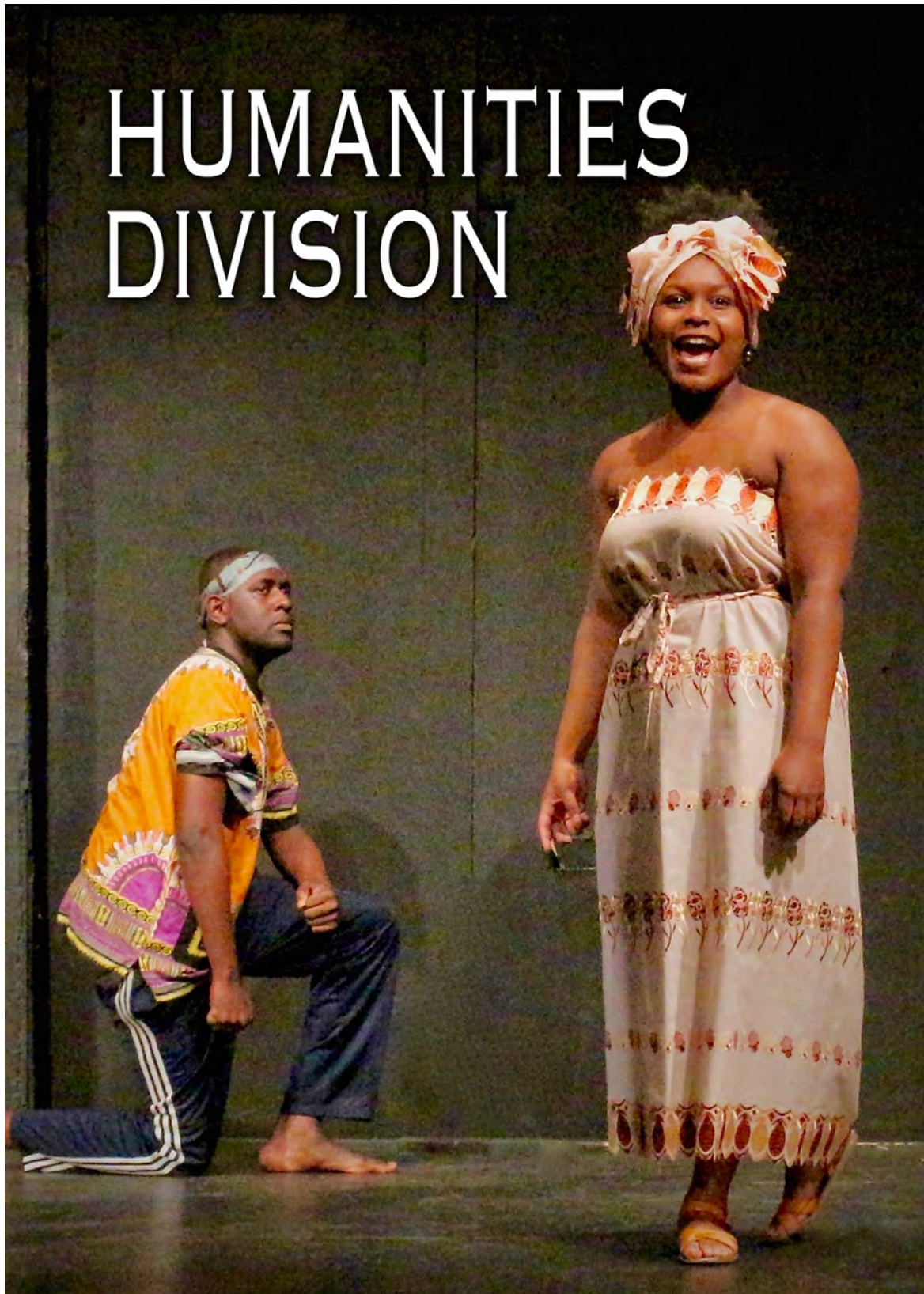
Music Education majors should expect to attend at least two sessions of summer school. In addition to the Music and General Education requirements, Music Education majors should consult the Department of Visual and Performing Arts (Music) in the Division of Humanities for Music Education courses.

### **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

**43 Hours**

# 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 out 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 prepares her or him 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 the student to form his or her own world view.

### Majors

The Division of Humanities offers the Bachelor of Arts degrees in the following areas of study. They are: 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>	<b>Studio Art</b> Art/Secondary Education
<b>MUSIC</b>	<b>Music Performance</b> Music Education
<b>ENGLISH</b>	Creative Writing English/Secondary Education
<b>LIBERAL STUDIES</b>	Religious Studies (A.A.)
<b>MASS COMMUNICATION</b>	Journalism Public Relations Radio/Television Broadcasting Advertising



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## 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 good 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 the literary magazine, *Between Two Rivers*, as well as poetry readings, dramatic readings, short story readings, speakers and conferences. The speech/drama unit or the English Department provides at least two student-staged productions a year.

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.

## 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, 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, and 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;
- Visualization of 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;
- Present work 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.

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 essay which reflects a scholarly approach to investigation, development and presentation of the chosen topic. It is strongly recommended that students choose electives which 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

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**Senior**

ART 334: Drawing III  
ART 343: Painting III  
ART 317: Sculpture III  
ART 356: Ceramics III

ART 202: Aesthetics and Art Criticism  
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

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education emphases, this course may satisfy the art requirement or teacher certification for students not majoring in art. **CREDIT: THREE SEMESTER HOURS**

**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.** Introduction to basic ceramic techniques that include slab, coil, and wheel throwing. **CREDIT: THREE SEMESTER HOURS**

**ART 121: ART HISTORY I.**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.**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 202 (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**

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**ART 212: CONTEMPORARY ART HISTORY.** 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)** 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)** 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.** 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 which that will explore 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.** 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)** 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 and 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 SEMSTER 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**

### **Mission Statement**

The Department of English promotes knowledge about the nature of language and literature, providing for a broad understanding of human communication. Adhering to the philosophy of "writing across the curriculum," the Department is committed to including writing activities in all of its literature and language courses.

Further, the Department of English is responsible for administering General Education courses in Composition, Literature, World Languages and Culture, and Speech. As a service department for the College, it helps students master communication skills and provides activities that contribute to a comprehensive liberal arts education. As a unit offering courses leading to a major in the field, the Department of English educates its clientele for advanced study in English, Law, or related fields/careers.

### **Special Requirements**

Any student, freshman or transfer, declaring a major in English, must have at least a 2.00 GPA. Before taking most major courses the student should 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

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time as ENG 210, ENG 222, or ENG 250. Freshmen at the end of the 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 four 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** offers an emphasis in creative writing and is for the student who wishes to pursue the craft of writing in the various genres: fiction, poetry, non-fiction, and playwriting. **Option D** 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 Examination; and 3) complete a senior paper to qualify for graduation.

The English major consists of 54 to 69 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 courses and the English 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, B, or D must complete 18 hours of electives. Those completing Option C, English with an emphasis in Creative Writing, must complete 18 hours of the required creative writing courses and one English elective. English majors pursuing Option B must complete 36 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.

#### **REQUIRED COURSES FOR OPTION A: English/Literary Studies**

ENG 210	Research Methods in English	3 hours
ENG 211	African American Literature Survey	3 hours
ENG 222	Practical English Grammar	3 hours
ENG 225	English Literature Survey	3 hours
ENG 250	Phonetics	3 hours
ENG 321	Advanced Composition	3 hours
ENG 322	Advanced Grammar	3 hours
ENG 331	American Literature Survey	3 hours
ENG 342	Shakespeare	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>

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**36 hours****REQUIRED COURSES FOR OPTION B: English/Secondary Education**

ENG 211	African American Literature Survey	3 hours
ENG 222	Practical English Grammar	3 hours
ENG 225	English Literature Survey	3 hours
ENG 250	Phonetics	3 hours
ENG 321	Advanced Composition	3 hours
ENG 322	Advanced Grammar	3 hours
ENG 331	American Literature Survey	3 hours
ENG 335	Methods of Teaching English	3 hours
ENG 342	Shakespeare	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>

**36 hours****Secondary Education Requirements**

EDU 214	Educational Psychology	3 hours
EDU 217	Introduction to Exceptional Children	3 hours
EDU 221	Introduction to Foundations of Education	3 hours
EDU 252	Behavioral Management, K-12	3 hours
EDU 312	Reading Instruction, K-12	3 hours
EDU 335	Methods, Materials, Ed. Tech. In Class	3 hours
EDU 336	Tests, Measurements & Evaluation	3 hours
EDU 424	Student Teaching in Elementary School and Seminar	
	or	
EDU 436	Student Teaching in Secondary School and Seminar	<u>15 hours</u>

**54 hours****REQUIRED COURSES FOR OPTION C: English/Creative Writing**

ENG 210	Research Methods in English	3 hours
ENG 211	African American Literature Survey	3 hours
ENG 222	Practical English Grammar	3 hours
ENG 225	English Literature Survey	3 hours
ENG 250	Phonetics	3 hours
ENG 321	Advanced Composition	3 hours
ENG 322	Advanced Grammar	3 hours
ENG 331	American Literature Survey	3 hours
ENG 342	Shakespeare	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>



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**36 hours**

English majors with an emphasis in Creative Writing must also take 18 hours of Creative Writing courses, as follows.

ENG 200	Introduction to Creative Writing	3 hours
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Choose <i>two</i> of the following Forms classes:	6 hours
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ENG 301	Forms of Fiction
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ENG 302	Forms of Poetry
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ENG 303	Forms of Creative Non-Fiction
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ENG 304	Forms of Dramatic Writing
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Choose <i>two</i> of the following Advanced Workshops:	6 hours
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ENG 401	Advanced Fiction Workshop
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ENG 402	Advanced Poetry Workshop
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ENG 403	Advanced Creative Non-Fiction Workshop
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ENG 404	Advanced Dramatic Writing Workshop
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Choose <i>one</i> of the following Special Interests (a third Forms class or Advanced Workshop class may count as the Special Interest class):	3 hours
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ENG 410	Novel Writing
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ENG 411	Dialogue and Scene
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ENG 412	Spoken Word and Performance
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ENG 413	Memoir
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**18 hours****REQUIRED COURSES FOR OPTION D: English/Linguistic Studies**

ENG 210	Research Methods in English	3 hours
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ENG 211	African American Literature Survey	3 hours
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ENG 222	Practical English Grammar	3 hours
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ENG 225	English Literature Survey	3 hours
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ENG 250	Phonetics	3 hours
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ENG 321	Advanced Composition	3 hours
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ENG 322	Advanced Grammar	3 hours
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ENG 331	American Literature Survey	3 hours
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ENG 342	Shakespeare	3 hours
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ENG 435	The History of the English Language	3 hours
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ENG 436	General linguistics	3 hours
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ENG 440	Senior Seminar I	1 hour
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ENG 441	Senior Seminar II	<u>2 hours</u>
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**36 hours****COURSE DESCRIPTIONS ENGLISH**

**ENG 101-102: EFFECTIVE WRITING.** This one-year course offers a study in oral and written expression. In English 101, students review grammar, mechanics, and paragraph development and engage in vocabulary building. During English 102, students write multi-paragraph essays and document papers based on

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research. A grade of “C” is required for passing each of these courses with 101 being a prerequisite for admission to 102. These courses may not be taken simultaneously. Offered each semester. **CREDIT: THREE SEMESTER HOURS EACH.**

**ENG 103-104: EFFECTIVE COMMUNICATION.** These honors courses are designed to allow eligible students to fulfill the 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 for 104.** Offered each semester. **CREDIT: FOUR SEMESTER HOURS EACH.**

**ENG 130: ENGLISH WORD POWER.** The course will present 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: English 101 and 102**). **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.** This course is designed to survey seminal literary works representing various genres, from each continent. Using several universal themes as frames of reference, the course aims to broaden the student’s grasp of global offerings through the experience of critical readings of novels as an in-depth concomitant to some shorter selections regularly studied in Introduction to World Literature 201. The novels may include among others, Turgenev’s *Father and Sons*, Kincaid’s *Annie John*, Achebe’s *Things Fall Apart*, and Marquez’s *One Hundred Years of Solitude*. In addition to discussion of and writing about works in class, students must conduct research into some area of the work = the climate in which the work is produced and how that climate impacts the work for example. A project representing some salient aspect of literature from a certain locale and/or movement is a requirement for a final grade. **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. **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.** African American Literature is a study of the literature of African Americans in its historical and aesthetic contexts. This course will expose students to works from the oral tradition to the 20<sup>th</sup> century. Required of all English majors. **Prerequisites or co-requisite: 101-102 or 103-104, and ENG 210 as prerequisite or co-requisite.** **CREDIT: THREE SEMESTER HOURS.**

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**ENG 212: SPECIAL TOPICS IN AFRICAN AMERICAN LITERATURE.** This course offers the opportunity to study selected topics in African American literature at intermediate and advanced levels. Special Topics will vary from semester to semester. This course can be taken twice for credit. **Prerequisites:** ENG 101-102 or 103-104, ENG 201 or 205, and ENG 210. **CREDIT: THREE SEMESTER HOURS.**

**ENG 222:PRACTICAL ENGLISH GRAMMAR.** This course provides a practical overview of grammatical terms and concepts in order to help students write clear, professional English, improve reading comprehension, and understand instructor feedback on their papers. Topics include parts of speech, inflectional endings, sentence structure, and punctuation. Open to all students who have completed their first-year English composition courses; required of all English majors. This course is a prerequisite for ENG 322.**Prerequisites:** ENG 101-102 or 103-104.

**ENG 225: ENGLISH LITERATURE SURVEY.** Major authors and works in English literature from its beginning through the early twentieth century. Required of all English Majors. **Prerequisites:** 101-102 or 103-104, ENG 201 or 205 as prerequisite or co-requisite, and ENG 210.**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 will focus 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. **Prerequisites:** ENG 101-102 or 103-104 and ENG 201 or 205. **CREDIT: THREE SEMESTER HOURS.**

**ENG 300: WRITING WORKSHOP.** This course will provide 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 will 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 will 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 will 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.**

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**ENG 304: FORMS OF DRAMATIC WRITING.** Students will 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. This course can be taken twice 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 321: ADVANCED COMPOSITION.** This course provides a scientific approach to writing, emphasizing the basic assumptions of rhetoric, organizational structure, and critical skills. **Prerequisites: ENG 101-102 or 103-104, ENG 201 or 205, and ENG 210. CREDIT: THREE SEMESTER HOURS.**

**ENG 322: ADVANCED GRAMMAR.** This course provides an in-depth study of the parts of speech and their functions and of sentence analysis. **Prerequisites: ENG 101-102 or 103-104, ENG 201 or 205, and ENG 222. CREDIT: THREE SEMESTER HOURS.**

**ENG 331: AMERICAN LITERATURE SURVEY.** Major authors and movements in American literature from the Colonial Period through the Modern Period will be analyzed. **Prerequisites: ENG 101-102 or 103-104, ENG 201 or 205, and ENG 210.** Required of all English Majors. **CREDIT: THREE SEMESTER HOURS.**

**ENG 332: MYTHOLOGY.** This course studies mythology and readings such as Joseph Campbell and Edith Hamilton 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 which 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; ENG 321. CREDIT: THREE SEMESTER HOURS.**

**ENG 342: SHAKESPEARE.** A selection of Shakespeare's major plays representative of the various periods of his work is studied in relationship to their own age and for their significance to the present. Required for English majors. **Prerequisites: ENG 101-102 or 103-104, ENG 201 or 205, ENG 210, and ENG 225. CREDIT: THREE SEMESTER HOURS.**

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**ENG 401: ADVANCED WORKSHOP: FICTION.** Advanced students will study only each other's work through the workshop method. Each class period will be dedicated to the discussion and analysis of original student short stories in terms of craft. Students will be required to participate in the peer review as well as revise their own stories after they have been work-shopped. The course will meet once a week for three hours. **Prerequisites: ENG 200, ENG 301, or by permission of instructor. CREDIT: THREE SEMESTER HOURS.**

**ENG 402: ADVANCED WORKSHOP: POETRY.** Advanced students will study only each other's work through the workshop method. Each class period will be dedicated to the discussion and analysis of original student poems in terms of craft. Students will be required to participate in the peer review as well as revise their own poems after they have been work-shopped. The course will meet once a week for three hours. **Prerequisites: ENG 200, ENG 302, or by permission of instructor. CREDIT: THREE SEMESTER HOURS.**

**ENG 403: ADVANCED WORKSHOP: CREATIVE NON-FICTION.** Advanced students will study only each other's work through the workshop method. Each class period will be dedicated to the discussion and analysis of original student non-fiction in terms of craft. Students will be required to participate in the peer review as well as revise their own pieces after they have been work-shopped. The course will meet once a week for three hours. **Prerequisites: ENG 200, ENG 303, or by permission of instructor. CREDIT: THREE SEMESTER HOURS.**

**ENG 404: ADVANCED WORKSHOP: DRAMATIC WRITING.** This workshop course will be used to analyze student work in terms of craft. Advanced students will study techniques of structure and dialogue in dramatic writing. Students will be 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. The course will meet once a week for three hours. **Prerequisites: ENG 200, ENG 304, or by permission of instructor. CREDIT: THREE SEMESTER HOURS.**

**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, etcetera. **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 is an upper level course treating the works of a particular 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, and ENG 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. **Prerequisites: ENG 101-102 or 103-104, ENG 201 or 205, ENG 210, ENG 225, and ENG 331. CREDIT: THREE SEMESTER HOURS.**

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**ENG 435: THE HISTORY OF THE ENGLISH LANGUAGE.** 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. **Prerequisites:** ENG 101-102 or 103-104, ENG 201 or 205, ENG 210, ENG 250, and ENG 322. **CREDIT: THREE SEMESTER HOURS.**

**ENG 439: INDEPENDENT STUDY.** This Individual research 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 seminar 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 paper. **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 present their senior papers. Prerequisites: ENG 440. **CREDIT: TWO SEMESTER HOURS**

#### **COURSE DESCRIPTIONS: SPEECH AND DRAMATICS**

**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.** 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.**

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## FOREIGN LANGUAGES COURSE DESCRIPTIONS

### COURSE DESCRIPTIONS: FRENCH

**FRE 101: ELEMENTARY FRENCH.** 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.** 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.** 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.** 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.** 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 of lecture and one hour of language/computer lab per week. **CREDIT: THREE SEMESTER HOURS.**

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**GER 102: ELEMENTARY GERMAN.** 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 of lecture and one hour of language/computer lab per week. **CREDIT: THREE SEMESTER HOURS.**

**GER 201: INTERMEDIATE GERMAN.** 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 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.** 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:SPANISH**

**SPA 101: ELEMENTARY SPANISH.** 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.** 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.** 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.** 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, every day manners in business and daily life, phonetics for music majors, and 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



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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.**

#### **COURSE DESCRIPTIONS:JAPANESE**

**JPN 101: ELEMENTARY JAPANESE:** 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:** 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:** 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:** 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:CHINESE**

**CHI 101: ELEMENTARY CHINESE.** 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.** 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

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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.** 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.** 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:ARABIC**

**ARB 101: ELEMENTARY ARABIC 101.**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 102.**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.**

**ARB 201: INTERMEDIATE ARABIC 201.**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 202.** 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.**

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## **COURSE DESCRIPTIONS:KOREAN**

**KOR 101: ELEMENTARY KOREAN.** First-year Korean is designed to introduce the Korean language and alphabet, Hangeul. 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.** Credits: three semester hours.

**KOR 102: ELEMENTARY KOREAN 102.** 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 201.** 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 201.CREDIT:THREE SEMESTER HOURS.**

**KOR 202:INTERMEDIATE KOREAN 202.** 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.**

## **DEPARTMENT OF LIBERAL STUDIES**

### **Mission Statement**

The Department of Liberal Studies at Tougaloo College serves to enhance students' interdisciplinary academic and professional development, cross-cultural appreciation, ethical self-awareness and vocational discernment. Students in Liberal Studies will cultivate an integrated understanding of the interconnectedness of human knowledge across a variety of fields of inquiry, including the humanities, sciences and the arts. They will strengthen their analytical research skills in critical and creative thinking to address and work toward solving the most challenging problems and issues of our contemporary world.

The Liberal Studies Major is an interdisciplinary and interdepartmental program which aims to relate humanistic studies to career preparation. The program intends to stimulate examination of the values, ideas, ideals, and culture of human beings in the attempt to realize the inter-relatedness of human knowledge and activity as well as the conditions and characteristics of a human civilization.

Writing is considered to be an essential skill for both communication and for the development of critical thinking habits. Since communication and critical thinking are crucial goals of this interdisciplinary major, writing is an important component of each core course in the major. Seminar in the Humanities (HUM

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311) has a particularly strong emphasis and is designated as the major junior level writing-intensive course.

## **STUDENT LEARNING OUTCOMES**

### **Specific Requirements**

Students will be able to possess a greater understanding and appreciation of cultures other than their own. Students will develop an understanding of the main theoretical themes in the academic field of humanities for maintaining a humane civilization in the late-modern world. All students are required to participate and successfully complete the following: the Junior Year Assessment, a Senior Comprehensive Examination, and a student's Senior Thesis, which includes a public presentation and an additional departmental defense.

The student majoring in Liberal Studies will complete five interdisciplinary courses: HUM 211, 212, 311, 312, and 411 and fifteen semester hours beyond the general education level in one humanistic discipline such as Art, English, Music, African American Studies, Speech, History or Philosophy, and Religion.

This latter discipline will be called the student's primary discipline. The student will also complete three semester hours in the performing arts, plastic and visual arts, or creative writing.

A very important part of the students' program is their career electives. In keeping with a carefully developed career plan, students will elect a variety of relevant career-related courses from throughout the College's curriculum. Students are also encouraged to elect career internships and cooperative education. For Non-LS Majors either semester of Arts and Ideas, HUM 211 or 212; may be taken separately to satisfy the Humanities requirement in General Education.

### **Suggested Course Sequence: Major in Liberal Studies**

#### **Sophomore Year**

	<b>Semester Hours</b>
HUM 211: Arts and Ideas I	3
HUM 212: Arts and Ideas II	3
Courses in Primary Discipline	6

#### **Junior Year**

HUM 311: Seminar in the Humanities	3
HUM 312: Independent Study	3
Courses in Primary Discipline	6
Electives (Career Electives)	6

#### **Senior Year**

HUM 411: Internship	3
Course in Primary Discipline	3
Creative Arts Course	3
Electives (Career Electives)	6

### **RELIGIOUS STUDIES PROGRAM**

In addition to the Bachelor of Arts Degree in Liberal Studies with an Emphasis in Philosophy and Religion, the Department of Liberal Studies also offers traditional and non-traditional students an Associates of Arts Degree in Religious Studies.

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## **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 Associates 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 departmental comprehensive examination and the student's Associate's Thesis.

Administered by the Department of Liberal Studies faculty, the Departmental 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.

## **Religious Studies Curriculum**

### **First Semester Courses:**

MI 103 Educational Planning for Adult Learners  
ENG 101 Effective Writing  
RLS 231 Religions of the World  
RLS 221 Hebrew Bible/Old Testament  
REA 101 Reading (if needed, may test out)

### **Semester Hours**

3  
3  
3  
3  
3

### **Second Semester Courses:**

CSC 107 Computer Literacy  
PHE 104 Comprehensive Health  
ENG 102 Effective Writing  
RLS 232 Introduction to Christian Thought  
RLS 222 New Testament and Early Christianity

3  
3  
3  
3  
3

### **Third Semester Courses:**

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SPE 101 Effective Speaking	3
ART 101 Art Appreciation	3
HIS 131 World History	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 102 College Algebra I	3
RLS 348 Comparative Religious Ethics	3
RLS 350 Revealing Religion in America Today	3
PHI 101 Introduction to Philosophical Thinking	3

**Total Hours: 63**

**Special Requirements**

Any course in the area, with the exception of PHI 103: Logic and Effective Thinking may be used to satisfy the Humanities requirement in general education.

**COURSE DESCRIPTIONS: LIBERAL STUDIES AND RELIGIOUS STUDIES**

**HUM 211-212: ARTS AND IDEAS I & II.** This is an historical and thematic survey of some of the major areas of Human Civilization through an examination of literature, history, music, philosophy, religion, art and other manifestations of culture. Some attention will be given to African and Eastern cultures. For Non-LS Majors either course may be used to satisfy the Humanities general education requirement. **Prerequisite: English 102 or permission of instructor. CREDIT: THREE SEMESTER HOURS EACH.**

**HUM 225: HUMANITIES AND THE BLACK EXPERIENCE.** This course will examine the response of African Americans to their plight in America through a study of works of literature, music, art, and folklore. Students will be required to read a major work of fiction or non-fiction and write a response paper as well as to create an original work in one of the above areas. They will also attend relevant public programs and view selected television programs. **Prerequisites: ENG 101-102 and 201, or ENG 103-104 and 201. CREDIT: THREE SEMESTER HOURS.**

**HUM 247: ETHICS, MEDICINE AND TECHNOLOGY.** 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: ENG103. Offered once a year. Also listed as NSD 247 and SSD 247. CREDIT: THREE SEMESTER HOURS.**

**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.**

**HUM 312: INDEPENDENT STUDY.** The Liberal Studies major will conduct an individually designed program of reading and research on an approved topic. A research paper of substantial length will be

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produced. Required of all Liberal Studies majors. **Prerequisites:** HUM 311 and passing grade on English Proficiency Examination. **CREDIT: THREE SEMESTER HOURS.**

**HUM 411: CAREER INTERNSHIP.** The student may elect to complete a twelve-week period of at least ten hours per week in an employing organization. Prior to registering for the course the student, the college sponsor, and the supervisor in the host organization agree upon the goals and nature of the experience. Students keep a daily log and attend regularly scheduled sessions to explore ethical issues and the relationship of their work experiences to their academic experiences. The course is open to any junior or senior in the interdisciplinary humanities program or in any humanistic discipline upon presentation of evidence of having obtained a college sponsor and developed a goal statement. The course may be repeated once for credit provided the student does not present credit for Cooperative Education toward the degree. **CREDIT: THREE SEMESTER HOURS.**

**RLS 221: OLD TESTAMENT/HEBREW BIBLE:** 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:** 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:** An introductory course that surveys the major religious traditions of the world: Hinduism, Buddhism, Daoism, Confucianism, Judaism, Christianity, and Islam. 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.** 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

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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.** 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.** 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**



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## **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.

## **DESCRIPTION OF PROGRAM**

### **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. Students need a minimum of 124 semester hours.

### **Radio 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 you for an entry-level position and, ultimately, a successful career in the media. Upon graduation, you'll be qualified to work for radio and television stations and a number of other fields. Tougaloo maintain their very own television stations 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. 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.

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Students majoring in public relations may earn a Bachelor of Arts degree. Students need a minimum of 124 semester hours.

### **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 turn out 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. 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 & Diction	3
COM 114 Multimedia Workshop	3
COM 115 Reporting Principles & Practice	3
COM 211 Research & Writing in Mass Communication	3
COM 212 Media Ethics & Social Responsibility	3
COM 311 Mass Communication Law	3
COM 312 Graphics for Promotional Media	3
COM 313 Photography for the Mass Media	3
	<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

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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>

#### **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 four (4) areas of emphasis directly related to the study of mass communication: Journalism, Public Relations, Advertising, and Radio and Television Broadcasting. All majors will complete 36-39 hours of required courses and 12- 15 hours in the emphasis area. Students may choose up to two areas of emphasis. Majors are also required to pass the department's Senior Comprehensive Examination offered each spring.

#### **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**

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

#### **Required Courses for Mass Communication:**

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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
	<b>36-39 hours</b>
<b>Mass Communication Electives</b>	
<b>(6 hours required)</b>	
COM 412 Persuasion	3
COM413 Mass Media in Society	3
COM 414 Seminar in Mass Communication	3
(alternate topics)	<b>6-9 hours</b>
<b>Emphasis Areas (12-15 hours required for each area)</b>	
<b>Advertising (COA)</b>	
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>
<b>Journalism (COJ)</b>	
COJ 111 Multimedia Workshop	3
COJ 211 Reporting: Principles and Practices	3
COJ 212 Editing: Principles and Practices	3
COJ 311 Specialized and Feature Writing	3
	<b>12 hours</b>
<b>Public Relations (COP)</b>	
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>
<b>Radio and Television Broadcasting (COB)</b>	
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

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15 hours

**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. **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.**

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**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 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 (3-6 hours).** 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. **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 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

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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. **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.**

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**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.**

**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 department 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.**

#### **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), MUS115 (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



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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 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 later listed in the sequence of courses in this section. All Music and Music Education majors must participate in the Concert Choir and 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.

Voice majors must demonstrate a level of proficiency at the piano as described in the Music Department Handbook to the satisfaction of the Music faculty before being certified for graduation. Junior students are required to present a half-recital in their performance emphasis before receiving credit for the second semester of studio instruction at the junior level, and each graduating senior performance major must present a full-length recital and prepare and defend a senior thesis. The thesis and its defense must be completed and passed before the student is permitted to present the senior recital.

### **Student Learning Outcomes**

1. Students will demonstrate competency in vocal performance. Students performing vocal juries and vocal recitals will demonstrate a level of competency in technique and repertoire.
2. Students will demonstrate competency in piano performance. Students performing piano juries and piano recitals will demonstrate a level of competency in technique and repertoire.
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.

### **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	Semester Hours	Spring	Semester Hours
<b>Freshman Year</b>			
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
<b>Sophomore Year</b>			
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	MUS210 Aural Technique II	1
MUS 211 Music Literature I	2	MUS 212 Music Literature II	2
<b>Junior Year</b>			
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 <sup>1</sup>	
MUS 311 Music History I	3	MUS 312 Music History II	3
<b>Senior Year</b>			
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 <sup>1</sup>	
MUS 413 Senior Thesis <sup>3</sup>	2		

<sup>1</sup>Piano Majors Only

<sup>2</sup>Voice Majors Only

<sup>3</sup>Although a senior thesis is required, the course is optional

### Suggested Course Sequence for Music Minors

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**Minor (Piano)**

<b>Fall</b>	<b>Sem. Hours</b>
<b>Freshman Year</b>	
MUS 113 Theory I	3
MUS 115 Piano	2
MUS 117 Voice	2
MUS 100 Concert Choir	1
MUS 101 Intro to Music	3

<b>Spring</b>	<b>Sem. Hours</b>
<b>Freshman Year</b>	
MUS 114 Theory II	3
MUS 100 Choir	1
MUS 116 Piano	2

<b>Fall</b>	<b>Sem. Hours</b>
<b>Sophomore Year</b>	
MUS 213 Theory III	3
MUS 215 Piano	2
MUS 003 Piano <sup>1</sup>	1
MUS 100 Concert Choir	1
MUS 209 Aural Technique I	1

**Total Hours 24**

**Minor (Voice)**

<b>Fall</b>	<b>Sem. Hours</b>
<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

<b>Spring</b>	<b>Sem. Hours</b>
<b>Freshman Year</b>	
MUS 114 Theory II	3
MUS 100 Choir	1
MUS 118 Voice	2
MUS 002 Piano	1

<b>Fall</b>	<b>Sem. Hours</b>
<b>Sophomore Year</b>	
MUS 213 Theory III	3
MUS 217 Voice	2
MUS 003 Piano <sup>1</sup>	1
MUS 100 Concert Choir	1
MUS 209 Aural Technique I	1

**Total Hours 24**

**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 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 will complete the following courses in Education:

EDU 214 Educational Psychology	3
EDU 217 Introduction to Exceptional Children	3

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EDU 221 Introduction to Foundations 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 424 Student Teaching in Elementary School and Seminar	3
<b>or</b>	
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.** Instruction in piano for non-piano majors. May be taught individually, in pairs, or in small classes. Offered each semester. **CREDIT:ONE SEMESTER HOUR.**

**MUS 011, 012, 021, 022, 031, 032, 041, 042: VOICE.** 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.**A voice class for non-music majors. Meets twice per week. **CREDIT: ONE SEMESTER HOUR.**

**MUS 100: TOUGALOO COLLEGE CONCERT CHOIR.** Study and performance of masterpieces of choral music. Admission by audition. Open to non-music majors. Daily rehearsal, occasional public concerts, and spring tour. May be taken eight semesters for credit. **CREDIT: ONE SEMESTER HOUR.**

**MUS 102: JAZZ HISTORY.**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. **Prerequisites:** None. **CREDIT: THREE SEMESTER HOURS.**

**MUS 101: INTRODUCTION TO MUSIC.** This course is intended for non-music majors only and will satisfy the general educational requirement in the Humanities. Introduction to the fundamental elements of musical structure and style and to standard repertoire through guided listening. Some attention is given to the history of black music and works by black composers .Recital attendance and critical reviews are required. Previous musical training is not required. Offered each semester. **CREDIT:THREE SEMESTER HOURS.**

**MUS 113, 114:THEORY I AND II-BASIC MUSICIANSHIP.** 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.Four hours per week. **CREDIT: THREE SEMESTER HOURS EACH.**

**MUS 115, 116, 215, 216:PIANO.**Individual instruction for both majors and non-majors in Piano. One hour of instruction and ten hours of practice per week. Audition with instructor is required and attendance at bi-monthly Recital Class. Offered each semester. **CREDIT: TWO SEMESTER HOURS EACH.**

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**MUS 117, 118, 217, 218: VOICE.** Individual instruction for both majors and non-majors in Voice. One-hour of instruction and ten hours of practice per week. 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. Offered Fall and Spring 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 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, 212: MUSIC LITERATURE I AND II.** 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. Some attention to works by black composers. **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 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

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their role in the symphony orchestra. Offered only on demand. Two hour per week. **Prerequisite:** Music 113-114.**CREDIT: ONE SEMESTER HOUR.**

**MUS 311, 312: HISTORY OF WESTERN MUSIC.** Historical and stylistic development of western music from ancient Greece to the early 1900's with some attention to American music including the music of black composers. The courses are writing intensive with students required to write many short papers and a major research paper. Students are also required to attend a one-hour music history lab each week. Offered in alternate years. **Prerequisites:** MUS 211 and 212 or permission of the instructor. **CREDIT: THREE SEMESTER HOURS EACH.**

**MUS 313: COUNTERPOINT.** 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: JUNIOR PIANO RECITAL.** Guided preparation for 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, and 216.**CREDIT: TWO SEMESTER HOURS.**

**MUS 316: JUNIOR PIANO RECITAL.** 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: JUNIOR VOICE RECITAL.** Guided preparation for the required Junior Voice Recital upon passing 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. **Prerequisites:** MUS 117, 118, 217, and 218.**CREDIT: TWO SEMESTER HOURS.**

**MUS 318: JUNIOR VOICE RECITAL.** 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.**

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**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 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.** 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: MUSIC SEMINAR.** 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 Wingel'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: SENIOR PIANO RECITAL.** Guided preparation for the required Senior Piano Recital upon completion of the required Piano 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 115, 116, 215, 216, 315, and 316. **CREDIT: FOUR SEMESTER HOURS.**

**MUS 416: SENIOR PIANO RECITAL.** 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-monthly Recital Class is required. **Prerequisites:** MUS 115, 116, 215, 216, 315, 316, and 415. **CREDIT: FOUR SEMESTER HOURS.**

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**MUS 417: SENIOR VOICE RECITAL.** Guided preparation for 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. Attendance at bi-monthly Recital Class is required. **Prerequisites:** MUS 117, 118, 217, 218, 317, and 318. **CREDIT: FOUR SEMESTER HOURS.**

**MUS 418: SENIOR PIANO RECITAL.** 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.**



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## 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, Fatisa (2000)**

Instructor of Mathematics  
B.S., Tougaloo College  
M.S., Northern Illinois University

**Anderico, Carmen (2012)**

Instructor of English/Spanish  
B.A., Universidad Pedagogical, Venezuela  
M.S., Venezuelan Institute  
M.A., Mississippi State University  
M.B.A. Mississippi State University

**Anderson, Margaret (2014)**

Instructor of English/Speech  
B.A., Mississippi State University  
M.A., University of Mississippi

**Arias, Lily (2014)**

Visiting Professor of Biology  
B.S., Universidad Nacional Mayor de San Marcos  
M.S., Texas Tech University  
Ph.D., Indiana State University

**Armstrong, Alfredlene (2004)**

Instructor of English/Reading  
B.S., Alabama State University  
M.ED., University of South Carolina

**Armstrong, George (2002)**

Professor of Chemistry  
B.S., Knoxville College  
M.S., Atlanta University  
Ph.D., University of Akron

**Ashton, Loye (2006)**

Associate Professor of Liberal Studies/  
Religious Studies  
B.A., Montana State University  
M.A., PH.D., Boston University

**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

**Brown, James (1966)**

Assistant Professor of History  
B.S., Temple University  
M.A., Memphis State University

**Carthan, Edelia (2015)**

Assistant Professor of Education  
B.S., Jackson State University  
M.S., Jackson State University  
Ph.D., Jackson State University

**Castilla, Kathy (1996)**

Associate Professor of Music  
B.M., Union University  
M.M., University of Southern Mississippi  
Ph.D., Jackson State University

**Caston, Roy L. (2008)**

Instructor of Mathematics  
B.S., Jackson State University  
M.S., M.Ed., Jackson State University

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**Cathey, S. Nichole (2013)**

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M.P.P.A., Mississippi State University  
Ph.D., Howard University

**Chamberlain, Daphne (2013)**

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M.A., Ph.D., University of Mississippi

**Chong, Gary (2011)**

Associate Professor of Psychology  
B.A., University of Hawaii  
M.S., Augusta State University  
Ph.D., Texas Tech University

**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

**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

**Fahmy, Nimr (Rezk), (1985)**

Professor of Mathematics  
B.S., Ain Shams University, Egypt  
Ph.D., Tbilisi State University, Georgia  
Soviet Republic

**Feng, Manliang (2011)**

Assistant Professor of Chemistry  
B.S., M.S., Shaanxi Normal University  
Ph.D., Jackson State University

**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)**

Assistant 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

**Howard, Timothy Craig (2016)**

Assistant Professor of Political Science  
B.S., Millsaps College  
LL.M., Georgetown University Law Center  
J.D., University of Notre Dame Law School

**Hunter, Frederick (2015)**

Assistant Professor of Sociology  
B.A., University of Illinois  
M.S.W., Loyola University, Chicago

**James, Kedra (2016)**

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B.A., Tougaloo College  
M.A. Kansas State University  
Ph.D., University of Alabama

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**Johnson, Larry (1972)**

Associate Professor of Liberal Studies/  
Religious Studies  
College Chaplain  
B.A., Texas College  
M.Div., D. Min., Interdenominational  
Theological Ctr.

**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

**Li, Lianna (2014)**

Visiting Professor of Biology  
M.D., China Medical University, Shenyang  
Ph.D., North Carolina State University  
Ph.D., Kent State University

**Liao, Lee Y. (2017)**

Instructor of Economics  
B.B.A., Mississippi State University  
M.P.A., Jackson State University

**Lumumba, Ebony O. (2013)**

Assistant Professor of English  
B.A., Spelman College  
M.A., University of Mississippi

**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

**Matthews, Gary (2011)**

Assistant, Professor of English  
B.A., University of Arkansas  
M.A., George Mason University

**McGinnis, Richard (1969)**

Professor of Chemistry  
B.S., University of California, Berkley  
A.M., Ph.D., Harvard University

**McLin, Arthur (2007)**

Associate Professor of Education  
B.A., M.A., University of New Orleans  
Ed.D, Arkansas State University

**Mohamed, Elsaoudi (1997)**

Associate Professor of Economics  
B.S., University of Khartoum  
M.S., University of Wisconsin  
Ph.D., Colorado State University

**Moman, Orthella Polk (1991)**

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Services  
B.A., Tougaloo College  
M.S.L.S., Atlanta University  
Ed.S, Jackson State University

**Montgomery, Andrea (2002)**

Associate Professor of Music  
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