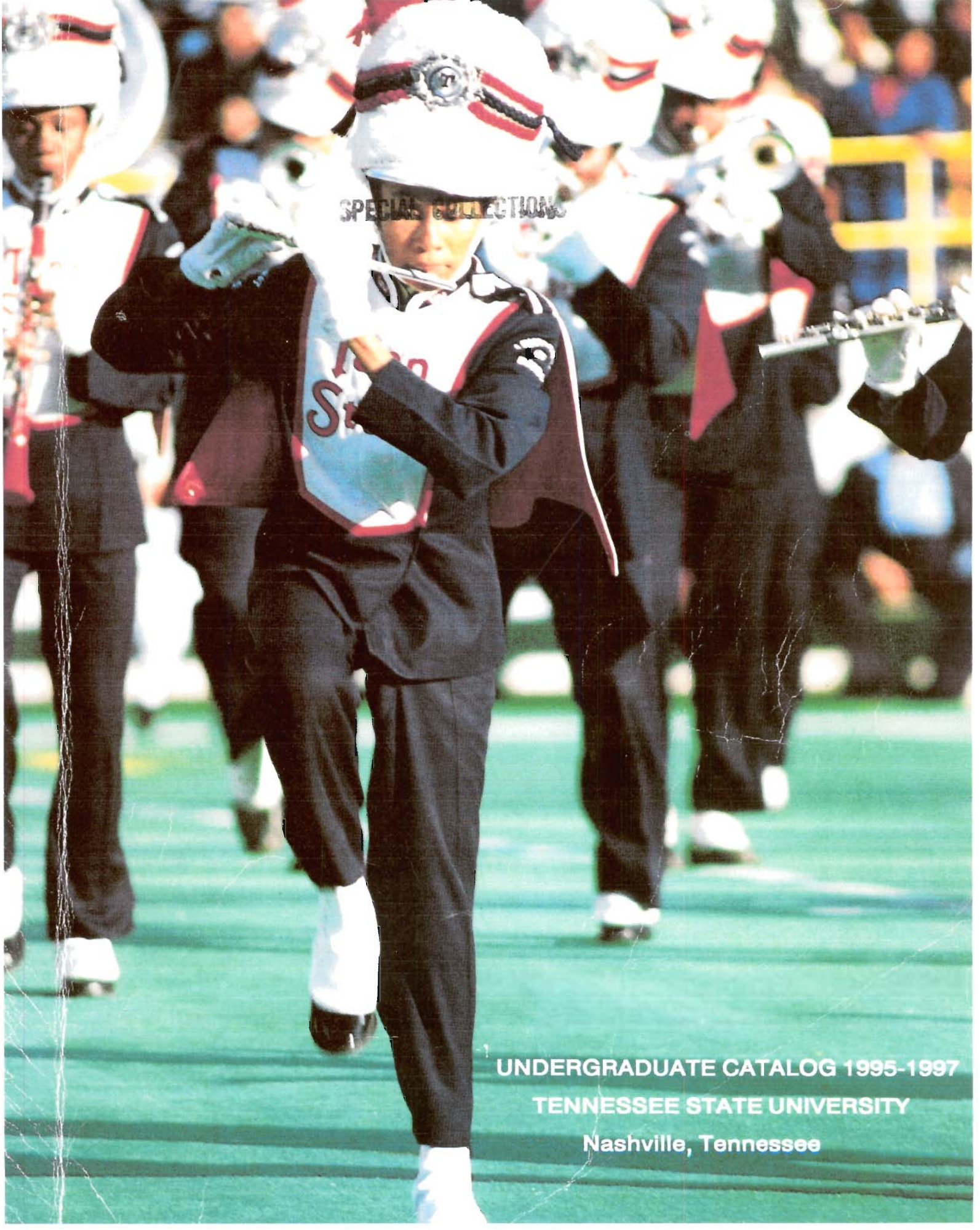
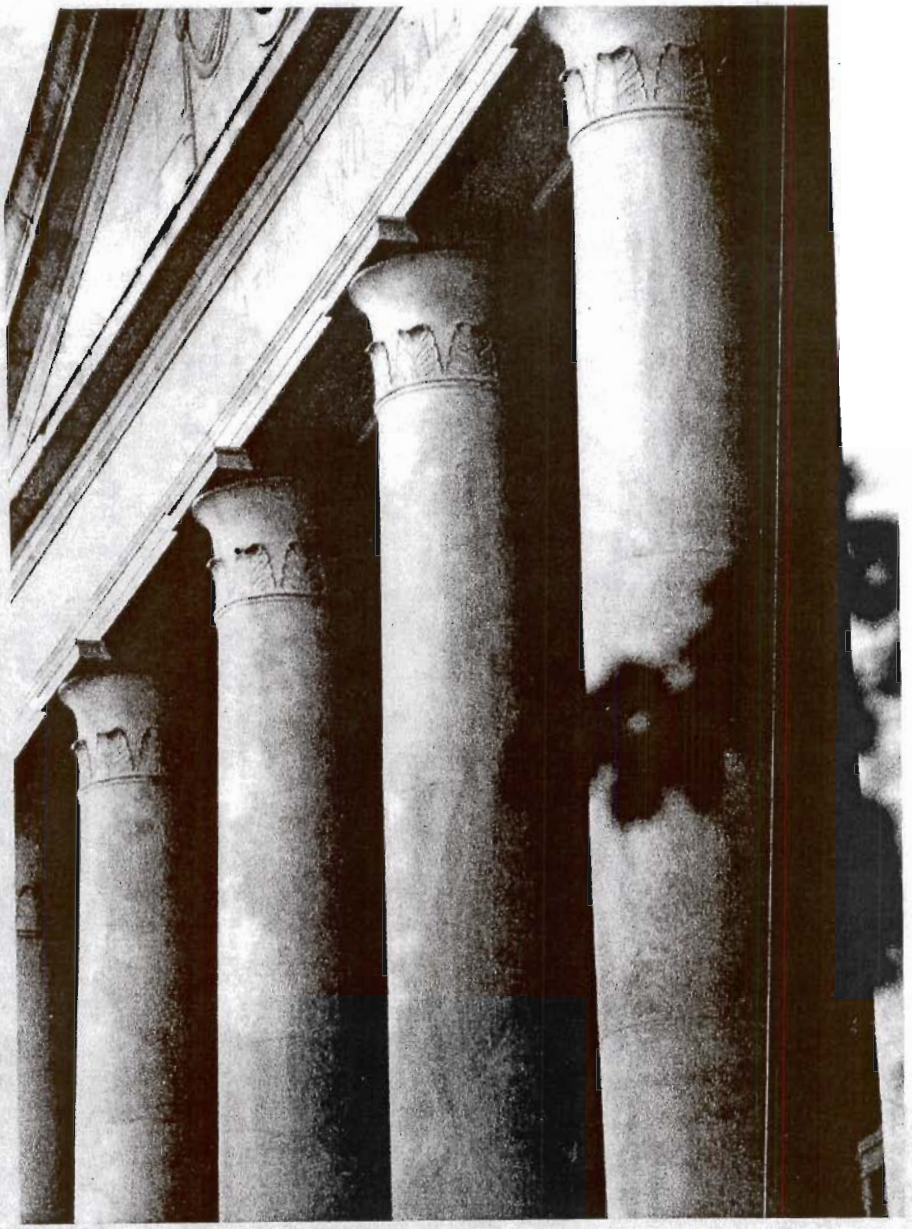

SPECIAL COLLECTIONS

UNDERGRADUATE CATALOG 1995-1997

TENNESSEE STATE UNIVERSITY

Nashville, Tennessee



Undergraduate Catalog 1995-1997

Tennessee State University

A Tennessee Board of Regents Institution

VOL. LXX—1995-1997

The provisions of this catalog do not constitute a contract between a student at TSU and the University. The sole purpose of the catalog is to provide regulations, course listings and degree programs which are in effect at the time of publication. TSU reserves the right to change the regulations in this catalog at any time during the period for which it is in effect and to add, modify, or withdraw courses at any time.

James A. Hefner
President

Dear Tennessee State University Student:

On behalf of the TSU faculty, staff and administration, I welcome you to the University. I hope that whatever your goal, you will find Tennessee State University to be your best choice for an undergraduate education. We are pleased to offer you the highest quality programs available in the region and nation.

The September 26, 1994, edition of ***U. S. News and World Report*** lists Tennessee State University among the top 229 universities nationwide. TSU maintains a commitment to excellence in all its programs. Recently, the University was recognized with the inauguration of a chapter of Phi Kappa Phi, the nation's most prestigious honor society encompassing scholars from all academic disciplines. TSU offers the only pure degree in Africana Studies in the Southeast and continues to expand its programs to reflect the cultural diversity of today's world. The College of Business at TSU recently received full accreditation for both its graduate and undergraduate programs from the American Assembly of Collegiate Schools of Business, making TSU the only institution in Nashville--and one of fewer than 25 percent of colleges nationwide--to have achieved such distinction.

To make your academic endeavors meaningful, TSU is completing its $112 million capital improvements project, through which we have built seven new facilities and renovated every existing structure on campus. During the 1995-96 academic year, you will enjoy a new residence hall, pedestrian friendly campus and all the amenities of a state of the art physical plant.

So in choosing TSU, you have, indeed, chosen one of the best. We want to continue to provide you with the educational opportunities and services that merit such prestige. Likewise, we look forward to benefiting from your talents and ideas. I challenge you to take advantage of all the valuable programs available to you and wish you much success as you work toward your undergraduate degree.

Sincerely,

James A. Hefner
President

JAH/pu

Scope of Catalog

The provisions of this catalog do not constitute a contract between the University and a student who commences any program of study insofar as it relates to the degree requirements for that program during the effective period of this catalog. Degree requirements are subject to change during such period only to the extent required by federal or state laws or accreditation standards. The specific courses or activities constituting the degree requirements for any program are subject to substitution at any time prior to completion by the student.

The remaining provisions of this catalog reflect the general nature of and conditions concerning the educational services of the University in effect at this time but do not constitute a contract or otherwise binding commitment between the University and the student. Any fees, charges or costs and all academic regulations set forth in this catalog are subject to cancellation or termination by the University or the Tennessee Board of Regents at any time.

The University provides the opportunity for students to increase their knowledge by providing programs of instruction in the various disciplines and programs through faculty who, in the opinion of the University, are trained and qualified for teaching at the college level. However, the acquisition of knowledge by any student is contingent upon the student's desire to learn and his or her application of appropriate study techniques to any course or program. As a result, the University does not warrant or represent that any student who completes a course or program of study will necessarily acquire any specific knowledge or skills, or will be able to successfully pass or complete any specific examination for any course, degree or license.

Graduate Catalog is published under separate cover and may be obtained from the Graduate School Office.

Graduate students interested in graduate work should refer to the Graduate Catalog or inquire at the Office of the Dean of the Graduate School.

Purpose of Catalog

The Tennessee State University Catalog is the primary general information publication for the University. It is intended to provide information for students and other persons interested in the academic programs and organizations of TSU. In order to understand the activities and programs of the institution, it is important for students to know how to use this catalog effectively.

Students should thoroughly familiarize themselves with the General Information section of the catalog. This section answers questions concerning location of buildings and other facilities on campus, requirements for admission and graduation, financial aid information, student services and housing.

Students' guides to the catalog are the index, the table of contents, and the glossary. Major events, holidays, and semester schedules are listed in the University Calendar.

The TSU UNDERGRADUATE CATALOG is published biennially by Tennessee State University, 3500 John A. Merritt Blvd., Nashville, Tennessee 37209-1561.

Application to mail at Second-Class Postage Rates are pending at Nashville, Tennessee.

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3500 John A. Merritt Blvd.
Nashville, Tennessee 37209-1561.

Students who have already made decisions concerning the area of study in which they are interested, such as English, Mathematics, Business Education, Engineering or some other field, should turn to the section of the Catalog dealing with their particular interest for information about courses and degree requirements. The reader will find that schools are arranged in alphabetical order, with course listings by department and course number.

Students who have questions concerning their academic progress, curricula or academic standing should consult their advisors or their academic deans. Those students with specific questions concerning specialized areas of study should consult with each specific department.

University Policy on Equal Opportunity, Affirmative Action, and Compliance with Title IX

Tennessee State University is an affirmative action university. Applicants and candidates will be considered for program participation without discrimination for any non-merit reason such as race, color, national origin, sex, religion, age, or handicap. Further, it is the policy of Tennessee State University not to discriminate on the basis of sex in the education programs or activities which it operates, including employment therein and the admission of students thereto; and Tennessee State University is required by Title IX of the Education Amendments of 1972, and regulations issued pursuant thereto (45 C.F.R. Part 86) and by Sections 799A and 845 of the Public Health Service Act, and regulations issued pursuant thereto not to discriminate in such manner. Inquiries concerning the application of the Acts and the regulations to Tennessee State University, may be referred to:

Office of Equal Employment Opportunity/Affirmative Action
Tennessee State University
Nashville, Tennessee 37209-1561

Tennessee State University is committed to educating a non-racially identifiable student body.

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Mailing Addresses

Main Campus
Tennessee State University
3500 John A. Merritt Boulevard
Nashville, Tennessee 37209-1561

Avon Williams (Downtown) Campus
Tennessee State University
10th and Charlotte Avenues
Nashville, Tennessee 37203-3401

GENERAL INFORMATION

- HISTORICAL STATEMENT
- STATEMENT OF MISSION
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Historical Statement

The present-day Tennessee State University exists as a result of the merger on July 1, 1979, of the former Tennessee State University and the University of Tennessee at Nashville.

Through successive stages Tennessee State University has developed from a normal school for Negroes to its current status. By virtue of a 1909 Act of the General Assembly, the Agricultural and Industrial State Normal School was created, along with two other normal schools in the State, and began serving students on June 19, 1912.

In 1922, the institution was raised to the status of a four-year teachers' college and was empowered to grant the bachelor's degree. The first degrees were granted in June, 1924. During the same year, the institution became known as the Agricultural and Industrial State Normal College; and in 1927, "Normal" was dropped from the name of the College.

The General Assembly of 1941 authorized the State Board of Education to upgrade substantially the educational program of the College, which included the establishment of graduate studies leading to the master's degree. Graduate curricula were first offered in several branches of teacher education. The first master's degree was awarded by the College in June 1944.

Accreditation of the institution by the Southern Association of Colleges and Schools was first obtained in 1946.

In August, 1951, the institution was granted university status by approval of the State Board of Education. The reorganization of the institution's educational program included the establishment of the Graduate School, the School of Arts and Sciences, the School of Education, and the School of Engineering.

Provisions were also made for the later addition of other schools in agriculture, business, and home economics, respectively.

The University was elevated to a full-fledged land-grant university by the State Board of Education in August, 1958. The Land-Grant University program, as approved by the State Board of Education, included: the School of Agriculture and Home Economics, the Graduate School, the Division of Business, the Division of Extension and Continuing Education, and the Department of Aerospace Studies.

A School of Allied Health Professions was authorized in 1974, from which the School of Nursing was created in 1979. Meanwhile, the School of Business was established in 1974.

Begun initially in 1947 as an extension center of the University of Tennessee, which is based in Knoxville, the University of Tennessee at Nashville offered only one year of extension credit until 1960, when it was empowered by the Board of Trustees of the University of Tennessee to offer two years of resident credit. Authorization was granted to extend this to three years of resident credit in 1963, even though degrees were awarded by the Knoxville unit.

To more fully realize its commitment as a full-function evening university, the Center at Nashville became a full-fledged, four-year, degree-granting institution in 1971 upon successfully meeting the requirements for accreditation of the Southern Association of Colleges and Schools. During the same year, the General Assembly sanctioned the institution as a bona fide campus of the University of Tennessee, and the new university occupied its quarters in the building at the corner of Tenth and Charlotte Avenues.

It was the erection of the above mentioned building which gave rise to a decade-long litigation to "dismantle the dual system" of higher education in Tennessee. The litigation culminated with a court ordered merger, issued by Judge Frank Gray, in February, 1977.

Statement of Mission

Tennessee State University, an 1890 land grant institution, is a major state-supported, urban and comprehensive university governed by the Tennessee Board of Regents. This unique combination of characteristics—land-grant, urban, and comprehensive—differentiates the University from all others in the State and distinctively shapes its instructional, research, and public service programs. In carrying out its diverse mission, the University serves the City of Nashville and Middle Tennessee, the State, the nation, and the international community.

As an 1890 land grant institution, Tennessee State University provides instructional programs, state-wide cooperative extension services, cooperative agricultural research, and food and agricultural programs of an international dimension.

As a comprehensive institution, Tennessee State University provides programming in agriculture, allied health, arts and sciences, business, education, engineering and technology, home economics, human services, nursing, and public administration. The institution is broadly comprehensive at the baccalaureate and master's levels. While doctoral programs are focused in education and public administration, future doctoral programs will continue to address the needs of an urban population.

As a major urban institution, located in the capital city, Tennessee State University provides both degree and non-degree programs (day, evening, weekend, and at off-campus sites) that are appropriate and accessible to a working urban population. To address the needs in health care throughout Middle Tennessee, Tennessee State University offers a limited number of associate degree programs in nursing and allied health. To address the needs in government, business, and industry, the University seeks to embody distinct excellence by providing the state's most comprehensive programming in public administration, through the doctoral level, as well as in business administration and engineering, through the master's level; in these areas the University emulates those institutions in other capital cities that have traditionally served as primary resources to state and local governments and provided resources to the private sector.

The University supports an athletics program which reflects a commitment to students' overall development; the University also promotes positive and life-long learning, scholarly inquiry, and a commitment to the service to others. It serves a diverse population of students – traditional, non-traditional, commuter, residential, undergraduate, graduate, and non-degree, full-time, and part-time. In doing so, it seeks to develop the talents of its students including those with special academic talents as well as those who have educational, cultural, environmental, or socio-economic constraints. The University is committed to providing educational opportunities to all qualified individuals without regard to age, sex, color, race, religion, national origin, disability, or other non-merit reason.

The University's objectives mirror these general and specific purposes. They also reflect the University's priorities. Tennessee State University projects itself to the students, faculty, alumni, and to the citizens of the State through the motto: "Think, Work, Serve."

Glossary

Academic Good Standing: An indication that a student meets or exceeds minimum academic requirements to be enrolled at the University.

Academic Probation: An indication of marginal academic performance. A warning that a student is in jeopardy of losing academic good standing.

Accreditation: Recognition granted to schools and colleges by interested professional agencies upon examination by groups of visiting professionals based upon objective standards. An accredited school or college has measured up to the standards of quality imposed by professional groups and accrediting agencies.

College: Part of the University offering a wide selection or a specialized group of courses leading to a variety of degrees. A large body of faculty having a common purpose or common duties in instruction, research, scholarship, and public service that grants bachelor's and graduate degrees. TSU has four units so designated—Arts and Sciences, Business, Education, and Engineering and Technology.

Curriculum: The total program of courses required for a degree in a particular subject.

Credit Hours: Generally the number of hours a course meets each week determines its worth in credit hours.

Dean: The administrative head of a school, college, or academic related or student related unit within the University. Academic related deans report to the Vice President for Academic Affairs, and student related deans report to the Vice President for Student Affairs.

Department Heads: Persons in charge of providing administrative and academic leadership for a department within the University (i.e. the Head of the Art Department).

Elective: A course that is accepted toward fulfillment of credit for a degree, but is not required for that degree. So termed because a student "elects" or chooses to take the course.

Evaluation: Any credit for academic work completed at another institution and transferred to TSU must be evaluated in terms of the requirements of TSU. Such evaluation is done by the Office of Admissions.

Full-time Student: A student who registers for 12 or more credits each semester.

Grade-point average (GPA): A student's grade-point average may be computed numerically by dividing the number of quality points earned by the number of hours of coursework attempted.

Major: The academic area in which one specializes.

Matriculation: Enrollment in the University or a particular college or school. This includes payment of fees.

Minor: The academic area in which one places special emphasis as a secondary specialization.

Non-resident: A student who is not a resident of the State of Tennessee.

Part-time Student: A student who registers for fewer than 12 credit hours a semester.

Prerequisite: A course that must be completed before another may be attempted. Such first courses are said to be prerequisites for following courses in the same or similar areas. It is the student's responsibility to check for prerequisites in the current catalog.

School: A particular division of the University. The school is organized according to faculty who provide instruction and grant degrees in the same or related disciplines. TSU has a Graduate School and three undergraduate schools: Agriculture and Home Economics, Allied Health Professions, and Nursing.

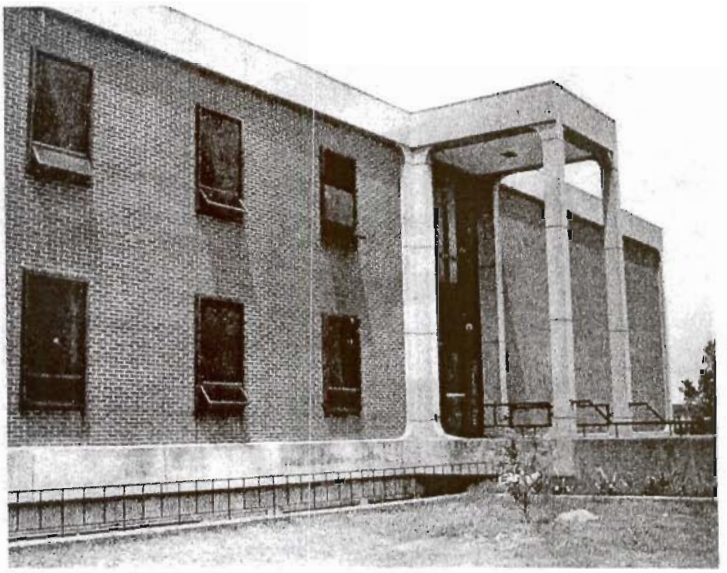
Semester Hour of Credit: The semester hour is a unit of academic credit. A student, for example, must earn a minimum of 130 semester hours in order to graduate. The number of hours earned in a given semester is the measure of a student's academic load. A normal load ranges from 12 to 18 semester hours of work. The hours of credit of various courses are indicated in the catalog.

Transcript of Credit: A certified copy of credits which a student has earned in high school or in colleges attended. The submission of a transcript is one of the most important prerequisites for admission to the University.

The Campus

The University has two convenient campus sites. Its central or main campus is located between 28th and 39th Avenues North and is bounded by the Cumberland River on the North and Albion Street on the South. The main campus occupies more than 450 acres with 65 buildings, parking lots, outdoor facilities, pasture and farm lands.

The Avon N. Williams, Jr. campus is located at Tenth and Charlotte Avenues, in downtown Nashville, with adjacent parking facilities. The "downtown campus" is the site for the Center of Excellence for Research in Basic Skills, Center of Excellence Information Systems Engineering and Management, the Center for Extended Education and Public Service, the Center for Labor-Management Relations, the Institute of Government, the Testing Center and Departmental offices of the College of Business. Other facilities include faculty offices, classrooms, lecture halls, computer laboratories, library, and a 200-seat auditorium. Daytime and evening class are available at the Williams campus.



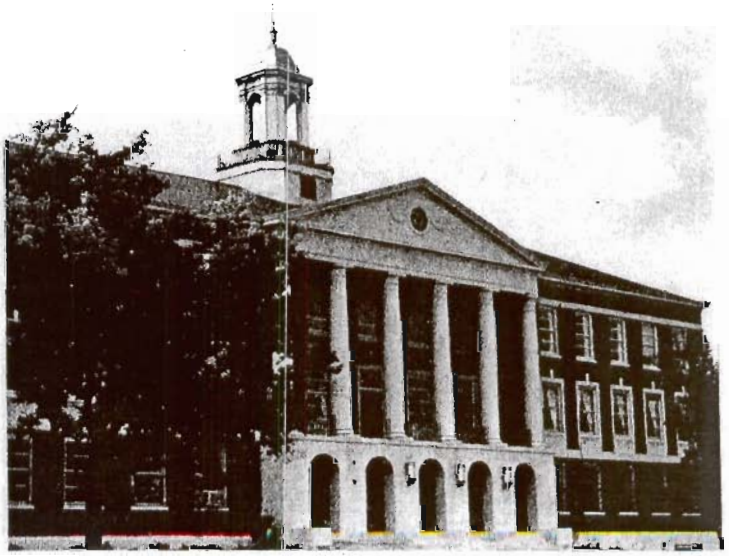
Major Buildings—Main Campus

The **Administration Building** (The "A" Building), originally occupied in 1933, was renovated and enlarged in 1967. Offices of the President, Vice Presidents, administrative offices, the Center for Computer Services, and the TRIO programs occupy this building. The "A" Auditorium accommodates approximately 1000 people. Its location is on the south side of John A. Merritt Boulevard between 35th and 36th Avenues.

The **Agriculture Research and Extension Building** (The Barn) is located behind the Lawson Agriculture Building. Extension renovations were completed in 1991. The building now houses the office of the Research Director, the University of Tennessee Extension Program, the greenhouse, laboratories, and a banquet room.

The **Alger Boswell Science Complex**, completed in the fall 1965 and since renovated and enlarged, is located south of Crouch Hall. It houses research laboratories, classrooms, two auditoriums, and faculty offices, as well as the departmental offices of the Department of Chemistry and the Department of Physics, Mathematics, and Computer Science.

The **Martha M. Brown–Lois H. Daniel Library** is adjacent to the Floyd-Payne Campus Center. The main library is a three-story, contemporary structure built in 1977. It has 82,000 square feet of space with special study and research facilities for faculty and graduate students. A unique special collections room houses the Library's historical archives, theses, dissertations, art objects, and special collections including documents related to the University's unique and colorful history. The Library houses 368,580 book volumes, subscriptions to 1,209 periodicals with over 80,550 bound periodicals, 14,830 microfilm reels, and 719,345 microfiche sheets. Media Centers on the main and downtown campuses offer audio visual services and a variety of computer based information is available. A full-range of services, including books, microfilm, microfiche, periodicals and computerized data bases is also available at the downtown Avon N. Williams, Jr. facility.



The **R. E. Clay Education Building,** erected in 1958 and renovated in 1992, is located on 35th Avenue and Alameda directly west of Clement Hall. This building is equipped with classrooms and special laboratories for teacher education, psychology and reading. The office of the Dean of the College of Education and the Departments of Administration, Teaching and Learning, Psychology, and Teacher Education are housed in this building.

Frank G. Clement Hall is located on 35th Avenue and Alameda, south of the Brown-Daniel Library. This structure was formerly used as a men's residence hall. It was renovated in 1991 and serves as a classroom/laboratory building containing the Office of the Dean of The School of Allied Health Professions, the Departments of Dental Hygiene, Occupational Therapy and Physical Therapy and the Dental Hygiene Clinic.

The **Hubert Crouch Hall** (also known as the Graduate Building) located west of the Administration Building, contains classrooms, laboratories, faculty offices, and offices for the Dean of the Graduate School and the Dean of the College of Arts and Sciences. Also located in this building are the main offices of the departments of Communications; Criminal Justice; History, Geography, and Political Science; and Speech Pathology and Audiology. The program of Modern Foreign Languages, along with the language laboratory, is located in the building.

The **Walter S. Davis Home Economics and Nursing Education Complex** is located on John A. Merritt Boulevard between the Lawson Agriculture Building and the President's residence. It is a three-story building that contains the two Departmental Offices, classrooms and laboratories for teaching and research in Home Economics and Nursing.

The **Jane E. Elliott Hall** (also known as the Women's Building) is located west of the Learning Resources Center, on the north side of campus. The building contains laboratories, lecture rooms, faculty offices, work rooms, studios for the fine arts and crafts, and the Hiram Van Gordon Memorial Gallery. The main offices of the departments of Africana Studies; Art; Languages, Literature, and Philosophy; and Social Work and Sociology are located in the building.

The **Otis L. Floyd–Joseph A. Payne Campus Center** was conceptualized and constructed to be one of the nation's most modern facilities of its type. With 229,253 square feet of floor space, the three-level arena is an accommodating addition to Tennessee State University. It is a masterful architectural structure, three stories high, featuring brick and limestone and an award winning interior design. It combines Kean Hall, a renovated athletic building, with a contemporary multi-purpose center including a 350 seat auditorium. The facility serves a broad array of offices, services and activities.

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The **Howard C. Gentry, Health, Physical Education, Athletic and Convocation Complex** is located on the north side of the campus east of the Edward S. Temple Track. This facility contains a 10,000 seat basketball and convocation arena, an indoor track, handball courts, dance studio, offices, classrooms, and a 35 meter swimming pool. The main offices of the Physical Education and Athletics Departments are housed in this complex. Exterior accommodations include basketball courts, softball fields, a baseball diamond, and parking for 2,000 cars.

Goodwill Manor is a two-story colonial house that was formerly used as the residence of the University President. It was completely renovated in 1991 and is maintained as an historical University landmark. It also serves as the location for the Office of Alumni Affairs. The Manor is located in the "horseshoe" just north of Harned Hall.

The **Harned Hall of Science,** erected in 1927, houses classrooms, lecture auditoriums, laboratories, staff offices and other facilities for instruction and research in the biological sciences.

The **Lewis R. Holland College of Business Building** is located on the southwest side of the campus, west of Crouch Hall. This building contains computer laboratories, classrooms, lecture halls, and faculty offices for personnel of the College of Business.

The **Industrial Arts Building,** renovated in 1975, is located at John A. Merritt Boulevard and 35th Avenue. Instructional staff offices for the Department of Industrial Arts and Technology are in this building. This facility also houses The School of Allied Health Professions Departments of Cardio-Respiratory Care Sciences, Health Information Management and Medical Technology.

The **W. W. Lawson Agriculture Building** is located on the north side of John A. Merritt Boulevard between the Davis Complex and the football stadium. The building contains classrooms and laboratories equipped for teaching and agricultural research.

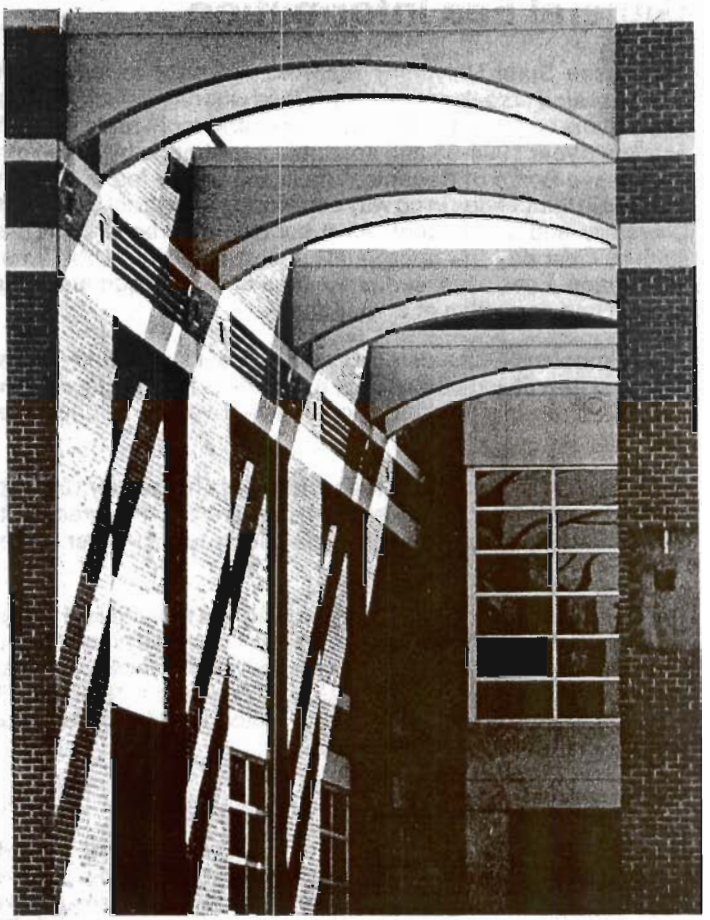
The **Jim Nance McCord Hall** houses classrooms and laboratories for biological sciences and computer science, as well as faculty offices, the central office of the Department of Biological Sciences and Academic Computing Center. It is located directly west of the Library and north of the Clay Education Building.

The **Marie Brooks Strange Music Building,** erected in 1968, contains the offices of the Head and faculty of the Music Department, classrooms, listening laboratories, studios for piano and instrumentation, and a recital hall seating 226. It is located at the south end of the campus near 35th and Alameda.

The **Andrew P. Torrence Engineering Building** is located behind the Alger Boswell Science Complex. Its laboratories are equipped with up-to-date equipment for instruction and research in civil, mechanical, architectural and electrical engineering. The building was completed in 1982.

The **University Learning Resources Center,** informally known as "the Old Library," is the location for the Media Center which has multimedia study carrels available to students on an individual basis and an inventory of audio-visual equipment for loan to faculty for classroom use. The offices of the Academic Intervention Program, Developmental Studies, Academic Advisement, and Orientation, and the University Honors Program are in this building which also houses the campus radio station and a 300 seat auditorium.

The **Queen Washington Health Service Building** has facilities for complete examination and limited treatment for students. The Health Service staff includes three nurses, three physicians, and a psychiatrist. The University Counseling Center occupies the 2nd floor where staff is available to provide individual and group counseling. This facility is located north of Elliot Hall (the Women's Building).



General Fee Information

Tennessee State University reserves the right to increase the charges listed here-in or to add new fees whenever such increases or additions become necessary. All fees and room rents are for the academic year 1994-95 and are subject to change by action of the Tennessee Board of Regents. The listing of any fee or incidental charges in this catalog in no way constitutes a contract between the University and the student. As a condition of registration, each student must pay the appropriate fee(s) in effect at the time of registration. Fees assessed at the time of registration are subject to audit and correction at a later date.

The Admissions Office determines a student's residency classification for fee-paying purposes. If a student is incorrectly classified he/she will be billed for additional fees owed or refunded fees overpaid.

Checks given in payment of fees, including charges for University housing and board, which are subsequently dishonored by the bank, must be paid by cash, cashiers check, money order or credit card.

The University assumes no responsibility for monies lost through the mail. Students are advised not to send cash. All monies should be sent to the Vice President for Business and Finance, Tennessee State University, 3500 John A. Merritt Boulevard, Nashville, TN 37209-1561 or paid at the Bursar's Office in the Administration Building unless otherwise specified.

Registration and Other Fees

NOTICE: The fee amounts listed below are the 1994-95 academic year fees. An increase is expected for the 1995-96 academic year. Final, actual fees will be published when approved by the Tennessee Board of Regents (usually around July 1). The bill you receive in August will reflect the new 1995-96 fees.

In-state Students	
Full time (per semester)	
Undergraduate	$ 889.00
Graduate	1,144.00
Part-time (per credit hour) plus applicable Student Activity and Post Office Box Fees.	
Undergraduate	$ 75.00
Graduate	110.00
Out-of-State Students	
Full-time Students (per semester)	
Undergraduate	$2,856.00
Graduate	3,111.00
Part-time Student (per credit hour) plus applicable Student Activity and Post Office Box Fees.	
Undergraduate	$ 247.00
Graduate	282.00

*Included in these rates are charges for out-of-state tuition as follows:

1. $1967.00 for full-time students
2. $172.00 per credit hour for part-time students.

Charges for all course work will be assessed based on course level, and the maximum fee will be the graduate maximum if a student is enrolled for any graduate hours.

Student Registration Fees (per student)	
Student Government	$ 1.00
Postal Services Fee (Required for all students registering for 7 hours or more)	$10.00
Student Activity Fee (Required of all students registering for 7 hours or more)	$30.00
Technology Fee	$ 5.00

Housing Charges

Dorm Room Rent	Single	Double
Hale Hall	$778.00	$678.00
All Other	$810.00	$710.00
Meal Plans:		
19 meals	$650.00	
15 meals	$620.00	
5 meals	$210.00	

65-Year-Old/Disabled Student Credit

Persons 65 years of age or older or permanently and totally disabled persons (T.C.A. Section 49-7-113) who are domiciled in Tennessee may register for classes for credit on a space-available basis and after regular registration is completed by paying a minimum registration fee. The fee is one-half the semester hour rate up to a maximum of $75.00. No late fee is charged. Application and automobile registration fees may also be required. In addition, the applicant must be eligible for admission and submit proof of age or disability. Eligible persons are advised to check with the Office of Admissions and Records prior to attempting to register for courses.

Other Applicable Charges —

FEES SUBJECT TO CHANGE WITHOUT NOTICE

Application Fee (non-refundable)	$ 5.00
Automobile Registration (non-refundable)	20.00/yr
Child Care (per term)	
Main Campus	60.00/wk
Avon Campus	2.00/hr
(1.50/hour each additional child)	
Class Audit (same as for credit)	—
Dissertation – Copyright	25.00
Dissertation – Microfilming	45.00
Drop/Add per form (non-refundable)	5.00
Foreign Student Fee	25.00
Graduate Comprehensive Exam	15.00
Graduate Oral Exam	15.00
Graduation Fee (non-refundable)	
Baccalaureate	30.00
Master and Specialist	35.00
Doctor	45.00
Mailing Fee	5.00
Housing/Room Deposit	50.00
I.D. Card Replacement (non-refundable)	10.00
Incomplete Project Writing (after three semester hours)	15.00
Incomplete Theses Writing (after four semester hours)	25.00

Late Registration Fee	10.00
Meal Card Replacement (non-refundable)	15.00
Music, Voice and Instrument Lessons (per course)	15.00
Music Organ Lessons (per course)	35.00
New Student Orientation (non-refundable)	20.00
Post Office Box (after seven credit hours)	10.00
Returned check charge	15.00
Room and Board Deferment Fee	5.00
Testing Fees (non-refundable)	
ACT	15.00
Credit by Exam (per course)	15.00
GED	25.00
GED – Retake	5.00
GRE – General	45.00
GRE – Subject	45.00
NCLEX	28.00
NLN – Single Exam	8.00
NLN – Comprehensive – Associate Degree	40.00
NLN – Comprehensive – Baccalaureate Degree	48.00
MAT	33.00
Speech Pathology and Audiology Courses (per term)	
Diagnostic	15.00
Screening	2.00
Therapeutic	2.50
Thesis Binding	35.00

Additional charges will be made for courses which require materials and supplies in excess of the average required for courses within the department.

Application Fee—$5.00

This is a one-time fee paid by an individual who applies for admission to the University. A student is required to pay this fee when he/she applies for admission as a graduate student even if the student attended as an undergraduate.

New Student Orientation Fee—$20.00 non-refundable

A fee charged to first time Tennessee State University students enrolled for 12 or more hours for credit in a semester or 6 credit hours if first enrollment occurs in a Summer term or those students enrolled with an accumulation of 36 semester hours.

Late Registration—$10.00

Students who complete registration during the late registration period will be charged a $10.00 late fee.

I.D. Card Replacement—$10.00

Each student is issued an identification card which certifies that he/she is enrolled as a student at the University. There is no charge for the original card. A non-refundable fee of $10.00 is required for replacement. This identification card bears the student's photograph and is required for registration, all financial transactions, library privileges, entrance to campus activities and other identification purposes.

Automobile Registration—$20.00

All students operating vehicles on campus must register the vehicles (including motorcycles) with the Safety and Security Department. A parking fee is assessed and decals are required to be displayed on vehicles. Persons desiring to register vehicles must pay the appropriate fee at the Bursar's Office. Parking fees are non-refundable.

Graduation Fee

This fee shall be assessed according to degree level and shall include the cost of the diploma and rental of academic regalia. The fee is refundable only if the University has incurred no costs on the student's behalf. Additional fees may be charged for optional graduation-related activities or services. This fee must be paid 30 days before graduation.

Returned Check Charge—$15.00 Per Check

All checks given the University are expected to clear the bank upon which they are drawn. If a check is returned, all fees are considered unpaid and a $15.00 service charge is assessed on each check. Check writing privileges may be revoked for any individual who has a check returned by a bank.

Drop/Add Fee—$5.00 Per Form

Any student who adds or drops a course or section is charged this fee. There is no charge if the change is caused by the Institution.

Library Fines

All fines imposed by the University Library become due to the University and must be paid at the Library or the Bursar's Office. Fines may be imposed for late return of books, lost or damaged books or other related charges as specified by the Library.

Class Audit Fees

Persons other than regularly enrolled students may be permitted to audit classes only with the approval of the course instructor. Such persons must follow the regular registration procedures and pay fees equivalent to those required as if the course is to be taken for credit.

Traffic Fines

All fines imposed by the University for traffic violations are due to the University and must be paid at the Office of the Bursar. Fines will be assessed for violations of University Safety and Security regulations.

Financial Regulations

No student is allowed to register, obtain grades, diploma, degree or transcript until all accounts are paid. A student is not officially enrolled until all fees are paid through the Office of the Bursar.

Refund of Fees

Registration fees will be refunded for canceled classes and in case of a student's death. No refund of rent, tuition, or other fees will be made to students who are dismissed or suspended.

Fall and Spring Semesters

Those students who withdraw from the University within 14 calendar days from the first day of classes for the Fall and Spring terms will be refunded 75% of their registration fees. Those withdrawing after the 14th day but before 25% of the time period covered by the term has passed will be refunded 25% of their fees. No refunds will be made beyond the 25% period. Specific refund dates for each semester are given in the schedule of classes for that semester. The same refund schedule applies to students who drop to an hourly load below full-time. The percentage then applies to the difference between the new fees calculated on an hourly basis and actual fees paid.

Summer/Intersession*

The 75% refund period and the 25% refund period will extend a length of time which is the same proportion of the Summer sessions and Intersession as the 75% and 25% periods are of the regular terms. Students who have pre-registered for second Summer session courses but drop or withdraw before the first day of class for Session II classes will be refunded 100%. Otherwise, the regular refund schedule will apply. Specific dates applying to each session are listed in the current Summer Schedule Book.

*Students who register after the official registration period and withdraw from the University will have their refunds calculated as if registration had taken place on the first day of registration.

Refunds of Housing Expenses

Rent

The full rent will be refunded if:

1. The applicant is prevented from entering the University because of medical reasons confirmed in writing by a licensed physician.
2. The applicant is denied admittance or re-entry to the University or the residence halls.
3. Residence hall space is not available.

Refunds will be pro-rated on a weekly basis when a student is forced to withdraw from a residence hall (a week is to consist of three days) because of personal medical reasons confirmed in writing by a licensed physician or at the request of the University for other than disciplinary reasons.

Withdrawals for other reasons will be subject to the same 75% – 25% policy as are refunds of enrollment fees.

Housing/Room Deposit

The $50.00 Housing/Room deposit will be paid only once and remains on file as long as the student maintains, by occupancy or reservation, an active status. The deposit will be refunded after the last semester the signee maintains an active status provided the following conditions are met:

1. The student officially checks out with the residence hall director at the end of the appropriate semester or upon withdrawal;
2. The student turns in his/her room key to the residence hall director;
3. The assigned living space is clean;
4. There is no damage, defacement, or missing fixtures and/or furnishings;
5. There are no deductions for public area damage.

If all the above conditions are not met, there will be an appropriate deduction from the $50.00 deposit. Charges for damages, defacement or missing fixtures and/or furnishings or cleaning in excess of the breakage deposit will be assessed to the student.

APPEALS PROCEDURES FOR FEES AND REFUNDS

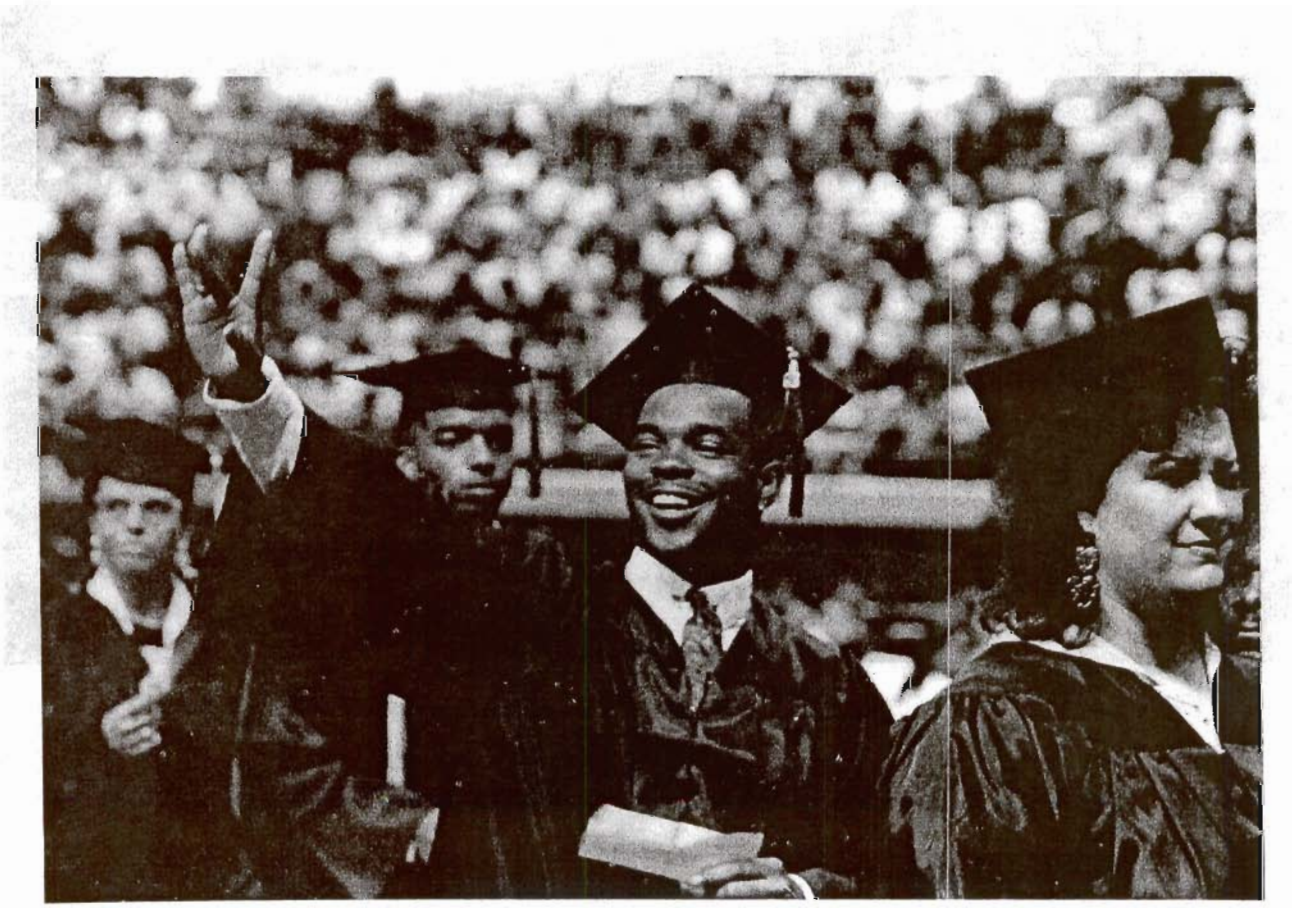
The President of Tennessee State University has the authority to determine the applicability of certain fees, fines, charges, and refunds, and to approve exceptions in instances of unusual circumstances. A student may appeal the assessment, application, calculation, or interpretation of any University action connected with fees or changes. Questions should be discussed with personnel in the Bursar's Office. A written appeal can be made to the Office of the Vice President of Academic Affairs; his/her determination may be appealed to the President of the University, whose decision will be final.

THE UNIVERSITY

Tennessee State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Associate, Bachelor's, Master's, Specialist in Education, and Doctor's degrees.

Program Accreditations

Allied Health Professions	Accreditation Council for Occupational Therapy Education	1993
	American Dental Association Commission on Dental Accreditation	1976
	American Health Information Management Association	1980
	American Physical Therapy Association	1992
	American Speech-Language and Hearing Association	1985
	Association of University Programs in Health Administration	1987
	Commission on Accreditation of Allied Health Education Programs (Formerly CAHEA)	1980
	Joint Review Committee for Respiratory Therapy Education	1988
	National Accrediting Agency for Clinical Laboratory Sciences	1983
Speech Pathology	American Speech, Hearing and Language Association	1971
Architectural & Mechanical Engineering	Accreditation Board for Engineering and Technology	1977
Business	American Assembly of Collegiate Schools of Business	1994
Civil & Electrical Engineering	Accreditation Board for Engineering and Technology	1972
Home Economics	National Association of Family and Consumer Sciences	1973
Music	National Association of School of Music	1962
Nursing	National League for Nursing	1973
Nursing	Tennessee Board of Nursing	1969
Social Work	The Council on Social Work Education	1974
Teacher Education		



INSTITUTIONAL MEMBERSHIPS

- American Association of Collegiate Registrars and Admissions Officers
- National Association for Business Teacher Education
- Ohio Valley Conference
- Southern Association of Colleges and Schools, Inc.
- American Association of State Colleges and Universities
- American Assembly of Collegiate School of Business
- Association of Colleges and Schools of Education in State Universities and Land Grant Colleges (ACSESULAC)
- National Council for Accreditation
- National Association for Equal Opportunity in Higher Education (NAFEO)
- American Council on Education
- Council of Historically Black Graduate Schools
- American Association of Home Economics Administrators
- 1890 Council of Home Economics Administrators
- National University Extension Association
- Nashville Area Chamber of Commerce
- Council of 1890 Presidents
- The American Association of Colleges for Teacher Education
- Council of Graduate Schools
- National Conference of Christians and Jews, Inc.
- National Association of State Universities and Land-Grant Colleges
- Tennessee College Association
- National Association of Collegiate Directors of Athletics
- National Association of Schools of Music
- National Collegiate Athletic Association
- Council for Adult and Experiential Learning
- Tennessee Association of Colleges for Teacher Education
- Tennessee College English Association
- Southern Business Administration Association

Undergraduate Degree Programs

Tennessee State University is authorized to grant the following degrees:

School/College	Program	Degree(s)
Agriculture and Home Economics	Agricultural Sciences	B.S.
	Home Economics	B.S.
	Hotel and Restaurant Administration	B.S.
	Early Childhood Education	B.S.
Allied Health Professions	Cardio-Respiratory Care Sciences	B.S.
	Dental Hygiene	A.A.S., B.S.
	Health Care Administration and Planning	B.S.
	Health Information Management	B.S.
	Medical Technology	B.S.
	Occupational Therapy	B.S.
	Physical Therapy	B.S.
	Speech Pathology and Audiology	B.S.
Arts and Sciences	Africana Studies	B.S.
	Art	B.S.
	Arts and Sciences	B.S.
	Biology	B.S.
	Chemistry	B.S.
	Computer Science	B.S.
	Criminal Justice	B.S.
	English	B.A.
	Foreign Language	B.A.
	History	B.A.
	Mathematics	B.S.
	Music	B.S.
	Physics	B.S.
	Political Science	B.S.
	Social Work	B.S.
	Sociology	B.S.
	Speech Communication and Theatre	B.A., B.S.
Business	Accounting	B.B.A.
	Business Administration	B.B.A.
	Economics and Finance	B.B.A.
	Office Management	B.B.A.
Education	Health, Physical Education, and Recreation	B.S.
	Psychology	B.S.
	Special Education	B.S.
Engineering and Technology	Aeronautical & Industrial Technology	B.S.
	Architectural Engineering	B.S.
	Civil Engineering	B.S.
	Electrical Engineering	B.S.
	Mechanical Engineering	B.S.
Nursing	Nursing	A.A.S., B.S.N.

Academic Inventory of Undergraduate Degree Programs

School/College	Department	Major	Concentration/Emphasis	Degree Offered
Agriculture and Home Economics	Agricultural Sciences	Agricultural Sciences	Agribusiness Agricultural Education Agricultural Statistics Agronomy Animal Science and Pre-Veterinary Medicine Food Technology Ornamental Horticulture Resource Economics	Bachelor of Science
	Home Economics	Early Childhood Education		Bachelor of Science
		Home Economics	Child Development and Family Relations Clothing and Textiles Design Fashion Merchandising Foods and Nutrition Food Service Management Home Economics Education	Bachelor of Science
	Hotel and Restaurant Administration	Hotel and Restaurant Administration		Bachelor of Science
Allied Health Professions	Cardio-Respiratory Care Sciences	Cardio-Respiratory Care Sciences		Bachelor of Science
	Dental Hygiene	Dental Hygiene		Associate of Applied Science/ Bachelor of Science
	Health Care Administration and Planning	Health Care Administration and Planning		Bachelor of Science
	Health Information Management	Health Information Management		Bachelor of Science
	Medical Technology	Medical Technology		Bachelor of Science
	Occupational Therapy	Occupational Therapy		Bachelor of Science
	Physical Therapy	Physical Therapy		Bachelor of Science
	Speech Pathology & Audiology	Speech Pathology & Audiology		Bachelor of Science
Arts and Sciences	Africana Studies	Africana Studies		Bachelor of Science
	Art	Art	Art Education Studio Art	Bachelor of Science
	Arts and Sciences: Interdisciplinary Studies	Arts and Sciences	Elementary Education Humanities Natural Sciences Social Sciences Elementary Education Language Arts/ Social Studies (Grades 1-8) Science/Mathematics (Grades 1-8) Child Growth and Development (Grades K-8)	Bachelor of Science
	Biological Sciences	Biology	Zoology Botany-Microbiology General Biology Cellular and Molecular Biology Premedicine-Predentistry Biology-Teacher Certification	Bachelor of Science

School/College	Department	Major	Concentration/Emphasis	Degree Offered
Arts and Sciences cont'd	Chemistry	Chemistry	Professional Chemistry	Bachelor of Science
			Professional Chemistry—Biochemistry	
			Chemistry	
			Chemistry-Teacher Certification	
			Cooperative Program in Pharmacy	Bachelor of Science
	Communication	Speech Communication and Theatre	Speech Communication	Bachelor of Arts, Bachelor of Science
			Theatre	
			Mass Communication	
			Speech Communication—Teacher Certification	
			Theatre—Teacher Certification	
	Criminal Justice	Criminal Justice		Bachelor of Science
	History, Geography, and Political Science	History	History—Teacher Certification in Social Studies	Bachelor of Arts
			Geography	
		Political Science	Pre-Law	Bachelor of Science
			Political Science—Teacher Certification in Government	
	Languages, Literature, and Philosophy	English		Bachelor of Arts
			English with Teacher Certification	
		Foreign Languages	French	Bachelor of Arts
			French with Teacher Certification	
			Spanish	
			Spanish with Teacher Certification	
	Music	Music	Vocal	Bachelor of Science
			Instrumental	
			Music with Teacher Certification	
	Physics, Mathematics, Computer Science	Mathematics		Bachelor of Science
		Computer Science		Bachelor of Science
		Physics		Bachelor of Science
	Social Work and Sociology	Social Work		Bachelor of Science
		Sociology		Bachelor of Science
Business	Accounting and Business Law	Accounting		Bachelor of Business Administration
	Business Administration	Business Administration	General Business Management	Bachelor of Business Administration
			Management Information Systems	
			Marketing	
			Real Estate & Urban Development	
	Economics & Finance	Economics & Finance		Bachelor of Business Administration
	Business Education and Office Management	Office Management	Business & Office Education	Bachelor of Business Administration
			Office Systems & Management	

School/College	Department	Major	Concentration/Emphasis	Degree Offered
Education	Teaching and Learning	Special Education		Bachelor of Science
	Health, Physical Education and Recreation	Health, Phys. Ed. & Rec.	Phys. Ed. (K-12) Health Instruction (K-12) Recreation	Bachelor of Science
	Psychology	Psychology	Mental Health Psychology	Bachelor of Science
Engineering & Technology	Aeronautical & Industrial Technology	Aeronautical & Industrial Technology	Aeronautical Technology Aviation Management Airway Electronics Systems Industrial Electronics	Bachelor of Science
	Architectural Engineering	Architectural Engineering		Bachelor of Science
	Civil Engineering	Civil Engineering		Bachelor of Science
	Electrical & Computer Engineering	Electrical Engineering	Computers	Bachelor of Science
	Mechanical Engineering	Mechanical Engineering		Bachelor of Science
Nursing	Nursing Associate of Applied Science	Nursing (A.A.S.)		Associate of Applied Science in Nursing
	Bachelor of Science	Nursing (B.S.N.)		Bachelor of Science in Nursing

1995—1997 ACADEMIC CALENDAR

FALL SEMESTER, 1995

Aug.	1	Priority deadline for applications for Admission to the University in Fall 1995
	18	Residence halls open for freshmen and new students only
	18	ACT (Floyd-Payne) 1:00 p.m. - 5:00 p.m.
	19	AAPP Test (Gentry Center) 8:00 a.m. Main Floor
	20	Financial Aid meeting (Floyd-Payne) 2:00 p.m., Room 210.
	20	Opening Orientation (Gentry Center) 6:00 p.m.
	21	Faculty Institute
	22	Residence Halls open for returning students
	22	College/School Advisement for freshmen and new students
	22	Advisement and registration for freshmen and new students only (Kean Hall)
	23-25	Regular Registration (Kean Hall)
	28	Classes begin
	28-29	Late Registration and drop/add (Kean Hall) See class schedule booklet for details
Sept.	4	Labor Day (holiday) no classes
	12	Opening Convocation (Gentry Center)
	26-27	University-Wide Career Fair
Oct.	2-Dec. 8	On-Campus Interviews (Career Development Center)
	13	Applications due in major departments for students completing undergraduate degree requirements in December 1995
	16-21	Mid-Term Examination Week
	25	Mid-semester grades due in the Office of Records - 12:00 Noon
	27	Last day to withdraw from class or the University—in the Office of Records and Counseling Center
	29-Nov. 4	Homecoming Week
Nov.	13-17	Advisement Week (Department)
	23-24	Thanksgiving (Holiday)
	27-Dec. 1	Early Registration (Kean Hall) Spring 1996
Dec.	1	Priority deadline for applications for admission to the University for Spring 1996
	11	AAPP Post Test (students exiting developmental courses)
	12-15	Final Examinations
	19	Final grades due in the Office of Records - 12:00 Noon

SPRING SEMESTER, 1996

Jan.	2	Faculty Institute
	2	Residence halls open
	3	ACT (Floyd-Payne) 8:00 a.m. - 12:00 Noon
	3	Orientation 12:00 Noon - 1:00 p.m. (Floyd- Payne Center)
	3	AAPP Test (Floyd-Payne 210) 1:00 - 4:00 p.m.
	3-5	Regular Registration (Kean Hall)
	8	Classes begin
	9-11	Late Registration, Drop/Add (Kean Hall)
	15	Holiday (observance of Dr. Martin Luther King's birthday
	22-Apr. 26	On-Campus Interviews (Career Development Center)
Feb.	9	Applications due in major department for students completing undergraduate degree requirements in Spring 1996
	27-29	University-Wide Teacher Education Fair (Career Development)
Mar.	4-9	Mid-Term Examination Week
	11-15	Spring Break
	13	Mid-semester grades due in the Office of Records - 12:00 Noon
	18-29	Advisement Week (Department)
	22	Last day to withdraw from class or the University - Office of Records and Counseling Center
Apr.	1-4	Early Registration for Summer/Fall 1996
	1	Priority deadline for Financial Aid applications for Fall 1996
	5	Holiday
	8-12	Student Election Week
	9-11	Student Motivation Task Force Program
	11	Founders Day/Awards Day
	25-26	Final Examinations for all students completing degree requirements in May.
	29	AAPP Post Test (students exiting developmental courses)
	30	Final grades for students completing degree requirements in May due in the Office of Records by 12:00 Noon
May	1	Priority deadline for applications for admission to the University for Summer term
	7-10	Final Examinations for Spring 1996
	11	Spring Commencement
	15	Final grades due in the Office of Records - 12:00 Noon

This calendar is subject to change at any time prior to or during an academic term due to emergencies or causes beyond the reasonable control of the institution.

SUMMER INTERSESSION - MAY 13-31, 1996

1st Five Week Session

May	30	Residence Halls Open
	30	ACT Orientation and AAPP Testing
	30-31	Registration - (All Summer Sessions)
June	3	Classes begin
	4	Late registration (Last Day)
	7	Last day to drop a course without record
	27-28	Priority Fall Orientation/Advisement/ Registration
	21	Last day to withdraw, grade of "W"
July	3	Last day of classes (Final Exams),

2nd Five Week Session

July	5	Regular Registration - Kean Hall
	8	Classes begin
	8	Last day for late registration or for adding a course
	11	Last day to drop a course without record
	11-12	Priority Fall Orientation/Advisement/ Registration
	26	Last day to withdraw, grade of "W"
Aug.	2	Final Examinations for August Graduates
	5	Grades for August graduates due in OAR 12:00 Noon
	9	Last day of classes (Final Exams)
	10	August Commencement Exercises

10 Week Session

May	30	Residence Halls Open 8:00 a.m.
	30	ACT and AAPP Testing
	30-31	Registration - Kean Hall
June	3	Classes begin
	4	Late Registration (Last Day)
July	5	Last day to withdraw, grade of "W"
Aug.	2	Final Examinations for August Graduates
	5	August Graduates' grades due in OAR 12:00 Noon
	8	Last day of classes (Final Exams)
	10	August Commencement Exercise

FALL SEMESTER, 1996

Aug.	1	Priority deadline for applications for Admission to the University for Fall
	16	Residence halls open for freshmen and new students only
	16	ACT (Floyd-Payne Center) 1:00 p.m.
	16	Financial Aid meeting (Floyd-Payne Center) 2:00 p.m., Room 210 Applicants for Fall 1996
	17	AAPP Test (Gentry Center) 8:00 a.m. Main Floor
	18	Opening Orientation (Gentry Center) 6:00 p.m.
	19	Faculty Institute
	20	Residence halls open for returning students
	20	College/School advisement for freshmen and new students
	20	Advisement and registration for freshmen and new students only
	21-23	Registration (Kean Hall)
	26	Classes begin
	26-27	Late registration and drop/add (Kean Hall) See class schedule booklet for details
Sept.	2	Labor Day (holiday) no classes
	10	Opening Convocation (Gentry Center) Homecoming Week
	24-25	University-Wide Career Fair
	30-Dec. 6	Fall, On-Campus Interviews (Career Development Center)
Oct.	11	Applications due in major departments for students completing undergraduate degree requirements in December, 1996
	14-19	Mid-Term Examination Week
	23	Mid-Semester grades due in the Office of Records - 12:00 Noon
	25	Last day to withdraw from classes in the Office of Records ("W") and the University Counseling Center
Nov.	11-15	Advisement week (Department)
	21-22	Thanksgiving (Holiday)
	25-29	Early Registration (Kean Hall)
Dec.	2	Priority deadline for applications for admission to the University for Spring 1997
	9	AAPP Post Test (Students exiting developmental courses)
	10-13	Final Examinations
	14	Semester ends (Dormitories will close at 12:00 Noon)
	17	Final Grades due in the Office of Records at 12:00 Noon

SPRING SEMESTER, 1997

Jan.	2	Faculty Institute
	2	Residence Halls open
	3	ACT (Floyd-Payne Center) 8:00 a.m. - 12:00 Noon
	3	Orientation 12:00 Noon - 1:00 p.m. (Floyd-Payne Center)
	3	AAPP Test (Floyd-Payne Center 210) 1:00-4:00 p.m.
	3, 6-7	Regular Registration (Kean Hall)
	8	Classes begin
	8-10	Late Registration, Drop/Add (Kean Hall)
Jan.	22-Apr. 25	On Campus Interviews (Career Development Center)
	20	Holiday (observance of Dr. Martin Luther King's birthday
Feb.	7	Applications due in Major Department for students completing degree requirements in Spring 1997
	25-27	University-Wide Teacher Education Fair (Career Development Center)
Mar.	3-8	Mid-Term Examination Week
	10-14	Spring Break
	12	Mid-Semester Grades due in the Office of Records - 12:00 Noon
	21	Last day to withdraw from class or the University - Office of Records and Counseling Center
	17-27	Advisement Week (Department)
	28	Holiday
	31-Apr. 3	Early Registration for Summer/Fall 1997
Apr.	1	Priority deadline for Financial Aid applications for Fall, 1997
	7-11	Student Election Week
	10	Founders Day/Awards Day
	24-25	Final Examinations for all students completing degree requirements in May.
	29	Final Grades for students completing degree requirements in May due in the Office of Records by 12:00 Noon
May	1	Priority deadline for applications for admission to the University for Summer term AAPP Post Test (Students exiting Developmental courses)
	6-9	Final Examinations for Spring 1997
	10	Spring Commencement
	14	Final grades due in the Office of Records by 12:00 Noon

SUMMER 1997
SUMMER INTERSESSION - MAY 12-30, 1997

1st Five Week Session

May	29	Residence Halls Open
	29	ACT Orientation and AAPP Testing, for New Students
	29-30	Registration - (All Summer Sessions) Kean Hall
June	2	Classes Begin
	2	Late Registration Drop/Add
	5	Last day to drop a course without a record
	20	Last day to withdraw, grade of "W"
	26-27	Priority Fall Orientation/Advisement/ Registration
July	2	Last day of class (Final Examinations)

SUMMER SESSION II

2nd Five Week Session

July	3	Regular Registration
	4	Holiday
	7	Classes Begin
	7	Last Day for late registration or for adding a course
	10-11	Priority Fall Orientation, Advisement, Registration
	10	Last day to drop a course without record
	25	Last day to withdraw, grade of "W"
Aug.	1	Final Examinations for August Graduates
	4	Grades for August Graduates due in OAR, 4:00 p.m.
	8	Last day of classes (Final Examinations)
	9	August Commencement Exercises

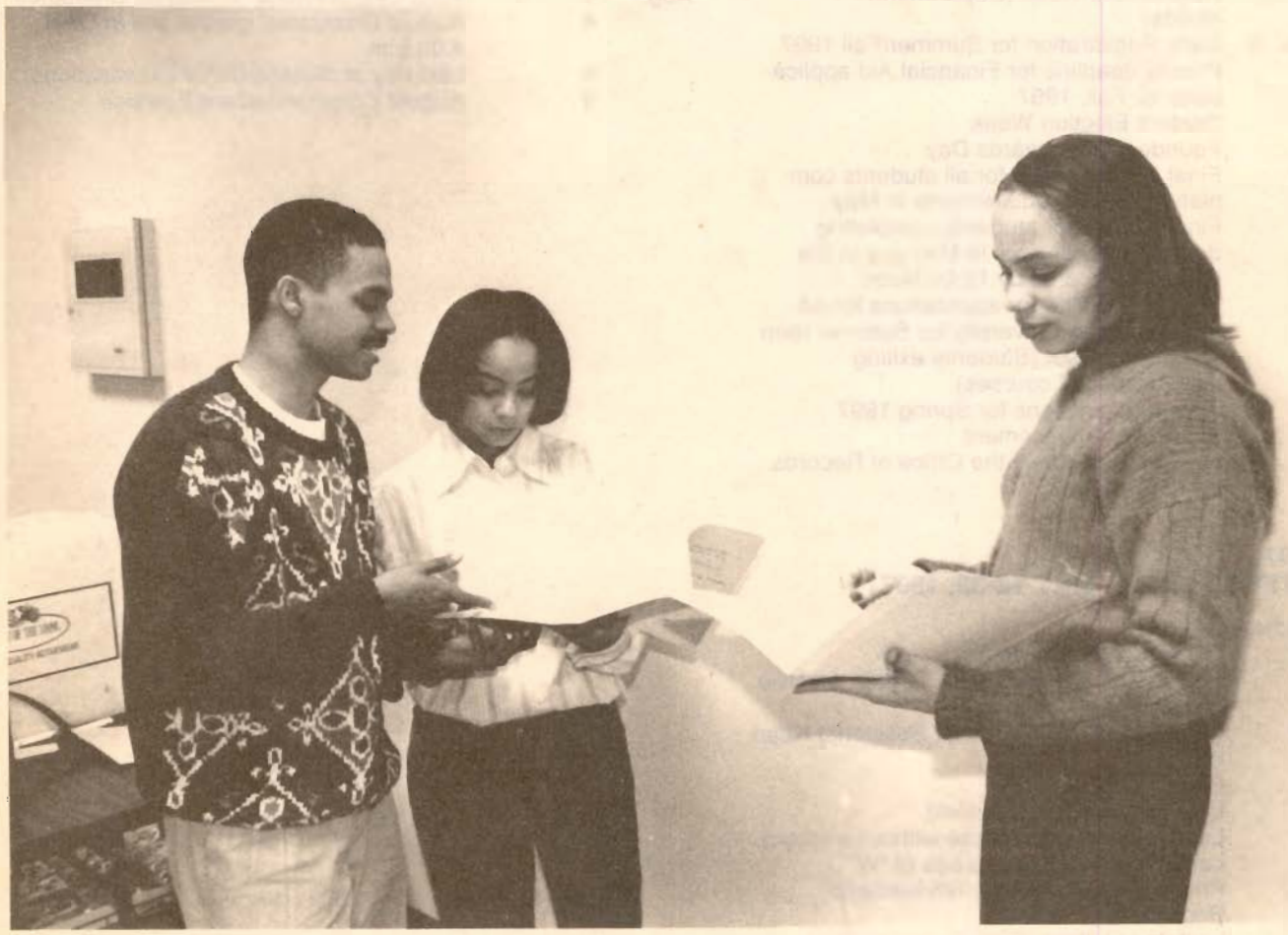
10 Week Session

May	29	Residence Halls Open
	29	ACT and AAPP Testing, Orientation for New Students
	29-30	Registration (all Summer Sessions) Kean Hall
June	2	Classes begin
	2	Late Registration Drop/Add
July	4	Holiday
	7	Last day to drop a course without record
	7	Last day to withdraw, grade of "W"
Aug.	1	Final Examinations for August Graduates
	4	August Graduates' grades due in OAR 4:00 p.m.
	8	Last day of classes (Final Examinations)
	9	August Commencement Exercise

ACADEMIC INFORMATION

— ADMISSION TO THE UNIVERSITY

— ACADEMIC POLICIES AND REQUIREMENTS



Admission to the University

Undergraduate Admission

All inquiries about admission, applications for admission, and transcripts of credit should be addressed to the Dean of Admissions and Records, Tennessee State University, 3500 John Merritt Blvd., Nashville, TN 37209-1561.

Freshman Admission

Applicants for admission to the freshman class should submit their application materials as early as possible in their senior year of high school.

Applicants should request high schools to send transcripts including all semesters of high school credits as soon as grades are available. Applicants are requested to furnish supplementary records immediately following graduation from high school.

Students born after 1956 should submit proof of measles immunization taken after January 1, 1980. This information should be submitted with the admissions application.

Beginning fall 1989, all State Board of Regents Universities require that undergraduate freshmen have the high school subject units listed below for regular admission.

Subject Area	Required Units
English	4
Visual and/or Performing Arts, including a survey course or participation in one or more of the arts (music, dance, theatre, visual arts)	1
Algebra I and II	2
Geometry or other advanced math course with geometry as a major component	1
Natural/Physical Sciences, including at least one unit, with lab, of biology, chemistry, or physics	2
Social Studies, including world history, ancient history, modern history, world geography, European history	1
United States History	1
A single **Foreign Language**	2

In addition to these, an additional unit in the arts, in mathematics, and in foreign languages is recommended. Different requirements may exist for some freshman applicants (e.g., GED, early admission, international students, or students who graduated from high school more than five years prior to applying for college admission).

First-time Freshmen General Requirements

1. All students are required to submit an application for admission and a $5 non-refundable processing fee.
2. Any student desiring admission without conditions must have submitted an application, an application fee, and all documents (transcripts) at least 45 days prior to the semester of intent.

Regular Admission In-State

For regular admissions an applicant must have the following requirements for 1995-97:

A. ACT Score of 19 or 720 and above on the SAT, or

B. Minimum grade point average of 2.25 on a 4.00 system and

C. Must pass the Tennessee Proficiency Examination, and

D. Must have completed 14 High School State Board of Regents Unit requirements.

NOTE 1: ACT or SAT scores are required of all students under 21 years of age for advisement and placement purposes.

NOTE 2: An applicant over the age of 21, who fails to meet the required grade point average may be admitted by attaining the required ACT score.

NOTE 3: Residency classification for fee-paying purposes determines whether the applicant is in-state or out-of-state. The children of graduates who live out-of-state are governed by in-state admissions requirements but are required to pay out-of-state tuition.

Regular Admissions Out-of-State

For regular admissions an applicant must have the following requirements for 1995-97.

A. ACT Score of 19 or 720 and above on the SAT, or

B. Minimum grade point average of 2.50 on a 4.00 system and

C. Must have completed 14 High School State Board of Regents Unit requirements.

NOTE 1: ACT or SAT scores are required of all students under 21 years of age for advisement and placement purposes.

NOTE 2: An applicant over the age of 21, who fails to meet the required grade point average may be admitted by attaining the required ACT score.

NOTE 3: Residency classification for fee-paying purposes determines whether the applicant is in-state or out-of-state. The children of graduates who live out-of-state are governed by in-state admissions requirements but are required to pay out-of-state tuition.

Admission by Exception

1. Students who have a deficiency of no more than two high school units will be granted Admission by Exception, provided they meet the following criteria:
   a. have an ACT composite score of 21-25 (or comparable SAT score)
   b. are otherwise admissible to the University.
2. Students who have a deficiency of no more than two high school units but have an ACT score below 21 (or comparable SAT score) may be granted Admission by Exception upon review of the Admissions Committee, provided they meet the following criteria:

a. have an ACT composite score of 19-20 (or comparable SAT score)

b. have a high school grade point average of at least 2.5

c. are otherwise admissible to the University

The Admissions Committee, chaired by the Dean of Admissions, will review students on an individual basis and grant Admission by Exception based on the record and application materials of each student.

All students granted Admission by Exception *must* remove any deficiencies within the first 60 hours of University work.

Regulated Admission

A. Applicants who do not possess the acceptable grade point average, ACT/SAT equivalent but meet all high school unit requirements and are graduates of approved private or public high schools may be permitted to enroll in a regulated program of study.

B. Applicants admitted under regulated status must complete courses specified by advisors with grades of "C" or better. Such specified courses must be completed in the first two semesters and first summer of enrollment in order for the student to be continued in the University. Upon completion of these requirements, the Regulated Admission Status will be removed.

C. Such regulated admissions must have the approval of the Dean of Admissions and Records in consultation with the Vice President for Academic Affairs and the President of the University. The number of students permitted to enroll in this category will not exceed five percent (5%) of the total number of first-time freshmen admitted in any given term, or 100 students, whichever is greater.

Admission Based on High School Graduation

A. Students seeking admission based upon high school graduation from an approved private or public school must submit a high school transcript indicating date of graduation and completion of necessary units as stipulated by academic departments. Any student who is deficient will be required to remove the deficiencies.

B. Applicants, 21 years of age and over will be admitted with high school transcripts. Such applicants will be encouraged but not required to take the ACT.

Admission Based on GED Test

Any applicant desiring admission based on the General Education Development Test taken before 1989 must:

A. Be 18 years of age.

B. Submit a GED Transcript with a composite score of 45 or above and an official copy of his/her High School Transcript.

C. Take the ACT.

D. Applicants who received a GED Diploma in 1989 and thereafter are considered to have met all high school unit requirements except Foreign Language. Deficiencies in these units must, however, be removed within 64 hours after initial enrollment.

E. All GED recipients must take the AAPP for placement purposes.

High School Deficiency Removal

The following courses/tests may be taken for deficiency removal.

High School	Requirements	TSU Deficiency Removal
English	4	Take AAPP Test (DSEN 081)
Algebra I	1	Take AAPP Test (DSMA 081)
Algebra II	1	Take AAPP Test (DSMA 082)
Advanced Math	2	DSMA 099
Nat/Phy Sci.	2	Bio 101 & Lab, Chem 100+100 Lab Chem 121+121L, Chem 121+122L, Bio 111 & Lab, Bio 112 & Lab, Bio 221 & Lab, Bio 232 & Lab (1 or 2 courses may be needed)
U. S. History	1	History 201
Social Studies	1	Geog 171, PISI 221, Soc 211 Anth 230, Ec 211 (one of these)
For. Lang.	2	FR 101 & 102, GR 101 & 102, SPN 101 & 102 (1 or 2 courses may be needed)
Visual/ Performing Arts	1	ART 134, ART 135, PE 28, THEA 110

Placement

All first-time freshman students under the age of twenty-one (21) are required to submit their American College Test (ACT) or Scholastic Aptitude Test (SAT) scores as a condition for admission. ACT composite **as well as** Math and English sub-scores are to be used as initial screens to identify students requiring AAPP assessment for purpose of placement. Students under 21 who are in the following categories must undergo AAPP assessment as indicated.

1. Students under 21 whose ACT (Enhanced) composite score is 18 or lower must complete the Reading subtest of the AAPP.
2. Students under 21 whose ACT (Enhanced) composite score is 19 or higher but whose ACT (Enhanced) Mathematics sub-score is 18 or lower must take the appropriate AAPP math test as determined by the student's level or high school preparation in mathematics.
3. Students under 21 whose ACT (Enhanced) composite score is 19 or higher but whose ACT English (Enhanced) sub-score is 18 or lower must complete the AAPP Writing Sample.
4. Students under 21 whose ACT (Enhanced) composite score is 19 or higher but whose Mathematics and English sub-scores both are 18 or below must take the AAPP subtests in math and writing.
5. Transfer students who are under 21 years of age and, have fewer than 60 semester hours of credit, and who have not earned college-level math or English credits should undergo AAPP assessment in the appropriate area(s) if the ACT sub-score in the subject is below the level set for screening.
6. Non-degree students who have not completed the first college-level course in English or mathematics must undergo AAPP assessment in the appropriate subject area and must complete courses indicated by AAPP placement prior to enrolling in the respective college-level English or mathematics course.

On the basis of the placement test results, students will be placed in remedial/developmental classes and/or laboratories. Completion of remedial and developmental courses and labs is required before students can move to degree-credit courses for which developmental courses are prerequisite. A student whose ACT composite and sub-scores in Mathematics and English are 19 or higher are exempt from the placement testing unless such testing is required to remove 1989 high school deficiencies. However, if during the first two weeks of classes, an instructor has well documented evidence that a student is deficient in one or more of the basic skills or academic competencies, the instructor may refer the student to the Director of Developmental Studies for assessment and placement, using the form provided by the Director's

office. Such students shall not be allowed to continue in a college-level course for which their AAPP assessment indicates the need for pre-requisite skills.

If placement test scores so indicate, the student may be administratively withdrawn, upon proper notification, from course(s) which require the skills in which he/she is deficient.

A student 21 years of age or older is not required to submit an ACT or SAT score as a condition for admission. But those who elect to do so may, provided the ACT scores are posted within three years of the first term of enrollment. Students with valid ACT scores will then be screened for AAPP assessment according to the regulations applied to students under 21.

However, a student 21 years of age or older who does not submit a recent ACT composite score of 19 or above (or SAT equivalent) will be required to take the placement assessment. All other placement policies and procedures stated above for the student under 21 years of age apply to the student who is 21 or older.

Students must not be enrolled in an R/D English, mathematics, or reading course without an AAPP pre-test score in that area. The student must meet the exit criteria of the final R/D course in the subject area and complete the AAPP subject-area post-test to meet all requirements for that area.

Failure to abide by AAPP placement will not be used as a basis for waiving requirements.

If there are extenuating circumstances, a student may retake the AAPP ninety (90) days after first taking it, providing the student has taken no coursework in the retest area.

Required Testing

Any or all students may be required to take one or more tests designed to measure general education achievement and achievement in major areas as a prerequisite to graduation, for the purpose of evaluation of academic programs. Unless otherwise provided for in an individual program, no minimum score or level or achievement is required for graduation. Participation in testing may be required of all students, of students in selected programs, and of students selected on a sample basis.

Early Admission

Students who wish to begin college at the end of their junior year may qualify under the following conditions:

1. be at least 16 years of age;
2. have completed the junior year of high school with a minimum of 14 high school units;
3. have a 3.2 grade-point average on all work taken during grades 9, 10, and 11;
4. have a minimum ACT composite score of 22;
5. be recommended for participation in the program by either the high school principal or the guidance counselor.

Re-Admission

1. Students who leave the University voluntarily and who do not enroll for courses during one or more regular semesters must contact the Office of Admissions and Records to request an update of their admission file. Summer is not considered a regular semester in determining absence from the University.
2. Students who return to TSU after attending other colleges or universities must submit an application for readmission and a transcript from all institutions attended since leaving TSU. Applicants in this category need a grade point average equal to TSU-retention standards when all courses attempted at all colleges are combined.
3. Re-enrollees who wish to attend TSU after being suspended should follow items 1 and 2 above as well as the following:
   a. Students who receive their first suspension at the end of the fall semester may not register at TSU until the following Summer.
   b. Students receiving their first suspension at the end of the spring semester will not be eligible to re-enroll until the following spring semester.
   c. Students receiving their first suspension at the end of the summer session will not be eligible to re-enroll until the following spring semester.
   d. Students who attend another accredited institution during their suspension from TSU and raise their cumulative GPA to meet TSU retention standards will be allowed to re-enroll at TSU.
4. In determining retention and re-enrollment, Summer I and Summer II grades will be calculated as one term.

Transfer Students

All students seeking advanced standing must submit official transcripts of all college credit earned. A student will be considered a transfer student if any college work has been taken at another institution.

TRANSFER STUDENTS. All transfer applicants must:

(1) Submit two official transcripts from each college/university attended.
(2) Submit an official AAPP report, if applicable.
(3) Submit official ACT or SAT scores.
(4) Have a GPA (based on all courses attempted at Tennessee Board of Regents colleges/universities) equal to TSU's retention standards.
(5) Have a minimum 2.00 GPA, for out-of-state college/university.
(6) Take the AAPP subtest in Mathematics and/or English if the ACT (Enhanced) subscore(s) in the subject(s) is not acceptable, and if college credit has not been earned in English and/or Mathematics. Transfer students with 60 or more hours of transfer credit are exempt from AAPP testing.

To qualify for admission by transfer from a college or university in the State of Tennessee, a student must meet the following grade-point average requirements:

HOURS ATTEMPTED	REQUIRED GPA
0 to 14	No minimum GPA
15 to 29	Not less than a 1.4 cumulative average
30 to 50	Not less than a 1.7 cumulative average
51 to 67	Not less than a 1.9 cumulative average
Above 67 hours	Not less than a 2.0 cumulative average

To qualify for admission by transfer from an out-of-state college or university, a student must have, as a minimum, an overall 2.00 grade-point average. Credits earned by students who are Tennessee residents attending public colleges and universities in Tennessee will be accepted toward degree programs on the same basis as work taken on the campus of Tennessee State University.

All other students seeking advanced standing will be admitted to Tennessee State University provided they meet the minimum requirement of a 2.00 grade-point average. All transfer grades will be used in computing the average required for admission. Students transferring from a junior or community college must complete a minimum of 60 hours credit for the bachelor's degree at TSU. Furthermore, any student dismissed from a college or university for academic reasons must be eligible to re-enter that institution prior to acceptance at TSU.

Credit earned at other accredited colleges and universities will be assigned by the Office of Admissions once the student is admitted.

The University does not grant upper division credit (300-400 level courses) for lower division work transferred from community or junior colleges. In addition, no upper division credit will be granted for any lower division credit transferred from any other accredited university or college; any exceptions to this particular provision must be approved by the Office of Admissions and Records and the appropriate department head.

The Office of Admissions and Records will provide all transfer students an equivalency evaluation of all transfer credit when the student is admitted to enrollment at the University. Specific questions regarding transfer credit should be addressed to the Office of Admissions and Records and the appropriate department head.

Transient Students

A transient student is one who is regularly enrolled in another college or university and who desires admission for a limited period, usually one semester. The transient student is required to submit a regular application for admission and to furnish a letter of good standing from the college or university in which he/she is enrolled. The transient student who wishes to become a regular student must file an appropriate application and meet the same requirements for admission as a transfer student.

Transient students who have taken the AAPP at other TBR institutions must abide by test placement results.

Admission with Advanced Standing from Accredited Institutions

Students who have attended other accredited colleges or universities may apply for admission to Tennessee State University with advanced standing by fulfilling the following requirements:

1. File an official transcript of records from all high schools, colleges or universities previously attended, whether or not the applicant wishes to receive credit for such work.
2. Present a letter of honorable exit from the last institution attended.

Admission with Advanced Standing from Non-Accredited Institutions

Students who desire to enter Tennessee State University from non-accredited colleges may register under the following stipulations:

1. Present an official transcript showing a grade-point average of 2.00.
2. Credit for work done prior to entering Tennessee State University will be granted as:
   a. Full credit if work at Tennessee State University during the first semester as a full-time student is 3.00 or above.
   b. Three-fourths credit if work at Tennessee State University is below 3.00 but not less than 2.50.
   c. Half credit if work at Tennessee State University is below 2.50 but not less than 2.00.
   d. No credit if work at Tennessee State University is below 2.00.

Since the fall of 1974, Tennessee State University has been operating under the semester system. All transfer credits from institutions not on the semester system will be converted to semester credits. Cumulative averages are computed on the basis of A equals 4 quality points for each credit hour.

Adult Special Student

This category is typically designed to serve the interests of adults who do not wish to pursue a degree at the present, but who wish to receive academic credit. An individual may be admitted subject to the following provisions:

1. He or she must hold a high school diploma or the equivalent;
2. He or she may complete a maximum of 36 semester hours credit at TSU in this category. After receiving 36 hours, the applicant, to continue enrolling at TSU, must apply for regular classification and must meet transfer admission requirements.
3. He or she must take the AAPP sub-test in English and/or Math before enrolling in these college-level courses unless they have Enhanced ACT scores of 19 or better on English and Math subtests. Scores may be no more than three years old.
4. The applicant who is not eligible for regular admission to TSU will also be denied admission to this category for the same period of time.

Special Student (Audit)

Any person who is 18 years of age or older and wishes to take a course but receive no credit (audit) may do so by applying at the Admissions Office. Regular registration fees will be charged for auditing courses.

60-Year/Disabled (Audit) Student

Applicants who are 60 years old or older or permanently and totally disabled (T.C.A., Section 49-3251), and domiciled in Tennessee are required to pay the $5 application fee but are not required to pay registration fees if they audit courses. Proof of age or disability is required (proof of disability is required annually). Registration is on a space-available basis. Regular registration fees will be charged for credit courses.

65-Year/Disabled Credit Student

Persons 65 years of age or older or permanently and totally disabled persons (T.C.A., Section 49-3251) who are domiciled in Tennessee may register for classes on a space available basis for credit, paying a minimum registration fee. The cost is one-half the semester hour rate up to a maximum of $75. An application and automobile registration fee of $5 each are also required. The applicant must be a high school graduate or the equivalent, and the applicant must submit proof of age or disability (proof of disability is required annually).

International Students

International students with superior scholastic records are considered for admission as freshmen and as transfer students. An applicant whose native language is not English is required to submit a test score of 500 as the minimum acceptance level of performance on the Test of English as a Foreign Language, (TOEFL) or 80% on The Michigan Test. Students who do not have ACT score of 19 or above and who have not had college-level English and/or Math must undergo AAPP testing. Applicant must:

1. Submit requested information at least 60 days prior to the beginning of the semester of enrollment.
2. Submit official TOEFL (Test of English as a foreign language) scores.
3. Submit a Notarized Affidavit of support and bank statement. These documents must not be older than six (6) months prior to desired semester of enrollment.
4. Submit official transcripts from each educational institution and examination certificate (0 levels).
5. Proof of a current physical Examination.
6. Submit official transcripts from colleges/universities attended in the United States.
7. Copies of Visa and Alien Registration card.

If complete documents are not on file by this deadline, the application will be considered for the next scheduled registration period. The application must be accompanied by a nonrefundable fee of $5.

Course Numbering System

Degree level courses are numbered from 100 to 899. Undergraduate courses are numbered from 100 to 499; courses which are primarily masters level are 500 and 600; doctoral level courses are 700 and 800. Remedial and developmental courses, numbered below 100, may not be used for degree purposes. These courses do satisfy requirements for financial aid.

Educational Consortium TSU/MTSU

Tennessee State University and Middle Tennessee State University have joined in an educational consortium to provide advantages available to undergraduate students enrolled at each institution. The procedures for TSU students seeking to register for MTSU courses are as follows:

1. Obtain advisement and approval from academic department.
2. Obtain an "Agreement for Admission and Registration" form from TSU Records Office.
3. Complete top of form.
4. Have form approved and signed by the Records Office.
5. Register at TSU for TSU courses, pay fees.
6. Present form to Admissions and Records personnel at MTSU.
7. Register for courses at MTSU and present TSU receipt, pay additional fees to MTSU, if any.

Cross-Town Enrollment in the Air Force Reserve Officers Training Corps

Educational institutions within Nashville and the surrounding area having a Cross-town Agreement with Tennessee State University may allow their students to enroll in the university's AFROTC Program. These students are eligible to receive all benefits, privileges, and scholarships as fully enrolled TSU students. At present, Vanderbilt University, Middle Tennessee State University, Fisk University, David Lipscomb College, Western Kentucky, Trevecca Nazarene College, Belmont College, Volunteer State Community College, and Meharry Medical College, Aquinas Junior College have such agreements with the University.

Residency Classification

The Admissions Office is charged with the determination of a student's residency status for fee-paying purposes and as the basis for some University admission requirements. Classification is determined by information submitted on the admission application and/or application for re-classification. Notification in writing is made soon after the student applies for re-classification. The deadline dates are:

Summer Session	May 1
Fall Semester	August 1
Spring Semester	December 1

All decisions are based on regulations established by the Tennessee State Board of Regents, with the intent that all Tennessee public institutions of higher education apply uniform classification rules. Should a student be denied in-state classification, the student has the right of appeal. The appeal steps are:

1. Appeals Committee
2. Vice President for Academic Affairs
3. President of the University
4. Tennessee State Board of Regents

Information for Veterans, Dependent Children and War Orphans

Persons eligible to receive Veterans Educational benefits may obtain information and applications from the Office of Admissions.

Advanced Standing

Students may earn college credit for acceptable scores on the College Level Examination Program (CLEP), the Foreign Language Tests and the Advanced Placement Examinations (AP) of the College Entrance Examination Board, the American College Testing Program (ACT) and DANTES. Students eligible to gain credit for such examinations at TSU must be accepted for admission, currently enrolled, or former students. Examinations are administered at the (Williams Downtown) Campus (615) 963-7111.

College Level Examination Program (CLEP)

Students may earn college credit for the examinations administered by the College Level Examination Program and DANTES.

Academic credit attained through CLEP Subject Area Examinations and DANTES will be given to TSU students provided:

1. Scores are equal to or greater than the required minimum score shown in the table on page 28.
2. CLEP and DANTES credit do not duplicate any college credit counted for admission.

Credit earned through CLEP and DANTES will be entered on the student's permanent record but will not be computed in the grade point average. A maximum of 33 semester hours may be gained through a combination of College Level Examinations, DANTES and examinations for credit. These examinations may not be taken to repeat course work or to remove a grade of "F" or "I".

For specific information regarding Fees, Examination Titles, Required Scores, Credit Course(s) and Semester Hours, please contact the Testing Center, (615) 963-7111.

University Testing Center

The Testing Center staff administers a wide range of tests, including admissions, high school equivalency, and specialty examinations. Scoring services are also available. All services provided by the Testing Center are available for TSU students, faculty, and staff, as well as for the general public.

Location: Avon Williams Campus
330 Tenth Avenue, North
Room 346
963-7111

Credit by Special Examination (Undergraduate)

Any student admitted to the University who receives departmental approval is eligible to receive credit by special examination for certain TSU courses. Competence gained through study and/or experience may provide background for students who wish to challenge such examinations. Credit by special examination may be given for undergraduate courses listed in the catalog with the exception of . . .

1. Courses described as directed research or directed independent study;
2. Any courses from which the student has been exempted by placement examination;
3. Courses not approved by the department.

Students seeking credit by special examination should, on forms provided by the Office of Admissions and Records, request approval from the chairman of the department in which the course is offered.

The method for designing, administering, and evaluating the special examination will be determined by the department. The examination shall be comparable in scope and difficulty to a comprehensive final examination in that course. No student will be allowed to repeat a special examination in a given course within one year.

The student will receive credit, to be recorded as P (Pass) on the student's transcript upon passing the examination with a minimum equivalent grade of C.

All credit-by-examination scores are submitted to the Office of the Dean, Admissions and Records. The test results are evaluated and recorded on a student's transcript if credit is earned. Semester hours of credit toward graduation are earned on the basis of these tests, but no grades or quality points are given. These credits will not affect a student's academic average. A student may receive no more than 33 semester hours credit by means of special examinations, correspondence, and experiences in the Armed Services. The applicant must not have received credit in the TSU course for which credit is recommended.

Credit by Special Examination (Undergraduate)

University Course Title and Number	Credit Hours	CLEP Subject Exam Title	Minimum Score
Accounting 211, 212	6 hr. cr.	Introductory Accounting	47
Business Law 323	3 hr. cr.	Business Law	51
Chemistry 131, 132, and Labs	8 hr. cr.	General Chemistry	50
Economics 211	3 hr. cr.	Macroeconomics	48
Economics 212	3 hr. cr.	Microeconomics	47
English 101	3 hr. cr.	College Composition	50 (B on essay)
English 102	3 hr. cr.	Freshman English	50 (B on essay)
English 211D, 212D	6 hr. cr.	English Literature	48
English 211, 212	6 hr. cr.	American Literature	48
History 201	3 hr. cr.	American History I: Early Colonization to 1877	50
History 202	3 hr. cr.	American History II: 1865 to the Present	50
Management-Organization Theory & Behavior MG 301	3 hr. cr.	Intro. to Management	47
Marketing MK 301	3 hr. cr.	Introductory Marketing	48
Mathematics 111	4 hr. cr.	College Algebra	55
Mathematics 161	3 hr. cr.	College Algebra-Trigonometry	55
Mathematics 162	3 hr. cr.	Trigonometry	55
Mathematics 163, 164	8 hr. cr.	Calculus w/Elementary Functions	51
Political Science 221	3 hr. cr.	American Government	50
Psychology 201	3 hr. cr.	General Psychology	55
Psychology 373	3 hr. cr.	Educational Psychology	50
Sociology 211	3 hr. cr.	Introductory Sociology	46

Students may earn college credit for the following DANTES tests.

University Course Title and Number	Required University Policy	DANTES Exam Title	Minimum Score
Accounting 211	3 hrs.	Principles of Financial Accounting	49
Economics 320	3 hrs.	Money and Banking	48
Finance 330	3 hrs.	Principles of Finance	47
Management MG 101	3 hrs.	Introduction to Business	46
Management MG 301	3 hrs.	Organizational Behavior	48
Marketing MK 301	3 hrs.	Basic Marketing	47

Academic Fresh Start Admission

Any student who has not been enrolled in any institution of higher education during the last four years. Upon enrolling the student must declare Academic Fresh Start. The applicant is required to complete a regular application for admission and submit official transcripts of college credit earned at any institution other than TSU. Upon satisfactorily completing 40 semester hours at TSU, the student may petition to have all grades on **all** courses prior to the 40 semester hours disregarded in calculating the cumulative grade point average. A petition for approval and transcript should be sent to the dean of the school in which the student desires to major. If the request is granted, all courses prior to the 40 semester hours will not count toward requirements for graduation or certification, but will be retained as a part of the student's transcript.

To qualify for admission the applicant must:

1. Be a person who has not been enrolled in any institution of higher learning for the past four years.
2. Complete a regular application for admission specifically information pertaining to Academic Fresh Start.
3. Submit official college transcripts from all institutions attended other than Tennessee State University.
4. Not hold any college degree.

Registration Procedures

Any person who anticipates registering as a Tennessee State University student should be sure that the University requirements for admission have been met. Official enrollment is achieved by properly registering in each course, having a photograph made for an identification card, and paying of all fees.

Normally, all students register for courses during the days on which registration is scheduled. Detailed instructions are made available by the Dean of Admissions and Records as to time, places, and procedure for registration.

A late registration period is provided for those who are unable to register during the regular registration days. However, students who register late are required to pay a late registration fee and often find it difficult to secure a satisfactory schedule of classes. The late registration fee is $10. No student may register late (or add) a course which has met for the equivalent of 150 minutes. If a student does register late for (or add) a course, he will be responsible for all material covered from the first class meeting and must, at the discretion of the instructor, be responsible for any make-up work or tests.

Detailed procedures for registration are given each semester as a part of the schedule of classes.

The following must be observed prior to registration to avoid delay:

1. Freshmen and transfers must be accepted for admission prior to registration.
2. All students are expected to register at their scheduled time for registration. No one will be allowed to register earlier than the scheduled time. Each student must observe registration procedures as specified at that time. A student is not officially enrolled until all of the requirements of registration, including the payment of fees, are completed. Registration after the regular registration dates may be completed by presenting an acceptable reason for the delay and payment of a late registration fee.
3. Former students must settle all prior accounts in the Business Office before re-enrolling.

The following must be observed during the registration period:

1. All freshmen must complete the testing program if appropriate.
2. All students must have a conference with a faculty advisor to arrange an approved schedule of classes.
3. All students must pay fees in full on the day they register. Students who do not pay will be purged.
4. Upon completion of payment of all fees, freshmen and transfer students must have I.D. pictures made and register automobiles. All others must have their I.D. validated and register automobiles.

Academic Policies and Requirements

Retention Standards and Academic Probation

The minimum grade point average required by the University for awarding the baccalaureate or associate degree is 2.00 for all credit work taken by the student as part of an approved program of study. The GPA is computed by dividing the total number of hours attempted into the total number of quality points earned (see Grading System) except for credit hours in courses for which the student received a "W" or "I", (see Adjusting Class Loads). Also, a repeated course is counted as attempted one time only (the last grade earned will be used to calculate the GPA). Any enrolled student who meets the minimum academic requirements is in good academic standing at the University.

Probationary status will be incurred by the student who fails to meet the standards listed below in any term.

0-14 hours attempted—	No minimum GPA
15-29 hours attempted—	Not less than a 1.4 cumulative average
30-50 hours attempted—	Not less than a 1.7 cumulative average
51-67 hours attempted—	Not less than a 1.9 cumulative average
above 67 hours attempted—	Not less than a 2.0 cumulative average satisfactory completion of all developmental or remedial courses.

At the end of the next term of enrollment, a student on academic probation who has failed to attain either the above cumulative standard or a 2.0 GPA for that term or who has failed a developmental or remedial course for a second time will be suspended. When readmitted, the student enters the University with probationary status. Another suspension at the end of the term of readmission may be avoided by achieving the minimum cumulative average

according to the above standards. Moreover, a student on academic probation will not be suspended at the end of any term during which a term average of 2.00 has been earned.

A student who believes that extenuating circumstances contributed to his/her suspension may appeal the case to the University's Review Committee on Suspension and Readmission. To appeal, the student must explain those circumstances in a letter submitted to the Chairperson, Review Committee on Suspension and Readmission immediately after receiving notification of suspension.

Class Attendance

Students are expected to attend regularly all courses in which they are enrolled for credit and to complete all required work in such courses. Irregular attendance or any substantial number of unexcused absences may weigh adversely in the consideration of grades or any petition for a special academic privilege such as make-up examination.

All excuses for absences must be secured through the Office of the Vice President for Student Affairs. In addition, the student should inform each teacher as to the cause for absence.

Regular Monday, Wednesday, and Friday classes during the academic year begin on the hour and end 10 minutes prior to the hour. Regular Tuesday and Thursday, classes are scheduled for 75 minute periods and are separated by 10 minute intervals. Some classes meet for periods of time that vary from these patterns. These are designated in the published semester schedules. Punctuality in attending classes is expected of all students. Official registration is required before classes are attended.

Class Audits

Regularly enrolled students may enter classes as auditors with the approval of the academic adviser and the teacher of the course. The regular registration procedure is followed in registering for a class to be audited.

Persons other than regularly enrolled students may be permitted to audit class only with the approval of the teacher of the course. Such persons shall follow the regular registration procedure.

Auditors are not under obligation of regular attendance, class preparation, recitation, or examination; nor do they receive credit. The student should notify the computer terminal operator at the course entry station of any intention to audit a course or courses.

Students cannot audit developmental or remedial classes.

Normal and Minimum Class Loads

The normal class load for a full-time undergraduate student is 15 to 18 credit hours per semester, and the minimum class load is 12 credit hours per semester. One semester hour credit of required physical education (P.E. 11-94 series, or one semester hour credit of aerospace studies at the 100 or 200 level may be added to the normal load.

A regular student is expected to carry the full curricular load officially designated for the given semester of his classification.

However, the class load may be reduced because of poor scholarship, because the student must work, or upon the advice of the dean of the school in which the student is registered.

Freshmen who score less than 15 on the ACT and have a high school GPA of less than 2.00 are encouraged to enroll in no more than 15 credit hours for the first semester of enrollment.

Probationary Student Class Loads

A student who incurs scholastic probation in any semester (see scholarship standards) will be allowed to carry a maximum of 13 semester hours.

Maximum Class Loads

Freshmen may not elect hours in excess of their full curricular load. Sophomores, juniors, and seniors whose cumulative grade-point averages are 3.00 or above may register for as many as three credit hours in excess of the normal curricular load—up to a total of 21 credit hours.

Seniors whose grade-point averages are 2.00 or above may register for as many as three credit hours in excess of their full curricular load up to a total of 21 credit hours.

In all cases, the student may apply to his school dean, who may approve request for such increases in class loads. The school dean must notify the Admissions Office in writing of each case approved.

Classification of Students

All students of the University must be classified in one of the following categories:

Freshmen: Those who have completed less than 30 semester hours.

Sophomores: Those who have completed 30 or more semester hours but less than 60 semester hours.

Juniors: Those who have completed 60 or more semester hours but less than 90 semester hours.

Seniors: Those who have completed 90 semester hours or more.

Specials: (A) Those who meet entrance requirements and who wish to pursue particular studies but not to qualify for a bachelor's degree. Such students may be admitted with the permission of the Dean of Admissions and Records. (B) Those who are 21 years of age and who have not completed four years of high school work may enroll in such courses as they are prepared to take up to a maximum of 36 semester hours.

English Proficiency Requirements

All students must demonstrate English Proficiency by successfully completing (i.e., with a grade of A, B, or C) English 101 and 102 (Freshman English). Students who earn a "D" grade in English 101 or 102 are required to repeat Freshman English and earn a "C" or better.

Students for whom transfer equivalence of A, B, or C in English 101 and 102 has been accepted by the University will be determined to have satisfied the English Proficiency requirement. A transfer student with a grade of "D" in English 101 or 102 must repeat Freshman English and earn the grade of "C" or better. Any transfer student for whom there is a question of English Proficiency will be required to complete a writing sample which is scored holistically. Transfer students who have not met a comparable proficiency requirement elsewhere must remove the deficiency during the first semester of residence at Tennessee State University.

Examinations

Late Final Examinations: Students are expected to take all examinations according to the schedule except in very unusual circumstances, such as incapacitating ill health. If a student does absent himself from final examination without having first secured the written permission of his school dean, he must confer as soon thereafter as possible with his school dean concerning the reasons for having missed the examination(s). If after conferring with the teacher of the course, the Dean is satisfied that unusual, justifying circumstances prevailed, the student is given permission to take a late examination.

Examination For Credit

Ordinarily, credit may not be obtained except by pursuing a course in the regular manner. Examinations for course credit are permitted only in cases when there is substantial evidence that the student has already covered the content of the course. The competencies, skills and/or information may have been acquired, for example, through a similar course taken at another school for which credit has not been accepted by Tennessee State University; through job experiences; or other activities. The examination shall be comparable in scope to the regular examination for the course. Such an examination can only be taken once for each course.

Examination for course credit may not be used for:

a. research or independent study courses,
b. any course work from which the student has been exempted by placement examination or which was accepted for admission purposes,
c. repeating of courses,
d. removal of deficiency grades,
e. any course student has registered for or completed before.

A form with supporting evidence of competency or skill for each examination is presented by the student to the department head of the subject matter area. Special forms for such examinations may be secured from the Office of Admissions and Records. If the request is approved, the department head and school dean sign the form which the student then presents to the Business Office with a payment of $15, the required fee for each such examination. The student submits the form and receipt to the teacher designated to administer the examination.

If the request is denied by the department head and/or the dean of the school in whose area the course is offered, the department head retains the form and forwards copies to the student's major advisor, department head and school dean.

The teacher who administers the examination submits a copy of the examination and the form with the results recorded on it to the department head. The remaining copies of the form are distributed by the teacher as follows: one to the Office of Admissions and Records; one to the student's department head; and one to the student's school dean.

Upon successfully completing the examination with an equivalent grade of "C" or better, "EP" will be recorded on the student's transcript. Otherwise "EF" will be reported and recorded. Neither "EP" nor "EF" will be used in computing the grade-point average.

A maximum of 33 or one-fourth of the total number of hours in a program may be earned through credit by examination. It is recommended that a student attempt no more than two examinations during a regular semester and one during a summer term. The examination must be completed and the recorded results must be received by the Office of Admissions and Records according to the following schedule:

Regular Semester—prior to the end of the 9th week of classes.

Summer Sessions I & II—Prior to the end of the 3rd week of classes.

Credit by examination: A student may earn semester hours of credit in certain introductory departmental courses, through tests offered in the College-Level Examination Program (CLEP). Information about the tests and permission to take them may be obtained from the University Testing Center.

Policy On Excessive Absences

Students are expected to attend classes regularly and on time. Instructors will keep an accurate record of class attendance and be able to report, on official request, the number of absences of any student in class. At any time from the beginning of classes (2nd week for Summer I and II) an instructor may report a student for unsatisfactory attendance. Reporting a student is at the discretion of the individual instructor with the understanding that "excessive" absence is defined as no less than one more than the number of times a class meets per week. Any student reported for excessive absence from class will be barred from further attendance in that class until he is formally readmitted by the instructor.

Instructors will report promptly any excessive absences to the Registrar using the form provided by the Office of Admissions and Records. Any such reports must arrive in the Office of Admissions and Records no later than 4:30 p.m. on the last day of the 7th week of classes for regular semesters (2nd week of classes for Summer I and II). Excessive absences after the 7th week should also be reported promptly. Admissions and Records will notify the student by mail that he/she has been reported for excessive absences. The student may withdraw from the course officially, formally apply to the instructor for readmission to the class, or accept a mandatory grade of "F" for the course.

Academic and Classroom Conduct

1. The instructor has the primary responsibility for control over classroom behavior and maintenance of academic integrity, and can order temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct in violation of the general rules and regulations of the institution. Extended or permanent exclusion from the classroom or further disciplinary action can be effected only through appropriate procedures of the institution.

2. Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to the other possible disciplinary sanctions which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an "F" or a zero for the exercise or examination, or to assign an "F" in the course.

   If the student believes that he or she has been erroneously accused of academic misconduct, and if his or her final grade has been lowered as a result, the student may appeal the case through the *appropriate institutional procedures* (Grade Appeal).

Grade Appeal

The university recognizes the right of a student to appeal a grade which she/he believes is incorrect and does not reflect the student's class performance. Issues related to harassment (sexual, racial, or other) should be referred to the Affirmative Action Officer.

Students who believe an incorrect grade was awarded should seek a resolution with the instructor as soon as possible. If the student is not satisfied after attempting to reconcile the matter with the instructor, the student may appeal to the head of the department. This appeal must be in writing, accompanied by any relevant supporting documents, and must be initiated within 30 calendar days of the beginning of the semester immediately following the semester in which the grade was awarded (excluding summer school).

The department head shall provide a copy of the student's letter to the instructor and request (receive) a written response from the instructor. The department head, after reviewing the material from the student and instructor, must render a decision within ten days after receiving the student's written appeal. The department head must notify the student and the instructor of the decision.

If the student is not satisfied with the decision of the department head, a further written appeal may be made to the Dean of the College/School. This appeal must be made within ten calendar days of the decision of the department head. After reviewing the appeal record, the Dean must render a decision within ten days of receipt of the appeal. The Dean's decision is final.

If the instructor happens to be the department head or the dean, the appeal will be submitted to the next higher academic officer (that is, to the dean if the department head is the instructor or to the Vice President for Academic Affairs if the dean is the instructor). In such cases, the decision of the Vice President for Academic Affairs is final.

Grades, transcript information, drop/adds, withdrawals and other data perceived by the student to be in error must be protested by the student within one academic year. Protests made after this time will not be reviewed.

Regulations Regarding Grades of "I"

Removal of "I" grades: "Incomplete" is a temporary grade which must be removed from the undergraduate student's permanent record within one semester from the end of the term in which the "I" grade was awarded. If all requirements of a course in which the "I" was awarded are not met within one semester, the grade of "I" will be changed to "NC" (no credit) by the Office of Admissions and Records.

The student is responsible for initiating the following necessary steps to remove the deficiency grade:

1. Inquire in the Office of Admissions and Records regarding the course in which the grade of "I" has been awarded.
2. Pay to the Bursar's Office the fee of $5 (applicable only to undergraduate courses).
3. Secure from the Office of Admissions and Records the replacement grade card.
4. Take the replacement grade card to the teacher of the course in which the "I" was earned.
5. The replacement grade must be filed in the Office of Admissions and Records in person by the teacher of the course after it has been properly completed (name of student, grade awarded, credit hours which the course carries, title of the course, department head's signature, and the instructor's signature).

The "I" awarded in any developmental studies course must be removed within the first two weeks of the next semester before the student will be allowed to register for a level-one course for which that developmental course was prerequisite.

Withdrawing from a Course

The proper forms for withdrawing from a class will be provided by the Office of Admissions and Records. Withdrawal is official only after the form has been completed, and submitted to the Office of Admissions and Records. Withdrawal from Developmental Studies classes is prohibited except in extenuating circumstances and with approval of the Director. A student may receive a grade of "W" if he withdraws according to the following schedule:

Regular Semester—	prior to the end of the 9th week of classes.
Summer Sessions I & II—	prior to the end of the 3rd week of classes.

If a student never attends a class officially registered for or stops attending class without officially withdrawing, that student will be assigned a final grade of "F."

After the above deadlines, the student must be assigned a grade of "F". Withdrawal from the University must be documented by the student and approved by the Vice President for Student Affairs. Health problems, or other circumstances beyond the student's control may be reasons for granting withdrawal from the University.

Repeating of Courses

Students in remedial or developmental courses may repeat only those courses in which they have received IP, F, or W, or in which an "I" has turned to an "NC".

Other students may repeat courses in which final grades are C or lower subject to the following:

1. For the purpose of increasing mastery in a course where such is necessary for successful performance in a subsequent course, or
2. For the purpose of increasing the quality point average,
3. No course may be repeated more than twice except upon the advice of the major advisor and with approval of the dean of the school in which the student is pursuing a major. If permission to repeat a course more than twice is granted, the grade in the third and subsequent attempts is used in calculating the quality point average.
4. Students may be permitted to repeat a course in which a grade of B or higher was earned only with the approval of the chief academic officer.
5. Veterans receiving educational assistance benefits may not repeat courses previously passed and receive financial assistance for such.

Correspondence Courses

A student may receive credit for correspondence work earned from a regionally accredited institution. The student must receive written approval from the Office of Admissions and records, Department Head and College/School Dean in order to apply these credits to his/her degree program of studies.

Grading System

The following is a description of the criteria used in assigning letter grades.

Grades	Quality Points Per Semester Hour	Description
"A"	4.0	Excellent, work of exceptional quality which indicates the highest level of attainment in a course.
"B"	3.0	Good, work above average which indicates a high level of achievement.
"C"	2.0	Work of average quality representing substantial fulfillment of the minimum essentials of a course.
"D"	1.0	Poor, representing passing work but below the standards of graduation quality.
"EP"	0.0	Represents the successful completion of examination for credit with an equivalent grade of "C" or better.
"EF"	0.0	Represents the unsuccessful completion of examination for credit.
"F"	0.0	Failure, representing unacceptable performance in credit course.
"I"	0.0	Represents incomplete work of passing quality and is given when the student has missed an examination or some small part of the required course work.
"IP"	0.0	An "in process" grade indicates that the student has satisfactory attendance and has shown serious commitment to study but has not yet acquired the skill level in development or remedial courses to perform successfully at the college-level. The student must re-enroll in the course in which he/she receives this grade. While it is not a failing grade, it is considered an unsuccessful attempt. This grade is used only in Developmental Studies courses.
"NC"	0.0	Recorded by the Office of Admissions and Records when the "I" grade is not removed within one (1) calendar year.
"NG"	0.0	Given only to Special Services students for unsatisfactory performance in a credit level course.
"S"	0.0	Represents satisfactory performance in a non-credit course.
"U"	0.0	Given for unsatisfactory performance in a non-credit course.
"W"	0.0	Represents official withdrawal from a course or the University.
"AU" (Audit)	0.0	Given when the student has registered and attended a course for audit rather than for credit.

Substitution of Courses

Requests to substitute courses required in the curriculum are presented to the student's advisor. The request must meet the following conditions:

1. All courses being considered for substitution must meet the University's requirements for transfer credit.
2. The student must have a minimum of C in the course to be used for substitution.
3. The following credit may not be used for course substitution:
   CLEP
   Proficiency
   Correspondence Course
   Developmental Course
4. Student may not seek substitution for a course he/she has failed.
5. The faculty advisor, department head of the discipline for the substitution course, and the dean of the school in which the student is enrolled, must approve the request. In cases of University requirements, the Registrar has final approval. In cases of program requirement only, the academic dean has final approval.
6. Student has taken an equivalent course at TSU or another recognized institution but this course has not been equated on the TSU transfer evaluation.
7. Student has transferred in credit by TSU procedures and has met the course content requirement but has a credit deficiency.
8. Since some University degree requirements may be the same as some specialized program requirements, the policies and procedures recommended would apply to both situations.
9. Substitution is not to be confused with waiver. Substitution is an option to meeting program requirements, while waiver implies exemption.

Policy Concerning Student Access to Education Records

Definitions

Education Records. Education Records are defined as those records, files, documents, and other materials which (1) contain information directly related to a student; and (2) are maintained by Tennessee State University or by a person acting for the University. "Records" means information recorded in any medium, including, but not limited to the following: handwriting, print, tapes, film, microfilm, and microfiche. Education records do not include (1) personal notes, (2) records available only to law enforcement personnel, (3) employment records, (4) medical and psychiatric records (these are accessible by the student's physician).

Student. A student is any person who is or has been enrolled at Tennessee State University. An applicant who does not enroll or who is declared ineligible has no inherent right to inspect his file. Wherever "student" is used in reference to personal rights, an eligible parent of a dependent student has similar rights. This "eligible" parent is one who has satisfied Section 52 of the Internal Revenue Code of 1954 and who presents such proof to the custodian of the education records. Normally this proof will be written affirmation by the student and the parent declaring that the student is a dependent for Federal Income Tax purposes.

Directory Information. Directory information is defined as: "the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous education agency or institution attended by the student."

At the time a student registers for courses, the student may notify the Office of Admissions and Records (this must be done in writing) that directory information for that student should not be released. This notification is effective only for the one semester for which the student is then registering.

Access. To have access to an education record is to be allowed to see the original record. This implies the right to obtain copies of that record.

Release of Personally Identifiable Student Education Records. Tennessee State University shall not permit access to, or the release of, any information in the education records of any student that is personally identifiable, other than Directory Information, without the written consent of the student, to any other than the following:

1. TSU officials and staff who have legitimate educational interest;
2. Officials of other schools in which the student seeks admission;
3. Appropriate persons in connection with a student's application for, or receipt of, financial aid;
4. Federal or State officials as defined in paragraph 99.37 of the regulations concerning this law;
5. State and local officials authorized by State statute;
6. Organizations conducting studies for, or on the behalf of TSU for the purpose assisting in accomplishing the University's stated goals, when such information will be used only by such organizations and subsequently destroyed when no longer needed for the intended purpose;
7. Accrediting organizations to carry out their functions;
8. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1954 (Written consent may be allowed from either separated or divorced parents subject to any agreement between the parents or court order. In the case of a student whose legal guardian is an institution, a party independent of the institution, appointed under State and local law to give parental consent, may be allowed to do so.);
9. In compliance with judicial order or subpoena, provided that the student is notified in advance of the compliance; or
10. Appropriate persons in connection with an emergency if such knowledge is necessary to protect the health or safety of a student or other persons.

NOTE: With the exception of TSU officials and staff, who have been determined by the University to have legitimate educational interest, all individuals and agencies having requested or obtained access to a student's record will be noted in a record which is kept with each student's education record. A request must be in writing stating the purpose of the request. This record will indicate also specifically the legitimate interest that the persons or agencies had in obtaining the information.

Procedures for Accessing Education Records

The student requests the custodian to allow him to inspect the education record. The student may ask for an explanation and/or a copy of the education record. (The price of copies shall not exceed the cost of duplicating the record.) After consultation with the custodian, errors may be corrected at that time by the custodian.

If there is a disagreement between the student and the custodian, after exhausting reasonable means of reconciliation with the custodian, the student may submit a request for a formal hearing. The request, and the formal challenge to the content of the records, must be presented in writing to the chairman of the University Appeals Committee. The chairman shall call a meeting of the committee or place this meeting no later than 45 days after receipt of the written appeal and challenge.

The committee will allow the student to present evidence to substantiate the appeal and shall render a written decision to the student within 45 days after the meeting.

NOTE: This procedure does not provide for a hearing to contest an academic grade.

Rights of Access Do Not Include

1. Financial records of parents or any information therein;
2. Confidential letters and statements of recommendation which were placed in the education records of a student prior to January 1, 1975;
3. Records to which access has been waived by a student. (This applies only if a student, upon request, is notified of the names of all persons making confidential recommendations and if such recommendations are used solely for the purpose they were intended.)

Informing Students

TSU shall inform its students of its policy governing "Privacy Rights of Students Education Records" by publishing the policy in the University Catalogs.

Applicable Catalog

Students are allowed to graduate under the requirements of the TSU catalog that was current when they entered, provided graduation is within eight (8) years of that entrance date. Students may also elect to meet the requirements of the current catalog.

Dean's List

To be eligible for the Dean's List, a student (1) must have a minimum cumulative grade-point average of 2.00 (C); (2) must have achieved a grade-point average of not less than 3.00 (B) for a given semester; and (3) must have carried not less than 12 semester hours of work during the semester.

The Dean's List will be published following the close of the semester.

Degrees With Honors

Bachelors degrees with honors are awarded *cum laude, magna cum laude* and *summa cum laude.* To be graduated *cum laude,* the student must earn a cumulative average of at least 3.25. To be graduated *magna cum laude,* the student's cumulative average must be not less than 3.50. To be graduated *summa cum laude,* the student's cumulative average must be not less than 3.75.

Students who have participated in the Honors Program will, upon achieving an average of at least 3.25 and meeting other requirements of the Program, be graduated with university honors.

To be eligible for honors, a student must have been in residence for not less than three semesters and must qualify as a suitable representative of Tennessee State University.

Candidates for honors must qualify one semester prior to graduation.

Philosophy of General Education

Persons today are faced with a demand for a wide range of skills, knowledge, and attitudes. These demands include not only a highly specialized knowledge in a particular field of endeavor, but also a broader range of competencies and appreciations. Universities have the responsibility to assist persons to develop both the specialized and general skills, knowledge, and attitudes necessary for leading a humane, responsible, and happy life.

Academic departments with their programs of majors and minors are primarily responsible for developing the highly detailed and specialized skills and knowledge called for in today's world. The general education program fosters those competencies and attitudes which are necessary to the highly educated individual regardless of his or her profession. The general education program, therefore, is not the province of an individual department or college, but is the responsibility of the University as a whole.

In a democracy persons are autonomous individuals, but they are also members of a variety of social groups and citizens of the nation and the world. They are, in addition, creatures in a universe of natural phenomena and are themselves one of the complex phenomena in that universe. Educated persons must have more than an elementary understanding of all of these dimensions of the individual and the world, even if they cannot master the knowledge of all of these dimensions. The persons most likely to function effectively and wisely in the world, and the ones most likely to understand and appreciate their own and others' full humanity, are those liberally educated individuals who have achieved the following goals:

1. **Liberal Learning.** An understanding of a variety of intellectual disciplines, including at least one in each of the families of disciplines—the humanities and arts, the social sciences, and the mathematical and natural sciences.

2. **Literacy.** A command of various modes of communication, including writing, speaking, listening, and computational skills.

3. **A Tough-Minded Rationality.** Ability to define problems, construct logical arguments, and draw reasonable conclusions while at the same time maintaining sensitivity to the creative and individual nature of all thought processes.

4. **A Receptivity to Evolving Technologies.** An openness to the ever-widening variety of technologies developing worldwide and to the tools and ideas produced by these technologies.

5. **Historical Consciousness.** An awareness of the continuity of past, present, and future.

6. **An Appreciation for Cultural Diversity.** Respect—based on understanding and sensitivity—for the cultures produced by all the peoples of the world.

7. **Intellectual Integrity.** High standards of scholarship and intellectual discipline, as well as an appreciation of knowledge for its own sake.

8. **A Habit of Lifelong Learning.** Commitment to intellectual curiosity and to education in its many forms as means of pursuing both professional and personal fulfillment.

9. **Values.** An understanding and appreciation of moral and esthetic values, including how they enrich life and encourage one to live responsibly.

10. **Physical and Mental Wellness.** A knowledge of the benefits from and means of achieving physical and mental wellness.

The General Education Courses

For the Bachelor of Arts Degree

	Required Sem. Hrs.
English	6
ENG 101, 102H (3)	
ENG 102, 102H (3)	
Literature	6
ENG 211, 211A-H (3)	
ENG 212, 212A-H (3)	
Foreign Languages	6-12
French 101 (3)	
French 102 (3)	
French 201 (3)	
French 202 (3)	
German 101 (3)	
German 102 (3)	
German 201 (3)	
German 202 (3)	
Spanish 101 (3)	
Spanish 102 (3)	
Spanish 201 (3)	
Spanish 202 (3)	
Humanities	4
Art 133, 133H (2)	
Art 134 (3)	
Music 131, 131H (2)	
Phil 201 (3)	
Phil 202 (3)	
Phil 250 (3)	
Speech 210, 220 or 230	
Thea 110 (3)	
Thea 120, 120H (2)	
Mathematics	3
(Prerequisites: 2 units of high school algebra or 1 unit of algebra and 1 unit of geometry)	
MATH 111, 111H (3)	
MATH 112, 112H (3)	
MATH 113 (3)	
MATH 161, 161A (3)	
MATH 162 (3)	
MATH 163, 163A (4)	
MATH 164, 164A (4)	
Natural Sciences	6-8
Biology 101, 101H (3), 101L, 101K	
Biology 102, 102H (3), 102L, 102K	
Biology 111, 111H (4), 111L, 111K	
Biology 112, 112H (4), 112L, 112K	
CHEM 121, 121H (3); 121L (1)	
CHEM 122, 122H (3); 122L (1)	
CHEM 131 (3), 132 (3), 131L, 132L (1)	
Physics 211, 212 (3), 211L, 212L (1)	
Physics 221, 222 (3), 221L, 222L (1)	
Physical Education Activity (2 semester-long courses)	2
PE – Any two-digit number (1)	
PE – Any two digit number (1) or	
AERO 151, 152, 251, 252	
Music 306A	
Social Sciences	9
History 201, 201H (3)	
History 202, 202H (3)	
Social Science Elective	
Anthropology 230 (3)	
Economics 211 (3)	
Geography 171 (3), 172 (3)	
Political Science 221, 221H (3)	
Psychology 201 (3)	
Sociology 211, 211H (3)	

For the Bachelor of Science Degree

	Required Sem. Hrs.
English	6
ENG 101, 101H (3)	
ENG 102, 102H (3)	
Literature	6
ENG 211, 211A-H (3)	
ENG 212, 212A-H (3)	
Humanities	4
Art 133, 133H (2)	
French 101 (3)	
French 102 (3)	
German 101 (3)	
German 102 (3)	
Music 131, 131H (2)	4
Phil 201 (3)	
Phil 202 (3)	
Phil 250 (3)	
Spanish 101 (3)	
Spanish 102 (3)	
SPCH 210, 220, or 230	
Thea 110 (3)	
Thea 120, 120H (2)	
Mathematics	3
(Prerequisites: 2 units of high school algebra or 1 unit of algebra and 1 unit of geometry)	
MATH 111, 111H (3)	
MATH 112, 112H (3)	
MATH 113 (3)	
MATH 161, 161A (3)	
MATH 162 (3)	
MATH 163, 163A (4)	
MATH 164, 164A (4)	
Natural Sciences	6-8
Biology 101, 101H (4), 101L, 101K	
Biology 102, 102H (4), 102L, 102K	
Biology 111, 111H (4), 111L, 111K	
Biology 112, 112H (4), 112L, 112K	
CHEM 121, 121H (3); 121L (1)	
CHEM 122, 122H (3); 122L (1)	
CHEM 131, 132 (3), 131L, 132L (1)	
Physics 211, 212 (3), 211L, 212L (1)	
Physics 221, 222 (3), 221L, 222L (1)	
Physical Education Activity (2 semester-long courses)	2
PE – Any two-digit number (1)	
PE -- Any two digit number (1) or	
AERO 151, 152, 251, 252	
MUS 306A	
Social Sciences	9
History 201, 201H (3)	
History 202, 202H (3)	
Social Science Elective	
Anthropology 230 (3)	
Economics 211 (3)	
Geography 171 (3), 172 (3)	
Political Science 221, 221H (3)	
Psychology 201 (3)	
Sociology 211, 211H (3)	

University Requirements For A Bachelor's Degree

A bachelor's degree is conferred on students who satisfactorily complete a curriculum in one of the departments or programs. Students should consult the curriculum requirements for their specific program in the appropriate departmental section of the Catalog (consult Index). All candidates for a bachelor's degree must also satisfactorily complete each of the requirements of the University as listed below.

1. A minimum of 130 semester hours with a minimum cumulative average of "C" (2.00 quality point average). Students who are 25 years of age or older at the time of initial enrollment in the University are exempt from the Physical Education activity requirement, and thus must complete only 128 hours. Credit hours earned in Remedial or Developmental courses are institutional credit; they are not applicable to credit hours required for baccalaureate or associate degrees.
2. A minimum of 48 semester hours at the 300 and 400 level of courses.
3. A minimum of 24 semester hours in a major with a minimum of 10 hours on the 300 and 400 level.
4. Twelve semester hours in English, including six of English composition (ENG 101 and 102) and six of literature (any combination of courses in the ENG 211 and 212 sequences). Students must demonstrate English proficiency by earning at least a "C" in both ENG 101 and 102; students who earn less than a "C" in either course must repeat it until they earn at least a "C".*
5. Six semester hours in natural sciences with accompanying laboratories (BIO 101 and 102, BIO 111 and 112, CHEM 121 and 122, CHEM 131 and 132, PHY 211 and 212, or PHY 221-222, plus the appropriate laboratory components which must be taken with all of these classes).
6. Three semester hours in mathematics at least at the level of college algebra (MATH 111).
7. Six semester hours of a survey of American history (HIST 201 and 202). One semester of Tennessee history (HIST 341) may be substituted for three of these hours.
8. Four semester hours in humanities, with courses from two disciplines (art, theatre, foreign language, music, philosophy, or religious studies) at the introductory level. Courses in the practice or techniques of an art will not apply toward this requirement.
9. Three semester hours of an introductory-level social science class (ANTH 230, EC 211, GEOG 171 or 172, PISI 221, PSY 201, or SOC 211).
10. A course in computer literacy or a course in which computer literacy is demonstrated.
11. Two one-semester courses in Physical Education (PE 11-PE 94), Aerospace Studies (only AERO 151, 152, 251, 252), University Marching Band (MUS 306A), or a combination thereof. Students 25 years of age or older at the time of initial enrollment in the University are exempt from this requirement.**

12. A Senior Project or Senior Seminar.
13. At least one academic year in residence at the University and at least 30 semester hours of credit earned in residence with a minimum quality point average of "C" (2.00).
14. A minimum of 24 of the last 30 degree hours in residence at Tennessee State University. Transfer hours must be approved in writing in advance by the department head and the dean of the school or college in which the student is earning the degree.
15. A degree seeking student may not register concurrently at Tennessee State University and at another institution and receive transfer credit for work taken at the other institution unless permission is granted in advance by the Dean of your school. This applies to correspondence, extension, or evening courses as well as to regular courses in residence. In no instance can a student receive credit for more than 21 hours in a given semester.

*Students for whom transfer equivalence of "A", "B", or "C" in ENG 101 and 102 has been accepted by the University will be determined to have satisfied the English Proficiency requirement. A transfer student with a grade of "D" in either course must repeat it until a minimum grade of "C" is achieved. Any transfer student for whom there is a question in English Proficiency will be required to complete a writing sample which is scored holistically. Transfer students who have not demonstrated English Proficiency must remove the deficiency during the first semester in residence. All non-transfer students must complete the English Proficiency requirement no later than the end of the sophomore year.

**Veterans of the United States armed services may elect to obtain credit for the Physical Education activity courses on the basis of their military training. Two semester hours may be credited as "Individually Adapted Physical Education" for each of the first two years of military service. To obtain this credit the veteran must apply in the Office of Records with his or her DO 214 card.

University Requirements for a Bachelor of Arts Degree

In addition to the University Requirements for a Bachelor's Degree, spelled out above, students who seek the Bachelor of Arts degree must complete 12 semester hours of a single foreign language at the college level. None of these hours can be applied toward satisfying the humanities requirement. Students who achieve advanced placement in a foreign language as a result of previous competency will have the number of hours reduced accordingly, but all candidates for the bachelor of arts must complete work through the intermediate level (courses numbered 201 and 202 or the equivalent). This requirement cannot be satisfied solely by work done at the high school level.

University Requirements for an Associate Degree

The University requirements for an associate degree are as follows:

1. Not less than 64 semester hours of credit, including two one-semester courses of Physical Education activities (PE 11-94), Aerospace Studies (only AERO 151, 152, 251, 252), or University Marching Band (MUS 306A), or combination thereof. Remedial and Developmental courses may not be applied to meeting graduation requirements.
2. A minimum quality point average of "C" (2.00).
3. Completion of a minimum of 20 of the final 26 semester hours of course work in residence at TSU. Transfer hours in the final 26 hours must be approved in advance in writing by the head of the department and the dean of the school or college in which the degree will be awarded. Exceptions to this regulation may be granted by the Vice President for Academic Affairs or the President.
4. Completion of specific course requirements as outlined in the student's Program of Study. Substitutions must be approved in advance in writing by the head of the department and the dean of the school or college in which the degree is to be awarded.

Second Bachelor's Degree

A student who holds a bachelor's degree may receive a second bachelor's degree from the University by satisfying the following requirements.

1. Meet all requirements for both degrees.
2. Complete at least 30 semester hours beyond the first bachelor's degree.
3. Attend the University for at least two semesters beyond the minimum time required for the first bachelor's degree.

Second Associate Degree

A student must complete the curriculum prescribed for the second degree, with at least 24 semester hours in residence over and above the total number of hours completed for the first degree. Student must declare second major and be advised by both departments.

Graduate Credit

Students who are classified as seniors and enrolled in the last semester of the senior year may be allowed to take a maximum of six graduate semester hours upon approval by the Dean of the Graduate School. These hours may not be applied toward a graduate degree.

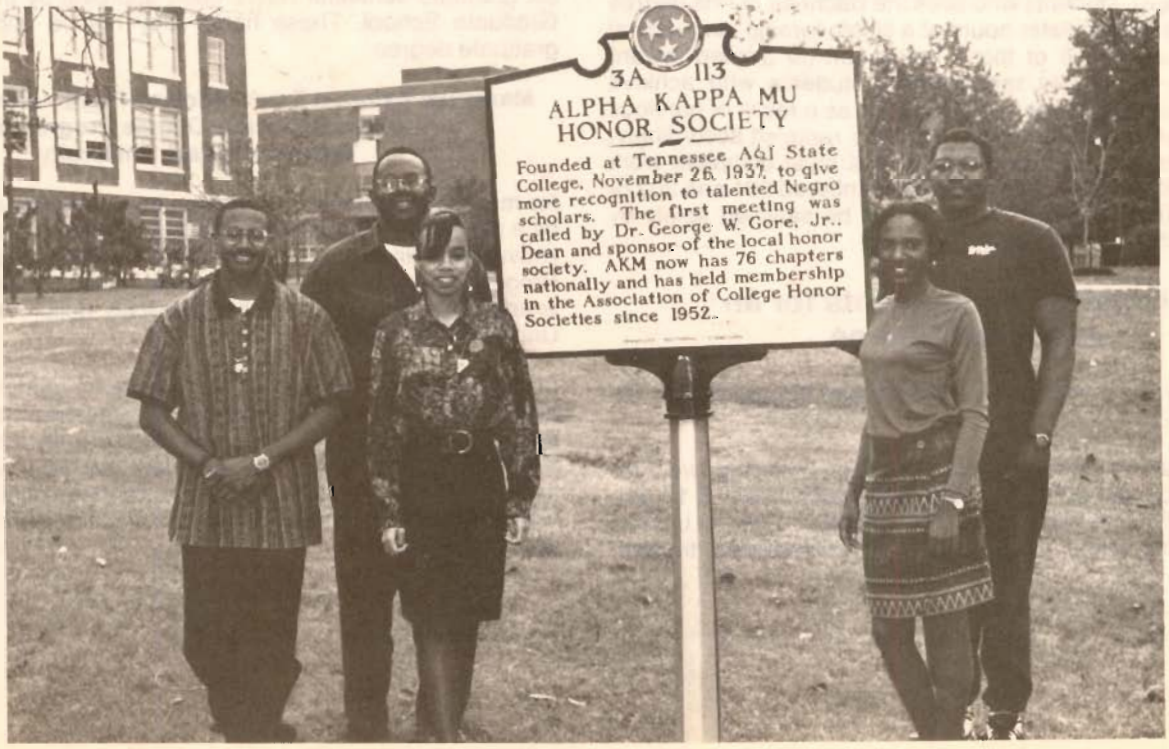
Maximum External Credit Allowed From Various Sources for the Associate Degree Program at Tennessee State University

No more than a total of 33 semester hours of credit can be granted by a state university through any combination of external sources (Advanced Placement Program and College-Level Examination Program of the College Entrance Examination Board). Credit by examination is determined by University policy as stated in the University Catalog.

Should a student be granted the maximum total of 33 semester hours of credit through external sources, he/she must still complete all specific degree requirements as given in an outlined Program of Study in order to receive an associate degree at TSU. Students must meet the 24 semester hour residence requirement, and a minimum of 20 of the final 26 hours must be completed at Tennessee State University.

General Education Requirements for the Associate of Applied Science Degree

	Required Sem. Hrs.
English	6
ENG 101 (3)	
ENG 102 (3)	
Humanities	2-3
Art 133 (2)	
French 101 (3)	
French 102 (3)	
German 101 (3)	
German 102 (3)	
Music 131 (2)	
Phil 201 (3)	
Phil 202 (3)	
Phil 250 (3)	
Spanish 101 (3)	
Spanish 102 (3)	
Thea 110 (3)	
Thea 120 (2)	
Natural Sciences	12-16
Chemistry 100 & 100L (4)	
Chemistry 101 & 101L (4)	
Chemistry 250 (3)	
Biology 221 & 221L (4)	
Biology 222 & 222L (4)	
Biology 240 & 240L (4)	
Biology 241 & 241L (4)	
Social & Behavioral Sciences	3-9
Sociology 211 (3)	
Psychology 201 (3)	
Psychology 351 (3)	
Oral Communication	3



THE DIVISION OF STUDENT AFFAIRS

Floyd-Payne Campus Center

Purpose

The Division of Student Affairs at Tennessee State University has three principal objectives.

1. To provide programs and services in support of academics as the principal mission of the University.
2. To enhance the intellectual, cultural and social environment of the campus for the total development of students at the University.
3. The development and administration of various processes in the formulation of University policies to enhance the quality of student participation and student life at the University.

The University recognizes the diverse and varied educational objectives of its students and the need to offer programs and services designed to assist students in their decision-making and formulation of academic and co-curricular objectives. Tennessee State University, through its Division of Student Affairs, seeks to assist students in enhancing the effective use of the varied opportunities made available to them through the University experience.

Organization

To carry out its major objectives, the Division of Student Affairs at the University consists of the following:

Vice President for Student Affairs
Assistant Vice President and Dean of Students
Residence Life and Associate Dean of Students
University Counseling Center
TRIO Programs
Student Activities
Career Development Center
Minority Student Affairs
International Student Affairs
Student Health Services
Student Financial Aid
Child Care Centers
Office of Safety & Security

The Directors/Coordinators of these units and programs constitute the Council on Student Affairs which is administratively responsible to the Office of the Vice President for Student Affairs. The Vice President for Student Affairs reports directly to the President of the University and is vested with the authority for resolving all contested issues within the realm of student services, subject to final appeal to the President of the University. In addition to these offices and programs, there are standing committees assisting the University in policy development and administration. These include the Student-Faculty Advisory Committee, Committee on Scholarships and Awards, Financial Aid Committee and Faculty Advisory Committee on Sororities and Fraternities. The University is committed to the concept of student involvement and input in the formulation and development of University policies, programs and activities. In addition to student participation on committees at the University, there is an active Student Government Association. Other organizations specifically include the Student Union Board of Governors, Student General Assembly, Student Publications Board, Pan-Hellenic Council, Student Election Commission and many diverse and varied academic and non-academic clubs and organizations.

ON-CAMPUS ACCOMMODATIONS

The University provides six residence halls on campus: three for men and three for women. These residence halls are designed to provide personal, social and intellectual companionship for students. Each resident is held responsible for knowing and abiding by the rules and regulations for residence hall living. All residence halls are staffed with a residence director and student resident assistants. Some residence halls have an assistant residence director. The staff is responsible for the operation of the hall under the supervision of the director of residence life.

Room And Board

Students who live in residence halls are expected to take their meals in the University Cafeteria. Charges for room and board are made on a semester basis and are payable at the beginning of each semester. A charge will be made for the replacement of a meal card in the event it is lost, misplaced or stolen during the semester.

Housing Deposit

A $50.00 room reservation/housing deposit is required for all students who apply for university housing. The deposit is paid only once and remains on file as long as the student matriculates at the University. The deposit will be refunded within three (3) weeks following the last semester the student maintains an active status, provided the student officially checks out, the student turns in his/her room key, the assigned living space is clean, and there are no deductions for public area damages, defacement, or missing fixtures and/or furnishings.

The $50.00 will be forfeited if the resident fails to cancel the contract in writing with the Housing Office 14 days prior to the first official day of registration. The deposit is also forfeited if the resident fails to fulfill the contract (i.e., does not register for classes, etc.).

Food Service

The University provides food service for students. Three well-balanced meals are served each day Monday through Friday, and two meals are served on Saturday and Sunday. The University Cafeteria is located in the Otis L. Floyd/Joseph A. Payne Campus Center and seats 700 students. There is a Snack Bar on the second floor of the Campus Center.

Residence Halls For Men

Lena B. Watson Residence Hall for freshman men is a six-story, air conditioned structure containing 334 students,an apartment for the residence director, a lounge, a recreation-study area, laundry, telephone service, elevator and trunk storage room.

Henry Allen Boyd Hall for sophomore and junior men-a seven-story, air conditioned structure containing 355 students, an apartment for the residence director, a lounge, recreation-study area, laundry, telephone service, elevator and trunk-storage room.

Merl R. Eppse Hall for upperclassmen and graduate students-a six-story, air conditioned structure containing 274 students, an apartment for the residence director, a lounge, recreation-study area, laundry, telephone service, elevator and trunk-storage room.

Residence Halls For Women

Harriett Hodgkins Hale Hall is a residence hall for women. It houses 328 upperclass and graduate women. It is a six-story, air conditioned structure with elevator and telephone services. Each room is semi-private. The building is equipped with lounges, a beauty salon, laundry room, trunk-storage room and an apartment for the residence director.

Edna Rose Hankal Hall is the oldest residence hall for women. It houses 180 sophomore women. It is a three-story air conditioned structure with elevator and telephone services, equipped with a formal lounge, beauty salon areas, trunk storage room, laundry and an apartment for the residence director.

Mary Wilson Hall is an air conditioned, six-story building that houses 790 freshmen and sophomore women. This residence hall is equipped with a beauty salon and a lounge on the first floor. There are TV or study lounges, cooking areas and laundry rooms on each floor and an apartment for the residence director.

UNIVERSITY COUNSELING CENTER

Services which assist students in decision-making processes and the development and refinement of intrapersonal, interpersonal and social relations are offered to students. Professional counselors are available to meet with students on either an individual or small group basis and students should feel free to visit the Counseling Center on a voluntary basis, without referral. Confidentiality is maintained and appointments can be made in person or by telephone.

Counseling services for handicapped students are designed to assist them in functioning within the university setting and to enable their full participation in the academic, cultural and social activities at TSU. This service also functions to identify and aid in the removal of physical barriers which prevent free and open access to University facilities. A vocational rehabilitation counselor is available to provide individualized services in the area of orientation, mobility, admissions, registration, parking, housing, and campus activities.

The orientation activities for new students are presented in the summer (Pre-Fall Priority Orientation), and at the beginning of the Fall, Spring, and Summer Semesters. These activities help to introduce students to the University, administration, faculty, staff and other students, departmental programs of study, buildings, and general campus life.

Location: Queen Washington Health Center
Second Floor
Main Campus
Telephone 963-5611

TRIO PROGRAMS

Educational Talent Search, Upward Bound and Student Support Services Projects at Tennessee State University are federally funded pre-college and college programs designed to provide cultural enrichment and supportive developmental services to a target population of students. The programs also seek to assist them in developing creative thinking, effective expression, good study habits and positive attitudes towards learning. The projects assist students in developing goals and skills necessary to enter and to achieve success in post-secondary training programs and in institutions of higher learning. Student Support Services also provides tutorial assistance to students.

Location: Administration Building
Main Campus
Telephone 963-7461

STUDENT ACTIVITIES

A balanced program of activities is the goal of the University, the Student Government Association, the Student Union Board of Governors, and Student Organizations. Student Activities are coordinated by the Assistant Vice President for Student Affairs and the Director of Student Activities.

Admission to most campus activities is by a valid Tennessee State University Identification Card.

Participation in organizations may serve to develop special talents and skills in music, dramatics, writing and religious expression or to develop an appreciation and capacity for leadership, cooperation and fellowship.

In making a choice of organizations, the student should consider his/her interests, health, scholarship, finances, and home relations.

Freshmen are urged to limit their participation in organizations and other extra-curricular activities during the first semester when numerous academic, social, and other adjustments have to be made.

Intercollegiate Athletics

The University recognizes the need for a well-rounded program of athletics for all students. In this regard, Tennessee State University competes on an intercollegiate basis in football, basketball (men and women), baseball, golf (men), track and field (women) and cross country (men and women), tennis (men and women).

The University is a member of the National Collegiate Athletic Association and is a member of the Ohio Valley Conference (OVC).

The Student Handbook

The Student Handbook is a means of facilitating communication among the members of the University. It serves as a source of necessary and useful information which will help the student understand his/her privileges, rights, and responsibilities pertaining to student affairs. The Handbook contributes operative and constructive relationships between students and various department of the University.

CAMPUS SECURITY

Departmental Purpose

The purpose of this department is to provide persons who are committed to the rule of law and authorized to investigate and/or use reasonable, necessary force to assist the campus community in maintaining a level of public safety and order that is an essential condition of life in a complex, urban, academic environment.

Statement of Departmental Goals

1. Provide services that promote the promotion of life, property, and public safety.
2. Provide protection of individual rights.
3. Provide civil order maintenance during times of unusual occurrences.
4. Provide productive departmental administration and for career needs of departmental personnel.
5. Provide effective coordination with criminal justice, community, and university agencies.

CAREER DEVELOPMENT CENTER

The Career Development Center provides the means for students to enter the world of work, and assists students in exploring the scope and variety of career alternatives in their efforts to seek self-fulfillment and to contribute to the well-being of society. It also insures that students at the University have sufficient career and employment information to understand the implication of their educational program decisions. This is accomplished through a specialized professional staff for **Permanent Employment, Student Employment (off-campus and on-campus) and Cooperative Education,** a comprehensive Resource Center/Library and annual activities of Career Fair, Freshman Orientation, Teacher Fair, and Student Motivation Task Force Sessions, Health Care/Nursing Fair.

Permanent Employment (Graduates, Seniors, and Alumni)

The Career Development Center assists seniors, alumni and special students in securing positions for which they are qualified. Career counseling services are available by appointment, and there are group sessions on:

1. Resumé development
2. Interview skill development
3. Job search
4. Resource center utilization
5. Alumni and networking

Also offered is a computerized career/decision-making program entitled System of Interactive and Guidance Information (SIGI), and interviews are arranged between prospective employees and employers.

The Career Development Center maintains graduates' placement credentials including recommendations and ratings for a period of five years. Credentials may be retained for a longer period of time, if a written request is submitted to the Director of Career Development. These records serve as the source of information which is frequently requested from the University. Mailing forms, including scholastic achievements, backgrounds, work experience, faculty recommendations, and other pertinent information are compiled and sent to 15 prospective employers at the request of the graduate, a faculty member, or the employer.

Upon the completion of 90 semester hours, graduating seniors are required to register with the Career Development Center, located in Suite 304 of the Floyd-Payne Campus Center. The services of the Career Development Center are free to employers, students, and alumni of the University. Students may register with the center via computerized registration disks.

Students are also assisted in obtaining part-time, summer and cooperative education employment and internships which strengthen their resumes and employability.

Student Employment (Off-Campus)

The purpose of the Job Location and Development Program (JLD) is to provide every student who desires to work a reasonable opportunity to find employment. The program is designed to encourage the development and expansion of off-campus part-time, temporary full-time, summer employment and internship opportunities for all students enrolled in TSU. Students who have part-time and summer employment/internship experience, usually receive more offers at higher levels from prospective employers.

Student Employment (On-Campus)

The federal College Work-Study Program (CWSP) provides part-time employment on campus to currently enrolled eligible students. Eligibility for this federally-funded, need-based program is determined by the Financial Aid Office. It is a program designed to assist students in meeting educational expenses through part-time employment during the academic year and/or summer.

Placements for CWSP are coordinated by the Career Development Center. Students are required to attend an orientation session where they are given information on how to read a job board, resume writing skills, interviewing techniques, general work ethics and expectations. Interviews with supervisors are required before students are placed in on-campus positions.

Academic Work Scholarship recipients will follow the same procedures indicated for work-study students.

Cooperative Education

Cooperative Education at TSU is dedicated to the philosophy that gainful employment in the student's chosen field before graduation affords the student a number of opportunities not otherwise available to apply methods and principles learned in the classroom to actual work situations and problems; to enhance academic motivation; to help defray the cost of education; to assist in career selection; to improve job preparation and accelerate professional maturity; and to develop better opportunities for employment upon graduation.

The cooperative education program offers three work schedules: ***Alternating*** (two semesters of full-time work off campus at a professional work site with one academic school semester in between); ***parallel*** (12 hours of academic study per semester with up to 20 hours of part-time professional work per week); and ***special*** (student Co-op Office and employer agree on special schedule).

To enroll in the program, a student must:

1. Have a TSU grade point average of 2.50 or better (undergraduate)
2. Have completed at least two semesters of college work
3. Be a degree seeking student at TSU in good standing (not on probation or under suspension)
4. Be willing to work a minimum of two work periods

Cooperative Education is an academic affairs program that offers supervised and approved programs of learning experiences undertaken by students in a governmental, business, or industry setting. Work assignment objectives or learning plans must be reviewed and approved by faculty. Student activity and progress must be monitored, evaluated and graded by an assigned faculty member. Students can participate in the ***Alternate Plan*** – minimum of two co-op work semesters with a school semester in between or ***Parallel Plan*** – maximum 20 hours of co-op work per week with 12 hours of academic study per semester.

Cooperative Education is open to sophomores and juniors who are full-time students, possess the minimum 2.5 GPA, and have passed the required prerequisites for their major field of study. Travel will be necessary because over 95% of co-op work opportunities are out of the Middle Tennessee area.

Three to six hours of academic credit is awarded for each Cooperative Education work experience. This academic credit can either be additive or substitutive. Check with academic department office for co-op course numbers and further details. Students must register for the appropriate co-op course prior to beginning any co-op work term.

The Office of Cooperative Education Office is located in the Floyd-Payne Campus Center, Suite 306, phone (615) 963-7481.

MINORITY STUDENT AFFAIRS

The Office of Minority Student Affairs at Tennessee State University provides technical assistance to all Caucasian undergraduate students. This program also provides a wide variety of services to white students including assisting with registration, financial aid, and acting as a liaison to University departments. The Office of Minority Student Affairs is committed to helping the University become sensitive to the needs of the minority population on campus.

POLICY ON ID CARDS

The T.S.U. Identification Card is your official University identification throughout your entire enrollment. This card is your means of identification for library privileges, athletic events and any other University functions or services that you may be entitled to receive as a University student. This card is permanent and is to be carried at all times and is to be presented to secure services and to authenticate privileges at any University facility. There will be a non-refundable fee of $10.00 charged for lost, stolen or mutilated

cards. The fee should be paid at the Cashier's Office and your receipt should be taken to the ID station. **Lending this card to anyone or failure to present it when requested by University officials is a violation of University regulations and subjects the holder to disciplinary action.**

INTERNATIONAL STUDENT AFFAIRS

The International Student Services program at Tennessee State University provides technical assistance to all foreign students in connection with their status in the United States and their needed communication with the United States Immigration Service and their various Embassies. The program also provides planned programming and special events that make use of the strengths and skills that this population of students bring to the University and the surrounding community. Students are assisted with all official communications to their respective home government, including clearance for foreign currency exchange. In addition, foreign students may utilize the advisor function of the program to assist them in their cultural assimilation into the life style they experience in the United States and to assist them with other needs they may have specific to their status.

STUDENT HEALTH SERVICES

The Student Health Service is maintained to safeguard the health of students. The University provides these services through the Queen Washington Health Center. The Student Health Services accommodates students on an out-patient basis. Services are available from 8 a.m. to 4:30 p.m. Monday through Friday. Services include first aid, emergency services, counseling on health problems, referrals, and the communication of pertinent information to consulting physicians, hospitals, clinics and other agencies.

Clinics are held daily, Monday through Friday, by a physician who examines, administers or prescribes treatment and medication. No charges are made for first aid and drugs used in simple treatment. Students suffering from complex medical/surgical problems are hospitalized at local hospitals of their choice (at their own expense). The University accepts no responsibility for any student requiring hospitalization. Therefore, students are strongly encouraged to enroll in the student health insurance program. Insurance enrollment information is located in the Student Health Center and Student Affairs Offices.

FINANCIAL AID

Tennessee State University has a broad based financial aid program. Therefore, an applicant may apply for and receive aid from one or more programs at the same time. Since the University cannot supply funds to cover the financial needs of all its students, students are urged to investigate and seek aid from sources outside the University. Fair and equal consideration is given all applicants' without regard to race, color, sex, handicap or religious beliefs.

The University accepts College Scholarship Service, American College Testing Service, and the U.S. Department of Education as the major clearing houses for need determination. All students who want to be considered for aid are requested to complete a FAFSA. The application for Federal Student Aid may be obtained at the local high school guidance counselor's office, or from the Financial Aid Office at the University. All students are required to submit a valid Student Aid Report (SAR) to the Financial Aid Office in order to receive financial aid, including the loan programs. Eligibility Requirements for Title IV Programs a student must:

- meet program eligibility requirements be enrolled or accepted for enrollment in a degree seeking program on at least a half time basis.
- comply with educational purpose/selective service and anti-drug requirements.
- not be in default on a loan or owe a repayment on a grant.

SOURCES OF AID

Federal College Work Study Program – Provides part-time employment on campus.

Federal Supplemental Educational Opportunity Grant Program – Provides grants which are federally funded.

Federal Perkins Loan Program – Provides low interest loans to eligible students.

Federal Pell Grant Program – Provides entitlement grants to eligible students.

Minority Grant Program – Provides grants to eligible Caucasian undergraduate students, who have a 2.5 GPA on a 4 point scale, a 19 ACT score; and a resident of Tennessee.

Academic Work Scholarship Program – Provides employment of an educational nature and is awarded to Tennessee high school students who graduate in the top quartile of their graduating class and have a minimum ACT of 19 or equivalent SAT. The award is renewable if the student maintains a 2.8 GPA or above.

Presidential Scholarship (PS) – Provides scholarships which cover full maintenance fees plus room and board to Black Tennessee high school graduates who have a minimum ACT of 21 or equivalent SAT and a 3.0 GPA on a 4 point scale; preference may be given to students with the highest GPA or test score. The award may be renewed if the student maintains a GPA of 2.8 or above.

Federal Stafford Loan Programs – Provides low interest loans from banks, credit unions, savings and loan associations, and other financial institutions.

Departmental and University Scholarships Program – Provides scholarships from business and industry through the different departments of the University. The scholarship program is administered through the scholarship committees.

Tennessee Student Assistance Award – Provides grants to assist undergraduate Tennessee students in financing a post-secondary education.

Teacher Loan/Scholarship Program – Provides loan/scholarships to eligible residents of Tennessee.

Federal Parents Loan for Undergraduate Students (PLUS) – Provides loans to parents of undergraduate dependent students directly from banks, credit unions, savings and loan associations or other financial institutions. This program is designed especially for students who are not eligible for the Stafford loan program.

NOTE: Scholarships/Grants

The Internal Revenue Service Publication 520 states that:

** You must be a candidate for a degree or your scholarship is taxable.

** Only amounts for tuition, fees, books, supplies and equipment are not taxable. Amounts for other expenses, such as room, board and travel are taxable.

STANDARD OF SATISFACTORY PROGRESS FOR FINANCIAL AID

In an effort to comply with the "Code of Federal Regulations," the University has developed the following Standard of Satisfactory Progress for students (graduate and undergraduate) to maintain or re-establish eligibility to receive Title IV student financial aid funds. The effective date of this regulation was January 1, 1984.

With the initiation of this policy, a mitigating circumstance criteria provided for a transitional phase-in for students who in the past were making satisfactory progress based on old standards but who would be terminated from eligibility under the new standards. Such students are given one year to achieve satisfactory progress based on the new standard.However, their maximum years eligibility as full-time students will be six years,the same as for all other students.

For satisfactory progress purposes, all transfer students will be considered eligible to receive financial aid, and will be handled in one of the following ways:

- If their academic history and/or transfer record is relatively insignificant they may be given the full six-year maximum to complete their undergraduate degree, or
- if their academic history and/or transfer record is substantial so as to clearly document that they have completed two years of college, for instance, and have, therefore, met junior status at the University, they will be given a maximum of only four additional academic years or increments to complete their undergraduate degree as a full-time student.

A student who earns the minimum number of hours but whose GPA is less than the expected minimum by not more than .2 of a point will be placed on satisfactory progress probation. Also a student who earns the minimum GPA but who fails to obtain the minimum expected number of hours by not more than two semester hours will be placed on satisfactory progress probation and will be considered to be maintaining satisfactory progress. In each of these two categories the student will be given one Full-time academic year to meet the stated cumulative GPA and hours as shown in the progression chart.

If this failure occurred because of a mitigating circumstance, the student may appeal to the Satisfactory Progress Committee to continue to receive financial aid. If the committee determines such student had a mitigating circumstance, he/she will be considered to be making satisfactory progress. During that year he/she must raise his/her GPA and total hours earned to the required level as shown in the chart.

Special Services students will be required to meet the same requirements as other students; however, their GPA will be determined based on the agreement be the University and the U.S. Department of Education.

Even though all students will be given (1) one academic year (fall, spring, and summer semesters) to comply with or achieve our satisfactory progress standard, their progress will be measured at the end of the spring and/or summer semesters to get students who enter the University at different times on the same full-time measuring schedule. A student who attends the fall and spring semesters and is not in compliance with our policy at 3/4-time the end of the spring semester may use summer school to achieve compliance. If such student does not attend summer/school, he/she will be considered to/2-time have used a full academic year's eligibility (three semesters); such student will not be eligible for Title IV aid for the upcoming fall semester.

A student who has used more than 5.5 increments but less than 6 will be allowed to receive aid for the next semester. The maximum time given a full-time undergraduate student to complete a four year course of study is six years; for a three-quarter time student, nine years; for a one-half time student, 12 years with a minimum 2.00 average on a 4.00 scale. Eligible students who matriculate at less than a one-half time level will be treated in accordance with their level of matriculation.

Most departments at the University require the completion of 130 semester hours for a student to graduate (see chart). An eligible student who matriculates at less than a one-half time level will be treated according to his/her matriculation level. However, for Pell Grant recipients, the maximum years may be five.

Drops, withdrawals, incomplete, and/or repeats will not affect a student's eligibility if he/she completes the minimum hours each year or the average hours for all years (based on the student's level of matriculation). A student's maximum time allowed to complete his/her degree is six years including all non credit remedial courses taken.

A student who withdraws from all courses after the drop period will forfeit that semester. The student's entire undergraduate academic history at TSU is to be considered in the six year determination. Academic history, for purposes of this document, is defined as all records covering the period since Fall 1979. A mitigating circumstance is being given to academic history prior to Fall 1979 due to the University's inability to produce accurate data beyond that period, and because of the USDE's five year retention requirement.

A student who is administratively withdrawn from the University, with appropriate documentation, for reasons not related to misconduct, or who has to withdraw for medical reasons relating to him/herself, spouse or a family member, will not be charged for using a semester's eligibility. Therefore, the semester will not count toward the 6 years maximum, even though it will be counted by the computer. The semester(s) for which the student was withdrawn will be added to the 6 year maximum, if the student has not received his/her bachelor's degree.

If a student matriculates for 6 years and has not completed his/her course of study and failure to complete his/her course of study was caused by the University (example: changing requirements or recruiting students into another program which may be critical to the University), such student will be given a reasonable amount of additional time to complete the new course of study.

Most departments at the University require the completion of at least 30 semester hours to receive a master's degree, 30 semester hours to receive a specialist degree and at least 72 semester hours to receive a doctoral degree. A full-time graduate student will be expected to progress toward the specialist degree and doctoral degree at the same rate as required for the Master's degree.

All graduate students are expected to maintain a minimum GPA of 3.0. When a student has completed nine or more graduate hours with a GPA less than 3.0, he/she will be given probationary status but will remain eligible to receive Title IV aid. Probationary status must be removed by raising his/her cumulative GPA to 3.0, or better during the next nine hours of graduate work to maintain eligibility.

SATISFACTORY PROGRESS FOR FINANCIAL AID ELIGIBILITY

UNDERGRADUATE

	INCREMENT (Year)	EXPECTED HOURS	MINIMUM GPA
Full-time	1st	22	1.4
	2nd	44	1.7
	3rd	66	1.9
	4th	88	2.0
	5th	110	2.0
	6th	132	2.0
3/4-time	1st	17	1.4
	2nd	34	1.4
	3rd	51	1.7
	4th	68	1.9
	5th	85	1.9
	6th	102	2.0
	7th	119	2.0
	8th	132	2.0
1/2-time	1st	11	1.4
	2nd	22	1.4
	3rd	33	1.7
	4th	44	1.7
	5th	55	1.9
	6th	66	1.9
	7th	77	2.0
	8th	88	2.0
	9th	99	2.0
	10th	110	2.0
	11th	121	2.0
	12th	132	2.0

GRADUATE

Full-time	1st	15	3.0
	2nd	30	3.0
3/4-time	1st	11	3.0
	2nd	22	3.0
	3rd	30	3.0
1/2-time	1st	8	3.0
	2nd	16	3.0
	3rd	24	3.0
	4th	32	3.0

CHILD CARE CENTERS

The Department of Home Economics operates two centers: the Early Learning Center on the Main Campus and the Child Care Center on the Avon Williams Campus.

The Child Care Center provides convenient, dependable and professional child care for students, staff and faculty while attending classes on the Avon Williams (downtown) Campus. The program currently operates during the evening hours, Monday through Thursday. Children three years of age and older are eligible for enrollment.

There is a non-refundable registration fee of $5.00 for first-time enrollment. The fee is per hour, per child, with a $.50 reduction per hour for the second and third child. Parents are billed monthly.

The Early Learning Center, located in the W. S. Davis Home Economics Nursing Complex, is based on a strong commitment to quality education for children and for the University students it serves. The philosophy of the program is derived from a combination of the major theories of child development: Jean Piaget for cognitive development; Erik Erikson and Burton White for social-emotional development. The program is based on the assumption that preparation for intelligent and independent thought begins in the preschool years, and practice in productive thinking is necessary for that to occur. The program is also based on the assumption that children are unique individuals developing in stages at different rates. The Center is open Monday-Friday, during the school sessions/semesters. Four methods of fee payments are available.

For information about the programs, call 963-5601 (both centers) Department of Home Economics or 963-7286 (Avon Williams Campus Child Care Center) or 963-5591 (Early Learning Center Main Campus).

ACADEMIC COLLEGES, SCHOOLS AND PROGRAMS

This section includes information on the following:

- COLLEGE OF ARTS AND SCIENCES
- COLLEGE OF BUSINESS
- COLLEGE OF EDUCATION
- COLLEGE OF ENGINEERING AND TECHNOLOGY
- SCHOOL OF AGRICULTURE AND HOME ECONOMICS
- SCHOOL OF ALLIED HEALTH PROFESSIONS
- SCHOOL OF NURSING
- AEROSPACE STUDIES
- THE SCHOOL OF GRADUATE STUDIES
- ACADEMIC INTERVENTION CENTER
- CENTER FOR EXCELLENCE FOR RESEARCH IN BASIC SKILLS
- CENTER FOR EXCELLENCE INFORMATION SYSTEMS, ENGINEERING AND MANAGEMENT
- CENTER FOR EXTENDED EDUCATION
- DEVELOPMENTAL STUDIES, ACADEMIC ADVISEMENT AND ORIENTATION
- UNIVERSITY HONORS PROGRAM
- OFFICE OF SPONSORED RESEARCH

ACADEMIC ABBREVIATIONS

ABUS	Agribusiness
AC	Accounting
AE	Architectural Engineering
AEC	Resource Economics
AERO	Aerospace
AFAS	Africana Studies
AGED	Agricultural Education
AGEN	Agricultural Engineering
AGR	Agronomy
AGSC	Agricultural Science
AHP	Allied Health Professions
ANTH	Anthropology
ART	Art
AS	Animal Science
ASOR	Arts and Sciences Orientation
AST	Agricultural Statistics
BE	Business Education
BIO	Biology, Botany, Microbiology, Science and Zoology
BL	Business Law
CCS	Cardio-Respiratory Care Sciences
CE	Civil Engineering
CHEM	Chemistry
CJ	Criminal Justice
CLT	Clothing and Textiles
COOP	Cooperative
CS	Computer Science
DH	Dental Hygiene
DIGN	Design
DSEN	Developmental Studies English
DSMA	Developmental Studies Mathematics
DSRD	Developmental Studies Reading
DSSK	Developmental Studies Study Skills
EC	Economics
ECCD	Early Childhood, Child Development
EDAD	Educational Administration
EDCI	Education, Curriculum and Instruction
EDRD	Education Reading
EDSE	Education, Special Education
EE	Electrical Engineering
ENG	English
ENGR	Engineering
FDS	Foods
FN	Finance
FR	French
FS	Fire Science
FT	Food Technology
GEOG	Geography
GER	German
HCA	Health Care Administration and Planning
HEA	Health
HEED	Home Economics Education
HIM	Health Information Management
HIST	History
HMGT	Home Management
HP	Honors Program
HPER	Health, Physical Education, and Recreation
HRA	Hotel and Restaurant Administration
HRT	Horticulture
AIT	Aeronautical and Industrial Technology
JOUR	Journalism
MATH	Mathematics
ME	Mechanical Engineering
MFL	Modern Foreign Languages
MG	Management
MIS	Management Information Systems
MK	Marketing
MSVU	Military Science, Vanderbilt University
MT	Medical Technology
MUS	Music
NTR	Nutrition
NURS	Nursing
OM	Office Management
OR	Orientation
OT	Occupational Therapy
PA	Public Administration
PE	Physical Education
PHIL	Philosophy
PHY	Physics
PISI	Political Science
PSY	Psychology
PT	Physical Therapy
QM	Quantitative Methods
RE	Real Estate
REC	Recreation
RSEN	Remedial Studies English
RSMA	Remedial Studies Mathematics
RSRD	Remedial Studies Reading
RS	Religious Studies
RTV	Radio and Television
SOC	Sociology
SPCH	Speech
SPN	Spanish
SPTH	Speech Pathology and Audiology
STAT	Statistics
SW	Social Work
THEA	Theatre

COLLEGE OF ARTS AND SCIENCES

Bobby L. Lovett, Ph.D., Dean
Hubert Crouch Hall (Graduate Building)

General Statement: The College of Arts and Sciences provides a basic undergraduate education for those students planning (1) to continue in graduate study, (2) to enter the professions, or (3) to engage in other gainful occupations and vocations.

The arts and sciences address the whole person. They should stir the mind and vivify the spirit. By inducing habits of logical and dispassionate thought and by promoting the development of creative energies, the Arts and Sciences faculty aims to guide students to enrich their lives and enhance their vocational skills. In keeping with the aims of the University, the purpose of the College of Arts and Sciences is twofold: liberal and technical. The curricula and programs of the College aid students to develop skills in problem solving, oral and written communication, and working in cooperation with others that are essential in all walks of life. Encouraging students to be lifelong learners and self-motivated individuals are also important aims of the College.

Evening Studies Program

In addition to offering traditional degrees through its eleven departments, the College offers an Evening Studies Program designed to meet the educational and retraining needs of the working adult. It encourages non-traditional students and senior citizens to seek renewed acquaintance with the various disciplines represented in the arts and sciences. Thus, students may pursue a degree or simply take courses of interest. The Evening Studies Program offers only the B.S. degree in Arts and Sciences.

The College also offers a significant number of general education classes in the evening at off-campus sites through the Center for Extended Education and Public Service.

Teacher Education

The College of Arts and Sciences offers Teacher Certification curricula in the following endorsement areas: Art, Biological Sciences, Chemistry, Speech Communication, English, Government, History, Mathematics, Modern Foreign Languages, Music, and Elementary Education.

All students who seek certification in any of these programs must be formally admitted through the College of Education, usually in the sophomore year. Admission requires a 2.5 cumulative quality point average and passing scores on the Communication Skills and General Knowledge core battery tests of the National Teachers Examination (NTE) and on the Pre-Professional Skills Test (PPST). For a complete list of admission and retention requirements in the Teacher Certification Program, see pages 117-118 of the Catalog. Admission is a prerequisite for upper-level certification courses. Students interested in certification should consult the teacher certification advisor in the program of their choice.

Admission/Retention Requirements: All students who are in good standing in the University are eligible for admission to all Arts and Sciences departments and majors. For admission to Teacher Certification Programs, see immediately preceding section and pages 117-118.

General Education Core Requirements: Students in Arts and Sciences must satisfy all of the general education requirements spelled out on pages 35-37 in the Catalog. Individual departments may insist that their students fulfill these requirements in particular ways, such as by specifying which courses may be used to satisfy the literature, social science, natural science, or humanities requirements. Students should consult the departments' requirements in their program descriptions in this section of the Catalog.

In addition to the core education requirements for all students in the University, the College of Arts and Sciences requires that all of its students complete Computer Science 121 or the equivalent, Speech 220 or the equivalent, and Arts and Sciences Orientation (ASOR) 100 or the equivalent as part of their general education.

Graduation Requirements: As well as satisfying the University requirements for graduation, all graduates of the College must earn at least a C in all courses which are used to satisfy the program requirements in the major (as opposed to the general education requirements and electives). Required courses in the major program in which less than a C is earned must be repeated until the minimum grade is earned. As part of University requirements, all students must earn at least a C in Freshman English (English 101 and 102).

To minimize the likelihood that last-minute problems will delay students' graduation, they should thoroughly familiarize themselves with all departmental, College, and University degree requirements, and stay in frequent contact with their advisors. The College requires that students fill out a **JUNIOR STANDING FORM** with their advisors at least one semester before the semester of anticipated graduation, to determine what remains of their requirements. Students must fill out a **SENIOR STANDING FORM** early in the semester in which they plan to graduate in order to be considered for graduation. Deadlines for filing these applications will be posted in departmental areas. Students should look for notice of these deadlines and must meet the deadlines. They must also take the initiative for informing their department of their intent to graduate. At the time of applying for graduation, students must either have expunged all Incomplete grades from their record or submit a copy of a signed agreement with the instructor of any class in which an Incomplete is outstanding; this agreement must specify the date by which the Incomplete will be removed. If students do not graduate in the semester in which they apply, they must subsequently re-file for graduation.

Orientation Classes

The Freshman Orientation classes for Arts and Sciences majors are taught under the ASOR designation. These courses are designed to orient all new students—both freshmen and transfers—to the University, its major policies and regulations, degree requirements, career opportunities, study skills, and campus facilities. Special programs and speakers are also offered during orientation sessions. The Arts and Sciences orientation program offers three courses, which should be chosen by students on the basis of their own majors.

ASOR 100A Orientation for Science Majors (1). A required orientation and advisement class for new students in the sciences, including biology, chemistry, computer science, mathematics, pre-medicine, pre-pharmacy, and physics. The course will focus on topics related to the sciences.

ASOR 100B Orientation for Social Science Majors (1). A required orientation and advisement class for new students in the social sciences, including Africana studies, communications, criminal justice, history, political science, sociology, and social work. The course will focus on topics related to the social sciences.

ASOR 100C Orientation for Humanities Majors (1). A required orientation and advisement class for new students in the arts and humanities, including art, music, theatre, English, foreign languages, and interdisciplinary studies. The course will focus on topics related to the humanities.

Minor in Liberal Arts and Business

The Liberal Arts and Business is a minor available to all Arts and Sciences majors. It is designed to supplement a liberal arts education with courses that emphasize technical skills, including accounting, basic computing, economics, management, and business writing. The minor curriculum will provide the student with a minimal background to seek business and corporate opportunities.

The student may major in any area or seek any degree within the College of Arts and Sciences and take the minor (21-27 semester hours). In addition to the suggested curriculum for the minor, certain elective courses are suggested to broaden the major's background in liberal arts and business. Technical courses coupled with a "generalist" education will give a strong, broad background for the liberal arts and sciences student to enter various training programs and careers, including ones in industry and business.

Required Courses (18 semester hours)

AC 211 or 212	Principles of Accounting	3
EC 211 or 221	Principles of Economics or Survey of Economics	3
MG 301	Management-Organization Theory and Behavior	3
CS 215	Computer Programming—BASIC	3
BL 300	Legal Environment of Business	3
MG 403 or OM 430	Personnel Administration or Administrative Office Management	3

Elective Courses (3-9 semester hours)

ENG 301 or BE 315	Business English or Business Communications	3
HIST 369	Economic History of the United States	3
PHIL 335	Business Ethics	3
OM 121	Keyboarding for Data Entry/ Beginning Typewriting	1-3

Arts and Sciences
(Interdisciplinary Studies)

Kenneth A. Daniels, M.S., Coordinator
315A Boswell Hall

General Statement: The Arts and Sciences (Interdisciplinary Studies) degree program is a cross-disciplinary program which concentrates upper-level studies in one of the three families of disciplines: the arts and humanities, the social sciences, and the sciences and mathematics. The program exposes the student to the knowledge and methodologies of two specific fields of study within a given family of disciplines.

The degree, which is the Bachelor of Science in Arts and Sciences, permits students to develop a personalized program of study in consultation with their advisors. Students have a primary discipline of 15 semester hours, strengthening it with 8 hours from a related discipline. For example, a student interested in the humanities may have concentrations in any two of the following disciplines: art, English, French, music, philosophy, theatre, and Spanish. A student in the social sciences may concentrate in any two of these disciplines: Africana studies, anthropology, criminal justice, economics, geography, history, political science, psychology, social work, sociology, and speech. A student in the sciences may choose any two of biology, chemistry, computer science, mathematics, and physics.

The degree is especially useful for some preprofessional curricula, such as pre-law, pre-medical, and pre-dental, since it allows the student to construct more easily a degree program from the required courses in various disciplines.

The coordinator of Interdisciplinary Studies is the advisor for all students in the program, except for those who are seeking certification in Elementary Education.

Program Requirements
For Bachelor of Science
Arts and Sciences
(Interdisciplinary Degree) **32 Semester Hours**

MAJOR CORE: A minimum of 32 upper-division (300- and 400-level) hours must be completed in Arts and Sciences.

(a) Twenty-three upper-division hours must be completed in one of the three broad areas or families of disciplines: the arts and humanities, the social sciences, and the sciences and mathematics. Fifteen of these hours must be in a single discipline and eight must be in a second discipline from the same family.

(b) Nine additional upper-division hours must be completed in arts and sciences disciplines or in economics and psychology.

GENERAL EDUCATION CORE:

1. English Composition (6 hrs.)
   ENG 101-102 or ENG 101H-102H.

2. Literature (6 hrs.)
   ENG 211-212.

3. American History (6 hrs.)
   HIST 201-202 or HIST 201H-202H.

4. Humanities (4-6 hrs.)
   One course from two of the following disciplines (100- and 200-level): art, foreign language, music, philosophy, religious studies, theatre. Courses in the practice of an art—such as painting, sculpture, photography, singing, or playing an instrument—do not satisfy this requirement.

5. Mathematics (6 hrs.)
   MATH 111-112, or 111-113, or 161-162, or 163-164.

6. Biological Sciences (8 hrs.)
   BIO 111, 111L-112, 112L or BIO 201, 201L-202, 202L

7. Physical Sciences (6 or 8 hrs.)
   CHEM 121-121L and 122-122L; or 131-131L and 132-132L (may not be chosen by students concentrating in sciences); or PHY211-211L and 212-212L; or BIO 101-101L and 102-102L.

8. Computer Science (3 hrs.)
   CS 121.

9. Social Sciences (6 hrs.)
   Six hours in any of the following: anthropology, geography, political science, psychology, sociology, economics. A given course cannot be used both to satisfy this requirement and the upper-level requirement in a concentration or the upper-level requirement of elective hours in Arts and Sciences.

10. Physical Education (2 semesters)
PE, AERO, or MUS 306A.

11. Oral Communication (3 hrs.)
SPCH 220 OR 230.

12. Orientation (1 hr.)
ASOR 100C.

13. Electives (21-25 hrs.)
Courses numbered 100-400.

Bachelor of Science Degree in Arts and Sciences

Suggested Four-Year Plan:

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 101	3	ENG 102	3
MATH 111, 161, OR 163	3	MATH 112, 113, 162, OR 164	3
CS 121	3	PHYSICAL SCIENCE	3 OR 4
HIST 201	3	HIST 202	3
PE, AERO, OR MUS 306A	1	PE, AERO, OR MUS 306A	1
PHYSICAL SCIENCE	3 OR 4	HUMANITIES	2 OR 3
ASOR 100C	1		
	17 OR 18		15-17

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 211	3	ENG 212	3
BIO 111, 111L OR 201, 201L	4	BIO 112, 112L OR 202, 202L	4
SPCH 220	3	SOCIAL SCIENCES	3
SOCIAL SCIENCES	3	ELECTIVES (ANY LEVEL)	6
HUMANITIES	2 OR 3		
	15 OR 16		16

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
1ST DISCIPLINE (300-400)	6	1ST DISCIPLINE (300-400)	3
2ND DISCIPLINE (300-400)	3	2ND DISCIPLINE (300-400)	3
ELECTIVE (300-400 ARTS AND SCIENCES)	3	ELECTIVE (300-400 ARTS AND SCIENCES)	3
ELECTIVE (ANY LEVEL)	6	ELECTIVE (ANY LEVEL)	6
	18		15

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
1ST DISCIPLINE (300-400)	3	1ST DISCIPLINE	3
2ND DISCIPLINE (300-400)	2	ELECTIVE (300-400 ANY SCHOOL OR COLLEGE)	10
ELECTIVE (300-400 ARTS AND SCIENCES)	3	ELECTIVE (ANY LEVEL)	4
ELECTIVE (300-400 ANY SCHOOL OR COLLEGE)	6		
ELECTIVE (ANY LEVEL)	3		
	17		17

Arts and Sciences

(Interdisciplinary Studies) Certification in Elementary Education Grades K-8, 1-8

William Cumming, M.A., Coordinator 110G McCord Hall

General Statement: The University's teacher certification program in Elementary Education is located in the Interdisciplinary Studies Program of the College of Arts and Sciences, in recognition of the fact that the modern teacher should be broadly educated with a firm foundation in the liberal arts. The teacher must have, not only a knowledge of a variety of subject matter, but also an understanding of the psychology and the cultures of the students he or she will teach. America is an increasingly diverse society: it is estimated that by the year 2050 more than half of the school-age children will be of non-European descent.

The Elementary Education program offers a choice of three concentrations for its students, depending on the subjects they wish to teach and the grade levels at which they wish to teach. Licensure for given grade levels means that the Tennessee Department of Education certifies that the individual is qualified to teach at those levels and thus is eligible to be hired by public school systems in the state. An endorsement for given grade levels means that the student is especially well prepared for those grades, but is also eligible to teach at whatever levels he or she is licensed.

Students at Tennessee State University have the following options: 1) concentration in language arts and social studies, with licensure for grades 1-8 and endorsement for grades 5-8; 2) concentration in sciences and mathematics, with licensure for grades 1-8 and endorsement for grades 5-8; 3) concentration in child development and learning, with licensure for grades K-8 and endorsement for grades K-4. The specific requirements for these options are listed below.

The coordinators of the Interdisciplinary Studies programs are the advisors of students seeking certification in Elementary Education. Moreover, once a student has been formally accepted into the program through the College of Education, he or she will be assigned an additional advisor within the College of Education for the professional core.

Program Requirements
For Bachelor of Science
Arts and Sciences
Certification in Elementary Education

All candidates for certification in elementary education will complete a minimum of 134 or 135 semester hours, depending on their area of concentration, to receive the B.S. degree in Arts and Sciences. These hours include a general education core (62 hours), a professional education core (27 hours), a major concentration of content and knowledge courses (33 or 34 hours), and one semester of student teaching in primary and middle schools (12 hours). To be eligible for admission to any certification program in the University, students must have at least a 2.5 cumulative quality point average and earn acceptable scores on the Pre-Professional Skills Test (PPST) and the Communication Skills and General Knowledge core battery tests of the National Teachers Examination (NTE). They must also make a written application through the College of Education before being formally admitted to the program, usually during the sophomore year. For a complete statement of admission and retention requirements in the Teacher Education Program, see pages 117-118.

Specific course requirements in general education, the professional education curriculum, and the three concentrations follow.

General Education (62 Semester Hours)

The general education liberal arts component is designed to foster the intellectual development of the whole person and give him or her the foundation of a broad college education.

Required General Education Core

Oral Communication	SPCH 220	3
English Composition	ENG 101-102	6
Literature	ENG 211 or 212	3
Mathematics	MATH 111-112	6
History	HIST 201-202, 121, 491 OR 492	12
Geography	GEOG 171	3
Science	BIO 101-102, 101L-102L	6
Humanities	MUS 131, ART 133	4
Social Science	SOC 211	3
Psychology	PSY 242	3
Computer Science	CS 121	3
Health	HEA 151, 306	5
Physical Education	PE 11-90 (2 courses), 310	4
Orientation	ASOR 100 (A, B, or C)	1
		62

Professional Education (39 Semester Hours)

Professional education course work and related field and laboratory experiences are required to give the prospective elementary school teacher the knowledge, skills, and practical experience needed for a successful career.

EDCI 201	History and Foundations of Education	3
EDCI 301	School Organization and Management	3
EDCI 387	Curriculum Development	3
EDCI 400	Professional Rights and Responsibilities	2
EDSE 333	Introduction to Special Education	3
EDCI 390A	Methods of Elementary Teaching: Humanities and Social Sciences	3
EDCI 390B	Methods of Elementary Teaching: Sciences	3
EDRD 424	Teaching Reading in the Elementary School	4
EDCI 472M	Enhanced Student Teaching in the Elementary School	12
EDCI 470B	Educational Seminar	3
		39

Content and Knowledge in Arts and Sciences (33-34 Hours)

The student must complete a major of 33 or 34 upper-level semester hours in fields related to the arts and sciences. The student must choose from three concentrations which combine courses from across two or more broad disciplines of the arts and sciences and/or related fields. The concentrations are as follows:

Concentration in Language Arts/Social Studies (34 Semester Hours) Licensure for Grades 1-8, Endorsement for Grades 5-8

PSY 312	Measurement and Evaluation	3
ENG 372	Adolescent Literature	3
ENG 373	Children's Literature	3
ENG 410	History of the English Language	3
SPCH 449	Speech and Theatre for Children	3
HIST 341	History of Tennessee	3
GEOG 430	Social Geography	3
BIO 232, 232L	General Botany	4
BIO 301	Earth and Space Science or	
BIO 413	Contemporary Problems in Ecology	3
MATH 211	Structure of the Number System	3
PISI 221	American National Government	3
		34

Concentration in Sciences and Mathematics (34 Semester Hours) Licensure for Grades 1-8, Endorsement for Grades 5-8

BIO 232, 232L	General Botany	4
BIO 413, 414	Contemporary Problems in Ecology	6
BIO 301	Earth and Space Science	3
MATH 211	Structure of the Number System	3
PHIL 250	Logic	3
SOC 360	The Family	3
ENG 373	Children's Literature	3
STAT 291	Introduction to Probability and Statistics	3
PSY 312	Measurement and Evaluation	3
HIST 341	History of Tennessee	3
		34

Concentration in Child Development and Learning (33 Hours) Licensure for Grades K-8, Endorsement for Grades K-4

PSY 201	General Psychology	3
PSY 312	Measurement and Evaluation	3
PSY 315	Principles of Learning or	
PSY 424	Behavior Modification	3
SPTH 350	Language and Speech Development of Children	3
SOC 360	The Family	3
ECCD 201	Principles and Concepts of Child Development	3
ECCD 332	Creative Arts for Young Children	3
ECCD 361	Early Childhood Curriculum I	3
SPCH 449	Speech and Theatre for Children	3
ENG 373	Children's Literature	3
HIST 341	History of Tennessee	3
		33

Each teacher candidate, regardless of concentration, will complete EDCI 472M, Enhanced Student Teaching in the Elementary School (12 hours). The student teaching experience includes an entire semester of teaching divided between primary and middle grades. Teacher candidates seeking to focus on early grades will have field experiences in kindergarten in addition to elementary school and middle school.

The awarded diploma will read: "Bachelor of Science in Arts and Sciences." The teaching license will read Elementary Education (K-8 or 1-8). To receive the K-8 licensure, the student must complete the requirements specified for K-4 endorsement.

Concentration in Language Arts and Social Studies Licensure for Grades 1-8, Endorsement for Grades 5-8

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ASOR 100B OR C	1	ENG 102	3
ENG 101	3	HIST 202	3
HIST 201	3	MATH 112	3
MATH 111	3	BIO 102, 102L	3
SPCH 220	3	GEOG 171	3
BIO 101, 101L	3	ART 133	2
PE (2-DIGIT)	1		
	17		17

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
EDCI 201	3	CS 121	3
ENG 211 OR 212	3	MATH 211	3
PISI 221	3	SOC 211	3
PSY 242	3	PSY 312	3
HIST 121	3	BIO 232, 232L (FORMERLY BOT 220)	4
HEA 151	3		
PE (2-DIGIT)	1	MUS 131	2
	19		18

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 372	3	ENG 373	3
SPCH 449	3	HIST 341	3
GEOG 430	3	HIST 491 OR 492	3
EDCI 301	3	EDCI 387	3
EDSE 333	3	HEA 306	3
PE 310	2		
	17		15

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
EDCI 390A, B	6	EDCI 472M	12
EDCI 400	2	EDCI 470B	3
EDRD 424	4		
ENG 410	3		
BIO 301 OR 413 (FORMERLY SCI 381 OR 481)	3		
	18		15

Concentration in Science and Mathematics Licensure for Grades 1-8, Endorsement for Grades 5-8

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ASOR 100A	1	ENG 102	3
ENG 101	3	HIST 202	3
HIST 201	3	MATH 112	3
MATH 111	3	BIO 102, 102L	3
SPCH 220	3	GEOG 171	3
BIO 101, 101L	3	ART 133	2
PE (2-DIGIT)	1		
	17		17

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
EDCI 201	3	MATH 211	3
ENG 211 OR 212	3	CS 121	3
STAT 291	3	SOC 211	3
HIST 121	3	BIO 232, 232L (FORMERLY BOT 220)	4
PSY 242	3		
HEA 151	3	MUS 131	2
PE (2-DIGIT)	1		
	19		15

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
BIO 413 (FORMERLY SCI 481)	3	BIO 414 (FORMERLY SCI 482)	3
SOC 360	3	ENG 373	3
EDCI 301	3	HIST 341	3
EDSE 333	3	HIST 491 OR 492	3
PSY 312	3	EDCI 387	3
PE 310	2	HEA 306	3
	17		18

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
EDCI 390A, B	6	EDCI 472M	12
EDCI 400	2	EDCI 470B	3
EDRD 424	4		
PHIL 250	3		
BIO 301 (FORMERLY SCI 381)	3		
	18		15

Concentration in Child Growth and Development Licensure for Grades K-8, Endorsement for Grades K-4

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ASOR 100B OR 100C	1	ENG 102	3
ENG 101	3	HIST 202	3
HIST 201	3	MATH 112	3
MATH 111	3	BIO 102, 102L (FORMERLY SCI 122)	3
SPCH 220	3	GEOG 171	3
BIO 101, 101L (FORMERLY SCI 121)	3	ART 133	2
PE (2-DIGIT)	1		
	17		17

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
EDCI 201	3	ENG 211 OR 212	3
ECCD 201	3	SOC 211	3
PSY 201	3	CS 121	3
HEA 151	2	HIST 341	3
MUS 131	2	PSY 242	3
HIST 121	3	PE (2-DIGIT)	1
	16		16

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
EDCI 301	3	EDCI 387	3
PE 310	2	HEA 306	3
SPTH 350	3	PSY 312	3
ENG 373	3	PSY 315 OR 424	3
SPCH 449	3	ECCD 332	3
EDSE 333	3	SOC 360	3
	17		18

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
EDCI 390A, B	6	EDCI 472M	12
EDCI 400	2	EDCI 470B	3
EDRD 424	4		
HIST 491 OR 492	3		
ECCD 361	3		
	18		15

Department of Africana Studies

Amiri Al-Hadid, Ph.D., Head
310 Jane E. Elliott Hall (Women's Building)

Faculty: M. Mandela, N. Nwankwo.

General Statement: The Africana Studies Department at Tennessee State University is guided by an analysis of the cultural, economic, political, and social conditions of Africans born in the United States and other regions of the Diaspora (peoples of African descent born or living outside of the African continent) and the African continent.

The goal of the Africana Studies Department is to educate and train practical scholars, intellectuals, and leaders who are essentially committed to the development and elevation of African peoples around the world. Students majoring in Africana Studies gain fundamental knowledge of the culture, history, religion, philosophy, political economy, and social organization of the peoples of African descent on the African continent and in the Diaspora.

The core curriculum is interdisciplinary and is designed to give students a logical, historically grounded, and scientific perspective on the social and natural phenomena that are unique to the African World. While the primary focus is on the particularities of the African World, the program subscribes to a universal discourse that has implications for the whole of the human community. It is important to locate African peoples as authors and subjects of world history.

The B.S. degree in Africana Studies is designed to produce competent and creative graduates. It is established particularly for those with a developed interest in the field of studies related to persons of African descent.

A second goal of the Africana Studies Department is to provide a rigorous curriculum of study that will contribute to the scientific reconstruction of the history, culture, and values of peoples of African descent. The department further seeks to train generations of students who will contribute to the development, consciousness, self-reliance, and self-determination of the African-American community.

Career Opportunities: federal, state, and local government; social agencies; teaching; law; foreign services in Africa, the Caribbean, and South America; civil and human rights organizations; the ministry; cultural centers; museums; general business; and Affirmative Action coordinator. The program also prepares students for graduate and professional school.

Departmental Requirements For Bachelor of Science Africana Studies — **36 semester hours**

The Department of Africana Studies offers a major in Africana Studies leading to the degree of Bachelor of Science. Students must complete a minimum of 132 semester hours in order to receive a B.S. degree.

Students majoring in Africana Studies must take the required courses, and select other courses from the core curriculum, for a total of thirty-six (36) credit hours.

The Africana Studies curriculum is driven by critical thinking, debate, and logic.

Guided electives are included in the curriculum, so that faculty members can help students select courses that will enhance their intellectual skills and creative talents in a manner which will help them to better understand and apply the Africana perspective.

CORE CURRICULUM: The Africana Studies curriculum is African-centered in nature, interdisciplinary in structure, and Pan-African (international) in scope. The curriculum is designed to produce practical scholars and intellectuals in the field of Africana Studies. Students matriculating in the Department must take 54 hours in general education classes, 36 hours of core courses, nine hours of guided electives at the 300 and 400 levels, and other University and Departmental required courses. Matriculation includes a minimum of six hours in an African language, such as Kiswahili or Yoruba.

COURSES REQUIRED OF ALL MAJORS

Major Core (36)

AFAS 201	Introduction to Africana Studies	3
AFAS 390	Black Nationalism or	
AFAS 395	The Great Debate	3
AFAS 101-102, 103-104, or 105-106	African Languages	6
AFAS 392	African Societies and Modernization or	
PISI 492	Black Politics	3
AFAS 440	Senior Seminar	3
AFAS 450	Research Methods	3
AFAS 451	Internship	3
AFAS 490	Senior Project	3
HIST 485 or 486	History of Africa	3
HIST 491 or 492	African-American History	3
AFAS 310	Psychological Impact of Slavery and Colonization	3
Total		36

General Education (54)

SPCH 220	Public Speaking or	
SPCH 230	Business and Professional Speech	3
ENG 101-102	Freshman English	6
ENG 211C-212C	Black Arts and Literature	6
PHIL 250	Logic and Critical Thinking	3
ART 133	Art Appreciation or	
MUS 131	Music Appreciation	2
ECON 211	Principles of Economics I	3
MATH 111	College Algebra I	3
CS 121	Introduction to Computing	3
BIO 111-112, 111L-112L	General Biology or	
CHEM 121-122, 121L-122L	General Chemistry or	
PHY 211-212, 211L-212L	College Physics	8
HIST 201-202	American History	6
FR, SPN 200-400	French or Spanish, at least through intermediate level	6
ASOR 100C	Orientation for Humanities Majors	1
PE 11-94	Physical Education Activities Courses (two semesters) or AERO or MUS 306A	2
HEA 151	Personal Hygiene	3
Total		55

Guided Electives (9)

AFAS 395	Great Debate	3
AFAS 365	African-American Community	3
AFAS 385	Caribbean Societies and Modernization	3
AFAS 400	Political Economy of African Nations	3
AFAS 407	Political Economy of the African-American Community	3
AFAS 420	Media, Social Change, and Mass Empowerment	3
NTR 201	Basic Nutrition Principles	3

Bachelor of Science Degree in Africana Studies

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 101	3	ENG 102	3
HIST 201	3	HIST 202	3
AFAS 201	3	MATH 111	3
BIO/CHEM/PHY	4	BIO/CHEM/PHY	4
ASOR 100C	1	HEA 151	3
PE, AERO, OR MUS 306A	1	PE, AERO, OR MUS 306A	1
MUSIC 131 OR ART 133	2		
	17		17

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 211C	3	ENG 212C	3
PHIL 250	3	ECON 211	3
AFAS 101, 103, OR 105	3	AFAS 102, 104, OR 106	3
CS 121	3	ELECTIVES OR MINOR	6
SPCH 220 OR 230	3		
AFAS 392 OR PISI 492	3		
	18		15

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
FR/GER/SPN 201 OR HIGHER	3	FR/GER/SPN 202 OR HIGHER	3
GUIDED ELECTIVES	6	ELECTIVES OR MINOR	12
AFAS 310	3		
AFAS 390 OR 395	3		
ELECTIVE OR MINOR	3		
	18		15

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ELECTIVES OR MINOR (300-400)	6	AFAS 440	3
HIST 491 OR 492	3	AFAS 490	3
GUIDED ELECTIVES (300-400)	3	ELECTIVES (300-400)	6
AFAS 450	3	HIST 485 OR 486	3
AFAS 451	3		
	18		15

Course Descriptions

AFAS 101-102 Beginning Arabic (3-3). Introduction to a language widely spoken in North Africa and the Middle East. Students are guided through the process of acquisition following an oral approach that stresses classroom participation in a cooperative atmosphere. The aim is to help students gain threshold oral fluency in the language and the ability to read simple text. Laboratory work is an integral part of the course. These courses may be used to remove high school deficiency in foreign language.

AFAS 103-104 Beginning Kiswahili (3-3). Introduction to a language widely spoken in East Africa and parts of Central Southern Africa. Students are guided through the process of acquisition following an oral approach that stresses classroom participation in a cooperative atmosphere. The aim is to help students gain threshold oral fluency in the language and the ability to read simple text. Laboratory work is an integral part of the course. These courses may be used to remove high school deficiency in foreign language.

AFAS 105-106 Beginning Yoruba (3-3). Introduction to a West African language spoken in Nigeria and other parts of Africa. Students are guided through the process of acquisition following an oral approach that stresses classroom participation in a cooperative atmosphere. The aim is to help students gain threshold oral fluency in the language and the ability to read simple text. Laboratory work is an integral part of the course. These courses may be used to remove high school deficiency in foreign language.

AFAS 201 Introduction to Africana Studies (3). A course which defines the subject matter, concepts, principles, scope, and goals of Africana Studies. Reflecting the interdisciplinary nature of Africana Studies, this course is a survey of the African world community, from the perspectives of the humanities and social sciences, science and technology, and the expressive arts.

AFAS 300 African Male: Identity, Culture, and Expressions (3). Analysis of the situation of African males in the United States, Africa, the Caribbean, and South America. Particular attention is given to "rites of passage" and males' socialization from birth to manhood in these societies.

AFAS 310 Psychological Impact of Slavery and Colonization (3). Critical examination of slavery and colonization on the minds and institutions of Africans throughout the world.

AFAS 360 African Extended Family (3). Study in the extended family as a cultural form of social and political organization in Africa. Since the first form of the traditional family in Africa was the extended family, emphasis will be placed on the values of communalism, collective work, cooperative economics, and community self-reliance. Attention will be given to the family as the basic unit of social organization in African cultures.

AFAS 362 The African-American Family (3). An examination of the dynamics of the African-American family. The course will study the institution of marriage, customs, male/female relationships, and value orientation. Special attention will be given to both the nuclear family and the extended family in the African-American community.

AFAS 365 The African-American Community (3). An examination of the dynamics of the African-American community. Attention is given to phenomena such as the family, religious institutions, political organizations, human rights organizations, economics, health care education, and social problems such as violence, drugs, and dysfunctional families.

AFAS 385 Caribbean Societies and Modernization (3). An examination of the historical significance of the Caribbean in the trans-Atlantic slave trade, and the connections between Africans born in the United States and Africans born in the Caribbean. Course also examines the nation-building efforts of these countries and development problems created by the world political economy in their domestic and foreign policies.

AFAS 390 Black Nationalism (3). A survey of the various Black Nationalist and Pan-African movements that emerged between 1850 and the present. Special attention is given to the movements of Martin Delaney, Edward Blyden, Marcus Garvey, the Nation of Islam, and other contemporary groups.

AFAS 392 African Societies and Modernization (3). A study of traditional African societies, the constraints of colonization on their development, and the transformation of the traditional societies through the processes of industrialization and modernization.

AFAS 395 The Great Debate (3). A critical examination of the philosophies of Dr. Martin Luther King, Jr., El-Hajj Malik El-Shabazz, and a synthesis of these two perspectives. The climax of the course is a debate in which the students argue burning issues from these three perspectives. Traditional African ceremonies and cultural vignettes are an integral part of this debate.

AFAS 400 Political Economy of African Nations (3). Concentration on the culture, human resources, natural resources, and political structures of African nations. Attention is given to the constraints of the world political economy on education, housing, transportation, medical and health care, food production, and industrial and technological development of African nations.

AFAS 407 Political Economy of the African-American Community (3). Examination of the unequal distribution of incomes, occupations, and education in the African-American community. Particular attention is given to poverty and unemployment rates, and how these variables have impact on the socio-economic status of African-Americans. Attention is also given to professionals and the dynamics of African-American businesses.

AFAS 420 Media, Social Change, and Mass Empowerment (3). An examination of how the mass media are used as agents of oppression in world African communities. This analysis is followed by an exploration of the media's potential to serve as an instrument of humane social change and mass empowerment. Prerequisite: AFAS 201.

AFAS 432 African Spiritual Traditions (3). An introduction to African spiritual traditions. Course examines selected sacred texts within the context of African history and culture. Included is a study of classical teaching and rituals, and the rise of the African spiritual paradigm in contemporary liberation theologies.

AFAS 440 Senior Seminar (3). As the capstone course in the department, a culmination of the knowledge, practical experiences, and solutions that students have acquired as a result of their matriculation in the curriculum.

AFAS 450 Research Methods in Africana Studies (3). Consideration of the methods of documenting and representing reality, including issues of cultural and political paradigms, aesthetics, and ethics. Both quantitative and qualitative designs are examined. Prerequisite: AFAS 201.

AFAS 451 Internship (3). A practicum experience in which students are given the opportunity to apply the knowledge gained from course work in Africana Studies. Students are placed in agencies that are addressing concerns, issues, and problems in the African community. Empirical data from this experience are used for writing the senior project. Prerequisite: permission of Department head.

AFAS 490 Senior Project (3). A scholarly and scientific project in which students bring to bear the knowledge and skills they have acquired in the Africana Studies major. Prerequisites: AFAS 450 and 451.

Department of Art

Herman Beasley, Ed.D., Head
38 Jane Elliott Hall (Women's Building)

Faculty: T. Jones, N. Lovelace, M. McBride, J. McKinney, B. Williams, P. Zeppelin.

General Statement: The Art curriculum (1) prepares students for advanced graduate study in a studio discipline of interest; (2) prepares and strengthens students' skills for professional work in the arts; (3) prepares students as graphic designers/commercial artists; and (4) provides students with the necessary foundation to broaden their knowledge in the field of art history and criticism through further study and/or practice.

Departmental Requirements
For Bachelor of Science
Art **72 Semester Hours**

The Department of Art offers a major in Art leading to the degree of Bachelor of Science with concentrations in Studio Art and Art Education.

The minimum number of semester hours required for the Bachelor of Science degree in Art Education is 133. The minimum number in Art courses for Studio Concentration is 72.

Students seeking the Bachelor of Science Degree with licensure (teacher certification) must have a 2.5 cumulative quality point average at time of application for admission, pass the Pre-Professional Skills Test (PPST) and the Communication Skills and General Knowledge core battery tests of the National Teachers Examination (NTE), and make written application to the Teacher Certification Program in the College of Education. As part of the University's retention requirements in the Teacher Education Program, each student must be admitted formally to student teaching. Continuance in the program will be governed by the State Board of Education and the University's College of Education. For a full statement of admission and retention requirements in the Teacher Education Program, see pages 117-118. Students are required to do enhanced student teaching with placement in both elementary and secondary schools.

GENERAL EDUCATION CORE

ENG 101, 102	Freshman English	6 hrs.
ENG 211, 212	Literature	6 hrs.
HIST 201, 202	American History	6 hrs.
SOC 211	Introduction to Sociology	3 hrs.
BIO 101, 101L, 102, 102L	Biophysical Sciences	6 hrs.
SPCH 220	Public Speaking	3 hrs.
MUS 131	Music Appreciation	2 hrs.
CS 121	Computer Literacy	3 hrs.
PE 11-90	Physical Education	2 semesters
ASOR 100C	Freshman Orientation	1 hr.
HEA 151	Personal Hygiene	3 hrs.

ART MAJOR CORE

Art majors must earn at least a C in the following courses, as well as in the other courses used to satisfy Departmental requirements. If majors earn less than a C, they must repeat the course until they raise the grade to at least a C.

ART 121	Fundamentals of Drawing	3 hrs.
ART 122	Figure Drawing	3 hrs.
ART 132	Design	3 hrs.
ART 301	Ceramics I	3 hrs.
ART 326	Photography	3 hrs.
ART 331	Art History I	3 hrs.
ART 341	Sculpture I	3 hrs.
ART 350	Printmaking I	3 hrs.
ART 450	Senior Project	3 hrs.

Bachelor of Science Degree in Art (With Teacher Certification)

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 101	3	ENG 102	3
ART 121	3	ART 122	3
MUS 131	2	MATH 111	3
HIST 201	3	HIST 202	3
CS 121	3	ART 132	3
ASOR 100C	1	PE, AERO, OR MUS 306A	1
SPCH 220	3		
	18		16

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 211	3	ENG 212	3
BIO 101, 101L	3	BIO 102, 102L	3
EDCI 201	3	PSY 242	3
ART 221	3	PHIL 201	3
SOC 211	3	ELECTIVES	6
PE, AERO, OR MUS 306A	1		
	16		18

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
PSY 312	3	EDCI 387	3
EDCI 301	3	ART 360	3
ART 301	3	ART 371	3
ART 331	3	HEA 151	3
ART 341	3	EDCI 419	1
ART 350	3	EDCI 400	2
		ART HISTORY ELECTIVE	3
	18		18

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ART 326	3	ART 472	12
EDSE 333	3	EDCI 470A	3
EDRD 491	3		
ART HISTORY ELECTIVE (300-400 LEVEL)	3		
ART 450	3		
	15		15

Bachelor of Science Degree in Art (Concentration in Studio Art)

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 101	3	ENG 102	3
ART 121	3	ART 122	3
CS 121	3	MATH 111	3
HIST 201	3	HIST 202	3
ASOR 100C	1	MUS 131	2
HEA 151	3	ART 132	3
PE, AERO, OR MUS 306A	1		
	17		17

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 211	3	ENG 212	3
BIO 101, 101L	3	BIO 102, 102L	3
SOC 211	3	PHIL 201-02,250/ART 300	3
ART 301	3	ART 220	3
ART 221	3	ART 302	3
PE, AERO, OR MUS 306A	1	ART 331	3
	16		18

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ART 210	3	ART 326	3
ART 321 OR 333	3	ART 351	3
ART 332	3	ART 434	3
ART 341	3	ART 342	3
ART 350	3	ELECTIVE (ANY LEVEL)	3
ELECTIVE (ANY LEVEL)	3	SPCH 220	3
	18		18

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ART HISTORY ELECTIVE (300-400)	3	ART ELECTIVES (300-400)	6
ART ELECTIVES (300-400)	6	ELECTIVES (ANY LEVEL)	9
ELECTIVE (ANY LEVEL)	3		
ART 450	3		
	15		15

Course Descriptions

ART 101 Introduction to Art (3). An introduction to the fundamental principles of the visual arts, with stress on appreciation and the significance of art in contemporary life.

ART 110 Introductory Studio Course I (3). Two-dimensional design and color theory, interpretative drawing, object and figure, three-dimensional design.

ART 120 Introductory Studio Course II (3). Two-dimensional design and color theory, interpretative drawing, object and figure, three-dimensional design.

ART 121 Fundamentals of Drawing I (3). An introduction to various tools, techniques, and materials of basic drawing. The course studies perspective and the function of the visual elements of compositions.

ART 122 Figure Drawing II (3). An exploration of formal and expressive potentials of the figure, with traditional and experimental approaches to drawing. Prerequisite: ART 121.

ART 131 Design (3). Study of principles of decorative design, giving opportunity for creative experiment with materials, structural form, and surface decoration.

ART 132 Design (3). A contemporary approach to basic visual elements of design as they are related to two- and three-dimensional problems. Problem-stating and problem-solving are a vital part of three-dimensional form organization, with emphasis on individual creative expression in design theory and innovation in the use of materials and techniques. Lettering techniques are included insofar as they are related to design.

ART 133 Art Appreciation (2). A course for all students interested in understanding the visual arts in everyday experiences. The course surveys the visual arts, including fundamental and historical distinctions between Eastern and Western art forms. Course may be used in satisfying University's humanities requirement.

ART 133H Honors Art Appreciation (2). A comprehensive survey of the art of prehistoric Egypt, Greece, Rome, and Romanesque periods. Emphasis is on comparing these periods historically and stylistically. Course restricted to members of University Honors Program.

ART 134 Art History and Appreciation (3). A course designed to expand aesthetic awareness and understanding of visual arts, with traditional focus on the history of art and the impact the artist has on society. This course may be taken to remove high school deficiency in the visual arts. If it is used for this purpose, it does not yield degree credit.

ART 135 Art History and Appreciation (3). A course designed to stimulate aesthetic awareness and understanding of the visual arts.

ART 201 African-American Art (3). A general historical survey of African-American artists, art, and artifacts.

ART 210 Drawing and Pictorial Design I (3). Composition stressing figure and environmental situation. Prerequisites: ART 110-220 or 121-122 or 132.

ART 220 Drawing and Pictorial Design II (3). Composition stressing figure and environmental situation. Prerequisites: ART 110-120 or 121, 122, 132, and 210.

ART 221 Introductory Painting I (3). The nature of modern techniques and their versatility in the use of oil and acrylic. Prerequisites: ART 110-120 or 121-122 or 132.

ART 231 Introductory Painting II (3). A study of modern painting techniques and their versatility in the use of oil and acrylic media, exploring the fundamentals of formal, aesthetic, and expressive elements of painting.

ART 240 History of Film (3). A historical study of the development of film as an art medium.

ART 241 Crafts (3). An introduction to the processes and materials available to the artist-craftsman in design, including two- and three-dimensional art forms in clay, fibers, and metals. Emphasis is on the development of functional/non-functional forms, as well as artistic expression.

ART 251 Lettering and Layout I (3). Technique of letter indication, finished lettering, letter design, typography and film lettering, usage, and adaptation of lettering skills to practical problems. Prerequisite: ART 110 or 132.

ART 252 Lettering and Layout II (3). Preparation of composites, with emphasis on skills and taste in design. Basics are stressed, such as composition and perspective. Prerequisites: ART 110-120 or 121-122-132.

ART 253 Illustration (3). Study of pictorial design as used by the graphic designer/commercial artist. All media including photography are covered.

ART 300 Aesthetics (3). Problems in philosophy of art and art criticism; aesthetic experience; truth and art; aesthetic value.

ART 301 Ceramics I (3). An introductory course in pottery-making, including designing, hand-forming, decorating, and firing ceramic objects.

ART 302 Ceramics II (3). Experiences in designing, forming, decorating, firing, and glazing functional and non-functional forms with emphasis on wheel-throwing techniques. Prerequisite: ART 301.

ART 306 Illustration (3). An introduction to the art of illustration, its history, methods, tools, and techniques. Course includes a study of pictorial design as used by the graphic designer/commercial artist. All media including photography are covered.

ART 310 Advanced Drawing and Pictorial Design I (3). Advanced composition, stressing figure. Prerequisites: ART 210-220 or permission of the instructor.

ART 311 Graphic Design (3). Emphasis on creative advertising and problem-solving within an area of printed materials. Prerequisites: ART 251-252.

ART 312 Production (3). Technology and skills necessary to the designer/commercial artist. Course includes printed technology preparation of finished art suitable for reproduction. Prerequisites: ART 251-252.

ART 313 Advanced Illustration (3). Study of advanced pictorial concepts, methods, and techniques. Prerequisite: ART 253.

ART 320 Advanced Drawing and Pictorial Design II (3). Advanced composition, stressing figure. Prerequisite: ART 310 or permission of instructor.

ART 321 Intermediate Oil Painting I (3). Advanced composition stressing figure. Prerequisite: ART 221 or permission of instructor.

ART 322 Intermediate Painting II (3). Advanced development in various painting media and techniques, with emphasis on oils and acrylic. Individuals are encouraged to select their own subjects. Prerequisite: ART 221 or permission of instructor.

ART 323 Advanced Oil Painting (3). Advanced study and original projects in oil.

ART 326 Photography (3). The fundamentals of photographic process, including the proper use and maintenance of the camera, photographic enlarger, and related equipment.

ART 327 Basic Photography (3). Advanced studies in black-and-white photography.

ART 330 Watercolor Painting (3). Composition in transparent and opaque watercolor.

ART 331 Art History I (3). An introductory survey of the development of the visual arts from pre-historic through early medieval times.

ART 332 Art History II (3). An introductory survey of the development of the visual arts from Romanesque art through baroque in France and England.

ART 333 Watercolor Painting I (3). Compositions in transparent and opaque watercolor. Prerequisites: ART 110-120 or 121-122-132 or permission of instructor.

ART 334 Watercolor Painting II (3). Composition in transparent and opaque watercolor. Prerequisite: ART 221 or 333.

ART 341 Sculpture I (3). An introduction to the tools and techniques of indirect sculpture with emphasis on modeling, mold-making, and casting. Prerequisite: ART 132 or ART 110-120.

ART 342 Sculpture II (3). Experimentation with the various tools and techniques of direct sculpture, with emphasis on working directly in clay, plaster, wood, stone, plastic, fiberglass, and metals. Prerequisite: ART 341.

ART 349 Intermediate Printmaking III (3). In-depth work in any chosen medium, including combinations of media.

ART 350 Printmaking I (3). An introductory course in the art of printmaking, its history, methods, and techniques, including a comprehensive study of various printmaking processes: intaglio(etching-drypoint), engraving, planographic (lithography), relief(block-shuts), stencil (serigraphy), and calligraphy.

ART 351 Printmaking II (3). A beginning printmaking course with emphasis on lithography, photo-silkscreening, photo-etching, and calligraphy. Work completed in this course qualifies as part of senior exhibition. Prerequisite: ART 350.

ART 352 Intermediate Printmaking I (3). In-depth work in any chosen medium, including combinations of media.

ART 353 Intermediate Printmaking II (3). In-depth work in any chosen medium, including combinations of media.

ART 360 Public School Art (3). A survey of various education theories and problems encountered on the elementary and secondary levels. Course includes observation and participation in clinical and field-based experiences. Required of all students seeking certification in Art. Prerequisite: official admission to the Teacher Education Program.

ART 371 Art Education Methods (3). A course designed to give students experience and understanding in methods, materials, and media as they relate to the art program in grades K-12. Clinical and field-based experiences which call for active participation by students are part of the course requirements. Required of all students seeking certification in Art. Prerequisite: official admission to the Teacher Education Program.

372 History of Twentieth-Century Painting (3). The art of Europe and America.

ART 373 History of Modern Sculpture (3). Sculpture in Europe and America during the nineteenth and twentieth centuries.

ART 375 History of Classical Art (3). The art of ancient Greece and Rome.

ART 381 History of American Art (3). Art from the colonial period to the present day.

ART 392 History of Baroque Art (3). Art of the seventeenth and eighteenth centuries in Italy, France, Germany, England, and the Low Countries.

ART 400 A, B, C Individual Problems (3-3-3). Upper-level students only.

ART 401 A, B, C Individual Problems (3-3-3). Upper-level students only.

ART 402 A, B, C Individual Problems (3-3-3). Upper-level students only.

ART 406 A, B, C Art Internship (3-3-3). Supervised and approved program of learning experiences undertaken by students in governmental, business, or industry setting. Formal proposals, project objectives, and learning plans must be reviewed and approved by faculty. Student activity and progress are monitored, evaluated, and graded by a full-time faculty member. Course may be taken up to three times for a total of nine hours of credit, but the learning experience must be changed each semester. Prerequisite: permission of Department Head.

ART 409 Ceramics III (3). Advanced problems in sculptural and functional ceramics, utilizing both throwing and hand-building techniques, glazing, and fixing projects.

ART 411 Three-Dimensional Design (3). Display-design package, design point of purchase, advanced concepts. Prerequisite: ART 311.

ART 412 Advanced Graphic Design (3). Primarily planned to coordinate graphics projects. Prerequisites: ART 311, 411.

ART 415 Sculpture III (3). Advanced application of techniques learned in ART 341 and 342.

ART 417 Advanced Photography (3). Emphasis on individual approaches to the photographic process.

ART 421 Advanced Oil and Acrylic Painting I (3). Advanced study and original projects in oil or acrylics. Prerequisites: ART 331-332 or permission of instructor.

ART 422 Advanced Oil and Acrylic Painting II (3). Advanced study in oil and acrylics. Prerequisite: ART 421.

ART 431 Watercolor (3). Advanced composition in transparent and opaque watercolors. Prerequisite: ART 221 or 331-332 or permission of the instructor.

ART 434 Art History III (3). A course dealing with special topics in the development of the visual arts from neo-classicism through the twentieth century.

ART 440 Introduction to Desktop Publishing (3). Pagemaker basics, screen , menus, palettes, and other tools used together to create, modify, close, and open publications.

ART 450 Senior Project (3). Project designed to give senior Art majors the opportunity to select and develop creative and written research related to art. The project is done under the supervision of the student's advisor and the Department Head. Required of all Art majors.

ART 451 Three-Dimensional Design (3). Advanced concepts of display-design packages.

ART 452 Advanced Printmaking I (3). An advanced printmaking course with emphasis on in-depth, individual approaches in various printmaking processes.

ART 453 Advanced Printmaking II (3). An advanced printmaking course on in-depth, individual approaches in various printmaking processes.

ART 454 Afro-American Art I (3). A survey of African-American art, beginning with study of African roots and influences in the Americas and Caribbean Islands and the emergence of the black artist in the United States through the nineteenth century.

ART 455 Afro-American Art II (3). A survey of developments in African-American art in the twentieth century.

ART 472 Student Teaching (12). A semester-long experience of supervised practice teaching, appropriately divided between elementary and secondary levels. Required of all students seeking certification in the teaching of Art. Prerequisite: successful completion of all certification courses except EDCI 470A, which is taken concurrently.

Department of Biological Sciences

Terrance L. Johnson, Ph.D., Head
108 McCord Hall

Faculty: M. Blackshear, J. Campbell, C. Caudle, W. Cumming, P. Ganter, A. Isa, P. Kahlon, G. Komives, E. Landers, L. Lane, J. Mallette, E. Myles, R. Newkirk, A. Smith, M. Stratton, G. Tomlinson, A. Washington, B. Washington, A. Wells, K. White, S. Whitmon.

General Statement: The curriculum of the Department of Biological Sciences is designed to fulfill the preprofessional requirements of degrees leading to careers in medical, dental, environmental, marine, and biological sciences. Training in biology prepares students for careers in teaching, government, and private industry. State and federal agencies in agriculture, health, human services, environmental protection, and similar areas seek out students with good biological backgrounds. New areas of biotechnology and genetic engineering have been added to opportunities in more traditional fields of research in marine biology, limnology, pharmacy, medicine, pathology, forestry, and horticulture. The degree programs in biology can provide a liberal education directed toward an appreciation of the complexity and beauty of nature.

The undergraduate curriculum for majors results in the Bachelor of Science degree. Upon entering the Department, students may select one of three programs under the guidance of a major adviser. The programs are Biological Sciences Teacher Education, which leads to endorsement in biology and general science for grades 7 - 12; General Biology, which is recommended for preprofessional degree requirements; or Cellular and Molecular Biology, which is recommended for students who wish to pursue graduate training and/or careers in the fields listed above. No grade less than "C" in any major course (Biology course) will be accepted as credit toward meeting Departmental requirements.

The Teacher Education Program is designed for students pursuing a teaching career in secondary education with a major in Biology. The program goals are directed toward the application of biology to the development of competencies in reading, writing, speaking, listening, mathematics, reasoning, studying, and computer competency. The overall curriculum provides for the improvement of knowledge and skills in English, the arts, mathematics, natural sciences, and social studies. A total of 141 semester hours is required in the teacher preparation program (64 semester hours in general studies, 41 semester hours in major and core related courses, and 36 semester hours in the professional education core, including enhanced student teaching and the accompanying seminar). Enhanced student teaching requires an eight-week placement in secondary school and a seven-week placement in middle school. A foreign language is not a requirement for the teacher education curriculum.

Students seeking teacher certification in Biology must be officially admitted to the certification program by applying through the College of Education, usually in the sophomore year. Admission to this program requires a cumulative quality point average of 2.5 and passing scores on the Pre-Professional Skills Test (PPST) and on the Communication Skills and General Knowledge core battery tests of the National Teachers Examination (NTE). To be eligible for upper-level certification courses, a student must be officially admitted to the Teacher Education Program. For a complete list of admission and retention requirements in the Program, see pages 117-118.

A major in Biology with emphasis in General Biology or Cellular and Molecular Biology requires 131 semester hours, of which 45 must be in biological course work. One year of college-level German, French, or Spanish must be included. Seniors who have demonstrated high achievements in their major courses are encouraged to take Biology 419, an honors research program. This course offers an opportunity to gain experience in research under the direction of the Departmental faculty.

An undergraduate minor in the Department consists of a minimum of 24 semester hours, 16 of which should be taken in sequence in Biology 111-112, 411 (Cell Biology), and 310 (Genetics), along with accompanying laboratories. General Chemistry 121 and 122, with laboratories, are required as supporting related courses and must precede BIO 411. The remaining eight hours of the minor must be on the 300 or 400 level and may be elected in the minor area desired by the student.

Combination Curricula For The Study of Pre-Medicine and Pre-Dentistry

Curricula preparatory for the study of medicine and dentistry are offered at Tennessee State University in cooperation with Meharry Medical College. The curricula are joint programs between the two institutions and qualify students for the bachelor's degree. The first three years of this program consist of the basic curriculum for a major in biology at TSU. The fourth year of the joint program is offered at Meharry Medical College to those students who are admitted to the College. Upon successful completion of the fresh-

man year curriculum in the School of Dentistry or the School of Medicine at Meharry, the student applies to Tennessee State University for the Bachelor of Science degree. The degree is awarded by the University.

Bachelor of Science Degree in Biology (General Biology Emphasis)

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
BIO 111, 111L	4	BIO 112, 112L	4
CHEM 121, 121L	4	CHEM 122, 122L	4
ENG 101	3	ENG 102	3
PE, AERO, OR MUS 306A	1	PE, AERO, OR MUS 306A	1
ASOR 100A	1	CS 121	3
HUMANITIES	2	MATH 162 OR HIGHER	3
	15		18

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
BIO 411, 411L	4	BIO 310, 310L	4
CHEM 311, 311L	4	CHEM 312, 312L	4
HIST 201	3	HIST 202	3
ENG 211	3	ENG 212	3
SPCH 220 OR 230	3	HUMANITIES	2
	17		16

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
FR, GER, OR SPN	3	BIO ELECTIVE (300-400)	4
BIO 421, 421L	4	PHY 212, 212L	4
PHY 211, 211L	4	NON-BIO ELECTIVE	3
PSY 201	3	CHEM 341, 341L	4
BIO ELECTIVES (300-400)	4	FR, GER, OR SPN	3
	18		18

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
SOC (300-400)	3	BIO 418	1
BIO 417	1	BIO 412, 412L	4
BIO ELECTIVES (300-400)	4	ELECTIVES (300-400)	6
ELECTIVES (300-400)	3	BIO ELECTIVES (300-400)	4
BIO 311 OR PSY 311	3		
	14		15

Bachelor of Science Degree in Biology (Cellular and Molecular Biology Emphasis)

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
BIO 111, 111L	4	BIO 112, 112L	4
CHEM 121, 121L	4	CHEM 122, 122L	4
ENG 101	3	ENG 102	3
PE, AERO, OR MUS 306A	1	PE, AERO, OR MUS 306A	1
ASOR 100A	1	CS 121	3
HUMANITIES	2	MATH 163A	3
	15		18

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
BIO 411, 411L	4	BIO 310, 310L	4
CHEM 311, 311L	4	CHEM 312, 312L	4
HIST 201	3	HIST 202	3
ENG 211	3	ENG 212	3
SPCH 220 or 230	3	HUMANITIES	2
	17		16

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
FR, GER, OR SPN	3	FR, GER, OR SPN	3
BIO 421, 421L	4	BIO ELECTIVES (300-400)	4
PHY 211, 211L	4	PHY 212, 212L	4
PSY 201	3	NON-BIO ELECTIVE	3
CHEM 341, 341L	4	CHEM 342, 342L	4
	18		18

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
SOC (300-400)	3	BIO 418	1
BIO 417	1	BIO 412, 412L	4
BIO ELECTIVES (300-400)	4	NON-BIO ELECT. (300-400)	6
NON-BIO ELECTIVE (300-400)	3	BIO ELECTIVES (300-400)	4
BIO 311 OR PSY 311	3		
	14		15

Bachelor of Science Degree in Biology (With Teacher Certification)

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
BIO 111, 111L	4	BIO 112, 112L	4
MATH 161	3	HIST 202	3
ENG 101	3	ENG 102	3
MUS 131	2	CS 121	3
ASOR 100A	1	PE, AERO, OR MUS 306A	1
PE, AERO, OR MUS 306A	1	MATH 162	3
HIST 201	3		
	17		17

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
BIO 241, 241L	4	BIO 232, 232L	4
CHEM 121, 121L	4	CHEM 122, 122L	4
ENG 211	3	ENG 212	3
PSY 242	3	EDCI 201	3
SPCH 220 OR 230	3	ART 133	2
		HEA 151	3
	17		19

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
BIO 310, 310L	4	BIO 412, 412L	4
PHY 211, 211L	4	PHY 212, 212L	4
EDCI 301	3	EDCI 387	3
BIO 321, 340, OR 430	4	BIO ELECTIVE (300 or 400)	4
PSY 312	3	SOC 211	3
	18		18

SUMMER

CHEM 311, 311L, 312, 312L	8

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
BIO 417 OR 418	1	EDCI 470A	3
BIO 371	3	BIO 472S	12
EDRD 491	3		
EDSE 333	3		
EDCI 400	2		
EDCI 419	1		
	13		15

Course Descriptions

Biology (BIO)

For all classes that have laboratory components, students must register for the laboratory in the same semester that they register for the lecture class.

BIO 101, 101L and 102, 102L Introduction to Biophysical Sciences (3-3). An interdisciplinary course involving the principles of mathematics, chemistry, physics, biology, and earth and space science. The objective of the course is to integrate the applicable areas as they are related to living organisms. Two lecture periods and one laboratory (2 hours) per week. (Formerly SCI 121-122)

BIO 101H, 101K and 102H, 102K Honors Introduction to Biophysical Sciences and Laboratory (3-3). Honors version of BIO 101, 101L, 102, 102L. Courses limited to students in University Honors Program.

BIO 111, 111L and 112, 112L General Biology (4-4). Structure, function, and life characteristics of organisms.

BIO 111H, 111K and 112H, 112K Honors General Biology and Laboratory (4-4). Honors version of BIO 111, 111L, 112, 112L. Courses limited to students in University Honors Program.

BIO 221, 221L and 222, 222L Human Anatomy and Physiology (4-4). The fundamentals of the structure, function, and organization of the organ systems of man. These courses should be taken in sequence. (Elective) (Formerly ZOO 201-202)

BIO 232, 232L General Botany (4). The anatomy, physiology, and taxonomy of plants. (Formerly BOT 220)

BIO 240, 240L General Bacteriology (4). Identification, culture, sterilization, and disinfectant procedures employed in studying certain microorganisms. Open to majors in Home Economics, HPER, and Nursing. Prerequisites: BIO 111 or CHEM 121, 122. (Elective) (Formerly MCB 250)

BIO 241, 241L Principles of General Bacteriology (4). The isolation, identification, culture, nutrition, sterilization, and chemotherapeutic procedures employed in studying bacteria. Prerequisites: BIO 111, 112 and CHEM 121, 122. (Formerly MCB 240)

BIO 301, 301L Earth and Space Science (4). An integrated study of earth and space sciences, including a study of the shape, structure, composition, motions, and atmosphere of the earth. Topics include an examination of the effect of weathering and erosion on the lithosphere and concerns for our environment. Consideration is given to space exploration, including stars, space, and time. Two lecture periods and one two-hour laboratory per week. (Formerly SCI 381)

BIO 310, 310L Principles of Genetics (4). An introduction to genetics, including classical and modern approaches, the laws of heredity, role of heredity in developmental physiology, and the relation between heredity and evolution. Prerequisites: BIO 111 and 232. (Formerly BIO 370)

BIO 311 Biometrics (3). An introduction to the methods of statistics that are of particular interest to biologists for experimental design and interpretation. Prerequisites: MATH 161, BIO 111, 112, and 232, or their equivalents. (Formerly BIO 380)

BIO 321, 321L Mammalian Physiology (4). Consideration of the dynamic interactions and integrations of mammalian organ systems. Special emphasis is placed upon recent advances in methodology and new concepts in physiology and contributing sciences. Prerequisites: BIO 111, 112 and CHEM 121, 122 or equivalents. (Formerly ZOO 340)

BIO 324, 324L Comparative Anatomy (4). The comparative anatomy and evolution of the organ system of chordate animals. Prerequisites: BIO 111, 112. (Formerly ZOO 330)

BIO 330, 330L Plant Morphology (4). Consideration of the structure, embryology, and phylogeny of higher vascular plants. Prerequisite: BIO 111, 112, 310, 411. (Formerly BOT 320)

BIO 340, 340L Introduction to Microbial Physiology (4). Salient features in the physiology of microorganisms. Selected examples of the metabolism of carbohydrates, lipids, and nitrogen-containing compounds are considered as a basis for further understanding of biologic phenomena. Prerequisites: BIO 241 and CHEM 311, concurrently. (Formerly MCB 310)

BIO 371 Methods of Teaching Biology (3). A course designed to explore methods and techniques for teaching biology in the secondary school. It offers opportunities for locating sources of biological materials, supplies, and equipment for the biology laboratory and gives guidance in the selection of books, journals, and other printed materials that support academic programs in secondary school biology. A field component of at least 24 hours of varied clinical experiences, classroom observation, active participation, and other related activities in clinical and/or in school settings is required. Required of all Biology majors seeking secondary certification in Biology. Prerequisite: official admission to the Teacher Education Program.

BIO 393 Computer Literacy and Statistics I (3). Training in computer components and types, data processing, word processing, and computer systems.

BIO 394 Computer Literacy and Statistics II (3). A course designed to provide the student with an understanding of basic statistical concepts used in scientific research and a working knowledge of the computer as a tool for statistical analysis of data. Prerequisite: BIO 393.

BIO 410 Special Topics (3). Student- and faculty-generated course. Scope of subject matter is determined by students and instructor. Prerequisites: 12 hours upper-level Biology and permission of instructor. (Elective) (Formerly BIO 440)

BIO 411, 411L Cell Biology (4). Structure and function of cells and their components. Prerequisites: BIO 111 and 112. (Formerly BIO 490)

BIO 412, 412L Principles of Ecology (4). Fundamental ecological principles with special reference to levels of organization, population and community properties, structural adaptation, functional adjustments, and other factors affecting the distribution of organisms. Prerequisites: BIO 111, 112, 310 and 411. (Formerly BIO 480)

BIO 413-414 Contemporary Problems in Ecology (3-3). A study of some of the contemporary problems constituting the environmental crisis, the hazards comprising such problems, and the complexity affecting their resolutions. (Elective) (Formerly SCI 481-482)

BIO 415, 415L Microtechnique (4). Methods of microscopic study of tissues. Prerequisites: BIO 111, 112, 310, 411; CHEM 121, 122; and accompanying laboratories.

BIO 417-418 Senior Seminar (1-1). Current problems in biology. A minimum of one semester required of all seniors in the Department. Meets one hour per week. (Formerly BIO 491-492)

BIO 419 Junior Honors Research (3). Open to juniors and seniors of outstanding attainment who have demonstrated high achievements in their major field. It offers opportunity to do individual research under the direction of a member of the Departmental faculty. (Elective) (Formerly BIO 460)

BIO 420, 420L Invertebrate Zoology (4). Study of the morphology, physiology, taxonomy, and life histories of the invertebrates. Emphasis is placed on the systemic developments of invertebrate types. Prerequisites: BIO 111, 112, 310, and 411. (Elective) (Formerly ZOO 400)

BIO 421, 421L Embryology (4). A general consideration of gametogenesis, fertilization, cleavage in animals and the early development of echinoderms, protochordates, and selected vertebrates, with emphasis on early development of the chick. Prerequisite: BIO 324 is strongly recommended. (Formerly ZOO 430)

BIO 422, 422L Endocrinology (4). The function of vertebrate hormones, with emphasis on those concerned in the physiology of reproduction. Topics include techniques used in small animal surgery in endocrine research. Prerequisite: BIO 421. (Elective) (Formerly ZOO 460)

BIO 423, 423L Histology (4). Study of animal tissues. Prerequisites: Biology 111, 112, 310, and 411. (Elective) (Formerly ZOO 450)

BIO 424, 424L Introduction to Parasitology (4). Animal parasites and their methods of entering the body of man and mammals. The several types of host-parasite relationships are surveyed, with emphasis on the effects of parasites on or within the hosts, immunogenic responses by the host to parasitism, and a history of the discipline. Prerequisites: BIO 111, 112, 310, and 411. (Elective) (Formerly ZOO 440)

BIO 426, 426L Field Zoology (4). Study of selected groups of animals. Methods of collecting, classifying, and preserving are emphasized. Prerequisites: BIO 111, 112, 310, and 411. (Elective) (Formerly ZOO 410)

BIO 427, 427L and 428, 428L Physiology and Pathophysiology (4-4). A closely integrated series of lectures and laboratory demonstrations which emphasize human physiology and pathophysiology. Physiology of the nervous system, blood circulation, respiration, and special senses is considered, as is the basic and applied physiology of the digestive, excretory, and endocrine systems. Mechanisms of integrating various systems are emphasized. Must be taken in sequence. Prerequisites: BIO 111, 112 or 221, 222 and either CHEM 221 or 311. (Formerly ZOO 470-471)

BIO 430, 430L Introduction to Plant Physiology (4). Consideration of the functions of digestion, nutrition, growth, photosynthesis, respiration, translocation, photoperiodism, plant hormones, transpiration, and water relations as occurring in typical green plants. Prerequisites: BIO 232 and CHEM 121, 122. (Formerly BOT 420)

BIO 432, 432L Field Botany (4). A course designed to acquaint the student with basic principles of plant classification and identification, the use of manuals with reference made to the families, genera, and species of the local flora. Prerequisite: BIO 232. (Elective) (Formerly BOT 460)

BIO 440, 440L Pathogenic Microorganisms (4). Survey of the important features of host-parasite interaction. Characteristics of the organisms, host hypersensitivity, and natural and acquired immunity are considered as contributing factors toward this interaction. Modern preventive methods are emphasized. Prerequisite: BIO 241. (Formerly MCB 410)

BIO 441, 441L Immunology and Serology (4). Theories of immunity and training in serological methods and procedures for immunization. Prerequisites: BIO 241. (Elective) (Formerly MCB 420)

BIO 442, 442L Virology (4). Survey of bacterial, plant, and animal viruses with emphasis on their infectious cycles. Prerequisite: BIO 241. (Elective) (Formerly MCB 430)

BIO 472S Student Teaching (12). A semester-long experience of supervised practice teaching, appropriately divided between middle school and high school. Required of all students seeking certification in the teaching of biology. Prerequisite: successful completion of all certification courses except EDCI 470A, which is taken concurrently.

MARC Program

The following courses are offered through the MARC (Minority Access to Research Careers) Honors Program. Enrollment is restricted to MARC participants, or by permission of the Director.

BIO 392 Scientific Communications (4). Course designed to improve written, oral, and quantitative skills deemed necessary to enhance career development in the sciences.

BIO 490, 490L Cell Physiology (4-0). Introduction to the interrelationships of biological, physical, and chemical aspects of the cell. Prerequisites: BIO 111-112, CHEM 121-122.

BIO 491 Modern Scientific Methods (3). Use and applications of modern laboratory equipment and techniques. Prerequisite: BIO 403.

BIO 492 Honors Undergraduate Research (4). Intramural and extramural biomedical research experiences.

BIO 493 Current Biomedical Topics and Responsible Conduct of Research (0). Training in critical analysis and oral presentations of current journal publications in selected biomedical fields. Ethical issues, plagiarism, falsification, fabrication, and what constitutes misconduct in research are discussed. All MARC trainees must register in this course each semester.

BIO 494-495 MARC Seminar Series (1-1). Exposure to current presentations by eminent scientists in biomedical research.

Natural Science Courses Offered by Gulf Coast Research Laboratory

By affiliation agreement negotiated annually with the Gulf Coast Research Laboratory in Ocean Springs, Mississippi, the following courses may be taken for resident credit by TSU students:

BSC 437	Coastal Vegetation (3)
BSC 438	Salt Marsh Plant Ecology (4)
MAR 482	Coastal Marine Geology (3)
BSC 490	Marine Microbiology (5)
BSC 492	Special Problems in Marine Science (TBA)
MAR 491	Special Topics in Marine Science (TBA)
SEC 435	Marine Science for Elementary Teachers (3)
MAR 457	Marine Science for Teachers
MAR 300	Oceanography
MAR 301	Marine Biology (5)
MAR 403	Marine Invertebrate Zoology
MAR 408	Marine Ichthyology (6)
BSC 424	Parasites of Marine Animals (6)
BSC 449	Marine Fisheries Management (4)
BSC 439	Marine Ecology (5)
BSC 448	Fauna and Faunistic Ecology of Tidal Marshes, Beeches, and Sea Grass Beds (4)
BSC 468	Comparative Histology of Marine Organisms (1-6)

Complete course descriptions and registration forms for courses offered at the Gulf Coast Research Laboratory may be obtained by contacting the Head of the Department of Biological Sciences.

Department of Chemistry

David D. Holder, Ph.D., Head
201 Chemistry Building

Faculty: K. Carr, F. Chen, E. Covington, P. Iyere, M. Karim, Y. Lin, E. Shute, R. Woodberry.

General Statement: The purpose of the Department of Chemistry is the preservation, interpretation, dissemination, and advancement of chemical ideas and knowledge. Thus, the principal objectives of the Department of Chemistry are (1) to instruct students in the basic principles and techniques of the various branches of chemistry, (2) to educate the general public as well as students in other areas of the importance of chemistry to the quality of the environment and everyday living, and (3) to engage in research and publication of new scientific information.

The Chemistry Department offers undergraduate programs earning B.S. degrees and a graduate program earning an M.S. degree (See Graduate Catalog). Five different undergraduate curricula are available to students according to their individual interests.

A Professional Chemistry concentration consists of 44 semester hours of chemistry with at least 36 hours upper-level.

A Chemistry concentration consists of 32 semester hours of chemistry with at least 24 hours upper-level, while a minor in Chemistry consists of 20 semester hours of chemistry with at least 12 hours upper-level (121, 122, 310, 311, 312).

No grade of less than a "C" in any major course will be accepted as credit toward meeting departmental requirements.

Departmental Requirements For Bachelor of Science Chemistry **44 Semester Hours**

Curriculum 1–Professional Chemistry Curriculum

This program requires 130 hours for graduation and is designed for students pursuing professional chemists' career opportunities in industry or government laboratories, and for those students desiring to pursue advanced studies in graduate school.

A minimum of 44 semester hours of chemistry is required, 36 of which must be in 300- or 400-level courses. These credits may be accumulated through pursuing the following courses: 121H, 122H, 310, 311, 312, 321, 322, 410, 420, 432, 450, 491, 492, and accompanying laboratories, plus one additional course from 421, 431, 440, 460, 461, 462, or 481. This curriculum is based upon recommendations by the American Chemical Society.

Curriculum 2–Professional Chemistry/Biochemical Concentration

This program requires 130 hours for graduation and is designed for students pursuing a professional career in medicine, dentistry, pharmacy, or veterinary medicine. This program is similar to the Professional Chemistry Major except the minor is in biology-related subjects.

The required number of hours is the same as the Professional Chemistry Major with credit hours accumulated through pursuing the following courses: 121, 122, 310, 311, 312, 331,332, 341, 342, 410, 450, 470, 491, 492, and accompanying laboratories.

Departmental Requirements For Bachelor of Science Chemistry **32 Semester Hours**

Curriculum 3–Chemistry Concentration

This program of study requires 130 hours for graduation and is designed to train students for career objectives other than professional chemist, graduate school, professional school, or teacher certification. This program gives students more flexibility with regard to individualized course selection which prepares students for careers as laboratory technicians, research technicians, or positions in chemical sales, process control, chemical editing-writing, and patent law. The minor in this concentration is selected by the student according to his/her career goals and is monitored carefully by an advisor.

This degree requires 32 hours of chemistry with 24 hours of 300- or 400-level courses, and is designed for students whose career or objectives are in fields where chemistry has indirect applications. These credits may be accumulated through pursuing the following courses: 121, 122, 310, 311, 312, 331, 332, 410, 450, and the accompanying laboratories.

Curriculum 4–Major in Chemistry with Teacher Certification

All candidates for certification in secondary education must complete a minimum of 138 semester hours, which includes a general education core (68 hours), a professional education core (36 hours, including a 12-hour course in enhanced student teaching), and a major concentration of content and knowledge courses (34 hours). Chemistry required courses: 121, 122, 310, 311, 312, 320, 331, 332, 450, 491, and accompanying laboratories.

Students seeking the Bachelor of Science Degree with licensure must make written application for admission to the Teacher Education Program in the College of Education, usually during the sophomore year. They must have a 2.5 cumulative quality point average at time of application and must pass the Pre-Professional Skills Test (PPST) and the Communication Skills and General Knowledge core battery tests of the National Teachers Examination (NTE). Enhanced student teaching requires placement of eight weeks at the secondary level and seven weeks at the middle school level. For a complete list of requirements for admission to and retention in the Teacher Education Program, see pages 117-118.

Curriculum 5–Cooperative Program In Pharmacy Concentration

A program of study in pharmacy is offered at Tennessee State University in cooperation with Howard University's College of Pharmacy and Pharmacal Sciences. The curriculum consists of joint programs between the two institutions and qualifies students for the bachelor's degree.

The first three years of this curriculum consist of the basic required courses for a Professional Chemistry/Biochemical concentration and the pre-pharmacy requirements for Howard University. Chemistry courses: 121, 122, 310, 311, 312, 331, 332, 410, 450, and accompanying laboratories.

The fourth year of the cooperative program is offered to those students who are admitted to Howard University. Upon successful completion of the first year curriculum in the College of Pharmacy and Pharmacal Sciences of Howard University, the student makes application to Tennessee State University for the B.S. degree. Upon joint recommendation of Howard University and Tennessee State University the student becomes a candidate for the B.S. degree. The degree is awarded by Tennessee State University.

Bachelor of Science Degree in Chemistry

Curriculum 1–Professional Chemistry Curriculum

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CHEM 121H, 121L	4	CHEM 122H, 122L	4
ENG 101	3	ENG 102	3
MATH 163	4	MATH 164	4
MUS 131	2	ART 133	2
CS 121	3	SOC 211	3
PE, AERO, OR MUS 306A	1	PE, AERO, OR MUS 306A	1
ASOR 100A	1		
	18		17

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CHEM 311, 311L	4	CHEM 312, 312L	4
HIST 201	3	HIST 202	3
ENG 211	3	ENG 212	3
CS 211	3	CS 212	3
PHY 211, 211L	4	PHY 212, 212L	4
	17		17

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CHEM 321, 321L	4	CHEM 322, 322L	4
CHEM 310, 310L	4	SPCH 220	3
ELECTIVES	6	ELECTIVES	6
MATH ELECTIVE (300-400)	3	MATH ELECTIVE (300-400)	3
	17		16

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CHEM 410	2	CHEM 432, 432L	4
CHEM 420, 420L	4	CHEM 450	2
CHEM 491	1	CHEM 492	1
CHEM ELECTIVE (300-400)	3	ELECTIVE (300-400)	3
ELECTIVE	3	ELECTIVE	2
ELECTIVE (300-400)	3		
	16		12

Bachelor Of Science Degree In Chemistry

Curriculum 2–Professional Chemistry/Biochemical Concentration

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CHEM 121, 121L	4	CHEM 122, 122L	4
ENG 101	3	ENG 102	3
BIO 111, 111L	4	BIO 112, 112L	4
MATH 161	3	MATH 162	3
PE, AERO, OR MUS 306A	1	MUS 131	2
ASOR 100A	1	PE, AERO, OR MUS 306A	1
	16		17

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CHEM 311, 311L	4	CHEM 312, 312L	4
HIST 201	3	CHEM 310, 310L	4
ENG 211	3	ENG 212	3
SOC 211	3	HIST 202	3
ART 133	2	CS 121	3
	15		17

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CHEM 341, 341L	4	CHEM 342, 342L	4
CHEM 331	3	CHEM 332	3
PHY 211, 211L	4	PHY 212, 212L	4
BIO 221, 221L	4	BIO 241, 241L	4
SPCH 220	3		
	18		15

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CHEM 410	2	CHEM 450	2
CHEM 491	1	CHEM 492	1
CHEM 470, 470L	4	ELECTIVES (300-400)	4
BIO ELECTIVES (300-400)	4	BIO ELECTIVES (300-400)	4
ELECTIVES	5	ELECTIVES	5
	16		16

Bachelor of Science Degree in Chemistry

Curriculum 3–Chemistry Concentration

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CHEM 121, 121L	4	CHEM 122, 122L	4
ENG 101	3	ENG 102	3
HIST 201	3	HIST 202	3
MATH 161	3	MATH 162	3
PE, AERO, OR MUS 306A	1	CS 121	3
ASOR 100A	1	PE, AERO, OR MUS 306A	1
	15		17

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CHEM 311, 311L	4	CHEM 312, 312L	4
BIO 111, 111L	4	BIO 112, 112L	4
SOC 211	3	CHEM 310, 310L	4
ENG 211	3	ENG 212	3
ART 133	2	MUS 131	2
	16		17

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CHEM 331, 331L	4	CHEM 332, 332L	4
PHY 211, 211L	4	PHY 212, 212L	4
SPCH 220	3	ELECTIVES (100-200)	8
ELECTIVES (100-200)	7		
	18		16

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CHEM 410	2	ELECTIVES (300-400)	12
CHEM 450	2	ELECTIVE	3
ELECTIVES (300-400)	12		
	16		15

Bachelor of Science Degree in Chemistry

Curriculum 4–Major in Chemistry with Teacher Certification

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CHEM 121, 121L	4	CHEM 122, 122L	4
ENG 101	3	ENG 102	3
HIST 201	3	HIST 202	3
MATH 161	3	MATH 162	3
MUS 131	2	SPCH 220	3
HEA 151	3	ART 133	2
ASOR 100A	1		
	19		18

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CHEM 311, 311L	4	CHEM 312, 312L	4
ENG 211	3	ENG 212	3
CHEM 310, 310L	4	EDCI 201	3
PHY 211, 211L	4	PHY 212, 212L	4
PSY 242	3	SOC 211	3
		PE, AERO, OR MUS 306A	1
	18		18

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CHEM 331, 331L	4	CHEM 332, 332L	4
EDCI 301	3	CHEM 320	3
CS 121	3	EDCI 387	3
BIO 111, 111L	4	BIO 112, 112L	4
GEOG 121	3	GEOG 122	3
PE, AERO, OR MUS 306A	1		
	18		17

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CHEM 491	1	CHEM 472S	12
CHEM 450	2	EDCI 470A	3
PSY 312	3		
EDCI 400	2		
EDSE 333	3		
EDCI 491	3		
EDCI 419	1		
CHEM 371	3		
	18		15

Bachelor of Science Degree in Chemistry

Curriculum 5–Cooperative Program In Pharmacy Concentration

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CHEM 121, 121L	4	CHEM 122, 122L	4
ENG 101	3	ENG 102	3
MATH 161	3	MATH 162	3
BIO 111, 111L	4	BIO 112, 112L	4
MUS 131	2	SOC 211	3
PE, AERO, OR MUS 306A	1	PE, AERO, OR MUS 306A	1
ASOR 100A	1		
	18		18

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CHEM 311, 311L	4	CHEM 312, 312L	4
ENG 211	3	ENG 212	3
HIST 201	3	HIST 202	3
SPCH 220	3	CHEM 310, 310L	4
MATH 163	4	SOC ELECTIVE (300-400)	3
	17		17

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CHEM 331, 331L	4	CHEM 332, 332L	4
CHEM 410	2	CHEM 450	2
PHY 211, 211L	4	PHY 212, 212L	4
BIO 201, 201L	4	ART 133	2
BIO 241, 241L	4	SOC ELECTIVES (300-400)	6
	18		18

Course Descriptions

CHEM 100 (3) and 100L (1) Basic Chemistry. A study of the fundamentals of chemistry. The course is designed for students with no high school chemistry. Three lectures and one three-hour laboratory per week.

CHEM 101 (3) and 101L (1) Fundamentals of Chemistry for Dental Hygiene Students. A study of the fundamentals of general chemistry, organic chemistry, and biochemistry. Three lectures and one three-hour laboratory per week. Enrollment limited to Dental Hygiene majors.

CHEM 121-122 (3-3) and 121L-122L (1-1) General Chemistry. Introduction to the fundamental concepts and basic principles of chemistry. Lectures deal with the basic theories of chemistry: atomic structure, kinetic theory, chemical stoichiometry, the chemical bond, oxidation-reduction, solutions, chemical equilibrium. Prerequisites: high school chemistry or CHEM 100 and two years high school algebra or MATH 111. Three lectures and one three-hour laboratory per week.

CHEM 121H-122H (3-3) and 121L-122L (1-1) Honors Chemistry. For Chemistry majors and University Honors Program students only. Three lectures and one three-hour laboratory per week.

CHEM 131-132 (3-3) and 131L-132L (1-1) General Chemistry. A course for non-science majors that covers the particle nature of matter, substance and chemical change, kinetic theory, and selected topics from the fields of inorganic chemistry, biochemistry, and environmental chemistry. Must be taken in sequence. Three lectures and one three-hour laboratory per week.

CHEM 151 (3) and 151L (1) General Chemistry for Engineers. Fundamental concepts of general chemistry, including atomic and molecular structure, gas laws, liquids, solids, solutions, kinetics, equilibrium, thermodynamics, and electrochemistry. Prerequisites: high school chemistry or CHEM 100 and two years high school algebra or MATH 161. Three lectures and one three-hour laboratory per week.

CHEM 151H (3) Honors General Chemistry for Engineers. Honors Program version of general chemistry for engineering majors. Students must also register for CHEM 151L, which is the laboratory component of the course. Prerequisite: membership in University Honors Program.

CHEM 250 (3) Introduction to Pharmacology. An introductory study of mechanisms, dosages, and side effects of pharmacological classes of medication. Three lectures per week.

CHEM 310 (3) and 310L (1) Introduction to Analytical Chemistry. Qualitative and quantitative analysis. Prerequisite: CHEM 122. Three lectures and one three-hour laboratory per week. Required of all Chemistry majors.

CHEM 311-312 (3-3) and 311L-312L (1-1) Organic Chemistry. A systematic study of the source, nomenclature, physical properties, and chemical behavior of aliphatic, aromatic, and heterocyclic compounds of carbon. Prerequisite: CHEM 122. Three lectures and one three-hour laboratory per week. Courses required of all Chemistry majors.

CHEM 318A, B, C (3-3-3) Cooperative Education I, II, III. Supervised and approved program of learning experiences undertaken by students in governmental, business, or industrial setting. Formal proposals, project objectives, or learning plans are reviewed and approved by faculty. Student activities and progress are monitored, evaluated, and graded by a full-time faculty member. Prerequisite: permission of Department Head.

CHEM 320 (3) and 320L (1) Physiological Biochemistry. The fundamentals of human physiological chemistry. Required of majors in foods and nutrition. Prerequisite: CHEM 360. Not available for students having credit for CHEM 470. Three lectures and one three-hour laboratory per week.

CHEM 321-322 (3-3) and 321L-322L (1-1) Physical Chemistry. First semester covers properties of ideal and real gases, kinetic molecular theory of gases, chemical thermodynamics, chemical equilibria, solutions of electrolytes and non-electrolytes, electrochemistry, liquid and solid states. Second semester covers rates and mechanisms of chemical reactions, introductory quantum mechanics, atomic and molecular spectroscopy, and photochemistry. Prerequisites: MATH 164, PHY 212, CHEM 310, and CHEM 312. Three lectures, one three-hour laboratory, and one two-hour problem session per week.

CHEM 331-332 (3-3) and 331L-332L (1-1) Fundamentals of Physical Chemistry. A non-calculus survey of physical chemistry. Topics include properties of gases, liquids, and solids; elementary thermodynamics; kinetics; and molecular structure. Prerequisites: CHEM 310 and 312, MATH 162. Not available to students having credit for CHEM 321-322. Three lectures and one three-hour laboratory per week.

CHEM 341-342 (3-3) and 341L-342L (1-1) General Biochemistry. A comprehensive study of the chemistry and biochemistry of carbohydrates, lipids, proteins, enzymes, vitamins, and minerals important in metabolism and nutrition of animals and plants. Prerequisites: CHEM 310 and 312. Three lectures and one three-hour laboratory per week.

CHEM 360 (3) and 360L (1) Organic Chemistry Survey. Study of important classes of organic compounds. Emphasis is placed upon the study of hydrocarbons and their principal derivatives: carbohydrates, proteins, fats, oils, vitamins, and dyes. Designed for majors in Agriculture, Home Economics, and Allied Health. Prerequisite: CHEM 122. Not available for students having credit for CHEM 311-312. Three lectures and one three-hour laboratory per week.

CHEM 371 (3) Methods of Teaching High School Chemistry. A course in the methods of teaching chemistry in the secondary school. Clinical and field-based experiences which call for active participation by students are part of the course requirements. Required of all Chemistry majors in the Teacher Education Program. Prerequisite: official admission to the Teacher Education Program.

CHEM 400 (3) Special Topics. Student- or faculty-generated course, with scope of subject matter to be determined by students and instructor. Prerequisite: permission of the instructor. Three lectures per week.

CHEM 410 (2) Chemical Bibliography. A study of how to use the chemical journals, reference books, and other sources of chemical information. A systematic search of the chemical literature for information on several compounds and topics is included. Prerequisite: CHEM 322 or 332. Two one-hour lectures per week.

CHEM 420-421 (3-3) and 420L (1) Inorganic Chemistry. Study of the principles and modern theories of inorganic chemistry, including atomic and molecular structure. Pre- or corequisite: CHEM 322. Three lectures and one three-hour laboratory per week.

CHEM 431 (3) and 431L (1) Advanced Analytical Chemistry. Advanced topics in analytical separations. Prerequisites: CHEM 310 and CHEM 322. Three lectures and one three-hour laboratory per week.

CHEM 432 (3) and 432L (1) Instrumental Analysis. Principles and applications of analytical instrumentation, including electrometric, spectrometric, and chromatographic principles. Prerequisites: CHEM 310 and 322. Three lectures and one three-hour laboratory per week.

CHEM 440 (3) Organic Reaction Mechanisms. A selective treatment of theoretical and mechanistic aspects of organic chemistry. Course includes an introduction to molecular orbital theory and its application to bonding, aromaticity and pericyclic reactions, elimination and addition reactions, and the reactive intermediates involved. Prerequisite: CHEM 322. Three lectures per week.

CHEM 450 (2) Senior Project. A special laboratory investigation carried out under the direction of the instructor. Results are written up scientifically. Prerequisite: CHEM 322 or 332. Hours arranged. Required of all Chemistry majors.

CHEM 460 (3) and 460L (2) Organic Qualitative Analysis. A systematic study of the solubility and class reactions of the principal classes of organic compounds. Course also includes identification of pure organic compounds and mixtures. Prerequisite: CHEM 322. Three lectures and two three-hour laboratories per week.

CHEM 461-462 (3-3) and 462L (1) Introduction to Polymer Chemistry. Organic chemical reactions leading to high polymers, physical properties and physical behavior of polymers, polymer processing, and end uses. Prerequisite: CHEM 322 or permission of instructor. Three lectures and one three-hour laboratory per week.

CHEM 470 (3) and 470L (1) Biochemical Analysis. Designed to familiarize the student with the principles and practices involved in the analysis of biological materials. Prerequisites: CHEM 310, 332, and 342. Three lectures and one three-hour laboratory per week.

CHEM 472S (12) Student Teaching in Chemistry in the Secondary Schools. A semester-long experience of supervised practice teaching appropriately divided between middle and secondary schools. Required of all students seeking certification in teaching Chemistry. Prerequisite: successful completion of all certification courses except EDCI 470A, which is taken concurrently.

CHEM 481-482 (3-3) Introduction to Quantum Chemistry. Introduction to fundamental principles of quantum chemistry, including methods of calculation. Application to atomic, molecular, and nuclear chemistry and physics. Prerequisite: CHEM 322.

CHEM 491-492 (1-1) Seminar. Required of all senior Chemistry majors. Prerequisite: CHEM 322.

Department of Communications

Maurice S. Odine, Ph.D., Head
410 Hubert Crouch Hall (Graduate Building)

Faculty: H. Brady, S. Holt (University Honors Program), P. Idoye, H. Insignares, L. James, M. Mandela (Africana Studies), J. Mitchell, H. Onyejiaka, D. Page, W. Stice, V. Sturgeon, L. Yan.

General Statement: The Department of Communications offers programs leading to the Bachelor of Arts or the Bachelor of Science degree with a major in Speech Communication and Theatre. The program also offers concentrations in speech communication, in theatre, and in mass communication (radio, television, and journalism). A minor in Speech Communication and Theatre is also offered.

The programs for the Bachelor of Science and the Bachelor of Arts degrees require a minimum of 130 semester hours with 48 of these being on the 300-400 level. The Bachelor of Science degree with teacher certification requires, in addition to the general education core, additional courses in the professional education core.

The Department offers teacher certification both in Speech Communication and in Theatre. Students who are interested in acquiring teacher certification must apply in writing to the College of Education, usually in the sophomore year. They must have a 2.5 cumulative quality point average at the time of application and must pass the Communication Skills and General Knowledge core battery tests of the National Teachers Examination (NTE) and the Pre-Professional Skills Test (PPST). Formal admission to the Teacher Education Program is a prerequisite to upper-level certification courses. Students are required to complete the twelve-semester-hour enhanced student teaching course, which includes a seven-week placement in middle school and an eight-week placement in secondary school. For a complete list of requirements for admission to and retention in the Teacher Education Program, see pages 117-118.

Majors in the Department of Communications are encouraged to pursue a second major or a minor in such fields as English, Business, History, Political Science, Modern Foreign Languages, Sociology, and Reading Education.

Students receiving D or F grades in courses used to satisfy requirements for the major must repeat those courses to obtain a C or above. In addition, students seeking certification in Teacher Education are required to maintain an average of 2.25 in the major courses.

The Department encourages participation in national professional organizations, with chapters of Theta Alpha Phi National Dramatic Honors Fraternity; Pi Kappa Delta National Forensics Fraternity; National Association of Black Journalists; and the Society of Professional Journalists.

Departmental Requirements
For Bachelor of Arts
And Bachelor of Science
Speech Communication and Theatre **46 Semester Hours**

Major Core: SPCH 200, 220, 320, 322, 354, 420, RTV 362, THEA 111 or 112, 240, 341 or 342, 351 or 352, 400, 401, 402, 403, 422. The B.A. degree requires 12 semester hours of a single foreign language.

Speech Communication Concentration **41 Semester Hours**

Major Core: SPCH 200, 220, THEA 240, SPCH 305, 320, 322, 354, 410, 420, 430, 434, 448, RTV 362, and THEA 111 or 112. The B.A. degree requires 12 semester hours of a single foreign language.

Theatre Concentration **40 Semester Hours**

Major Core: SPCH 200, 220, 305 or 354, THEA 111 or 112, 240, 300, 303, 304, 352, 400, 401, 402, 403, and 490. The B.A. degree requires 12 semester hours of a single foreign language.

Mass Communication Concentration **32 Semester Hours**

Major Core: SPCH 200, 220, RTV 360, 364, 370, a practicum course (choice of SPCH 442 or RTV 391), and at least three courses from the following: JOUR 420; RTV 424, 438, 440, 444; SPCH 446, 448, 452. The B.A. degree requires 12 semester hours of a single foreign language.

Mass Communication students must be able to type 25 words per minute, as demonstrated by passing the departmental typing test or OM 121 with a grade of C or better. Students use the Department's

state-of-the-art color television studio, carrier-current radio laboratory, and a computer laboratory equipped for word-processing, graphics, and desktop publishing.

Minor

The Department offers a minor in Speech Communication and Theatre, requiring 18 semester hours which may be distributed within each optional area. A minor with a concentration in Speech Communication includes SPCH 220, 305, 320 or 420, 354, 422, 322 or JOUR 301 or 302. A minor with a concentration in Speech Communication and Theatre includes SPCH 322, 354, RTV 360, THEA 240, 303, and 341. The requirements for a minor in Mass Communication include SPCH 200; JOUR 301, 302, 304; RTV 360, 364. A minor with a concentration in Theatre includes THEA 240, 300, 303, 352, 401 or 403, and 400 or 402.

Bachelor of Science Degree in Speech Communication and Theatre Speech Communication Emphasis (With Teacher Certification)

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
MATH 111	3	THEA 120	2
ENG 101	3	ENG 102	3
BIO 101, 101L	3	BIO 102, 102L	3
SPCH 220	3	SPCH 200	3
HIST 201	3	HIST 202	3
PE, AERO, OR MUS 306A	1	PE, AERO, OR MUS 306A	1
ASOR 100B	1	CS 121	3
	17		18

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 211	3	ENG 212	3
PSY 242	3	EDCI 201	3
ART 133	2	MUS 131	2
PISI 221	3	RTV 360	3
HEA 151	3	PSY 312	3
SPCH 305	3	SPCH 354	3
	17		17

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
SPCH 320	3	SPCH 322	3
SPCH 430	3	SPCH 420	3
EDCI 301	3	RTV 364	3
EDCI 387	3	EDRD 491	3
ELECTIVES (300-400 LEVEL)	6	EDSE 333	3
		ELECTIVE	3
	18		18

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
SPCH 432	3	SPCH 472S	12
SPCH 450	3	EDCI 470A	3
SPCH 371	3		
EDCI 400	2		
EDCI 419	1		
ELECTIVE (300-400 LEVEL)	3		
	15		15

Bachelor of Science Degree in Speech Communication and Theatre Theatre Emphasis (With Teacher Certification)

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
MATH 111	3	THEA 120	3
ENG 101	3	ENG 102	3
BIO 101, 101L	3	BIO 102, 102L	3
SPCH 220	3	SPCH 200	3
HIST 201	3	HIST 202	3
PE, AERO, OR MUS 306A	1	PE, AERO, OR MUS 306A	1
ASOR 100B	1	CS 121	3
	17		19

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 211	3	ENG 212	3
PSY 242	3	EDCI 201	3
ART 133	2	MUS 131	2
PISI 221	3	THEA 352	3
HEA 151	3	PSY 312	3
THEA 240	3	THEA 301	3
	17		17

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
THEA 300	3	THEA 303	3
THEA 401	3	THEA 400	3
THEA 402	3	SPCH 354	3
EDCI 301	3	EDRD 491	3
EDCI 387	3	EDSE 333	3
ELECTIVE	3	ELECTIVE	3
	18		18

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
SPCH 449	3	SPCH 472S	12
SPCH 450	3	EDCI 470A	3
EDCI 400	2		
EDCI 419	1		
SPCH 371	3		
ELECTIVE	3		
	15		15

Bachelor of Science Degree in Speech Communication and Theatre (Without Teacher Certification)

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
THEA 111 OR 112	2	ENG 102	3
ENG 101	3	BIO 102, 102L	3
BIO 101, 101L	3	MATH 111	3
SPCH 200	3	HIST 202	3
HIST 201	3	CS 121	3
ASOR 100B	1	PE, AERO, OR MUS 306A	1
PE, AERO, OR MUS 306A	1		
	16		16

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 211	3	ENG 212	3
SPCH 220	3	ART 133 OR MUS 131 OR	
THEA 120	2	PHIL	2 OR 3
THEA 240	3	PISI 221 OR SOC 211 OR	
ELECTIVES	6	PSY 201	3
		ELECTIVES	8 OR 9
	17		16-18

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
SPCH 320	3	SPCH 354	3
RTV 362	3	SPCH 322	3
THEA 341 OR 342	3	THEA 351 OR 352	3
THEA 401	3	ELECTIVES	9
ELECTIVES	6		
	18		18

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
SPCH 420	3	SPCH 422	3
THEA 400	3	THEA 402	3
SPCH 450	3	THEA 422	3
ELECTIVES (300-400 LEVEL)	7	ELECTIVES (300-400 LEVEL)	9
	16		18

NOTE: Students desiring one of the optional areas of emphasis will substitute the following courses. Optional courses for Teacher Certification: SPCH 320, 420, THEA 341, JOUR 301, RTV 360.

Option 1 – Speech Communication Emphasis

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
SPCH 305	3	SPCH 320	3
SPCH 322	3	SPCH 354	3
RTV 362	3	SPCH 410	3
SPCH 420	3	SPCH 422	3
ELECTIVES (300-400 LEVEL)	6	ELECTIVES (300-400 LEVEL)	6
	18		18

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
SPCH 430	3	SPCH 448	3
ELECTIVES (300-400 LEVEL)	11	SPCH 450	3
		ELECTIVES (300-400 LEVEL)	8
	14		14

Option 2 – Theatre Emphasis

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
THEA 300	3	THEA 400	3
THEA 304	3	SPCH 305	3
THEA 401	3	SPCH 354	3
THEA 352	3	ELECTIVES	9
ELECTIVES	6		
	18		18

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
THEA 402	3	THEA 303	3
SPCH 450	3	THEA 490	3
ELECTIVES (300-400 LEVEL)	8-9	ELECTIVES (300-400 LEVEL)	8-9
	14-15		14-15

Option 3 – Mass Communication Emphasis

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 101	3	ENG 102	3
ASOR 100B	1	ART 133 OR MUS 131 OR	
PE OR AERO OR MUS 306A	1	PHIL	2 OR 3
BIO 101, 101L	3	PE OR AERO OR MUS 306A	1
FOREIGN LANGUAGE	3	BIO 102, 102L	3
THEA 111 OR OM 121	2	FOREIGN LANGUAGE	3
THEA 120	2	ELECTIVE	3
		CS 121	3
	15		18 OR 19

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
SPCH 200	3	THEA	3
ENG 211	3	ENG 212	3
HIST 201	3	HIST 202	3
MATH 111	3	PISI 221, SOC 211, OR	
THEA 240 OR ELECTIVE	3	PSY 201	3
FOREIGN LANGUAGE		ELECTIVE	3
OR ELECTIVE	3		
	18		15

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
RTV 360	3	RTV 370	3
RTV 364	3	ELECTIVE	3
SPTH 305 OR ELECTIVE	3	RTV 362	3
400-LEVEL COURSE FROM		SPTH 391 OR SPCH 442	3
LIST*	3	ELECTIVES	6
ELECTIVES	6		
	18		18

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
400-LEVEL COURSE FROM		400-LEVEL COURSE FROM	
LIST*	3	LIST*	3
SPCH 442 OR ELECTIVE	3	SPCH 442 OR ELECTIVE	3
ELECTIVES	9	SPCH 450	3
		ELECTIVES	4 OR 5
	15		13 OR 14

*Students must complete at least three courses from the following list: RTV 424, 438, 440; JOUR 420; SPCH 446, 448, 452. The B.A. degree requires 12 semester hours of a single foreign language.

Course Descriptions

Speech (SPCH)

Prerequisite for all upper-division Speech courses (300-400 level) without stated prerequisites: any two of SPCH 200, 210, 220.

SPCH 200 Introduction to Mass Communication (3). A survey of the mass media and their impact on the ideas, attitudes, and impressions of society.

SPCH 210 Fundamentals of Speech Communication (3). Fundamentals of the various types of speech communication, including interpersonal, small group, and non-verbal communication process.

SPCH 220 Public Speaking (3). Principles of speech composition and delivery with emphasis on preparing and presenting the various forms of oral communication.

SPCH 220H Honors Public Speaking (3). Honors section of SPCH 220. Enrollment limited to students in University Honors Program.

SPCH 230 Business and Professional Speech Communication (3). Designed specifically for the student with neither a major nor a minor in the field of speech. Emphasis is placed on the following speech situations: business interviews, conferences, reports, and similar types of business conversations.

SPCH 230H Honors Business and Professional Speech Communication (3). Honors section of SPCH 230. Enrollment limited to students in University Honors Program.

SPCH 320 Argumentation and Debate (3). Principles and practices of argumentation, analysis of propositions and evidence, brief-making, and preparation and delivery of forensics, as well as participation in classroom discussions. Techniques governing roundtable, forum, and panel discussions are studied.

SPCH 322 Advanced Public Speaking (3). Study of standards of criticism and techniques involved in effective public address. Prerequisite: SPCH 220.

SPCH 354 Oral Interpretation (3). Understanding of and appreciation for literature through the oral recreation of poetry, prose, and drama. Recommended for prospective teachers of literature.

SPCH 356 Forensics Practicum (3). Practical experience through active class participation in individual events and performance activities. Prerequisite: SPCH 220.

SPCH 358 Readers' Theatre (3). Group interpretation performances of compiled scripts from the genres of poetic, prose, and dramatic literature. Choral speaking, chamber theatre, group interpretation, and interpreter's theatre are emphasized. Prerequisite: SPCH 354.

SPCH 371 Methods of Teaching Speech Communication and Theatre (3). A methods course in the teaching of speech, theatre, and communication on the secondary level. Clinical and field-based experiences which call for active participation by students are part of the course requirements. Required of all students seeking certification in speech communication and theatre. Prerequisite: official admission to the Teacher Education Program.

SPCH 375 Communicative Skills (3). Focus on students' communicative skills, verbal and written, preparing them for the professional world.

SPCH 410 History of English Language (3). Same as English 410. Development of the English language from the beginning to modern times. Some attention is given to phonetics and to the elementary principles of linguistics.

SPCH 420 Small Group Communication (3). Communication in small groups, emphasizing principles, practices, and patterns in practical situations.

SPCH 422 Persuasion (3). Psychology of attitude formation, including theories of persuasion and principles of persuasive communication. Prerequisite: SPCH 220.

SPCH 430 Psychology of Speech Communication (3). Basic psychological factors and their relation to the various types of communicative processes, with emphasis on interpersonal communication. The nature, origin, and purposes of speech are analyzed, as well as the development of language and speech in the individual.

SPCH 432 Intercultural Communication (3). Understanding dimensions of communication theory that apply across cultural boundaries. Emphasis is placed on both theoretic and practical awareness of communication in and between cultures.

SPCH 434 Contemporary Black Speakers (3). A study of selected speeches of contemporary black leaders who have contributed to and made an impact on American life. The speeches are analyzed according to the principles of rhetoric, based on Aristotelian standards. Prerequisite: SPCH 210 or 220.

SPCH 442 Internship (3). Internship program between TSU and local media, communications, and theatre agencies, in which students undertake various duties. Specific internships available change from semester to semester. Open to students in all areas of the Department. May be taken three times for credit but no more than twice in the same job assignment area. Prerequisites: introductory courses in area related to internship (RTV 360 and 364 or 365 for electronic media, or JOUR 301 and 302 for journalism) and permission of instructor.

SPCH 442A Communication Cooperative (3). Supervised and approved program of learning experiences undertaken by students in governmental, business, or industrial setting. Formal proposals, project objectives, or learning plans are reviewed and approved by faculty. Student activities and progress are monitored, evaluated, and graded by a full-time faculty member. Prerequisite: permission of Department Head.

SPCH 446 Advertising and Media Sales (3). Basic print and broadcast advertising techniques, including ideas and their translations into persuasive words and pictures. Sales practices, for both print space and broadcast time, and the structure and function of advertising agencies are also covered.

SPCH 448 Principles of Public Relations (3). History, development, scope, and role of public relations in society. Course covers the processes and practices of public relations, emphasizing the use of mass communications in the field.

SPCH 449 Speech and Theatre for Children (3). Designed for the elementary school teacher with a minimum of training and experience in speech communication and theatre. The focus is on activities of a practical nature which the elementary teacher may use in the classroom. Representative topics include speech activities, oral interpretation, creative dramatics, and puppetry. Only students who have been officially accepted into the Teacher Education Program may enroll.

SPCH 450 Senior Project (3). Completion of individual research or project through application of the research methodology process. Students **must** register for this course during the term they plan to graduate, unless they are engaged in practice teaching.

SPCH 452 Communication Law (3). Analysis of law and regulation in terms of the social, political, and economic interests they are designed to protect and in terms of their impact on the communication industry. The First Amendment, rights of privacy, and communication ethics are considered. Prerequisite: RTV 360 or JOUR 301 or permission of instructor.

SPCH 458 Advanced Public Relations (3). Practical exercises in public relations, stressing campaigns, schedules, budgets, and media strategies. Prerequisite: SPCH 448.

SPCH 472S Enhanced Student Teaching (12). A semester-long experience of supervised practice teaching, appropriately divided between middle school and high school. Required of all students seeking certification in the teaching of Speech Communication or Theatre. Prerequisite: successful completion of all certification courses except EDCI 470A, which is taken concurrently.

SPCH 480 Independent Study (1-3). Individual study and research under faculty guidance. May be taken twice for up to six hours of credit.

Journalism (JOUR)

JOUR 301 Survey of Journalism (3). Emphasis upon the organization and function of daily and weekly newspapers, community publicity, school publications, and newswriting.

JOUR 302 Newswriting (3). Introduction to reporting techniques, with emphasis on newswriting.

JOUR 304 Advanced Reporting (3). Practice in advanced newswriting with emphasis on news features and beat reporting. Prerequisite: JOUR 302.

JOUR 306 Investigative Reporting (3). Special problems and assignments in in-depth investigative reporting. Prerequisites: JOUR 302 and 304.

JOUR 390 Newspaper Workshop (3). Practical experience in writing, editing, photography, layout, and advertising sales for the TSU Meter (student newspaper). Prerequisite: upper-level status or permission of instructor. May be taken three times for credit.

JOUR 401 Editorial Writing (3). Critical analysis of structure and content of newspaper editorials; practice in writing editorials and columns. Prerequisite: JOUR 405.

JOUR 405 News Editing (3). Editing copy, writing headlines, designing newspaper layout. Prerequisite: JOUR 302.

JOUR 420 Broadcast Journalism (3). Preparation and production of news and documentaries for radio and television. Broadcast newswriting

style, use of audio, video, and graphics, and newscast production are among the topics covered. Prerequisite: JOUR 302 and RTV 364 or permission of instructor.

JOUR 430 Desktop Publishing (3). Designing, laying out, and publishing newsletters, brochures, books, and other types of publications using computers. The course covers basic story and ad copy writing, headline writing, use of graphics, publication design, computerized page makeup, and printing/duplicating options. Intended for majors and non-majors.

JOUR 440 Feature Writing (3). Instruction and practice in writing feature articles. Prerequisite: JOUR 302 or permission of instructor.

JOUR 452 Reviewing and Criticism (3). Instruction and practice in reviewing entertainment and the arts. Emphasis on film criticism and one or more or the following: theatre, literature, music, dance, art. Prerequisite: JOUR 302.

JOUR 454 Specialized Publications (3). Business and industrial publications. Writing and editing for special interest newspapers and magazines in such fields as agriculture, business and industry, engineering, home economics, and music. Prerequisite: JOUR 302.

JOUR 460 Special Topics (3). Scope of subject matter to be determined by students and instructor. Prerequisites: JOUR 302 and permission of instructor.

JOUR 480 Independent Projects (3). Supervised individual study, media experience, or research. Prerequisite: permission of Department Head.

Theatre (THEA)

Prerequisites for all upper-division courses (excluding THEA 344) without stated prerequisites: THEA 111 or 112 and THEA 120.

THEA 110 Introduction to Drama (3). Elements of theory and practical experience in the drama, through study of representative plays and dramatic theory, as well as a study of theatre operations, from working backstage to observing and critiquing plays, to theatrical field trips.

THEA 111 Theatre Practice I (2). Introduction to theatre technology, stage terms, building of scenery. Laboratory experience.

THEA 112 Theatre Practice II (2). Fundamentals of floor plans and perspective drawings, introduction to make-up, and continuation of theatre technology. Laboratory experience.

THEA 120 Appreciation of Drama (2). Introduction to dramatic principles though the study of major periods and representative plays from the Greek period to the present.

THEA 120H Honors Appreciation of Drama (2). Honors section of THEA 120. Enrollment limited to students in University Honors Program.

THEA 205 Introduction to Theatre (3). Theatre as a form of artistic expression. Emphasis is placed on dramatic structure, types of plays from representative periods, schools of dramatic thought, and the function of fundamental theatre personnel.

THEA 240 Elementary Acting (3). Study and practice in the fundamentals of acting technique based on play and character analysis. The importance of voice, posture, gesture, and movement in theatrical expressiveness are emphasized, using speeches and short scenes from the world's best dramas.

THEA 300 Play Production (3). Study of the major component principles in producing a play: directing, acting, scenery and lighting, sound, costuming and make up, selecting a play, casting, theatre business, and stage management. Emphasis is also placed on the collaborative and managerial skills necessary for artistic production.

THEA 303 Directing (3). Analyzing scripts and directing one-act plays, with attention to casting, blocking, and rehearsal styles through practicum. Prerequisites: THEA 240 and 300.

THEA 304 Playwriting (3). Theory and practice of writing one-act plays for the stage. Prerequisite: THEA 351 or 352.

THEA 341 Children's Theatre I (3). Development of more sensitive characterizations and increased awareness of such demands of a drama as structure, pace, mood, and tension. The same process may be used as a teaching tool in other areas, such as the language arts program in elementary and secondary schools. The course is taught in a laboratory situation.

THEA 342 Children's Theatre II (3). Fundamental principles of crew and committee work for a children's play, taught by the student's actual participation in some phase of the productions, such as cast member, crew member, or committee member. Cast members may include people from the third grade through graduate level.

THEA 343 Stage Movement (3). Use of the body and bodily movement for characterization and general stage movements. Exercises, dance, and improvisations are emphasized in examining body dynamics for contemporary and classical acting and movement styles.

THEA 344 Drama Workshop (1-2). Credit given for acting, crew, or committee work in a production. Prerequisite: permission of instructor. Non-majors may repeat for maximum of 4 hours; majors may repeat for maximum of 6 hours.

THEA 351 Classical Drama (3). Study of western world's masterpieces from the Greeks to the Restoration. Readings and reports.

THEA 352 Modern Drama (3). Extensive study of world-famous plays from 1880's to the present day. Readings and reports.

THEA 400 Scene Design and Stagecraft (3). Advanced scene design and advanced stagecraft. Construction of three-dimensional scenery required. Practicum with current productions. Prerequisite: THEA 111 or 112.

THEA 401 History of Drama I (3). Development, literature, and staging practices of the theatre from the Egyptians to the Restoration Period.

THEA 402 Stage Lighting and Stage Make-up (3). Advanced make-up and lighting practicum in major productions and laboratory productions. Prerequisites: THEA 111 or 112; 120.

THEA 403 History of Drama II (3). Development, literature, and staging practices of the theatre from the Restoration through the nineteenth century.

THEA 420 Advanced Acting (3). Expansion of the techniques studied in elementary acting. Longer scenes from the world's best dramas are studied and used as criteria for the course. Prerequisite: THEA 240 or permission of instructor.

THEA 422 Contemporary Black Drama (3). Study of dramas by representative contemporary black playwrights.

THEA 431 Shakespeare (3). Study of the principal plays of Shakespeare. (Same as English 431)

THEA 490 Performance Seminar (3). Selected topics in acting, directing, and design as they relate to performance. Course involves class discussions, papers, out-of-class work, and research. Students work as a group and/or on individual topics and projects. A final project is the end product for the class. Prerequisites: Any two of THEA 240, 300, 303.

Radio and Television (RTV)

Prerequisite to all RTV courses without stated prerequisites: any two of SPCH 200, 210, 220.

RTV 300 Mass Communication Seminar (2).

RTV 360 Broadcasting in America (3). Overview of the history, form, content, and social impact of American radio and television. Examples of contemporary broadcasting are analyzed in these terms.

RTV 362 Radio and Television Communication (3). A course covering all types of non-dramatic broadcast performance, with application in a laboratory situation.

RTV 364 Radio and Television Production (3). An introductory course dealing with the basic principles of directing and producing radio and television programs. Practical application in a laboratory situation.

RTV 370 Radio and Television Writing (3). A study of the techniques and methods used in writing radio and television scripts. Students are required to write a number of scripts for various types of programs. Prerequisite: RTV 364 or permission of instructor.

RTV 391 Communication Laboratory (3). A practicum course involving radio production and broadcasting work at the campus radio station. Students undertake a variety of broadcasting responsibilities under the supervision of the station manager. Prerequisite: RTV 362 or permission of instructor. May be taken twice for credit.

RTV 424 Advanced Audio Production (3). A course which provides the student with experience in advanced audio production techniques, with emphasis on creative use of audio and audio documentary production. Aspects of news and public affairs production are covered in conjunction with production assignments at the campus radio station. Prerequisite: RTV 364.

RTV 438 Electronic Media Management (3). A course covering legal, social, programming, and economic aspects of radio and television management. Guest lectures by local station managers and department heads are an important feature of the course. Prerequisite: RTV 360 or permission of instructor.

RTV440 Radio and Television Programming (3). A consideration of television and radio programming in terms of content, social impact, and artistic merit. News, documentaries, public affairs, talk shows, light entertainment, serious drama, and advertisements, as well as program schedules as a whole, are analyzed. Prerequisite: RTV 364 or permission of instructor.

RTV 444 Advanced Television Production (3). In-depth experience in producing and directing television programs. Prerequisite: RTV 364.

Department of Criminal Justice

C. Bruce Mallard, Ph.D., Head
310 Hubert Crouch Hall (Graduate Building)

Faculty: L. Gaiters, K. Wheaton, L. Woods.

General Statement: The Department of Criminal Justice offers a program leading to the degree of Bachelor of Science. The curriculum contains a wide range of courses concerning all aspects of the criminal justice system, with an emphasis in the area of corrections. Any student admitted to the University at the undergraduate level is eligible to major in Criminal Justice. It is an excellent pre-law major.

Departmental Requirements
For Bachelor of Science
Criminal Justice **45 Semester Hours**

MAJOR CORE: A minimum of 45 semester hours with at least 33 hours at the 300-400 level. Required courses in the major core are CJ 200, 201, 202, 203, and 300. Students must also complete a minimum of 15 hours of CJ electives at the 300-400 level, plus a required Senior Practicum, CJ 400, and Senior Project, CJ 450, for an additional 15 hours. Police or correctional officers who have completed basic training at a city or state academy receive credit for the Practicum course by registering for it. All other students must complete a semester of work in a criminal justice agency to gain practical experience. CJ 400 is a 12-semester-hour course. Students must earn at least a C in all 45 hours used to complete the major.

MINOR REQUIREMENTS: All majors earn a minor in Psychology by completing 18 hours: PSY 201, 310, 311, 321, 462, and either 341 or 351.

Bachelor of Science Degree in Criminal Justice

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 101	3	ENG 102	3
MATH 111	3	MATH 112	3
BIO 101, 101L	3	BIO 102, 102L	3
HIST 201	3	HIST 202	3
CJ 200	3	PSY 201	3
PE, AERO, OR MUS 306A	1	PE, AERO, OR MUS 306A	1
ASOR 100B	1	HUMANITIES ELECTIVE	2 OR 3
	17		18 OR 19

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CJ 201	3	CJ 202	3
SOC 211	3	CJ 203	3
ENG 211	3	ENG 212	3
PSY 310	3	HUMANITIES ELECTIVE	2 OR 3
PSY 321	3	ENG 310C	3
		CS 121	3
	15		17 OR 18

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
PSY 311 OR SOC 300	3	SOC 330	3
PSY 462	3	SOC ELECTIVE 300-400 LEVEL	3
PSY 341 OR 351	3	CJ ELECTIVE 300-400	3
SOC ELECTIVES 300-400 LEVEL	6	ELECTIVES 300-400 LEVEL	6
ELECTIVE 300-400 LEVEL	3		
	18		15

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CJ 400	12	CJ ELECTIVES 300-400	12
CJ 450	3	SPCH 220	3
	15		15

Course Descriptions

CJ 200 Introduction to Criminal Justice Studies (3). A preliminary examination of the entire criminal justice system. It emphasizes the understanding of basic concepts in police science, correctional services studies, the law and our legal system, and the elements of the scientific method and research techniques. It also functions as an introduction to the orientation and demands of the Tennessee State University Department of Criminal Justice. Required of all CJ majors.

CJ 201 Introduction to Law Enforcement (3). An intensive study of findings and concepts in the area of police science. It covers law enforcement agencies, their procedures, and their problems. There is discussion of police-community relations and the FBI. History is emphasized. Required of all CJ majors.

CJ 202 The American Legal System (3). An intensive study of the concepts and findings of research concerning the functioning and the structure of the American legal system. Its history and development are stressed, and its place in the entire criminal justice system is discussed. Elements of constitutional criminal law are introduced. Problems such as crowded dockets, plea bargaining, and bail are discussed. Required of all CJ majors.

CJ 203 Introduction to Corrections (3). An intensive study of the concepts and findings of research in the area of corrections. In addition to consideration of the history and development of the correctional system, various techniques of correction are considered. The relationship of society and its norms to the operations of such systems are included. Required of all CJ majors.

CJ 300 Research Methods (3). An intensive survey of the various methods appropriate to criminal justice studies. Special emphasis is given to the consideration of logic, design, and importance of research for correctional practitioners. In addition to the development of research skills, a purpose of this course is to develop the student's ability to read critically and to evaluate proposals for change. Prerequisites: MATH 111 and PSY 311 or SOC 300. Required of all CJ majors.

CJ 301 Court Procedure and Mechanics (3). An intensive study of courtroom case preparation, officer demeanor in court, effective presentation of evidence, trial procedure, use of written notes, officer appearance, and reaction to cross examination. (Elective)

CJ 302 Constitutional and Criminal Law (3). Discussion of criminal law and procedure, including constitutional law as it impinges upon the legal system and the crime. Topics include review of the relevant constitutional criminal cases before the various courts of appeals and the United States Supreme Court. (Elective)

CJ 303 Incidence of Crime (3). Intensive discussion of the problems involved with crime statistics. Course reviews uniform crime reports and relevant studies. Careful attention is devoted to the concept of unreported crime. (Elective)

CJ 304 Criminal Typology (3). Intensive discussion of the types of crimes. Consideration is given to the various bases for the division of crimes into different categories. In addition, there is an intensive examination of the specific research findings on crimes such as rape, robbery, and murder. (Elective).

CJ 305 Deviance and Control (3). A sociological discussion of the nature and role of deviance in a society. The various types of deviance are considered and the nature of the relationship between deviance and the controlling and producing forces of society are discussed. The relationship of deviance to crime is considered. (Elective)

CJ 306 Introduction to the Philosophy of Law (3). The philosophical development of the concept of law from the Pre-Greek era to the present (Babylonian, Greek, Roman, Germanic, and English systems), with emphasis on the more important philosophical ideas that have led to the present American legal system. (Elective)

CJ 307 Introduction to the Study of Law (3). An in-depth analysis of the Socratic method and case method of legal studies, along with the organization and function of law schools. The course should be taken by only those students interested in pursuing a career in law. (Elective)

CJ 308 Police and Patrol Service (3). A study of the organization, administration, and supervision of patrol function. Responsibilities, techniques, and methods of police and patrol are treated. Various services and public assistance offered by police organizations are emphasized. (Elective)

CJ 309 Traffic Investigation and Control (3). A study of the development and need for traffic laws with primary attention focused upon the Uniform Motor Vehicle Code and Model Traffic Ordinances, including use and implementation. The preparation and maintenance of an adequate records system of traffic safety are examined. (Elective)

CJ 310 Criminal Theory (3). A survey of the various theories which have been advanced over the years about the causation of crime; biological, sociological, psychological, and other theories are examined along with relevant research findings. (Elective)

CJ 313 Counseling (3). An intensive introduction to counseling, with special emphasis upon the nature and problems of correctional guidance counseling. Attention is devoted to the recognition and diagnosis of the psychological problems, as well as development of acceptable counseling methodology. Development of oral competency is stressed, as students participate in mock counseling sessions.

CJ 321 Juvenile Delinquency (3). An intensive study of the basic ideas of criminology as applied to juvenile delinquency. Attention is devoted to the development and impact of the juvenile court system. (Elective)

CJ 322 Penal Institutions and Treatment Methods (3). Intensive discussion of the methods of corrections involving prisons, jails, and other places of incarceration. Special emphasis is placed on the inmate, treatment of custodial conflicts, and the utility (or lack of utility) of such institutions. (Elective)

CJ 323 Community-Based Treatment Methods (3). Intensive study of probation, parole, work-release, and other correctional methods which involve the inmate in his community rather than incarceration. Merits and defects of such programs are examined. (Elective)

CJ 330 Police Administration (3). An examination of the principles of organization, administration, and functioning of police departments. Course includes an evaluation of personnel policies, divisions, operations, command policies, and departments as a whole. (Elective)

CJ 331 Police Administration II (3). Advanced study of the organization, administration, and functioning of police departments. The designing of policies and a study of the arrangements within a department of specific operations and commands are emphasized. (Elective)

CJ 400 Senior Practicum (12). Field experience consisting of nearly full-time work in an appropriate institution or agency. Course also involves intensive weekly discussions of problems that arise. Usual enrollment time is the student's senior year of study. Required of all CJ majors.

CJ 401 Independent Study (3). For the student who shows exceptional promise. Course consists of a research project or intensive reading program specially designed for the individual student. Only those students whose work shows reasonable probability of a new contribution to knowledge are permitted to enroll. Prerequisite: permission of Department Head. (Elective)

CJ 405 Introduction to Criminalistics (3). A course designed to give the student a basic knowledge of crime scene protection, as well as the collection, preservation, and identification of evidence, including proper search, dusting for latent prints, casting, fingerprint classification, use of the crime laboratory, and crime detection and prosecution. (Elective)

CJ 410A,B Cooperative Education (3-3). Supervised and approved program of learning experiences undertaken by students in governmental, business, or industry setting. Formal proposals, project objectives, or learning plans are reviewed and approved by faculty. Student activity and progress are monitored, evaluated, and graded by a full-time faculty member. Prerequisite: permission of Department Head.

CJ 420 Seminar in Law Enforcement (3). Review and synthesis of basic principles, practices, and procedures. Course includes visitation to operating police organization and final preparation for employment in law enforcement. (Elective)

CJ 421 Sociology of Law (3). A discussion of the role of the legal system in society. There is consideration of the actual effects of certain types of legislation. Other topics include conflict resolution, the problems of a pluralistic society, and the nature of the law. (Elective)

CJ 422 White Collar Crime (3). A discussion of the incidence and problems of white collar crime. Topics range from tax evasion and business crimes to political corruption and bribes. (Elective)

CJ 430-431-432 Special Topics (3-3-3). A course taught from time to time as faculty expertise and student interest warrant, with topics in such areas as police-community relations, behavior modification in corrections, and street laws. (Elective)

CJ 450 Senior Project (3). Course involving the preparation of an acceptable piece of research, including a final written report, in some aspect of criminal justice. Required of all CJ majors.

Department of History, Geography, and Political Science

Reuben H. Brooks, Ph.D., Head
205 Hubert Crouch Hall (Graduate Building)

Faculty: J. Burchett, J. Cooke, D. Elliott, S. Franklin, J. Haney, J. Henry, H. King, B. Lovett, E. McClain, H. C. McGinnis, J. Paruchuri, D. Roberts, S. Shannon, S. Smith, J. Udelson, R. Ward.

General Statement: The Department of History, Geography, and Political Science provides the University with general education service courses in History, Geography, and Political Science, in addition to majors in History and Political Science and a minor in Geography. Since all of these disciplines have distinct degree programs, they are discussed under separate headings.

The **History** major is a Bachelor of Arts degree with an optional career focus in public history and an additional focus in African-American studies. A teacher licensure program in History for middle or secondary education is also available to students majoring in History. The **Political Science** major is a Bachelor of Science degree with an optional career focus in pre-law, public administration, or international relations. A teacher licensure program in Government for middle or secondary education is also available to students majoring in Political Science. The minor in **Geography** is composed of 18 hours of physical, systematic, and regional geography courses.

A minimum grade of C is required in all courses applied to a major in this department.

Students desiring to enter the teacher licensure curriculum must apply in writing to the College of Education, usually during their sophomore year. At the time of application, they must possess a 2.5 cumulative quality point average and must pass the Pre-Professional Skills Test (PPST) and the Communication Skills and General Knowledge core battery tests of the National Teachers Examination (NTE). Formal admission to the Teacher Education Program is a prerequisite to upper-level certification courses. For a complete list of requirements for admission to and retention in the Teacher Education Program, see pages 117-118.

Departmental Requirements
For Bachelor of Arts
History **39 Semester Hours**

The curriculum in History is designed to provide students with a broad vision of past and present civilization. Emphasis is placed on social, economic, and political trends in the development of civilization, but institutional, cultural, diplomatic, and religious aspects of man's experience are also included.

MAJOR CORE: The requirements for a major in History include HIST 121-122, World History (6 hrs); HIST 201-202, American History (6); 300-400-level United States history courses (6); at least 6 hours at 300-400 level in non-American history; HIST 450, Senior Project (3); and HIST 499, Senior Seminar (1). With these core courses included, a major in history must total no less than 39 hours, 18 of which must be selected from 300-400 level offerings. All 39 hours must have a grade of C or better. Various course options from historical fields are made available annually.

Since History offers only the B.A. degree, all majors must study a single foreign language through the intermediate (sophomore) level.

Optional Career Focus

A Public History focus may be elected within the History major. This concentration helps to prepare students for careers in archives, libraries, industry, and museums, and as tour guides for historical sites.

An African-American focus is also possible. This study of African-American culture involves some understanding of the history of Africans on coming to the Americas, the history and geography of Africa, and relationships between Americans and Africans.

MINOR REQUIREMENTS: A minimum of 18 semester hours including HIST 201 and 202.

Departmental Requirements
For Bachelor of Science
Political Science **39 Semester Hours**

The Department offers courses which allow the students to pursue a variety of specific interests at the undergraduate level. Courses numbered in the 360's, for example, focus on International Relations and Comparative Politics. Students interested in Public Administration should elect courses in the 440 series. Regardless of the student's specific interests, however, he or she should sample at least one course from each of the different areas of the discipline.

MAJOR CORE: The curriculum in Political Science offers students a broad view of the many facets of politics, policy-making, political thought, law, and comparative government. In addition to the University's general education requirements, students majoring in Political Science must take a minimum of 39 hours within the discipline, including PISI 101, Introduction to Political Science (3); PISI 221, American National Government (3); PISI 222, State and Local Government (3); PISI 310, Research Methodology (3); and PISI 450, Senior Project (3). A minimum of 30 hours of the Political Science major must be selected from the 300-400 level courses. All 39 hours must have a grade of C or better.

PRELAW

The Political Science program provides one of the most frequently recommended curricula for students who wish to enter law school. Courses in the 430 series constitute the specific law-oriented curriculum. The following fifteen hours should be taken in the four-year period: PISI 221, American National Government; PISI 430, Introduction to American Law; PISI 431-432, Constitutional Law I-II; and PISI 434, Legal Research and Writing. But students interested in law school should also take a wide variety of courses which help develop their analytical and communication skills. Upper-division courses in English, History, and Business are highly recommended, as are Philosophy 250, Logic, and Philosophy 430, Philosophy of Law.

MINOR REQUIREMENTS: A minimum of 18 semester hours, including PISI 221.

Departmental Requirements
Bachelor's Degree with Teacher Certification
History or Government

The Teacher Education Program in the Department of History, Geography, and Political Science is designed for persons who desire to become licensed to teach History or Government (Political Science) in grades 7 - 12. The program of study is designed to prepare students with a broad educational base and with mastery of written and oral skills. In addition, course selections enable students to gain knowledge of and appreciation for the diversity among people and nations of the world, as well as the multi-ethnic, multi-religious American society.

History licensure majors will complete a minimum of 140 hours, involving 70 hours of general education, 34 hours in the major, and 36 in professional education, of which 12 hours are devoted to enhanced student teaching. Enhanced student teaching requires eight-week placement at the secondary level and seven weeks at the middle school level.

Government (Political Science) licensure majors must complete a minimum of 136 hours, including 64 of general education courses, 36 in the major itself, and 36 in professional education, including enhanced student teaching. Enhanced student teaching requires eight-week placement at the secondary level and seven weeks at the middle school level.

Departmental Requirements
For Minor in Geography **18 Semester Hours**

The Department provides an opportunity for a student to enrich his or her education by obtaining a minor in Geography, composed of 18 credit hours of courses. This program is designed so that each student is insured of a comprehensive exposure to the world's geographical arrangement, requiring each one to take two semesters of World Regional Geography (GEOG 171 and 172). In addition, the program requires the selection of a minimum of one course from each of the three components of the program: physical geography, systematic geography, and regional geography.

All students: World Geography	**6 HRS**
Geography 171 World Regional Geography I	3
Geography 172 World Regional Geography II	3

SELECT AT LEAST ONE COURSE FROM EACH AREA:

A. Physical Geography: 1 or 2 courses	**3-6 HRS**
Geography 121 Earth Science I	3
Geography 122 Earth Science II	3
Geography 301 Physical Geography I	3
Geography 302 Physical Geography II	3
Geography 350 Weather and Climate	3
Geography 499 Special Topics in Geography	3

B. Systematic Geography: 1 or 2 courses	**3-6 HRS**
Geography 430 Social Geography	3
Geography 444 Cultural Geography	3
Geography 464 Environmental Geography	3
Geography 470 Political Geography	3
Geography 475 Economic Geography	3
Geography 485 Urban Geography	3
Geography 499 Special Topics in Geography	3

C. Regional Geography: 1 or 2 courses	**3-6 HRS**
Geography 371 United States and Canada	3
Geography 372 Geography of Mexico and the Caribbean	3
Geography 373 Geography of South America	3
Geography 381 Geography of Europe	3
Geography 400 Geography of Latin America	3
Geography 410 Geography of Asia	3
Geography 412 Geography of Africa	3
Geography 425 Historical Geography of the United States and Canada	3
Geography 499 Special Topics in Geography	3
TOTAL SEMESTER HOURS REQUIRED	**18 HRS**

Bachelor of Arts Degree in History (Without Teacher Certification)

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 101	3	ENG 102	3
HIST 201	3	HIST 202	3
BIO 101, 101L	3	BIO 102, 102L	3
GEOG 171	3	MATH 111	3
HUMANITIES	2	CS 121	3
ASOR 100B	1	PE, AERO, OR MUS 306A	1
PE, AERO, OR MUS 306A	1		
	16		16

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
HIST 121	3	HIST 122	3
ENG 211	3	ENG 212	3
GEOG 172	3	SPCH 220	3
ELECTIVES	6	HUMANITIES	2
		ELECTIVES	6
	15		17

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
FOREIGN LANG (2ND YR)	3	FOREIGN LANG (2ND YR)	3
HIST ELECTIVES (300-400)	6	HIST ELECTIVES (300-400)	9
ELECTIVES (300-400)	6	ELECTIVES (300-400)	6
	15		18

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
HIST 450	3	ELECTIVES (300-400)	5
HIST 499	1	ELECTIVES (ANY LEVEL)	12
ELECTIVES (300-400)	12		
	16		17

Bachelor of Arts Degree in History (With Teacher Certification)

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 101	3	ENG 102	3
HIST 201	3	HIST 202	3
MATH 111	3	CS 121	3
BIO 101, 101L	3	BIO 102, 102L	3
GEOG 171	3	GEOG 172	3
ASOR 100B	1	HUMANITIES	2
PE, AERO, OR MUS 306A	1	PE, AERO, OR MUS 306A	1
	17		18

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
FOREIGN LANG (2ND YR)	3	FOREIGN LANG (2ND YR)	3
HIST 121	3	HIST 122	3
ENG 211	3	ENG 212	3
PSY 242	3	PSY 312	3
PISI 221	3	PISI 222	3
ANTH 230	3	EDCI 201	3
		HEA 151	3
	18		21

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
SOC 211	3	SOC 310	3
HIST 301 OR 302	3	SPCH 220	3
HIST 341	3	HIST 492	3
ECON 211	3	ECON 212	3
EDCI 301	3	EDCI 400	2
PISI 301	3	PISI 431	3
	18		17

Students must also take GEOG 444 and 470 or PISI 365 and 368.

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
EDCI 387	3	EDCI 470A	3
EDSE 333	3	HIST 472S	12
EDCI 419	1		
EDRD 491	3		
HIST 371	3		
HIST 450	3		
HIST 499	1		
	17		15

Bachelor of Science Degree in Political Science (Without Teacher Certification)

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 101	3	ENG 102	3
HIST 201	3	HIST 202	3
PISI 101	3	MATH 111	3
HUMANITIES	2	HUMANITIES	2
ELECTIVES	3	ELECTIVES	6
ASOR 100B	1	PE, AERO, OR MUS 306A	1
PE, AERO, OR MUS 306A	1		
	16		18

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 211	3	ENG 212	3
BIO 101, 101L	3	BIO 102, 102L	3
PISI 221	3	PISI 222	3
CS 121	3	ELECTIVES	6
SPCH 220	3	EDRD 310	1
	15		16

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
PISI 310	3	PISI ELECTIVES	
PISI ELECTIVES (300-400)	6	(300-400)	9
ELECTIVES (300-400)	9	ELECTIVES (300-400)	9
	18		18

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
PISI 450	3	PISI ELECTIVES	
PISI ELECTIVE (300-400)	3	(300-400)	6
ELECTIVES (300-400)	9	ELECTIVES (300-400)	9
	15		15

Bachelor of Science Degree in Political Science (With Teacher Certification in Government)

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 101	3	ENG 102	3
HIST 201	3	HIST 202	3
PISI 101	3	MATH 111	3
BIO 101, 101L	3	BIO 102, 102L	3
HUMANITIES	2	HEA 151	3
ASOR 100B	1	CS 121	3
PE, AERO, OR MUS 306A	1	PE, AERO, OR MUS 306A	1
	16		19

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 211	3	ENG 212	3
SPCH 220	3	ANTH 230	3
PSY 242	3	PSY 312	3
GEOG 171	3	GEOG 172	3
PISI 221	3	PISI 222	3
EDCI 201	3	SOC 211	3
	18		18

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
PISI 300 OR 301	3	PISI 310	3
PISI 368	3	SOC 330	3
HIST 121	3	HIST 301 OR 302	3
HIST 341	3	HIST 365 OR 492	3
ECON 211	3	ECON 212	3
EDCI 301	3	EDCI 400	2
	18		17

Students must also take GEOG 444 and 470 or SOC 310 and 360.

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
EDCI 387	3	EDCI 470A	3
EDSE 333	3	HIST 472S	12
EDCI 419	1		
EDRD 491	3		
PISI 371	3		
PISI 450	3		
	16		15

Course Descriptions

Geography (GEOG)

GEOG 121 Earth Science I (3). A general introduction to the geosciences, with an emphasis on the earth's internal structure, rock types, the processes that shape the surface, including earthquakes and continental drift, and the oceans that cover nearly three-quarters of the planet. Two lectures and one laboratory (2 hours) per week.

GEOG 122 Earth Science II (3). Continuation of Geography 121. Course studies the atmosphere, with an emphasis on winds and storms, weather prediction, and cold periods when ice covered significant portions of the earth. Also examined is the earth's relationship to the moon, planets, sun, and other stars. Two lectures and one laboratory (2 hours) per week.

GEOG 171-172 World Regional Geography I-II (3-3). A survey of the geographic regions of the world, including studies of the physical character of the land, resources, economics, and cultures. It is designed to provide general background in world geography and is required for History majors, Geography minors, and some teacher education programs.

GEOG 301-302 Physical Geography I-II (3-3). Study of landforms, maps, weather and climate, vegetation, soils, mineral resources, major surface waters, ground water regions, and types of coastlines. Included are the cause and distribution of these elements and their impact on humanity.

GEOG 310 Cartography (3). The nature and use of maps, the construction of map projections and their uses, and the preparation and use of maps for various types of analysis. Course includes both lectures and laboratory activity.

GEOG 350 Weather and Climate (3). The properties, behavior, and importance of the atmosphere. Emphasis is given to observation and analysis of clouds and storm systems—cyclones, tornados and hurricanes—the causes and global distribution of climate types, and major atmospheric concerns, including the greenhouse effect, acid rain, the ozone hole, and climatic change.

GEOG 371 Geography of the United States and Canada (3). The physical and cultural geography of the regions of Anglo-America, with recognition, analysis, and interpretation of the landforms, resources, and human adjustments that are made within its several regions.

GEOG 372 Geography of Mexico and the Caribbean (3). A study of Mexico, Central America, and the islands of the Caribbean: their historical geography, cultural patterns, economic resources, and role among nations of the world.

GEOG 373 Geography of South America (3). Regions and resources of South America beyond the Caribbean, with special study of the distinctive role of each country according to its geographic significance. Problems of future development are emphasized.

GEOG 381 Geography of Europe (3). A regional examination of Europe west of Russia, involving analysis of the physical, cultural, and economic character, as well as the problems and prospects of European nations.

GEOG 400 Geography of Latin America (3). An analysis of the physical and cultural characteristics of Latin America, encompassing Mexico and Central America, the Caribbean, and all of South America. The unique physical and environmental concerns, the vast mosaic of cultures, and the population dynamics in this region are central to this course.

GEOG 410 Geography of Asia (3). An examination of the physical and cultural geography of Asia, including land utilization, resources, and population characteristics and settlement. Stages of economic development and challenges of the future are examined.

GEOG 412 Geography of Africa (3). The regions, resources, and peoples of the African continent with special attention to Africa south of the Sahara desert, its development and potential.

GEOG 425 Historical Geography of the United States and Canada (3). The changing physical and cultural geography of Anglo-America during four centuries of settlement and development.

GEOG 430 Social Geography (3). The spatial behavior of urban and suburban populations. Topics include prospects of the future to understand and resolve social complexities, such as poverty, unharnessed population growth, overcrowding, social class, and multicultural relationships, including those of the local community.

GEOG 444 Cultural Geography (3). An introduction to the study of the geography of human cultures. Topics include demographics; migration dynamics and settlement patterns; the spatial dimensions of ethnic, linguistic and religious diversity; political, economic and urban structures; and differing approaches to the ecological interface.

GEOG 450 Senior Project (3). Directed research in a significant problem in the study of geography. Special attention is given to relevant publications and the construction of a research design.

GEOG 464 Environmental Geography (3). Exploration of the world's natural environment and physical landscapes, and the challenges presented by modern man. Course also includes study of the conservation and environmentalist movements.

GEOG 470 Political Geography (3). The structures and function of political regions, with emphasis on the sovereign state, geopolitics, internal conflict, and relationships among sovereign countries, illustrated by unions of nations, recent developments, and current situations.

GEOG 475 Economic Geography (3). An examination of the geography of world economic systems, including an analysis of the principles of resource utilization and of location theory.

GEOG 485 Urban Geography (3). Cities as geographic units, including functions and structures, with attention to urban growth patterns, socioeconomic functions and issues, rural/urban relationships, and contemporary trends.

GEOG 499 Special Topics in Geography (3). An in-depth examination of selected areas of geography through readings, research projects, and oral and written presentations. Prerequisites: GEOG 171 and 172, or permission of instructor.

History (HIST)

HIST 121-122 World History I-II (3-3). A survey of the contributions made by all the races of the world to civilization and mankind, from ancient time to the age of absolutism to the present. Required of all History majors.

HIST 121H-122H Honors World History I-II (3-3). The major social, economic, political, religious, and intellectual developments in world history. Limited to students in University Honors Program.

HIST 201-202 American History (3-3). A study of the development of cultural, economic, and political institutions in America from pre-Columbian times to the present. HIST 201 covers the period from pre-Columbian times to 1877. HIST 202 covers the period from 1877 to the present. Required of all University graduates.

HIST 201H-202H Honors American History (3-3). An intensive and extensive study of American history, pre-Columbian times to the present. Limited to students in University Honors Program.

HIST 203 Introduction to Public History (3). An introductory course focusing on the distinctions between academic and public history. The course examines the methodology and process of historical work, with specific concentration on the unique focus of public historians. For each section of the course, career choices are presented. Practicing public historians participate as guest lecturers.

HIST 301-302 Foundations of Modern Europe (3-3). The major political, social, economic, and intellectual developments of Europe. The first course covers 1648 to 1789. The second course traces Europe from 1789 to 1871.

HIST 318A Cooperative Education (3-6). Supervised and approved program of learning experiences undertaken by students in governmental, business, or industry setting. Formal proposals, project objectives, or learning plans are reviewed and approved by faculty. Student activity and progress are monitored, evaluated, and graded by a full-time faculty member. Prerequisite: permission of Department Head.

HIST 331 American Colonial History (3). The economic, social, religious, cultural, and political development of the American nation from 1492 to 1789.

HIST 332 The Early Republic (3). A study of the American republic from 1789 to 1836. Course focuses on the national political growth of the Republic from the beginnings under Washington through the presidency of Jackson.

HIST 333 The Late Republic (3). A political, economic, and cultural analysis of the American republic, 1836-1860. Topics include sectional animosities, the Mexican War, slavery and debate, and the coming of the Civil War.

HIST 334 Civil War and Reconstruction (3). A study of the sectional disputes dividing the nation, the course of the Civil War, the Constitutional problems of Reconstruction times, the condition of the freedmen after the war, and the political history of the nation to 1877.

HIST 335 United States 1877-1920 (3). An analysis of the political, economic, and cultural evolution of the United States. Key issues include the end of Reconstruction, end of frontier America, rise of big business, imperialism, the Spanish-American War, the Progressive era, and World War I.

HIST 336 United States 1920-1945 (3). A study of the political, economic, and cultural development of the American people from the end of World

War I through World War II. Topics include the Roaring Twenties, the Great Depression, the New Deal, and World War II.

HIST 337 America Since 1945 (3). An intensive investigation of the American nation since World War II. Topics include domestic politics, America's involvement in post-war world affairs, and economic, cultural, and social developments.

HIST 338 The Cultural History of the United States (3). A study of selected cultural aspects of America from colonial times to the present day. The principal topics include folklore, mythologies, music, art, literature, popular culture, fads, and interest in paranormal events.

HIST 339 Business and Industrial History (3). An examination of American business and industrial history from 1877 to 1900. Course focuses on the rise of the industrial machine, its political consequences, intellectual response to it, and emerging social patterns.

HIST 341 History of Tennessee (3). A study of the state from neolithic time until the present day. It includes a survey of social, cultural, economic, and political developments which have influenced Tennessee's growth and development.

HIST 363 History of Science and Technology (3). Selected topics and sources in the historical development of modern science and technology from the Renaissance to the present. It includes the developments in mathematics, physical sciences, earth sciences, biological sciences, medicine, technology, and pseudo- science.

HIST 365 Constitutional History of the United States (3). A study of the evolution of Constitutional law. Attention is focused on the factors which have influenced Constitutional changes and historic cases in which the provisions and principles of the Constitution have been interpreted and applied.

HIST 367 History of Urban America (3). An interdisciplinary course with attention on the political, economic, sociological, demographic, and geographical influences which transformed the nation from an agrarian to an urban culture.

HIST 369 Economic History of the United States (3). An investigation of selected economic issues in American history from the colonial period to the present. Possible topics include mercantilism, capitalism, industrialism, labor-management relations, corporatism, and multi-national organizations.

HIST 371 Methods of Teaching Social Studies (3). The methods, strategies, and materials of the secondary teaching of social studies. The philosophical and definitional literature of the social studies and its relationship to pedagogy are explored. Clinical and field-based experiences which call for active participation by students are part of the course requirements. Required of all History majors in the Teacher Education Program. Prerequisite: official admission to the Teacher Education Program.

HIST 373 The Family in History (3). Exploration of selected family patterns and issues in both European and American history. Course includes study of domestic life, women's roles, sexual ideologies, and child-rearing patterns. If possible, students apply their learning to their own family patterns and examine these patterns in an historical context.

HIST 384 Ancient History (3). An examination of ancient civilizations, including Egyptian, Roman, Hellenic, and Hellenistic cultures. Materials in this course include archaeological evidence, philosophical writings, and political institutions.

HIST 386 The Middle Ages and Renaissance (3). An intensive study of Western Europe from 500 to 1600. The course focuses on the political, economic, social, and cultural developments of the middle ages, the twelfth-century Renaissance, and the Italian and Northern Renaissance.

HIST 387 The Reformation (3). An investigation of the religious, political, and social events from 1517 to 1648 that led to conflicts and resultant major changes in Europe. Both theological and political controversies are noted, along with the various ways religion in Europe experienced change.

HIST 391 Russian History to 1861 (3). An examination of Russian history from its Kievan origins through the rise of the Muscovite state into the Imperial era, including Russia's impact on Eurasian affairs.

HIST 392 Russian History from 1861 (3). An examination of Russian history to the present. The course explores political, economic, social, ethnic, and cultural issues. The impact of the nineteenth-century reforms, the Russian revolution, Leninism-Stalinism, the collapse of the Soviet Union, and the re-emergence of Russia are explored.

HIST 401-402 Foundations of Contemporary World History (3-3). A survey of major world events, trends, and issues to the present time. The course includes such topics as the rise and decline of colonial empires, emerging nationalism, attempts at international organizations, and the impact of democracy, fascism, communism. The first semester covers the period to World War I; the second semester covers 1914 to the present.

HIST 411-412 European Social and Cultural History (3-3). Developments in European society and culture from ancient times to the present. HIST 411 focuses on such topics as Greco-Roman art and culture, Christian thought, and medieval social and cultural values. HIST 412 begins at the Renaissance and continues to the present. It focuses on such topics as humanism, religious reform, enlightenment, industrialism, romanticism, and totalitarianism.

HIST 421-422 Diplomatic History of the U.S. (3-3). An analysis of American foreign affairs, 1776 to the present. HIST 421 begins with the diplomacy surrounding the emergence of the United States as a nation and concludes with the nation's growth into a world power by 1900. HIST 422 treats the further expansion of the United States' role as a dominant world power by covering the years 1900 to the present, including foreign policies preceding and during the world wars, containment and anti-communist policies, the Vietnam dilemma, Nixon detente, and the collapse of the Soviet empire.

HIST 425-426 Social and Intellectual History of the U.S. (3-3). Analysis of social, cultural, and intellectual thought. The first semester focuses on such topics as Puritanism, the Enlightenment, romanticism, individualism, Social Darwinism, urbanism, and popular culture. HIST 425 covers the period to the Civil War and HIST 426 covers the period from 1865 to the present.

HIST 427-428 History of the South (3-3). A history of the region from 1607 to the present. The first semester covers the periods of colonialism, the Revolutionary War, slavery and the cotton kingdom, and the Civil War and Confederacy. The second semester surveys the period from 1865 to the present. Industrialization and racial desegregation, so important to a redefinition of the South, receive attention.

HIST 432 Special Topics in History A,B,C. (3-3-3). Designated topics focusing on specialized historical fields, allowing students to become aware of the expanding frontiers of historical investigation and to participate in an intensive research experience.

HIST 433 Vital Topics in Public History A, B, C, D (3-3-3-3). Selected topics in Public History Administration, introducing students to identifiable career positions in the field. Possibilities include A – Community History; B – Historical Editing; etc.

HIST 441-442 Directed Readings in History (3-3). Designed for the individual student who requests supplementary study in an area not ordinarily covered intensively in regular course offerings. Topics are arranged with approval of instructor.

HIST 450 Senior Project (3). Introduction to historical literature and methodology, primarily for seniors majoring in History. Students are introduced to classical historical literature as well as the techniques and analytical tools necessary for carrying out research projects. Limited to advanced juniors and seniors. Required of all History majors.

HIST 451-452 Latin American History (3-3). An examination of the general history of the civilization of Latin America from Indian times through the Portuguese-Spanish colonization period. HIST 452 covers the period from 1800 to the present, including revolution, independence, nationhood, and international relations.

HIST 458 Public History Internship (3). A practicum or internship with a history-related agency (public or private) to provide the student with on-the-job experiences. The details of the internship are negotiated among student, agency, and instructor. A major paper is required for successful completion of course, as well as a satisfactory evaluation by both instructor and internship agent. Prerequisites: HIST 203 and 6 hours in 433A, B, C, or D.

HIST 472S Student Teaching (12). A semester-long, supervised student teaching experience divided between middle school and high school. Required of all students seeking certification in teaching history or government. Prerequisite: successful completion of all certification courses except EDCI 470A, which is taken concurrently.

HIST 481-482 Asian Civilizations (3-3). An investigation of civilizations of the Indian subcontinent and the Far East, especially China and Japan. The first semester covers the time from the development of the classical period to Western domination. The second semester covers the period from the age of imperialism to the present.

HIST 485-486 History of Africa (3-3). An examination of the history of Africa from ancient times to the recent period of African nationalism. The first semester addresses the major events and leaders in African history to the beginnings of European colonization. The second covers from colonization through the emergence and organization of independent states.

HIST 491-492 African-American History (3-3). A study of the integral role and contributions of African-Americans to the history and development of the United States. HIST 491 covers the period from the history of African kingdoms to the end of American slavery. HIST 492 covers the period from 1865 to the present.

HIST 493 The Civil Rights Movements in the United States (3). A study of movements in America from 1900 to the present, including African-American, Mexican-American, Native American, and women's organizations.

HIST 495 History of the American Indian (3). A study of the history and culture of Indian peoples on the American continent. The course focuses upon Indian nations in the Ohio Valley, the eastern coastal plains, and the Southeast.

HIST 498 Independent Study (1). Readings in a specialized historical topic arranged by mutual agreement between student and instructor. Enrollment restricted to those students deficient by one hour or less in meeting University and College history requirements. Not for History majors.

HIST 499 Senior Seminar (1). A special readings course for seniors. Designated historical works are assigned which reinforce the study of history, enhance general education, and intensify historical scholarship. Required of all History majors.

Political Science (PISI)

PISI 221 is prerequisite to all upper-level PISI classes.

PISI 101 Introduction to Political Science (3). The crucial ideas, questions, problems, and methods involved in man's attempts to achieve order, justice, and welfare in politics. The ideas, institutions, processes, and behavior associated with modern democratic political systems are emphasized. The meaning of such concepts as freedom, authority, equality, and constitutionalism is explored in depth. Required of all Political Science majors.

PISI 221 American National Government (3). The foundation, organization, and principles of American national government. Attention is focused on the relations of the citizens to the government and the rights, duties, and obligations of citizens. PISI 221 IS PREREQUISITE TO ALL UPPER-LEVEL COURSES. Required of all Political Science majors.

PISI 221H Honors American National Government (3). Honors Program version of PISI 221. Enrollment limited to members of the University Honors Program.

PISI 222 State and Local Government (3). The structure, principles, and operation of the state and local units of government and the nature of intergovernmental relations in the American federal system. Illustrative materials are drawn largely from Tennessee. Required of all Political Science majors.

PISI 300 History of Political Philosophy (3). Selected political philosophers from classical Greece to 1900, including Plato, Aristotle, Machiavelli, Locke, and Rousseau.

PISI 301 Contemporary Political Philosophy (3). Recent works on the central issues in political philosophy, economic justice, rights, and political authority.

PISI 310 Research Methodology (3). An introduction to social science research methodology, which involves data collection and processing procedures, computer usage, surveys, statistical analysis, and research design. Prerequisites: PISI 101, 221, 222. This course is a prerequisite to PISI 450. Required of all Political Science majors.

PISI 315 Public Opinion and Voting Behavior (3). The process by which opinions are formed, the purposes and techniques of propaganda, and the functions and expression of public opinion, all factors which influence how and why people vote.

PISI 360 Introduction to Comparative Government and Politics (3). Theoretical frameworks which have been used to compare different types of political systems. Course focuses on the issue of what constitutes a valid comparison.

PISI 362 Comparative European Government (3). An analysis of the government of selected European countries with attention to both theory and practice. Comparison with American institutions is emphasized.

PISI 363 International Organizations (3). The nature of international organizations and regional organizations. Materials include military, economic, cultural, and political integration experiences, with emphasis on the United Nations and its agencies, the European Economic Community (EEC), North Atlantic Treaty Organization (NATO), Organization of American States (OAS), Organization of African Unity (OAU), and Economic Community of West African States (ECOWAS).

PISI 365 International Relations (3). Contemporary relations and problems among states of the world and the major factors which underlie and influence these relations.

PISI 367 American Foreign Policy (3). The forces and factors involved in American foreign policy and of the processes through which it is developed.

PISI 368 Third World Politics (3). An introduction to political-economic change in the Third World to provide an understanding of some of the major problems confronting these nations and the various tools and strategies that their political leaders can use in dealing with those problems. Course investigates some of the major avenues toward political development and assesses the costs and benefits of the approaches discussed.

PISI 371 Methods of Teaching Social Studies (3). The theory, methods, and materials for the teaching of government and other disciplines in the social science area. This methods course is required of government licensure majors who plan to teach on the middle school or high school level. Prerequisite: official admission to the Teacher Education Program.

PISI 390 Introduction to Urban Affairs (3). An examination of the interaction among government, the economy, and the social and physical environments as it relates to urban life. An understanding of the complexity of urban life (i.e., social, political, and economic needs) is emphasized.

PISI 391 Urban Politics (3). Principal urban problems, their causes, and public policies that deal with them. The course is designed to acquaint students with the ideas of the major writers on such aspects of urban communities as the role and development of cities; their government, administration, and finance; urban planning and design; poverty and slums; ethnic, race, and class relations; the administration of justice; urban mass transit; and the quality of life in the urban environment.

PISI 405 Special Topics A, B, C (3-3-3). Student- or faculty-generated courses. Scope of subject matter is to be determined by students and instructor. Prerequisite: PISI 221.

PISI 420 Legislative Process (3). The structure and methods of transacting business in the American Congress and state legislatures: the role of legislatures in the American political system.

PISI 421 Judicial Process (3). The court systems in the United States, both their role in the political system and the procedures by which they make decisions.

PISI 422 Parties and Elections (3). The structure and functions of the party system, including nominations, campaigns, and elections. The course examines the role of parties in the political process.

PISI 423 The Presidency (3). The office of the President of the United States in terms of both the institution and the men who have held that office. Particular emphasis is placed on the study of the presidency as it has developed in the last half century.

PISI 424 Government, Public Opinion, and the Press (3). An exploration of the mutual dependence between public officials/candidates for office and journalists. Course examines how each "side" views what is news and how the coverage of various institutions of government affects the image of government in the mind of the citizen.

PISI 430 Introduction to American Law (3). The development of English common law and its influence on the shape of American law as it has evolved from the colonial era to the present. Basic legal concepts and doctrines as reflected in the operation of the national and state court systems are analyzed, culminating with a general survey of the law in modern American society as it determines the basic rights and liabilities of private persons.

PISI 431-432 Constitutional Law (3-3). The sources, principles, and powers of government in the United States as embodied in the Constitution, as well as judicial decisions in leading cases. The course covers judicial review; the power of the legislative, executive, and judiciary; the relations between the national government and the states; freedom of speech, press, and religion; due process; and equal protection.

PISI 434 Legal Research and Writing (3). An overview of the major types of federal court reports, digests, citations, annotated reports, encyclopedias, treatises, restatements, and law reviews. A factual situation provides the basis for legal research problems.

PISI 435 International Law (3). The basic legal concepts and principles governing state behavior in the international order, the nature and sources of international law, international agreements, sovereignty of states, and recognition of statehood jurisdiction, immunities, and responsibility.

PISI 440 Introduction to Public Administration (3). Principles of public administration structure, organization, financial management, administrative responsibility, and the relation between the administration and other branches of government in the United States. Course is prerequisite to all other courses in the PISI 440 series.

PISI 441 Public Personnel Management and Human Resources (3). The different aspects of employee-employer relations, organization, communication, coordination, and development of human resources as they relate to all levels of government. The aim is to develop the necessary skills for analyzing management and human resource problems. Prerequisite: PISI 440.

PISI 442 Selected Topics in Organizational Theory (3). Critical survey of existing models, schools, and approaches to organizational planning, budgeting, and control. Emphasis is on recent developments in the theory and its relevance to current problems in the public sector. Prerequisite: PISI 440.

PISI 446 Intergovernmental Relations and Regionalism (3). The relations among government agencies throughout the sectors of government (local, state, and national), including the impact of these relations on policy development and the level and quality of citizen participation. Prerequisites: PISI 222 and 440.

PISI 448 Internship in Public Administration (3-12). Designed to intensify the preservice public administration student's knowledge of the institutions involved in the government process. The internship enables a student to learn in an actual setting while providing a service to the agency in which he/she is placed. The needs and opportunities vary by agency, and so every placement experience is different. STUDENTS MAY RECEIVE UP TO 12 HOURS CREDIT FOR THIS COURSE; HOWEVER, ONLY 3 HOURS MAY BE COUNTED TOWARD THE 39-HOUR REQUIREMENT FOR A MAJOR IN POLITICAL SCIENCE. Prerequisite: 21 hours in 300-400-level PISI courses, including PISI 440.

PISI 450 Senior Project (3). Directed research on a specific problem. The purpose of the project is to use conceptual knowledge and skills learned in research methodology and knowledge acquired relative to a particular area of political science. Required of all Political Science majors. Prerequisite: PISI 310.

PISI 451 Independent Study (1-6). An individual study course which affords students the opportunity to engage in a program of study of greatest interest to them. The students have latitude in deciding the nature of project to be done. However, faculty approval and supervision are required. Course may be repeated with advice of faculty, not to exceed six credits. Prerequisites: senior standing and at least 24 hours of upper-level PISI courses.

PISI 460 Comparative Government and Politics of Selected Areas (3). A comparative analysis of the political systems of various nations, with specific attention to Europe, Asia, and Latin America.

PISI 461 Computer Applications for Public Administrators (3). Basic computer technology employed by public administrators in the exercise of their administrative responsibility.

PISI 462 Statistical Applications for Public Administrators (3). Basic statistical techniques used by public administrators in their measurement, analysis, and reporting of data. Course focuses on the use of computers and other modern techniques of research and instruction.

PISI 492 Black Politics (3). The past, present, and future role of blacks in the American political system. The social, economic, and political position of blacks related to that of the larger population is explored. Major works by and about black Americans are studied.

Department of Languages, Literature, and Philosophy

Gloria C. Johnson, Ph.D., Head
105 Jane E. Elliott Hall (Women's Building)

Faculty: W. Billings, K. Bryant, D. Daniels, M. Darby, J. Elliott, D. Gendron, J. Grimes, J. Head, H. Houston, P. Jordan, M. Mazzone, M. Mbosowo, J. McMullen, D. Menchise, J. Montmarquet, A. Moody, N. Nwankwo, L. Powers, T. Quain, J. H. Railsback, M. Reaves, C. Reeve, M. Rivera, A. Springfield, L. Watkins, U. Wongopasi.

General Statement: The Department of Languages, Literature, and Philosophy contains the University's degree programs in English, Foreign Languages, and Philosophy and Religious Studies. Since all of these disciplines have distinct degree programs, they are discussed under separate headings, but each provides a broad, sound education in the humanities, those studies specifically designed to cultivate one's full humanity.

English

General Statement: The program provides an education in literature and in the English language. A student who majors in English should gain an understanding of the use of the language for both aesthetic and practical purposes, and should therefore be able to use language effectively and recognize its effective use. Through the study of literature, the student also becomes familiar with some of the great minds in history and the cultures of which they were a part.

Students must earn at least a grade of C in all classes used to complete the English major. English majors are also expected to take ENG 211D and 212D, Survey of English Literature, as part of the general education core. Since English offers only the B.A. degree, students must complete at least two semesters of work in a single foreign language at the junior or senior level. Other requirements for the major are listed in the four-year curriculum.

Students may earn secondary school certification in English by completing the requirements above, as well as ENG 371, Methods of Teaching High School English, and ENG 372, Adolescent Literature. The other certification requirements are spelled out in the four- year curriculum. Students ordinarily enter the certification program in the first semester of their sophomore year. They must pass the Communications Skills and General Knowledge core battery tests of National Teachers Examination (NTE) and the Pre-Professional Skills Test (PPST), as well as have a cumulative quality point average of 2.5, before they are officially admitted and become eligible to enroll in upper-level certification courses. Students must apply in writing to the College of Education for formal admission to the certification program. Students are required to complete twelve semester hours of enhanced student teaching with an eight-week placement at the secondary level and seven

weeks at the middle school level. For a complete list of admission and retention requirements in the Teacher Education Program, see pages 117-118.

The Department offers two other programs in English: the English minor and the minor in Professional Writing. Also, the Department encourages students to take a double major, combining English with another major. Students interested in any of these programs should consult an English advisor or the Department Head.

Departmental Requirements
For Bachelor of Arts
English **24 Semester Hours**

Major Core: A minimum of 24 semester hours including ENG 300, 361, 362, 400, 410, 412, 431 or 432, 300/400 level British literature elective; SPN/FR/GER 12 semester hours; SPCH 220; CS 121, ASOR 100C.

Minor Requirements: A minimum of 18 upper-level semester hours including ENG 300, 361 or 362, 410, 412, 431 or 432.

Foreign Languages

General Statement: The offerings of the programs in Foreign Languages are designed to meet the needs of those who are (1) preparing for careers as secondary teachers of foreign languages, (2) desiring positions in business, industry, or government, (3) planning to attend graduate school, or (4) satisfying degree requirements for other departments of the University.

The curricula encompass courses leading to the Bachelor of Arts degree in Foreign Languages, with options in French and Spanish. "C" is the lowest acceptable grade for the departmental major and minor in any required foreign languages course. Courses in which students receive "D" or below must be repeated and the grade raised to at least a "C."

Students who wish to be certified to teach French or Spanish must be officially admitted to the certification program through the College of Education, ordinarily in the sophomore year. Admission to this program requires a 2.5 cumulative quality point average and passing scores on the Communication Skills and General Knowledge core battery tests of the National Teachers Examination (NTE) and the Pre-Professional Skills Test (PPST). Admission is a prerequisite for upper-level certification courses. Students are required to complete twelve semester hours of enhanced student teaching, with eight-week placement in secondary school and seven-week placement in middle school. For a complete list of requirements for admission to and retention in teacher certification, see pages 117-118.

The program offers a minor in French, Spanish, or German.

Departmental Requirements
For Bachelor of Arts
Modern Foreign Languages
(French or Spanish) **32 Semester Hours**

Major Core: (French) A minimum of 32 semester hours including FR 300, 301, 302, 311, 312, 400, 401, 402, 410, 425, and MFL 450.

Major Core: (Spanish) A minimum of 32 semester hours including SPN 300, 301, 302, 311, 312, 400, 401, 402, 410, 425, and MFL 450.

Philosophy

General Statement: "Philosophy," said Kant, "is primarily concerned with three questions: What can I know? What ought I to do? What may I hope?" These broad questions suggest many problems that have puzzled some of the greatest thinkers in human history. Is belief in God rationally defensible? What is a just society? Can we know the truth? Is a human being more than a body and brain? Are we free? These, and many more, are the traditional problems of philosophy. Contemporary life in a highly scientific, technological society raises important philosophical issues of its own which we all face on a daily basis.

The study of philosophy benefits students in many ways. It encourages them to reflect critically on their own most basic beliefs and values and it helps develop the capacity to think critically and carefully, a particularly valuable ability in our increasingly complex world. Studying philosophy also provides a sense of the evolution of human thinking about ourselves and our world.

Students who wish to concentrate in Philosophy may do so by fulfilling the requirements for the Interdisciplinary Studies program in Arts and Sciences and take at least 15 upper-level hours in Philosophy, including two of the courses in the History of Philosophy sequence (PHIL 310, 311, 312) and Logic and Critical Thinking (PHIL 250). Other courses should be selected in consultation with a Philosophy advisor.

Departmental Requirements
For Minor in Philosophy **18 Semester Hours**

Students wishing to minor in Philosophy must take 18 hours of course work, including at least 12 upper-level hours, of which at least one course must be in the History of Philosophy sequence. All students interested in concentrating or minoring in Philosophy should discuss their plans with a Philosophy advisor.

Bachelor Of Arts Degree In English (Without Teacher Certification)

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 101	3	ENG 102	3
FR, GER, OR SPN 201	3	FR, GER, OR SPN 202	3
HIST 201	3	HIST 202	3
MATH 111 OR 161	3	HUMANITIES	2 OR 3
HUMANITIES	2 OR 3	CS 121	3
PE, AERO, OR MUS 306A	1	PE, AERO, OR MUS 306A	1
ASOR 100C	1		
	16 OR 17		15 OR 16

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 211D	3	ENG 212D	3
FR, GER, OR SPN (300 OR 400 LEVEL)	3	FR, GER, OR SPN (300 OR 400 LEVEL)	3
SOCIAL SCIENCE ELECTIVE	3	SPCH 220	3
ENG 300	3	BIO/CHEM/PHY	3 OR 4
BIO/CHEM/PHY	3 OR 4	ELECTIVE	3
	15 OR 16		15 OR 16

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 361	3	ENG 362	3
ENG 410	3	ENG 412	3
ENG 300- OR 400-LEVEL ELECTIVE (EXCLUDING SHAKESPEARE)	3	ELECTIVES	12
ELECTIVES	6		
	15		18

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 400	3	ELECTIVES (300 OR 400 LEVEL)	18
ENG 431 OR 432	3		
ELECTIVES (300 OR 400 LEVEL)	12		
	18		18

Bachelor Of Arts Degree In English (With Teacher Certification)

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 101	3	ENG 102	3
FR, GER, OR SPN 201	3	FR, GER, OR SPN 202	3
HIST 201	3	HIST 202	3
MATH 111 OR 161	3	HEA 151	3
PE, AERO, OR MUS 306A	1	PE, AERO, OR MUS 306A	1
MUSIC 131	2	ART 133	2
ASOR 100C	1	CS 121	3
	16		18

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 211D	3	ENG 212D	3
FR, GER, OR SPN (300 OR 400 LEVEL)	3	FR, GER, OR SPN (300 OR 400 LEVEL)	3
BIO/CHEM/PHY	3 OR 4	BIO/CHEM/PHY	3 OR 4
SPCH 220	3	SOCIAL SCIENCE ELECTIVE	3
EDCI 201	3	PSY 242	3
	15 OR 16		15 OR 16

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 300	3	ENG 362	3
ENG 361	3	ENG 412	3
ENG 410	3	EDCI 387	3
ENG 300- OR 400-LEVEL ELECTIVE (EXCLUDING SHAKESPEARE)	3	PSY 312	3
		ENG 371	3
ENG 372	3	EDCI 400	2
EDCI 301	3		
	18		17

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 400	3	ENG 472S	12
ENG 431 OR 432	3	EDCI 470A	3
EDRD 491	3		
EDSE 333	3		
EDRD 490	1		
ELECTIVE	3		
EDCI 419	1		
	17		15

Bachelor Of Arts Degree In Foreign Languages Concentration In French (With Teacher Certification)

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 101	3	ENG 102	3
FR 201	3	FR 202	3
HIST 201	3	HIST 202	3
MATH 111 OR 161	3	ART 133	2
MUSIC 131	2	CS 121	3
PE, AERO, OR MUS 306A	1	PE, AERO, OR MUS 306A	1
ASOR 100C	1		
	16		15

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 211	3	ENG 212	3
FR 300	2	FR 302	3
FR 301	3	BIO/CHEM/PHY	3 OR 4
BIO/CHEM/PHY	3 OR 4	GEOG 171 OR 172	3
SPCH 220	3	PSY 242	3
EDCI 201	3	HEA 151	3
	17 OR 18		18 OR 19

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
FR 311	3	FR 312	3
MFL 371	3	FR 402	3
FR 400	3	PSY 312	3
FR 401	3	EDCI 387	3
EDCI 301	3	EDCI 419	1
ELECTIVE	3	ELECTIVE	3
	18		16

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
FR 410	3	EDCI 470A	3
FR 425	3	MFL 472S	12
MFL 450	3		
EDCI 400	2		
EDSE 333	3		
EDRD 490	1		
EDRD 491	3		
	18		15

Bachelor Of Arts Degree In Foreign Languages Concentration In French (Without Teacher Certification)

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 101	3	ENG 102	3
FR 201	3	FR 202	3
HIST 201	3	HIST 202	3
MATH 111 OR 161	3	ART 133	2
MUSIC 131	2	CS 121	3
ASOR 100C	1	PE, AERO, OR MUS 306A	1
PE, AERO, OR MUS 306A	1		
	16		15

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 211	3	ENG 212	3
FR 300	2	FR 302	3
FR 301	3	BIO/CHEM/PHY	3 OR 4
BIO/CHEM/PHY	3 OR 4	GEOG 171 OR 172	3
SPCH 220	3	ELECTIVES	6
ELECTIVES	3		
	17 OR 18		18 OR 19

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
FR 311	3	FR 312	3
FR 400	3	ELECTIVES (300 OR 400 LEVEL)	12
ELECTIVES (300 OR 400 LEVEL)	12		
	18		15

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
FR 401	3	FR 402	3
FR 410	3	FR 425	3
MFL 450	3	ELECTIVES (300 OR 400 LEVEL)	9
ELECTIVES (300 OR 400 LEVEL)	9		
	18		15

Bachelor Of Arts Degree In Foreign Languages Concentration In Spanish (With Teacher Certification)

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 101	3	ENG 102	3
SPN 201	3	SPN 202	3
HIST 201	3	HIST 202	3
MATH 111 OR 161	3	ART 133	2
MUSIC 131	2	CS 121	3
ASOR 100C	1	PE, AERO, OR MUS 306A	1
PE, AERO, OR MUS 306A	1		
	16		15

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 211	3	ENG 212	3
SPN 300	2	SPN 302	3
SPN 301	3	BIO/CHEM/PHY	3 OR 4
BIO/CHEM/PHY	3 OR 4	GEOG 171 OR 172	3
SPCH 220	3	PSY 242	3
EDCI 201	3	HEA 151	3
	17 OR 18		18 OR 19

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
SPN 311	3	SPN 312	3
MFL 371	3	SPN 402	3
SPN 400	3	PSY 312	3
SPN 401	3	EDCI 387	3
EDCI 301	3	EDCI 419	1
ELECTIVE	3	ELECTIVE	3
	18		16

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
SPN 410	3	EDCI 470A	3
SPN 425	3	MFL 472S	12
MFL 450	3		
EDCI 400	2		
EDSE 333	3		
EDRD 490	1		
EDRD 491	3		
	18		15

Bachelor Of Arts Degree In Foreign Languages Concentration In Spanish (Without Teacher Certification)

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 101	3	ENG 102	3
SPN 201	3	SPN 202	3
HIST 201	3	HIST 202	3
MATH 111 OR 161	3	ART 133	2
MUSIC 131	2	CS 121	3
ASOR 100C	1	PE, AERO, OR MUS 306A	1
PE, AERO, OR MUS 306A	1		
	16		15

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 211	3	ENG 212	3
SPN 300	2	SPN 302	3
SPN 301	3	BIO/CHEM/PHY	3 OR 4
BIO/CHEM/PHY	3 OR 4	GEOG 171 OR 172	3
SPCH 220	3	ELECTIVE	3
ELECTIVE	3		
	17 OR 18		15 OR 16

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
SPN 311	3	SPN 312	3
SPN 400	3	ELECTIVES (300 OR 400 LEVEL)	15
ELECTIVES (300 OR 400 LEVEL)	12		
	18		18

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
SPN 401	3	SPN 402	3
SPN 410	3	SPN 425	3
MFL 450	3	ELECTIVES (300 OR 400 LEVEL)	9
ELECTIVES (300 OR 400 LEVEL)	9		
	18		15

Course Descriptions

English (ENG)

English 101 and 102 are prerequisites to all upper-level English classes.

ENG 101 Freshman English (3). An introduction to the fundamentals of written composition and communication through the study of illustrative essays, as well as an introduction to the reading and critical analysis of essays. Grammar and mechanics, insofar as they are an integral part of developing proficiency in writing, are covered in the course. Those students who do not demonstrate satisfactory performance in the use of grammar and mechanics are required to attend the Writing Clinic. Successful completion of 101 is a prerequisite for English 102. All students must earn at least a C in this course.

ENG 102 Freshman English (3). An introduction to more advanced techniques of composition through the study of literature. The analysis and explication of literature serve as topics for discussion, study , and writing of themes. Special attention is paid to the writing of the literary review and the research paper. Those students who do not demonstrate satisfactory performance in the use of grammar and mechanics are required to attend the Writing Clinic. Prerequisite: successful completion of English 101. All students must earn at least a C in this course.

ENG 101H-102H Honors Freshman English (3-3). An Honors Course in Freshman English designed for students able to work at an advanced level. Class enrollment is restricted to students in the University Honors Program.

ENG 207 Best Sellers: Fiction and Nonfiction (3). Current and recent best sellers in fiction and nonfiction, considered as literature.

ENG 208 Film and Theater in Town (3). Analysis of current film and plays.

ENG 211-212 Sophomore Literature (3-3). A study of literary works with a variety of foci and perspectives. All of the following 211-212 courses satisfy the sophomore literature requirement of the General Education Core. A student may take any combination of 211 and 212 courses, provided one course is a 211 and the other a 212.

ENG 211-212 American Literature (3). A survey of American literature from the first European settlements to the present time. The first semester covers from the beginning to the Civil War, and the second covers the period since the Civil War.

ENG 211A-212A World Literature (3-3). A survey of world literature from the beginnings in the Far East and Middle East until the present time. The first semester treats literature through the Renaissance, and the second treats the Renaissance to the present.

ENG 211B-212B Literary Genres (3-3). An approach to literature from the point of view of the genre, or type, of work to be studied. The first semester takes up the short story and the novel, the second poetry and drama.

ENG 211C-212C Black Arts and Literature (3-3). A study of the contributions of black artists and writers to world culture, especially American culture. The first semester treats oral traditions and music; the second semester takes up literature.

ENG 211D-212D Survey of English Literature (3-3). A survey of English literature from its origins until the present. The first semester concludes with the end of the eighteenth century, and the second semester covers the period since 1800. Required of English majors, but open to all students.

ENG 211H-212H Honors World Literature (3-3). An analytical reading of selected poetry, prose, and drama from the nations of the world. The subject matter of both semesters is arranged chronologically, with that of the first ranging from the ancient Chinese through the Renaissance, and that of the second, from the Age of Classicism and Reason to the twentieth century. Limited to students in the University Honors Program.

ENG 300 Expository Writing (3). The reading and examination of essays representing the major expository types, with particular attention to rhetorical principles, styles, and structure, resulting in the writing of essays illustrating these types. The final project is the preparation of the research report, with emphasis on the collection of materials, analysis, and organization. Required of all English majors.

ENG 301 Business English (3). A course in business communication emphasizing the different roles of communication in management.

ENG 310 Technical Report Writing (3). A study of fundamentals of written reports in a variety of professional fields, with the emphasis on grammar, sentence structure, and style, as well as on specialized techniques. 310E focuses on reports required in professional engineering. 310S is the study and preparation of forms and reports required of social workers. 310C is the study and preparation of forms and reports required of students majoring in Criminal Justice. 310N treats reports required in the nursing profession. Acquaintance with documents of various agencies is stressed.

ENG 311 Creative Writing Short Story (3). A workshop in short story writing. The course examines the techniques and problems involved in writing the short story and places emphasis on the use of the senses and the writing about the experience of living.

ENG 312 Creative Writing Poetry (3). A workshop in writing poetry. The course examines the techniques involved in writing poetry, placing emphasis on the writing of varied poetic types and relating poetry to other forms of art.

ENG 314 Popular Fiction (3). A study of such popular fiction as the western, the fantasy, the thriller, and the historical romance. Emphasis is on form, appeal, and statements about society.

ENG 315 The Film (3). A study of films: their makers, their message, and their appeal. Students will not only view films but also read articles and books about movies.

ENG 329 Survey of British Literature I (3). A survey of important British writers beginning with the Old English tradition and continuing to the Romantic Period.

ENG 330 Survey of British Literature II (3). A continuation of ENG 329, beginning with the Romantic Period and concluding with the twentieth century.

ENG 331 British Literature from the Renaissance to the Restoration (3). A study of representative selections from 1500 to 1660 with concentration on non-dramatic literature.

ENG 332 Poetry and Drama of the Restoration and Eighteenth Century (3). A study of selected poetry, prose, and drama from the ages of Dryden, Pope, and Johnson.

ENG 333 Prose of the Eighteenth Century (3). A study of the attempts of journalists and novelists to create myths or moral models for their age in a series of social and cultural fictions. Readings in Addison and Steele, Johnson, Fielding, and Richardson.

ENG 341 Literature of the Romantic Movement (3). A study of representative selections from 1798 to 1832. Attention is given both to poetry and prose.

ENG 342 The Victorian Era (3). A study of nonfiction prose writers such as Carlyle, Mill, and Arnold; and of poets such as Tennyson, Browning, and Arnold. Some assignments are made in the major novelists such as Dickens, Thackeray, and Eliot.

ENG 351 Twentieth-Century British Literature (3). A study of the major trends in poetry, drama, and the novel of the current century. Emphasis is placed on themes, techniques, and social criticism. Representative British, Irish, and Commonwealth writers are included.

ENG 353 Modern British Poetry (3). Selections from works of Hopkins, Yeats, Eliot, Thomas, and others.

ENG 361 American Literature (3). A study of major American writers and literary movements, including such writers as Edwards, Franklin, Emerson, Thoreau, Hawthorne, Melville, Dickinson, Douglass, and Whitman, and such movements as Puritanism, the Enlightenment, Romanticism, and Transcendentalism. Required of all English majors.

ENG 362 American Literature II (3). A study of literary trends since the Civil War, with emphasis on such major figures as Twain, Crane, Dreiser, Frost, Eliot, Faulkner, Fitzgerald, Ellison, Lowell, Bishop, Baldwin, Rich, and Bellow. Required of all English majors.

ENG 363 The American Novel (3). A study of representative works designed to reflect formal developments in the novel, as well as intellectual and moral concerns of the American people.

ENG 364 Literature of Black Life in America (3). A study of black literature from its inception in America to current times. Particular emphasis is placed on biography, poetry, the essay, and short fiction.

ENG 365 The Contemporary Black Novelist (3). A study of novelists such as James Baldwin, Ralph Ellison, Margaret Walker, Toni Morrison, and John Killens, in terms of literary merit and social milieu.

ENG 367 The Short Story (3). Emphasis on the origin and growth of the short story as a literary form.

ENG 368 Contemporary American Poetry (3). Poetry from 1960 to the present.

ENG 369 Contemporary American Fiction (3). Novels, short stories, and experimental fiction, 1950 to the present, by such authors as Ellison, Barth, Heller, Nabokov, and Pynchon.

ENG 371 Methods of Teaching High School English (3). A course in the methods of teaching English in the secondary schools. Clinical and field-based experiences which call for active participation by students are part of the course requirements. Required of all English majors in the Teacher Education Program. Prerequisite: official admission to Teacher Education Program.

ENG 372 Adolescent Literature (3). A survey of literature relevant to the interest and concerns of young adults. Required of English majors enrolled in the Teacher Education Program.

ENG 373 Children's Literature (3). A course offering prospective teachers of the primary grades an opportunity to become familiar with literature suited to the needs and tastes of children. Principles that underline selection of children's literature for classrooms and libraries are considered.

ENG 380 African and West Indian Literature (3). An introductory course in the literature of Africa and the West Indies. Authors include Chinua Achebe, Wole Soyinka, James Ngugi, Mongo Beti, George Lamming, Camara Laye, and Jacques Roumain.

ENG 381 Greek and Roman Literature (3). Studies of major writers of classical civilization from Homer to fifth-century Athens to Augustan Rome. Extensive readings in the **Iliad**, the **Odyssey**, the Greek tragedies and comedies, and the **Aeneid**.

ENG 382 The Literature of the English Bible (3). The Bible considered as literature; attention to historical backgrounds and textual problems.

ENG 386 Women in Literature (3). A course designed to investigate the image of women in literature as it relates to sexual roles, judgments, choices, and equality; and to broaden the students' knowledge of some of the values, lifestyles, goals, and achievements of women in the past and today.

ENG 390 Languages and Linguistics (3). A course to prepare students for the study and teaching of a language by introducing them to the scientific study of language. Comparisons between English and various foreign languages lay a foundation for a career as a teacher of English as a second language or a teacher of a foreign language. Same as MFL 390.

ENG 400 Senior Seminar (3). A course designed to complete the English major by inquiring into the purposes and methods of the liberal arts in general and literary study in particular. Attention is paid to the resources for literary scholarship and criticism. Required of all English majors.

ENG 401 Special Topics (3). Student- or faculty-generated course, with subject matter to be determined by students and instructor. May be repeated once, for a maximum of six hours.

ENG 402 Special Topics in World Literature (3). Studies in world literature in translation, with subject matter to be determined by students and instructor. May be repeated once, for a maximum of six hours.

ENG 410 History of the English Language (3). A study of the development of the English language from the beginning to modern times. Some attention is given to phonetics and to the elementary principles of linguistics. Required of all English majors.

ENG 411 Current English (3). New trends in teaching English and their relationship to significant trends in the past. Students develop projects that are used as supplementary texts in the course.

ENG 412 Modern English Grammar (3). An introduction to the "new" theories as a tool for analyzing literature and composition. Required of all English majors.

ENG 413 Advanced English Grammar (3). Traditional approaches to grammar.

ENG 414 Software Technical Writing (3). A basic course in the writing of computer software manuals. ENG 310E is recommended as preparation. Permission of instructor is required.

ENG 415 Software Technical Writing II (3). Advanced documentation techniques for computer software. Prerequisite: successful completion of ENG 414.

ENG 416 Writing for Publication (3). A workshop in the various forms of writing that are marketable.

ENG 420 Chaucer (3). An introduction to the works of Chaucer, with emphasis on the background of the age and on development of Chaucer as a literary artist.

ENG 421 The English Novel (3). A selection of English novels from the eighteenth century to the present.

ENG 422 The Continental Novel (3). A study of selected Continental novels with attention to the social background in which they were written.

ENG 423 Literature of the Middle Ages (3). Studies in prose and poetry of the Middle Ages, including **Beowulf** and works of the Pearl poet, Langland, and Malory.

ENG 426 The Contemporary Novel From 1945 to the Present (3). An introduction to the major novelists and trends in the novel since 1945. Novelists forming the core of the course are Gunter Grass, Vladimir Nabokov, John Hawkes, Ralph Ellison, Samuel Beckett, William Styron.

ENG 431-432 Shakespeare (3-3). A study of the principal histories, comedies, and tragedies of Shakespeare, with attention to the cultural background of the Elizabethan Period. Either 431 or 432 is required of all English majors. The first semester concentrates on the comedies and the second on the tragedies.

ENG 434 Milton (3). A study of John Milton's minor poems, important prose tracts, **Paradise Lost**, **Paradise Regained**, and **Samson Agonistes**.

ENG 441 Nineteenth-Century English Novel (3). A selection from the major writers of the period, such as Scott, Dickens, Eliot, Thackeray, Trollope, the Brontes, Hardy, and Galsworthy.

ENG 451 The English Novel: Twentieth Century (3). Selections from the works of Conrad, Forster, Lawrence, Joyce, Woolf, and others.

ENG 472S Student Teaching in the Secondary Schools (12). A semester-long experience of supervised practice teaching, appropriately divided between middle school and high school. Required of all students seeking certification in the teaching of English. Prerequisite: successful completion of all certification courses except EDCI 470A, which is taken concurrently.

ENG 480 Introduction to Literary Criticism (3). Major critical doctrines from antiquity to the present, with emphasis on twentieth-century movements.

ENG 481 Southern Literature (3). Survey of Southern literature from William Byrd to the Fugitives to more recent figures such as Eudora Welty, Flannery O'Connor, and Walker Percy.

ENG 482 Literature of the New Journalism (3). An examination of the literary impact of the New Journalism and the use of novelistic techniques in reporting events. Attention to such practitioners as Capote, Wolfe, Mailer, and Hunter S. Thompson.

ENG 490 Undergraduate Readings and Research (3). Individual study and research under faculty guidance. May be repeated once, for a total of six hours.

ENG 491 Advanced Story Writing (3). An advanced workshop in story writing, focusing on student work. The course covers such elements of a story as plot, character development, and scene-making. Students learn about these elements through the process of writing their own stories and studying stories by professional writers.

ENG 492 Advanced Poetry Writing (3). An advanced workshop in poetry writing, focusing on student work. The course covers such elements of poetry as rhythm, lineation, image-making, and figurative language. Students learn about these elements through the process of writing their own poems, studying poems by professionals, and delivering oral reports.

ENG 499 Internship in Professional Writing (3-9). Professional experience in a writing or publishing position. Students must write a report on their experience. Open only by prior arrangement with instructor.

French (FR)

FR 101-102 Elementary French (3-3). The development of the ability to understand, speak, write, and read French. Laboratory work is an integral part of the course. These courses may be used to remove a high school deficiency in foreign languages, in which case they do not yield credit toward the undergraduate degree.

FR 201-202 Intermediate French (3-3). Grammar review and further development of the ability to understand, speak, write, and read French. Laboratory work included. Prerequisites: FR 101-102 or the equivalent.

FR 300 Pronunciation and Diction (2). The development of good articulatory habits through perception and imitation of French sounds, with secondary emphasis on theoretical knowledge of the phonetic symbols. Prerequisite: FR 201. Required of all students with a concentration in French.

FR 301-302 Advanced Oral and Written Composition (3-3). Vocabulary-building and intensive analysis of French grammar with practical application in oral and written composition. Prerequisite: FR 202. Required of all students with a concentration in French.

FR 311 Survey of French Literature (3). Literary philosophies, types, major authors, and their contributions, middle ages through the eighteenth century. Prerequisite: FR 202. Required of all students with a concentration in French.

FR 312 Survey of French Literature (3). Literary philosophies, types, major authors, and their contributions of the nineteenth and twentieth centuries. Prerequisite: FR 202. Required of all students with a concentration in French.

MFL 371 Methods of Teaching Foreign Languages (3). A course which acquaints the student with methods, materials, and texts. Clinical and field-based experiences which call for active participation by students are part of the course requirements. Required of all students seeking certification in French. Prerequisites: FR 202 and official admission to Teacher Education Program.

MFL 390 Languages and Linguistics (3). A course to prepare students for the study and teaching of a language by introducing them to the scientific study of language. Comparisons between English and various foreign languages lay a foundation for a career as a teacher of English as a second language or a teacher of a foreign language. Same as ENG 390.

FR 400 French Civilizations (3). The development of Francophone civilizations from their origins to the present: geographical, historical, political, social, economic, and cultural life. Prerequisite: FR 202. Required of all students with a concentration in French.

FR 401-402 French Conversation and Composition (3-3). Intensive conversational and composition practice, with group discussion and laboratory drills on selected topics. Analysis and correction of individual problems. Prerequisite: FR 202. Required of all students with a concentration in French.

FR 410 Black French Writers (3). An introduction to the works of various black authors of French expression, with emphasis on Alexandre Dumas, Rene Maran, Leon Damas, Aimee Cesaire, Leopold Senghor, and Frantz Fanon. Prerequisite: FR 202. Required of all students with a concentration in French.

FR 420 Introduction to Explication des Textes (3). Designed to acquaint the student with the French approach to analyzing poetry and prose. Prerequisite: FR 202. Required of all students with a concentration in French.

FR 425-426 French Literature of the Twentieth Century (3-3). Prose, poetry, theatre, criticism, their theories and trends, from the Symbolist movement to contemporary period. Prerequisite: FR 400. FR 425 required of all students with a concentration in French.

MFL 450 Senior Project (3). Individual research and project-writing. Prerequisites: at least 12 upper-level hours in French or permission of instructor. Required of all students majoring in Foreign Languages.

MFL 470 Independent Study (3). Individual research project carried out under the supervision of faculty member. Project requires extensive written report in the language of the topic. Prerequisite: permission of instructor.

MFL 472S Student Teaching in the Secondary Schools (12). A semester-long experience of supervised practice teaching, appropriately divided between middle school and high school. Required of all students seeking certification in teaching French or Spanish. Prerequisite: successful completion of all certification courses except EDCI 470A, which is taken concurrently.

FR 480 Commercial French (3). Designed to train students to write effective business letters in correct styles and language. Prerequisite: FR 302.

German (GER)

GER 101-102 Elementary German (3-3). A course to develop the ability to speak, understand, write, and read simple German. A functional vocabulary is built up and the essentials of grammar are stressed. It is also supplemented with graded reading and lab work. These courses may be used to remove a high school deficiency in foreign language, in which case they do not yield credit toward the undergraduate degree.

GER 201-202 Intermediate German (3-3). Intensive and extensive reading of graded German works, literary and scientific. Fluency and accuracy of comprehension are the primary objectives. Laboratory work included. Prerequisites: GER 101-102.

GER 311-312 Survey of German Literature (3-3). Selected readings to acquaint the student with outstanding writers, ideas, and movements from the eleventh century to the present.

Spanish (SPN)

SPN 101-102 Elementary Spanish (3-3). The development of the ability to understand, speak, write, and read Spanish. Laboratory work included. These courses may be used to remove a high school deficiency in foreign languages, in which case they do not yield credit toward the undergraduate degree.

SPN 201-202 Intermediate Spanish (3-3). Grammar review and further development of the ability to understand, speak, write, and read Spanish. Prerequisites: SPN 101-102.

SPN 300 Pronunciation and Diction (3). The development of good articulatory habits through perception, imitation, and intensive drill, with secondary emphasis on theory and phonetic symbols. Prerequisite: SPN 201. Required of all students with a concentration in Spanish.

SPN 301-302 Advanced Oral and Written Composition (3-3). Vocabulary-building and intensive analysis of Spanish with practical application in oral and written composition. Prerequisite: SPN 202. Required of all students with a concentration in Spanish.

SPN 311-312 Survey of Spanish Literature (3). Literary philosophies, types, major authors, and their contributions from the earliest extant works through the contemporary period. Prerequisite: SPN 202. Required of all students with a concentration in Spanish.

MFL 371 Methods of Teaching Foreign Languages (3). A course which acquaints the student with methods, materials, and texts. Clinical and field-based experiences which call for active participation by students are part of the course requirements. Required of all students seeking certification in Spanish. Prerequisites: SPN 202 and official admission to the Teacher Education Program.

MFL 390 Languages and Linguistics (3). A course to prepare students for the study and teaching of a language by introducing them to the scientific study of language. Comparisons between English and various foreign languages lay a foundation for a career as a teacher of English as a second language or a teacher of a foreign language. Same as ENG 390.

SPN 400 Hispanic Civilization (3). The history and development of the civilization, culture, and institutions of Spain and the Spanish-American countries. Prerequisite: SPN 202. Required of all students with a concentration in Spanish.

SPN 401-402 Spanish Conversation and Composition (3-3). Intensive conversational and composition practice with group discussions and drills on selected topics. Analysis and correction of individual problems. Prerequisite: SPN 202. Required of all students with a concentration in Spanish.

SPN 410 Readings in Spanish-American Literature (3). Selected readings to give the student a panoramic view of representative authors, works, and movements from the colonial period to the present. Prerequisite: SPN 202. Required of all students with a concentration in Spanish.

SPN 420 Applied Stylistics (2). An intensive course in composition to aid the student in developing an individual style of writing in the Spanish language. Prerequisite: SPN 302.

SPN 421-422 Spanish Literature of the Nineteenth Century (3-3). Principal literary movements and cultural highlights studied by analysis of the most representative authors of the period. Prerequisite: SPN 400.

SPN 425-426 Spanish Literature of the Twentieth Century (3-3). Reading and analysis of the works of the "Generacion del '98" and of the post-war generation. Comprehensive study of all literary genres, especially of the novel and lyric poetry. Prerequisite: SPN 400. SPN 425 required of all students with a concentration in Spanish.

MFL 450 Senior Project (3). Individual research and project-writing. Prerequisites: at least 12 upper-level hours in Spanish or permission of instructor. Required of all students majoring in Foreign Languages.

MFL 470 Independent Study (3). Individual research project carried out under supervision of faculty member. Project requires extensive written report in the language of the topic. Prerequisite: permission of instructor.

MFL 472S Student Teaching in the Secondary Schools (12). A semester-long experience of supervised practice teaching, appropriately divided between middle school and high school. Required of all students seeking certification in teaching French or Spanish. Prerequisite: successful completion of all certification courses except EDCI 470A, which is taken concurrently.

SPN 480 Commercial Spanish (3). Designed to train students to write effective business letters in correct styles and language. Prerequisite: SPN 302.

Philosophy (PHIL)

PHIL 201 Introduction to Philosophy: Contemporary Moral Issues (3). A course addressing many of the most pressing ethical issues we face, such as euthanasia, abortion, preferential hiring, sex, animal rights, mass starvation, punishment, violence, pacifism, and civil disobedience.

PHIL 202 Introduction to Philosophy—Enduring Problems (3). A course including historical and recent sources on the perennial issues in philosophy, including the justification and significance of religious beliefs; knowledge and truth; materialism; human nature; free-will and determinism.

PHIL 210 Introduction to Film (3). Aesthetic and philosophical issues in film theory and criticism; principles of film criticism; film and other art forms; and the relation to the audience to film. Course aims toward understanding and appreciation of a major art form. Films exemplifying particular techniques and movements are viewed and discussed.

PHIL 211 History of Film (3). An historical study of the development of film as an art medium.

PHIL 250 Logic and Critical Thinking (3). Informal fallacies in ordinary life; e.g., politics, editorials, advertising; language and its uses; analyzing extended arguments; introduction to deductive logic.

PHIL 251 Symbolic Logic (3). Modern deductive logic, propositional and quantificational; philosophy of logic.

PHIL 310 History of Philosophy, Ancient (3). Development of philosophic thought from the Greeks to the thirteenth century.

PHIL 311 History of Philosophy, Modern (3). Modern philosophy from Descartes through Kant.

PHIL 312 History of Philosophy, Contemporary (3). Contemporary philosophy from Hegel to the present.

PHIL 320 History of Political Philosophy (3). Selected political philosophers from classical Greece to 1900, including Plato, Aristotle, Machiavelli, Locke, Rousseau.

PHIL 321 Contemporary Political Philosophy (3). Recent works on the central issues in political philosophy: economic justice, rights, political authority.

PHIL 322 Marx and Socialism (3). Traditional and contemporary communist political philosophers, including Marx, Lenin, and Mao; historical materialism, exploitation; socialism and democracy.

PHIL 330 Ethical Theory (3). Traditional and contemporary ethical theories; the meaning and justification of ethical language.

PHIL 335 Business Ethics (3). Survey of major ethical issues arising in business: corporate social responsibility, corporate loyalty, government regulation and public interest, advertising, environmental responsibilities, preferential hiring, free enterprise, and social welfare.

PHIL 336 Medical Ethics (3). A detailed consideration of various ethical issues in medicine and health care, including death and patients' rights, abortion, truth-telling, experimenting on human beings, religious conflicts, and the rights to medical resources.

PHIL 341 Existentialism (3). Contemporary and traditional Existentialist thinkers, including Sartre, Camus, and Kierkegaard.

PHIL 342 Aesthetics (3). Problems in the philosophy of art and art criticism; aesthetic experience; truth and art; aesthetic value.

PHIL 400 Philosophy of Mind (3). Consideration of various topics related to the existence and nature of mind: mind-body identity, dualism, behaviorism, action theory, free will, and determinism.

PHIL 410 Philosophy of Religion (3). The rationality of religious beliefs and practices, religious experience, the role of faith, religious language.

PHIL 420 Philosophy of Law (3). Problems in the nature and justification of legal systems; natural law and legal positivism; theory of punishment.

PHIL 430 Philosophy of Science (3). Problems in the nature of science and its relation to other human concerns, e.g., religion, politics, and ethics; the character of scientific theories and explanations in both natural and social science; scientific progress in truth.

PHIL 440 Special Topics (3). Student- or faculty-generated course, with scope of subject matter to be determined by students and instructor.

PHIL 450 Undergraduate Readings and Research (3). Individual study and research under faculty guidance. Prerequisites: 12 hours of upper-level philosophy and permission of instructor.

Religious Studies (RS)

RS 200 Introduction to Religious Studies (3). Current issues in religious studies: ethics, theology, and history of religion.

RS 201 World Religions (3). Introduction to selected themes in world religions.

RS 210 The Old Testament (3). A study of Old Testament texts, using methods of literary and philosophical analysis. Course also investigates the historical origins of the Old Testament.

RS 211 The New Testament (3). A study of New Testament texts, using methods of literary and philosophical analysis. Course also investigates the historical origins of the New Testament.

RS 330 Religion in America (3). The role of religious institutions and practices in American history.

RS 410 Contemporary Religious Thought (3). Major themes, issues, and thinkers.

Department of Music

Ralph Simpson, Ph.D., Head
116 Marie Brooks Strange Music Building

Faculty: T. Davis, C. Gafford, E. Graves, B. Kirk, J. Morrison, D. Poe, C. Perkey, C. Rhodes

General Statement: The Department of Music is organized (1) to provide services to the state's music education structure through teacher education, leadership, and statewide cooperation; (2) to provide sound guidance and thorough training for the student whose career goal is to teach music in public schools or in the private sector; and (3) to bring the gift of music through exhibitions, lecture demonstrations, concerts, and participation opportunities to all its people, as its contribution to the cultural enrichment of the campus, the community, and the state.

The curriculum is designed to provide experiences in general culture, a mastery of fundamental tools, the development of sound performance ability, and training in the science and art of teaching.

The Department offers a program in Music Education leading to the Bachelor of Science degree. The minimum number of semester hours required for the Bachelor of Science degree in Music Education is 154. The minimum number of semester hours required in Music courses is 75.

Accreditation

The Department of Music is accredited by the National Association of Schools of Music, the official accrediting agency for schools of music in America.

Departmental Requirements
For Bachelor of Science
Music **75 Semester Hours**

Major Core: A minimum of 75 semester hours including MUS 120, 121; 11A/B, 21A/B; 220, 221; 302 (7 hrs); 305, 306; 306A, 004B (7 semesters required of instrumental majors), 307 (7 semesters required of vocal/piano majors); 310, 311, 312, 313, 314 (any four); 301, 320, 337, 338; 420, 421; 430 and 451; eight semesters of applied voice or instrument. Music majors must earn at least a C in each of these courses used to satisfy Departmental requirements.

Music majors must also meet these requirements:

1. Each student must declare a primary applied area of performance and must focus in this area for the equivalent of four years. He or she must present a recital in the senior year. Each student must perform at seminars and student recitals during the sophomore and junior years. For all students focusing in some instrument other than piano, it is expected that piano will be the secondary performance area. In most cases the choice of the primary applied area and curriculum is governed by the proficiency which the student has achieved prior to entering the University. A senior recital is required for the completion of the degree.

2. Each music major is required to participate in a primary ensemble for the entire four years of his or her matriculation. Membership is not limited to one ensemble, but instrumental students must participate in University Band, and vocal students must participate in University Choir.

Bachelor of Science in Music
With Teacher Certification

Students who seek teacher certification in Music must apply in writing for admission to the Teacher Education Program, located in the College of Education, usually in the sophomore year. They must have a minimum 2.5 cumulative quality point average at the time of application and must pass the Communication Skills and General Knowledge core battery tests of the National Teachers Examination (NTE) and the Pre-Professional Skills Test (PPST). Formal admission to the Teacher Education Program is a prerequisite to enrolling in all upper-level certification courses. Enhanced student teaching of twelve semester hours is required. Placement for enhanced student teaching is at both the elementary and secondary school level. For a complete list of requirements for admission to and retention in the Teacher Education Program, see pages 117-118.

It is mandatory that students confer with Departmental advisors prior to registering for a semester. The degree requires completion of the general education requirements, the above major core, plus the following courses.

EDCI 201	3
PSY 242	3
MUS 371A	3
MUS 371B (Vocal Emphasis) or MUS 371C (Instrumental Emphasis)	3
EDCI 301	3
EDCI 387	3
EDCI 400	2
EDCI 419	3
EDSE 333	3
EDRD 491	3
MUS 472	12
EDCI 470A	3
ELECTIVES	6

Minor Requirements: A minimum of 18 semester hours including MUS 120, 338, 371A; two hours of applied voice or instrument ensemble; MUS 121 or 305-306, or MUS 310, 311, 312, 313, or 314; or four semesters of ensemble participation.

Course Descriptions

Applied Music Courses

All applied music courses are by permission of instructor only. The laboratory fees are for each semester.

MUS 11A,B First-Year Piano (1-1). Some of the easier works of Bach, Haydn, Mozart, Beethoven, and others whose works are of equivalent technical value, together with purely technical materials including all major and minor scales. Two one-half-hour periods. Laboratory fee $30.00. Both courses required of all Music majors.

MUS 21A,B Second-Year Piano (1-1). Selected works of Bach and other composers. Prerequisite: MUS 11B. Two one-half-hour periods. Laboratory fee $30.00. Both courses required of all Music majors.

MUS 31A,B Third-Year Piano (2-2). Larger compositions and other exacting materials requiring excellent musicianship, skills, and techniques. Prerequisite: MUS 21B. Two one-half-hour periods. Laboratory fee $30.00.

MUS 41A,B Fourth-Year Piano (2-2). The study of advanced piano materials. Prerequisite: MUS 31B. Two one-half-hour periods. Laboratory fee $30.00.

MUS 12A,B First-Year Organ (1-1). Pedal studies, major and minor scales, legato studies, little preludes and fugues of Bach, trios by Stainer, Rheinberger, and others; selected books of Guilmant, Mendelssohn, and other reputable composers. Prerequisites: the highest non-credit level of piano and permission of instructor. Two one-half-hour periods. Laboratory fee $30.00.

MUS 22A,B Second-Year Organ (1-1). Advanced pedal studies and scales. Prerequisites: MUS 12B and permission of instructor. Two one-half-hour periods. Laboratory fee $30.00.

MUS 32A,B Third-Year Organ (2-2). A continuation of technical studies and major works, some from modern composers. Prerequisites: MUS 22B and permission of instructor. Two one-half-hour periods. Laboratory fee $30.00.

MUS 42A,B Fourth-Year Organ (2-2). A continuation of Music 32B with special emphasis on representative works from the various schools of composition, including twentieth-century composers. Two one-half-hour periods. Prerequisite: MUS 32B and permission of instructor. Laboratory fee $30.00.

MUS 13A,B First-Year Violin (1-1). Instruction with standard elementary violin or viola materials. Two one-half-hour periods. Laboratory fee $30.00.

MUS 23A,B Second-Year Violin or Viola (1-1). Instruction with standard intermediate violin or viola materials. Prerequisite: MUS 13B. Two one-half-hour periods. Laboratory fee $30.00.

MUS 33A,B Third-Year Violin or Viola (2-2). Instruction with standard advanced violin or viola materials. Prerequisite: MUS 23B. Two one-half-hour periods. Laboratory fee $30.00.

MUS 43A,B Fourth-Year Violin or Viola (2-2). Advanced instruction with standard violin or viola materials. Prerequisite: MUS 33B. Two one-half-hour periods each. Laboratory fee $30.00.

MUS 14A,B First-Year Voice (1-1). The study of breath control and voice placement in tone production. Two one-half-hour periods. Laboratory fee $30.00.

MUS 24A,B Second-Year Voice (1-1). The study of voice drills in voice placement, intonation, breathing, phrasing, and diction. Prerequisite: MUS 14B. Two one-half-hour periods. Laboratory fee $30.00.

MUS 34A,B Third-Year Voice (2-2) and MUS 44A,B Fourth-Year Voice (2-2). Continuation of the study of drills, vocal techniques, and appropriate repertoire. Prerequisites: MUS 24B and 34B. Two one-half-hour periods each. Laboratory fee $30.00.

MUS 15A,B First-Year Cornet (Trumpet or French Horn) (1-1). Instruction with standard elementary materials. Two one-half-hour periods. Laboratory fee $30.00.

MUS 25A,B Second-Year Cornet (Trumpet or French Horn) (1-1). The study of standard intermediate materials. Prerequisite: MUS 15B. Two one-half-hour periods. Laboratory fee $30.00.

MUS 35A,B Third-Year Cornet (2-2) and MUS 45A,B Fourth-Year Cornet (2-2) (Trumpet or French Horn). Instruction with standard advanced materials. Two one-half-hour periods each. Prerequisite: permission of instructor. Laboratory fee $30.00.

MUS 16A,B First-Year Trombone (Baritone Horn or Tuba) (1-1). Instruction with standard elementary materials. Two one-half-hour periods. Laboratory fee $30.00.

MUS 26A,B Second-Year Trombone (Baritone Horn or Tuba) (1-1). The study of standard intermediate materials. Prerequisite: MUS 16B. Two one-half-hour periods. Laboratory fee $30.00.

MUS 36A,B Third-Year Trombone (2-2) and MUS 46A,B Fourth-Year Trombone (2) (Baritone Horn or Tuba). Instruction with standard advanced materials. Two one-half-hour periods. Prerequisite: MUS 26B. Laboratory fee $30.00.

MUS 17A,B First-Year Clarinet (or Flute) (1-1). Instruction with standard elementary materials. Two one-half-hour periods. Laboratory fee $30.00.

MUS 27A,B Second-Year Clarinet (or Flute) (1-1). The study of standard intermediate materials. Two one-half-hour periods. Prerequisite: MUS 17B. Laboratory fee $30.00.

MUS 37A,B Third-Year Clarinet (or Flute) (2-2) and MUS 47A,B Fourth Year Clarinet (or Flute) (2-2). Instruction with standard advanced materials. Two one-half-hour periods. Prerequisite: MUS 27B. Laboratory fee $30.00.

MUS 18A,B First-Year Oboe (or Bassoon) (1-1). The study of standard elementary materials. Two one-half-hour periods. Laboratory fee $30.00.

MUS 28A,B Second-Year Oboe (or Bassoon) (1-1). Instruction with standard intermediate materials. Prerequisite: MUS 18B. Two one-half-hour periods. Laboratory fee $30.00.

MUS 38A,B Third-Year Oboe (or Bassoon) (2-2) and MUS 48A,B Fourth- Year Oboe (or Bassoon) (2-2). Individual instruction, MUS 48A,B with advanced materials. Two one-half-hour periods. Prerequisites: MUS 28B and permission of instructor. Laboratory fee $30.00.

MUS 19A,B First-Year Saxophone (1-1). The study of standard elementary materials. Two one-half-hour periods. Laboratory fee $30.00.

MUS 29A,B Second-Year Saxophone (1-1). The study of standard elementary materials. Prerequisite: MUS 19B. Two one-half-hour periods. Laboratory fee $30.00.

MUS 39A,B Third-Year Saxophone (2-2) and MUS 49A,B Fourth-Year Saxophone (2-2). Instruction with standard advanced materials. Two one-half-hour periods. Laboratory fee $30.00.

MUS 10A,B First-Year Percussion (1-1). An intensive study of elements of percussion technique. Accent is on snare drum rudiments. One full-hour lesson or two half-hour lessons per week. Laboratory fee $30.00.

MUS 20A,B Second-Year Percussion (1-1). Continuation of above, with attention to bass drum and timpani. One full-hour lesson per week. Prerequisite: MUS 10B. Laboratory fee $30.00.

MUS 30A,B Third-Year Percussion (2-2). Intermediate materials for percussionist. Review of all rudiments, introduction of solo and ensemble materials for percussion, attention to tuned percussion with instruments. One full-hour instruction per week. Prerequisite: MUS 20B. Laboratory fee $30.00.

MUS 40A,B Fourth-Year Percussion (2-2). Advanced technique and literature for solo percussion instruments and percussion ensemble. Emphasis on recital literature in preparation for Senior Recital. Prerequisite: MUS 30B. Laboratory fee $30.00.

MUS 300 Seminar in Songwriting (3). Individual creative and analytical projects in songwriting. May be repeated for credit; no more than 9 hours may be applied toward a degree. Prerequisites: MUS 142 and permission of instructor.

MUS 302 Performance Seminar (1). Required of all music majors each semester of matriculation, even if auditing is required to prevent an overload. A satisfactory grade (C or better) is obtained by attending a minimum of 75% of all faculty and student recitals in a given semester, and by at least one performance in the seminar for upperclassmen. Open to Music majors only.

MUS 305 Orchestral Conducting (3). A study of the technique of conducting a band or an orchestra, with particular emphasis on use of the baton, score reading, program planning, and rehearsal procedures. Scores suitable for use in secondary school bands and orchestras are examined and evaluated. Prerequisite: junior standing in Music. Two lectures. Required of all Music majors.

MUS 306 Choral Conducting (2). A study of the technique of conducting a choir, with particular emphasis on score reading, program planning, and rehearsal procedures. Scores suitable for use in secondary school choirs are examined and evaluated. Prerequisite: junior standing in Music. Two lectures. Required of all Music majors.

MUS 310 Brass Techniques (1). Fundamentals of care, construction, minor repair, and performance. Prerequisites: MUS 121 and junior standing in Music.

MUS 311 Woodwind Techniques (1). Fundamentals of tone production, technique, care, construction, and minor repair. Prerequisite: permission of instructor. Two one-hour periods.

MUS 312 Vocal Techniques (1). The study of techniques of vocal tone production, breathing, articulation, enunciation, and pronunciation as applied to the training of choral groups. Prerequisite: junior standing in Music.

MUS 313 String Techniques (1). The study of the fundamentals of bowing, fingering, construction, and care of string instruments. Two full-hour periods. Prerequisite: junior standing in Music.

MUS 314 Percussion Techniques (1). Fundamentals of care and minor repair; study of technique of performance on most percussion instruments with emphasis on the snare drum. Two one-hour periods. Prerequisite: junior standing in Music.

MUS 316 Opera Workshop (3). An introduction to operatic performance to include acting, movement, and the staging of various operatic scenes. Three sessions per week. Prerequisite: permission of instructor.

Major Ensembles

(Fall Semester)

MUS 306A University Marching Band (1). Admission by audition and permission of the Director of Bands. The study and performance of marching routines and performance styles designed for live, film, and televised performances. Meets daily 6:00-8:00pm. Extra rehearsals as called. May be used to satisfy University's Physical Education requirement. Required of all instrumental majors.

(Spring Semester)

MUS 004B Concert Band (1). Admission by permission of the Director of Bands. A concerting group made up of those bandsmen who exhibit outstanding musicianship and an interest in performing the finest of literature for concert bands. This ensemble conducts tours, broadcasts, and recordings, and appears in formal concerts on the campus. Meets daily 4:00-6:00 p.m. Required of all instrumental majors.

(Fall and Spring Semester)

MUS 307 University Choir (1). The study and performance of a variety of the finest choral literature. Prerequisite: permission of the Director of the University Choir. Three or more periods per week. All vocal or piano majors must have 7 semesters of MUS 307.

MUS 002 String Ensemble (1). The study and performance of representative literature for string ensemble and small orchestra, with special emphasis on material suitable for beginning string programs for the public schools. Required of all string majors, and open to all students with proficiency on a string instrument. Two rehearsals per week.

MUS 005 Stage Band (Jazz Ensemble) (1). Membership open to all University students by audition and competition. Activities include a study of playing techniques necessary for the performance of contemporary music for stage and recording, popular dance shows, show music, experimental music, and traditional and contemporary jazz-black music. Music majors must maintain concurrent membership in University Marching and Concert Bands. Two rehearsals per week.

MUS 006 Percussion Ensemble (1). Course intended for percussion majors, who are exposed to definitive literature from all periods. Special emphasis is placed on the performance of scores suitable for public concerts. Prerequisite: permission of instructor.

Music Education

MUS 301 Public School Music (3). A course designed for teaching the fundamentals of music to children in grades K-8. A field experience is required. Prerequisite: junior standing in the University. Three lectures per week. Required of all students seeking certification in Music.

MUS 371A Music Education (3). A study of principles, methods, technology, materials, objectives, and procedures for teaching music in primary and secondary schools. Clinical and field-based experiences which call for active participation for students are part of the course requirements. Prerequisite: junior standing in Music and official admission to the Teacher Education Program. Three lectures. Required of all students seeking certification in the teaching of Music.

MUS 371B Vocal Methods (3). A study of principles and problems of teaching voice, managing and directing choral organizations, and analyzing and evaluating choral materials. Clinical and field-based experiences which call for active participation by students are part of the course requirements. Required of all students seeking certification in Music who wish an emphasis in teaching voice. Prerequisite: permission of instructor and official admission to the Teacher Education Program. Three lectures.

MUS 371C Instrumental Methods (3). A study of methods, philosophies, materials, and objectives for teaching instrumental music from grade four through grade twelve. Clinical and field-based experiences which call for active participation by students are part of the course requirements. Required of all students seeking certification in Music who wish an emphasis in teaching instrumental music. Prerequisite: permission of instructor and official admission to the Teacher Education Program. Three lectures.

MUS 472 Student Teaching (12). A semester-long experience of supervised practice teaching, appropriately divided between primary and secondary schools. Required of all students seeking certification in the teaching of music. Prerequisite: successful completion of all certification courses except EDCI 470A, which is taken concurrently.

Theory and Composition

MUS 120-121 Freshman Theory (4-4). Basic notation, intervals, scales, and modes; rhythms; contrapuntal harmony, written and keyboard; sight singing; ear training; harmonic and form analysis. Prerequisite: passing the basic theory test. Five lectures. Both courses required of all Music majors.

MUS 220-221 Sophomore Theory (3-3). Aural and written harmony; keyboard harmony; figured bass; counterpoint; sight singing; ear training; analysis. Prerequisite: MUS 121. Three lectures. Both courses required of all Music majors.

MUS 320 Counterpoint (3). A study of the techniques and underlying principles in writing good melodies and their association without losing independence. Prerequisite: MUS 121. Three lectures. Required of all Music majors.

MUS 401 Practicum in Arranging (2). Individual projects supervised by a practicing professional arranger. Prerequisites: permission of instructor and junior standing in Music.

MUS 420-421 Form and Analysis (3-3). A study of compositions in the smaller and larger forms. Prerequisite: MUS 320. Three lectures. Both courses required of all Music majors.

MUS 430 Orchestration (3). A systematic study and application of the techniques for using the capabilities of orchestral and band instruments in music composition. Prerequisite: MUS 320. Three lectures. Required of all Music majors.

MUS 433 Composition (3). A study of composition and the application of creative ability along systematic lines in writing original larger forms. Prerequisite: permission of instructor. Three lectures.

MUS 451 Senior Recital (2). Credit given only upon successful completion of public senior recital. Prerequisite: permission of major applied instructor. Required of all Music majors.

Commercial Music

The courses in Commercial Music are designed for serious students of songwriting to learn with and from each other the techniques of melodic composition and harmonic structure, and writing of lyrics within standard and deviant song forms.

MUS 140 Fundamentals of Music Theory (3). Theory and practice of basic elements of music.

MUS 141-142 Elements of Popular Song (3-3). Study of form, rhythm, melody, harmony, and lyrics in popular song. Analysis and creative composition. Courses must be taken in sequence. Prerequisite: permission of instructor.

MUS 155-255 Solo Guitar (1-2). Instruction in playing the guitar. These courses represent progressive development. Each course may be repeated a maximum of three times. Prerequisite: permission of Department Head.

MUS 241-242 Intermediate Songwriting (3-3). Skills and techniques of crafting original material. Creative writing, analysis of standard songs, and critiquing works performed in class. Prerequisite: MUS 142.

MUS 434 Seminar in Jazz (2). A study of the history of jazz and an analysis of the styles and major contributions. Two lectures. Prerequisite: MUS 221.

Music History, Literature, and Appreciation

MUS 131 Music Appreciation (2). Emphasis upon development of listening skill and on a broad repertoire of literature. Only that history which gives clearer meaning to the literature is studied. Course applies toward satisfaction of University humanities requirement. Two lectures per week.

MUS 131H Music Appreciation Honors (2). Emphasis on enlarging the students' exposure to the finest musical literature and extending the listening repertoire. Only that history which gives clearer meaning to the literature is studied. Course applies toward satisfaction of University humanities requirement. Limited to University Honors Program students and Music majors.

MUS 315 Folk Music (3). Folk music with emphasis upon that of the Southeastern United States. Prerequisite: MUS 131.

MUS 331 Introduction to Music Literature (3). An introductory course in music literature.

MUS 335 Introduction to Afro-American Music (3). History of blues, gospel music, jazz, and African music, with emphasis on black artists and their contributions. Prerequisite: permission of instructor.

MUS 337-338 Music History and Literature (3-3). General information concerning the history of music. The course embodies an analytic approach to music history, its growth, and development. Prerequisite: permission of instructor. Three lectures. Both courses required of all Music majors.

MUS 424-434 American Music (3-3). MUS 424 treats music from colonial times through Charles Ives; MUS 434 covers from 1930 to the present. Prerequisite: permission of instructor.

MUS 452 Special Topics (1-3). An independent studies course intended to serve students who would be otherwise impeded in normal progress towards earning their degree. May be repeated for a total of 6 hours. Prerequisite: permission of Department Head.

Department of Physics, Mathematics, and Computer Science

Sandra H. Scheick, Ph.D., Acting Head
305 Boswell Hall

Faculty: R. Atkinson, C. Calmelet-Eluhu, K. Daniels, A. Dean, A. Gamshadzahi, J. Holloway, P. Hull, J. Jenq, M. Love, W. Myint, P. Ollapally, J. Propes, M. Rajagopalan, S. Rath-Hota, R. Richardson, A. Sarayloo, M. Sarkar, S. Sathananthan, K. Semenya, W. Smith, A. Thomas, E. Wayt, A. Weinberg, C. Williams, J. Williams, M. Williams, X. Wu.

General Statement: The objectives of the Department are: (1) to provide programs of study for those who desire to pursue an undergraduate major or minor in computer science, mathematics, or physics; or who desire to pursue the interdisciplinary degree program with a concentration in one of these disciplines; (2) to provide courses designed to satisfy the computer science, mathematics, and physics requirements for the several colleges and schools of the University; and (3) to provide services to the University and the wider community which are required and appropriate. The Department offers curricula leading to B.S. degrees in Mathematics, Physics, and Computer Science. The Department also offers an Interdisciplinary Degree with concentrations in any of these three disciplines. In addition, students may earn secondary school certification in Mathematics through the Department.

Physics

General Statement: The objectives of the Physics Program are: (1) to provide the training relating to scientific work in industry and government requiring (a) a clear understanding of the principles of physics and their application, and (b) the ability to reason logically and to analyze critically; (2) to provide a foundation for graduates to do graduate study in physics or related areas; (3) to provide majors from any of the science and engineering areas with the requisite knowledge in physics required to complete their various programs of study.

Departmental Requirements
For Bachelor of Science
Physics **39 Semester Hours**

The curriculum for the B.S. degree in Physics consists of a minimum of 130 semester hours, of which 48 must be at the 300 or 400 level. A minimum of 39 hours must be taken in Physics courses with a minimum of 28 hours selected from Physics courses numbered 300 and above. No course with a letter grade below C will be counted towards meeting the 39 hours of work required in Physics.

B.S. in Physics
General Education Curriculum

ENG 101	Freshman English
ENG 102	Freshman English
ENG 211	Literature
ENG 212	Literature
HIST 201	American History
HIST 202	American History
SOC SCI	3 Semester Hours
MATH 164A	Calculus II
PHY 221, 221L	General Physics I and Laboratory
PHY 222, 222L	General Physics II and Laboratory
PHIL 250	Logic and Critical Thinking
HUMANITIES	2 Semester Hours (in addition to PHIL 250)
SPCH 220 or 230	Public Speaking or Business and Professional Speech Communication
CS 210	Computer Laboratory
PE, AERO, or MUS 306 A	2 Semesters
ASOR 100A	Orientation for Science Majors

Physics Core

PHY 221, 221L, 222, 222L, 223	General Physics I, II, and III, with labs.
PHY 311, 312	Electricity and Magnetism I and II
PHY 320	Heat and Thermodynamics
PHY 321	Mechanics
PHY 331-332 or 341-342	Electrical Measurements or Advanced Physics Laboratory
PHY 361	Solid State Physics
PHY 410	Introduction to Quantum Mechanics
PHY 412	Modern Physics
PHY 450	Senior Project

Mathematics

General Statement: The objectives of the Mathematics Program are (1) to provide the training to enable graduates to be employed by any of a number of private industries, government agencies, foundations, and institutions requiring high-level quantitative skills and a highly developed ability to think critically and logically; (2) to provide the training to enable graduates to enter graduate school in mathematics or related areas; (3) to provide the training to enable graduates to assume careers as teachers of mathematics in secondary schools; (4) to provide the training that would enable graduates to pass the first two Society of Actuaries Associateship exams; (5) to develop proficiency in basic mathematical operations, develop skills in the use of formulas for the solution of problems, and gain the ability to translate some of the simpler problems of the real world into the symbolic language of mathematics; (6) to provide for science and engineering majors the mathematical skills required as prerequisites to their various programs of study.

Departmental Requirements For Bachelor of Science Mathematics **35 Semester Hours**

The curriculum for a B.S. degree in Mathematics consists of a minimum of 130 semester hours, of which 48 must be at the 300 or 400 level. A minimum of 35 semester hours must be in Mathematics or Statistics, exclusive of MATH 191-192 and 161-162, with at least 24 of these being at the 300 or 400 level, exclusive of MATH 371, 472S, and 475. The 35 hours in Mathematics are broken down into a required core and an appropriate specialization. Further requirements include 12 hours of Computer Science, 8 hours of Physics, and 3 hours of Technical Writing. Also it is strongly recommended that the student include related areas (RA's) of interest in the program of study. Because of the very tight prerequisite structure, no major program in Mathematics should be started without first consulting a major advisor. No Mathematics or Statistics course in which a grade below C is earned will be counted towards meeting the Mathematics requirements.

The Mathematics core consists of a calculus sequence, an introduction to real analysis, courses in linear and abstract algebra, a sequence in either advanced calculus or modern algebra, and a senior project. A methods course in the teaching of mathematics is required for those who are certifying to teach. In addition to successfully completing 35 hours of course work (grade C or above), the major must pass a written comprehensive examination on the core requirements.

Students who minor in Mathematics must complete a minimum of 12 semester hours selected from Mathematics and Statistics courses at the 300 or 400 level, exclusive of MATH 371, 472S, and 475. Also, CS 390 and 395 may be included in the Mathematics major or minor program.

Besides the general program where the recommended RA's (related areas) are pre-medicine, pre-law, etc., there are four options of specialization.

a) The pure Mathematics option includes MATH 331 and 453, as well both the sequences MATH 441-442 and 464-465 in the required core. The recommended RA's include computer science, physics, and philosophy.

b) The applied Mathematics option includes MATH 303, 456, and 457, as well as MATH 441-442 in the required core. The recommended RA's include engineering, physics, computer science, and chemistry.

c) The statistics option allows the student to use STAT 421-422 to satisfy the sequence requirement. The recommended RA's include pre-actuarial science, general business, sociology, and psychology.

d) The secondary mathematics teacher option includes STAT 311 andMATH 381, as well as MATH 441-442, in the required core. Students seeking teacher certification must apply in writing to the College of Education, usually in the sophomore year. At the time of applying they must have a 2.5 cumulative quality point average and must have passed the Pre-Professional Skills Test (PPST) and the Communication Skills and General Knowledge core battery tests of the National Teachers Examination (NTE). Formal admission to the Teacher Education Program is a prerequisite for enrolling in upper-level certification courses. Students must complete twelve semester hours of enhanced student teaching with an eight-week placement at the secondary level and a seven-week placement at the middle school level. For a complete list of requirements for admission to and retention in the Teacher Education Program, see pages 117-118.

BS In Mathematics
General Education Curriculum

ENG 101	Freshman English
ENG 102	Freshman English
ENG 211	Literature
ENG 212	Literature
HIST 201	American History
HIST 202	American History
SOC SCI	3 Semester Hours
MATH 163A	Calculus I, Alternate
PHY 221, 221L	General Physics and Laboratory
PHY 222, 222L	General Physics and Laboratory
HUMANITIES	4 Semester Hours (2 courses from 2 different disciplines)
SPCH 220 or 230	Public Speaking or Business and Professional Speech Communication
CS 210	Computer Laboratory
PE, AERO, or MUS 306A	2 Semesters
ASOR 100A	Orientation for Science Majors

Mathematics Core

MATH 163A, 164A, 263A	Calculus I, II, III or
MATH 163, 164, 263, 264	Calculus I, II, III, IV
MATH 351	Intermediate Analysis
MATH 361, 362	Linear Algebra I and II
MATH 364	Abstract Algebra
MATH 441, 442	Advanced Calculus I and II or
MATH 464, 465	Modern Algebra I and II or
STAT 421, 422	Statistical Methods I and II
MATH 450	Senior Project

Suggested courses in areas of specialization may be obtained by consulting the major advisor.

Computer Science

General Statement: The Department of Physics, Mathematics, and Computer Science offers the degree of Bachelor of Science in Computer Science. The objectives of the Computer Science program are: (1) to provide training relating to industry, government, business, and educational and scientific organizations; (2) to develop skills in applying the algorithmic method of general problem-solving to write efficient, well organized, well documented computer programs; (3) to provide the training to enable graduates to enter graduate school; (4) to provide majors from any of the academic areas the requisite knowledge in computer science required to complete their programs of study; (5) to provide computer training to members of the University and community at large, required to keep pace with the changes brought about by computers in the workplace, homes, and schools.

The Computer Science program has several areas of specialization. The first is computer hardware-communications, which is intended for students interested in such courses as telecommunications, microcomputing, and details of computer architecture and assembly language programming. The second specialization area is computer software, which is intended for students interested in details of systems software, such as operating systems, compilers, database management systems, and assembly language programming. A third area of specialization has been designated computer-applied mathematics, which is intended for students interested in numerical analysis and solution of differential equations, simulation, and operations research. A fourth area of specialization is information systems, which is intended for students in business-oriented computer applications and data

processing. For students interested in a broad background in information systems, computer applications, and data processing, there is a general degree, the B.S. in Arts and Sciences with a computer science specialization in information systems, including analysis and design, business programming, and databases. It should be noted that the Interdisciplinary Degree option in computer science requires fewer mathematics and science courses, allowing for a broad general education with an emphasis in information systems.

Departmental Requirements
For Bachelor of Science
Computer Science **48 Semester Hours**

The curriculum for a B. S. degree in Computer Science consists of a minimum of 130 semester hours, of which 48 must be at the 300 or 400 level. A minimum of 48 semester hours must be in Computer Science with at least 27 of these being 300-400 level. The 48 semester hours in Computer Science are divided into a Computer Science core and a Computer Science specialization. No course in which a letter grade less than C is earned will be counted towards meeting the Computer Science requirements.

The Computer Science core consists of courses in computer organization, computer programming, data structures and algorithms, operating systems, and programming languages. The Computer Science specializations consist of courses in the areas of computer hardware-communications, computer software, computer-applied mathematics, or information systems. Six additional semester hours are required as technical electives, which may be selected from the areas of Computer Science, Physics, Mathematics, Business, or Engineering.

BS in Computer Science
General Education Curriculum

ENG 101	Freshman English
ENG 102	Freshman English
ENG 211	Literature
ENG 212	Literature
HIST 201	American History
HIST 202	American History
SOC SCI	3 Semester Hours
MATH 164	Calculus II
STAT 311	Probability and Statistics
MATH 361	Linear Algebra
PHY 221, 221L	General Physics and Laboratory
PHY 222, 222L	General Physics and Laboratory
PHIL 250	Logic and Critical Thinking
HUMANITIES	2 Semester Hours (in addition to PHIL 250)
SPCH 220	Public Speaking
PE, AERO, or MUS 306A	2 Semesters
ASOR 100A	Orientation for Science Majors

Computer Science Core

CS 210	Computer Laboratory
CS 211	Computer Programming I
CS 212	Computer Programming II
CS 240	Introduction to Computer Organization
CS 304	Data Structure
CS 320	Discrete Mathematics
CS 341	Advanced Computer Organization
CS 410	Operating Systems
CS 450	Senior Project

Suggested courses in areas of specialization may be obtained by consulting the major advisor.

The curriculum for an Interdisciplinary Degree B.S. in Arts and Sciences with a Computer Science concentration in information systems consists of a minimum of 130 semester hours, of which a minimum of 33 semester hours must be taken in Computer Science. These 33 semester hours in Computer Science consist of courses in general and business programming, computer organization, files and operating systems, data structures, algorithms, systems analysis, design and implementation, and database systems.

Courses for the Interdisciplinary Degree program may be obtained by consulting the major advisor.

Bachelor of Science Degree in Physics

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 101	3	ENG 102	3
*MATH 163A	4	MATH 164A	4
HIST 201	3	HIST 202	3
CHEM 121, 121L	4	CHEM 122, 122L	4
PE, AERO, OR MUS 306A	1	PE, AERO, OR MUS 306A	1
ASOR 100A	1	HUMANITIES ELECTIVE	2
	16		17

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 211	3	ENG 212	3
MATH 263A	3	MATH 351 OR 303	3
PHY 221, 221L	4	PHY 222, 222L	4
CS 210	3	CS 211	3
MATH 361	3	PHIL 250	3
		MATH 303	3
	16		19

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
PHY 311	3	PHY 312	3
PHY 321	3	PHY 361	3
PHY 331 OR 341	2	PHY 332 OR 342	2
PHY 223	3	SOC SCI ELECT (300 level)	3
CS 212	3	CS ELECTIVE	3
**OC ELECTIVE	3	**OC ELECTIVE	3
	17		17

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 310E	3	PHY 450	3
PHY 412	3	PHY 410	3
SPCH 220 OR 230	3	PHY 320	3
ELECTIVES	6	ELECTIVES	8
	15		17

*MATH 161 and/or 162 are to be taken prior to MATH 163A if the need is indicated.

**Out-of-College Electives (at least 6 semester hours) are chosen in consultation with the major advisor and are based on the career goals of the student. These are usually selected from the College of Engineering.

Bachelor of Science Degree in Mathematics

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 101	3	ENG 102	3
*MATH 163A	4	MATH 164A	4
CS 210	3	CS 211	3
HIST 201	3	HIST 202	3
PE, AERO, OR MUS 306A	1	PE, AERO, OR MUS 306A	1
ASOR 100A	1	ELECTIVE	2
ELECTIVE	2		
	17		16

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 211	3	ENG 212	3
MATH 263A	3	MATH 351	3
PHY 221, 221L	4	PHY 222, 222L	4
ELECTIVE	3	ELECTIVE	3
CS 212	3	CS ELECTIVE	3
	16		16

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
MATH 361	3	MATH 362	3
SOC SCI ELECTIVE	3	MATH 364	3
ENG 310	3	**OC ELECTIVE	3
**OC ELECTIVE	3	ELECTIVES	6
ELECTIVE	3		
SPCH 220 OR 230	3		
	18		15

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
MATH 450	3	MATH 465 OR 442	3
MATH 464 OR 441	3	MATH ELECTIVE (300-400 LEVEL)	3
MATH ELECTIVE (300-400 LEVEL)	3	ELECTIVES (300-400 LEVEL)	11
ELECTIVES (300-400 LEVEL)	9		
	18		17

*MATH 161 and/or 162 are to be taken prior to MATH 163A if need is indicated.

**Out-of-college Elective: chosen, after consultation with the major advisor, to complement the career goals of the student, such as EC 211, 212; FN 320; ENGR 200; EE 212; etc.

Bachelor of Science Degree in Mathematics (With Teacher Certification)

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 101	3	ENG 102	3
*MATH 163A	4	MATH 164A	4
CS 210	3	CS 211	3
HIST 201	3	HIST 202	3
HUMANITIES ELECTIVE	2	SPCH 220 OR 230	3
PE, AERO, OR MUS 306A	1	PE, AERO, OR MUS 306A	1
ASOR 100A	1	MATH 192	1
	17		18

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 211	3	ENG 211	3
MATH 263A	3	MATH 351	3
MATH 361	3	MATH 362	3
PSY 242	3	EDCI 201	3
PHY 221, 221L	4	PHY 222, 222L	4
HUMANITIES ELECTIVE	2	HEA 151	2
	18		18

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
MATH 441	3	MATH 442	3
CS 212	3	MATH 364	3
STAT 311	3	CS ELECTIVE	3
EDCI 387	3	PSY 312	3
EDCI 301	3	EDSE 333	3
MATH 381	3	ENG 310	3
	18		18

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
MATH 450	3	EDCI 470A	3
MATH 371	3	MATH 472S	12
EDCI 400	2		
SOC SCI ELECTIVE	3		
EDRD 491	3		
EDCI 419	1		
	15		15

*MATH 161 and/or 162 are to be taken prior to MATH 163A if need is indicated.

Bachelor of Science Degree in Computer Science

Suggested Four-Year Program

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 101	3	ENG 102	3
*MATH 163	4	MATH 164	4
*CS 210	3	CS 211	3
HIST 201	3	HIST 202	3
PHIL 250	3	HUMANITIES	2
ASOR 100A	1	SPCH 220	3
	17		18

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 211	3	ENG 212	3
MATH 311	3	CS 341	3
CS 240	3	CS 304	3
CS 212	3	SOC SCI ELECTIVE (300 LEVEL)	3
ENG 310E OR OTHER TECHNICAL ELECTIVE	3	CS 212	3
PE, AERO, OR MUS 306A	1	PE, AERO, OR MUS 306A	1
	16		16

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CS 320	3	CS ELECTIVE	3
CS ELECTIVE (300-400 LEVEL)	3	CS ELECTIVE (300-400 LEVEL)	6
MATH 361	3	OPEN ELECTIVE (300-400 LEVEL)	3
OPEN ELECTIVE (300-400 LEVEL)	3	PHY 222, 222L	4
PHY 221, 221L	4		
	16		16

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CS ELECTIVE (300-400 LEVEL)	6	CS ELECTIVE (300-400 LEVEL)	6
TECHNICAL ELECTIVE (300-400 LEVEL)	3	TECHNICAL ELECTIVE (300-400 LEVEL)	3
ELECTIVE CHOSEN FROM AC 211, BL 300, EC 211, EC 335, MG 301, FN 320, FN 321, ENGR 410, OR ENGR 440	3	ELECTIVE CHOSEN FROM AC 211, BL 300, EC 211, EC 335, MG 301, FN 320, FN 321, ENGR 410, OR ENGR 440	3
OPEN ELECTIVE (300-400 LEVEL)	3	CS 450	3
CS 410	3		
	18		15

*MATH 161 and/or 162 are to be taken prior to MATH 163 if need is indicated. CS 121 must be taken prior to CS 210 if need is indicated.

Technical electives are from the areas of Computer Science, Mathematics, Physics, Business, or Engineering. Open electives are from any area.

Course Descriptions

Physics (PHY)

PHY 211-212 College Physics (3-3). A non-calculus-based introductory course that includes topics in mechanics, heat, sound, light, electricity, magnetism, and modern physics. The course presents the basic principles of physics. It is required of biology, pre-medicine, and allied health profession majors. Prerequisite: MATH 161 and/or 162. Successful completion of PHY 211 is the prerequisite for PHY 212.

PHY 211L-212L College Physics Laboratory (1-1). One two-hour laboratory each week. This course is designed to be taken concurrently with the corresponding lecture course, PHY 211-212.

PHY 221-222-223 General Physics (3-3-3). Mechanics, heat, sound, light and optics, electricity and magnetism, and modern physics. The course is calculus-based and is intended for students with majors in physics, engineering, mathematics, or a physical science. Prerequisite: MATH 164. PHY 221-222 required of all Physics, Mathematics, and Computer Science majors.

PHY 221L-222L General Physics Laboratory (1-1). One two-hour laboratory per week designed to be taken concurrently with PHY 221-222. PHY 223 has no laboratory. Required of all Physics, Mathematics, and Computer Science majors.

PHY 301 Qualitative Biophysics (3). A qualitative approach to introductory biophysics, including skeletal muscle dynamics, assessment of bone structure by measurement of the speed of sound and bone-mineral content, hydrodynamic analysis of the cardiovascular system. Prerequisite: one year of college physics.

PHY 311-312 Electricity and Magnetism (3-3). Fundamentals of theoretical electricity and magnetism. Considerable emphasis is placed upon problems using vector calculus in three dimensions. Prerequisites: MATH 263A or 264, PHY 222, 223, all with a grade of C or better. Three lectures per week. Required of all Physics majors.

PHY 314 Optics (3). A brief review of geometrical optics and a study of physical optics, including spectroscopy. Prerequisites: PHY 211-212 or 221-222; MATH 164. Three lectures and one laboratory period per week.

PHY 320 Heat and Thermodynamics (3). A study of the fundamentals of heat and an introduction to thermodynamics with applications to chemistry. Prerequisites: PHY 221-222; MATH 164A. (MATH 361 and either MATH 263A or 264 recommended). Three lectures per week. Required of all Physics majors.

PHY 321-322 Mechanics (3-3). Statics and dynamics of particles and rigid bodies, Lagrange's and Hamilton's equations, fluid statics, and vibrations. Prerequisites: PHY 221, 222, MATH 164A. MATH 361 and either MATH 263A or 264 recommended. Three lectures per week. Required of all Physics majors.

PHY 331-332 Electrical Measurements (2-2). The theory of electrical circuits. The laboratory is intended to give experience and facility with electrical measuring instruments. Prerequisites: PHY 211, 212 or PHY 221, 222; MATH 164A. Two laboratory periods per week. Either this sequence or PHY 341-342 is required of all Physics majors.

PHY 341-342 Advanced Physics Laboratory (2-2). A course designed to permit the student to develop a variety of laboratory skills and techniques by performing advanced experiments in mechanics, heat, sound, light, and modern physics. Prerequisites: PHY 221, 222, MATH 164A. Two laboratory periods per week. Either this sequence or PHY 331-332 is required of all Physics majors.

PHY 361 Solid State Physics (3). A physical interpretation of the conductive properties of metal and semi-conductor materials based on the periodic nature of the crystalline solid, with applications including the transistor. Primarily for engineering, physics, or computer science students with junior standing. Prerequisites: PHY 222 and either MATH 263A or 264. Required of all Physics majors.

PHY 401 Seminar in Modern Physics (2). A course designed as an elective suitable for liberal arts students. Selected topics in modern physics: concepts discussed from the standpoint of the effects these concepts have had on man and his environment. Prerequisite: one year of college physics.

PHY 402 Modern Health Physics (2). An introduction to medical and health physics with descriptive emphasis on modern instrumentation, X-rays as a diagnostic tool, ultrasonics, electron-microscopy, optical and acoustical holography, laser surgery. Prerequisites: PHY 221-222, MATH 164.

PHY 410-411 Introduction to Quantum Mechanics (3-3). Introduction to fundamental principles of quantum mechanics and methods of calculation, with application to atomic, molecular, and nuclear physics. PHY 410 is required of all Physics majors. Prerequisites: PHY 221, 221L, 222, 222L, and MATH 164A.

PHY 412-413 Modern Physics (3-3). The classical and modern concepts of the atom and introduction to molecular structure, the chemical bond, nuclear physics, fission, isotopic tracers, medical radiology, cosmic rays. PHY 412 is required of all Physics majors. Prerequisites: MATH 164A and either of the following two sequences: PHY 211, 211L, 212, 212L or PHY 221, 221L, 222, 222L.

PHY 450 Senior Project (3). Individual study and presentation of a special topic in physics. Required of all prospective graduating seniors in Physics. Prerequisite: senior standing.

PHY 460 Undergraduate Readings and Research (3). Individual study and research under faculty guidance. Prerequisites: 12 hours of upper-level physics and permission of instructor.

PHY 490 A through I. Special Topics in Physics (Up to 9 hours total). Courses offered to the preference and needs of the student. The credits for each course vary from two to three semester hours, with a total of nine credit hours the maximum from this group permitted toward the physics degree. Prerequisites: PHY 221-222, 221L-222L and permission of the instructor.

Principal Topics covered:

A. (I, II) Advanced Laboratory Studies (2, 2)
B. (I, II) Analytical Mechanics (3, 3)
C. (I, II) Electricity and Magnetism (3, 3)
D. (I, II) Modern Physics (3, 3)
E. Optics (3)
F. Quantum Mechanics (3)
G. Research Projects(3)
H. Solid State Physics (3)
I. Thermodynamics and Statistical Mechanics (3)

Mathematics (MATH)

MATH 110 The Mathematics of Drugs and Solutions (1). A course in measurements, calculations, and related topics for those entering the nursing profession. Calculations include the metric apothecary and home-type units, as well as determining IV rates, solution strengths, and miscellaneous procedures. Prerequisites: two years of high school algebra or one year of algebra and one year of geometry, or the equivalent.

MATH 111 College Algebra I (3). Graphs, relations, functions, inequalities, polynomials, exponents, radicals, logarithms, and exponential functions. Prerequisites: two years of high school algebra or the equivalent, or one year of high school algebra and one year of geometry, or the equivalent.

MATH 111H Honors College Algebra I (3). The Honors version of MATH 111. Enrollment is limited to members of the University Honors Program.

MATH 112 College Algebra II (3). Rational functions, conic sections, systems of equations and inequalities, matrices and determinants, and an introduction to discrete mathematics. Prerequisite: MATH 111 or permission of the Department Head.

MATH 112H Honors College Algebra II (3). The Honors version of MATH 112. Enrollment is limited to members of the University Honors Program.

MATH 113 Basic Calculus (3). An introduction to the basic concepts of differential and integral calculus, with applications oriented towards economics, business, and the social sciences. Prerequisite: MATH 111 or permission of the Department Head.

MATH 114 Analytic Geometry and Trigonometry (3). A survey of analytic geometry and trigonometry, including conic sections, connections among right triangle ratios, variation, periodic and circular functions, and the use of appropriate calculators and computers. Prerequisites: two years of high school algebra or the equivalent, or one year of high school algebra and one of geometry, or the equivalent.

MATH 115 Introduction to Discrete Mathematics (3). A study of sets, relations and functions, mathematical induction, Boolean algebra and Boolean functions. Prerequisites: two years of high school algebra or the equivalent, or one year of high school algebra and one of geometry, or the equivalent.

MATH 161 Precalculus Mathematics I (3). A course which with MATH 162 provides the student with the foundation necessary to enter the calculus sequence. The topics included are the study of polynomial, rational, exponential and logarithmic functions, and matrices. Prerequisites: two years of high school algebra or the equivalent, or one year of high school algebra and one year of geometry, or the equivalent.

MATH 161A Precalculus Mathematics, Alternate (3). Integrated college algebra and trigonometry. This course provides the student with the background necessary to enter the calculus sequence. Topics include polynomials; rational functions; exponential, logarithmic, and trigonometric functions; analytic geometry; and conic sections. Prerequisites: high school algebra II, geometry, and trigonometry, or the equivalent.

MATH 162 Precalculus Mathematics (3). A continuation of MATH 161. Topics include right triangle trigonometry, trigonometric functions, analytic geometry, conic sections, sequences, and notation. Prerequisite: MATH 161 or permission of Department Head.

MATH 163 Calculus and Analytical Geometry (4). Part of the sequence MATH 163, 164, 263, 264, which emphasizes application to the physical sciences. Topics include functions, graphs, limits, derivatives, the definite integral, and rational functions including applications. Prerequisite: MATH 161A or 162 or permission of Department Head.

MATH 163A Calculus I, Alternate (4). Part of the sequence MATH 163A, 164A, 263A, recommended for mathematics, computer science, chemistry, and biology majors. Topics include functions, graphs, limits, derivatives with applications, and the definite integral with applications. Prerequisite: MATH 162 or 161A or permission of the Department Head.

MATH 164 Calculus II (4). Further applications of definite integral, derivatives and integrals of transcendental functions, techniques of integration, and polar coordinates. Prerequisite: MATH 163 or 163A or permission of the Department Head.

MATH 164A Calculus II, Alternate (4). Study of derivatives and integrals of the trigonometric, logarithmic, and exponential functions, techniques of integration, sequences, and series. Prerequisite: MATH 163A or permission of Department Head. Required of all Mathematics majors.

MATH 191 Fundamentals of Problem-Solving (1). An introduction to Polya theories with emphasis on solving problems using mathematical methods. Prerequisite: 3 semester hours of college-level mathematics or permission of Department Head.

MATH 192 Mathematics Education Orientation (1). An introduction to the Mathematics teacher education program, including field experience. Prerequisite: interest in becoming a mathematics teacher.

MATH 211-212 Structure of the Number System (3-3). Set theory; relations; functions; inverses; order properties; systems of numeration; rational and irrational numbers; elementary number theory; mathematical systems; algorithms for the fundamental operations on whole numbers, integers, fractions, decimals, percent, ratio and proportion; equations; problem-solving; measurement in the metric system; elements of algebra; plane and solid geometry; elementary statistics. Prerequisite: MATH 111 or permission of the Department Head.

MATH 213 Mathematica (3). An introduction to the computer software "Mathematica" with emphasis on numerical calculations, graphics, algebraic expressions from calculus, matrices, and other selected topics. Prerequisites: CS 121 and MATH 111, or permission of Department Head.

MATH 263 Calculus III (3). Infinite sequences and series, vectors in two- and three-dimensional space, the calculus of a vector function, and applications. Prerequisite: MATH 164 or permission of Department Head.

MATH 263A Calculus III, Alternate (3). Vector functions, three- dimensional space, partial derivatives, multiple integrals, line integrals, and applications. Prerequisite: MATH 164A or permission of the Department Head. Required of all Mathematics majors.

MATH 264 Calculus IV (3). The calculus of vector variables, including partial, differentiation and multiple integration, line integrals, Stokes' theorem, and applications. Prerequisite: MATH 263 or permission of the Department Head.

MATH 264A Integrated Calculus and Linear Algebra (3). An intensive review of the concepts of calculus and linear algebra with emphasis on rapid problem-solving. Prerequisite: MATH 263A, 362, or permission of Department Head.

MATH 303-304 Applied Mathematics I, II (3-3). Ordinary differential equation, Fourier series, and Laplace transforms, with emphasis on the application to mechanical and electrical systems. Prerequisites: MATH 264 or 263A, PHY 222.

MATH 313 Advanced Mathematica (3). An in-depth treatment of the computer software "Mathematica" with emphasis on programming in the "Mathematica" language to solve selected problems. Prerequisites: MATH 263A, MATH 361, and CS 212, or permission of Department Head.

MATH 321 Introduction to Number Theory (3). Divisibility properties for the integers, the greatest common divisor, unique factorization, congruences, Diophantine equations, the Euler function, Wilson's theorem, the Chinese remainder theorem, and other elementary properties of number. Prerequisite: MATH 164A or permission of the Department Head.

MATH 331 Introduction to Topology (3). Topological spaces, metric spaces, compactness, and homeomorphisms, with applications to the real line. Prerequisite: MATH 164A or permission of the Department.

MATH 351 Intermediate Analysis (3). A study of the foundations of real variable calculus, including the real numbers, limits, sequences, continuity, Bolzano-Weierstrass theorem, Heine-Borel theorem, intermediate-value theorem, and differentiability. Prerequisite: MATH 164A or permission of Department Head. Required of all Mathematics majors.

MATH 361 Linear Algebra I (3). Homogeneous and non-homogeneous systems, matrix algebra, determinants, vector spaces and subspaces, bases, orthogonal bases, linear transformations, and rank. Prerequisite: MATH 164A or permission of Department Head. Required of all Mathematics and Computer Science majors.

MATH 362 Linear Algebra II (3). A continuation of MATH 361. It is strongly recommended that 361 and 362 be taken sequentially. Topics include a further treatment of linear transformations, rank, eigenvalues, eigenvectors, and the spectral theorem. Prerequisite: MATH 361. Required of all Mathematics majors.

MATH 364 Abstract Algebra (3). An introduction to properties of groups, rings, integral domains, and fields. Prerequisites: MATH 164A and 321, or permission of Department Head. Required of all Mathematics majors.

MATH 371 The Teaching of Mathematics in the Secondary School (3). Lectures, discussions, and reports on materials and methods used in the instruction of mathematics at the middle school and high school level. Clinical and field-based experiences which call for active participation by students are part of the course requirements. Required of all students seeking certification in Mathematics. Prerequisite: official admission to the Teacher Education Program.

MATH 381 Geometry (3). A brief review of Euclidean geometry with further topics, including the non-Euclidean and projective geometries. Prerequisite: MATH 164A or permission of Department Head.

MATH 390 Introduction to Numerical Analysis (3). Errors, interpolation, approximations, numerical quadrature, solution of ordinary differential equations. Prerequisite: MATH 164A or permission of the Department Head.

MATH 431-432 Topology I-II (3-3). Homeomorphisms, connectedness, compactness, metric spaces, normal spaces, Urysohn's lemma, Tietze's theorem, separation axioms, product topology, Hilbert space, quotient space, paracompactness, nets, and filters, with an introduction to homotopy theory. Prerequisites: MATH 263A, 331, and 351, or permission of Department Head.

MATH 441-442 Advanced Calculus I-II (3-3). A variety of topics including functions of several variables; the algebra and topology of Euclidean n-space; differentials; extrema; the gradient; line, surface and volume integral; Stokes' theorem; inverse mapping theorem; and manifolds. Prerequisites: MATH 263A, 351, and 361, or permission of Department Head. Mathematics majors must take this sequence or MATH 464-465 or STAT 421-422.

MATH 443 Ergodic Theory and Topological Groups (3). Transformation groups, minimal sets, P-compactification of T, minimal T subalgebras, almost periodic extensions, Fourier analysis on most periodic extensions, structure of topological groups, duality and representations. Prerequisite: MATH 351 or permission of Department Head.

MATH 444 Topological Semigroups (3). Semigroups, sub-semigroups, Cartesian products and semidirect products, adjunction, projective and injective limit, semigroup of homomorphisms, semigroup compactifications, monothetic semigroups, completely simple connectedness, and compact divisible semigroups. Prerequisites: MATH 331 and 364, or permission of Department Head.

MATH 445 Vector Calculus (3). Derivative and integral of vector functions, gradient, divergence, curl, Green's theorem, Stokes' theorem, Laplace's equation, and elementary boundary value problems. Prerequisites: MATH 263A and 362, or permission of Department Head.

MATH 450 Senior Project (3). A comprehensive inquiry into the nature of mathematics. Emphasis is on written presentation of the subject matter. Required of all prospective graduating seniors in Mathematics. Prerequisite: senior standing.

MATH 451-452 Real Analysis I-II (3-3). Set theory, algebra, and topology of the real numbers, continuous functions, uniform convergence, measure and integration theory, Lebesque measure and integrals, convergence theorem, L-spaces, Banach spaces, differentiation, Radon-Nikodym theorem, Fubini theorem. Prerequisite: MATH 442 or permission of Department Head.

MATH 453-454 Complex Analysis I-II (3-3). Analytic functions, Cauchy's integral theorem, Taylor and Laurent series, singularities, residue theory, analytic continuation, conformal mapping, Riemann surfaces, infinite products, and entire functions. Prerequisite: MATH 442 or permission of Department Head.

MATH 456-457 Differential Equations I-II (3-3). First and second order equations, general theory of linear nth-order differential equations, constant coefficient systems, variation of parameters, infinite series, singular solutions, asymptotic solutions, Green's functions, stability, special functions, Laplace transform. Prerequisites: MATH 303 and 362, or permission of Department Head.

MATH 461-462 Linear Spaces I-II (3-3). Fields; vector spaces; quotient spaces; linear transformations; ring theory; similarity, equivalence, and congruence of matrices; bilinear forms; tensors; and other topics. Prerequisites: MATH 362 and 364, or permission of Department Head.

MATH 464-465 Modern Algebra I-II (3-3). Equivalence relations, mappings, groups, rings, fields, polynomial rings, modules, vector spaces, Galois theory. Prerequisites: MATH 321, 362, and 364, or permission of Department Head. Mathematics majors must take this sequence or MATH 441-442 or STAT 421-422.

MATH 472S Student Teaching of Secondary Schools Mathematics (12). A semester-long experience of supervised practice teaching, appropriately divided between middle school and high school. Required of all students seeking certification in teaching mathematics. Prerequisite: successful completion of all certification courses except EDCI 470A, which is taken concurrently.

MATH 473-474 Logic I-II (3-3). Introduction to mathematical logic. Logic I is a survey of the fundamental material including the statement calculus and an informal treatment of the predicate calculus. Logic II is a formal treatment of the predicate calculus. Prerequisite: MATH 263A or permission of Department Head.

MATH 475 History of Mathematics (3). The origin and development of mathematical ideas, beginning with geometry and algebra and continuing through selected topics in modern mathematics. Prerequisite: MATH 263A or permission of the Department Head.

MATH 490 Special Topics (3). Special topics in mathematics to be offered with permission of the undergraduate mathematics curriculum commmittee in response to the preference and needs of the students. Repeatable to six hours. Prerequisite: permission of the Department Head.

Statistics (STAT)

STAT 291-292 Introduction to Probability and Statistics I-II (3-3). An overview of what statistics is and what statisticians do. Topics include basic concepts of probability, random variables and probability distributions, basic concepts of inference, linear regression and correlation, analysis of variance, and analysis of enumerative data. Prerequisite: permission of Department Head. Formerly MATH 291-292.

STAT 311-312 Probability and Statistics I-II (3-3). Probability as a tool for inference: the axioms of probability, random variables and their probability distributions, multivariate probability distributions, functions of random variables, hypothesis testing, linear models and estimation by least squares, the general linear model, analysis of categorical data, and non-parametric statistics. Prerequisite: MATH 164A or permission of Department Head. STAT 311 is required of all Computer Science majors.

STAT 370 Introduction to Statistical Computing and Data Management (3). Components of digital computers, characteristics of magnetic storage devices, use of JCL and utility programs, concepts and techniques of research data management. Prerequisites: MATH 164A and CS 222, or permission of Department Head.

STAT 421 Statistical Methods I (3). Approaches to the problems of description and goodness of fit; univariate location and scale; elvariate independence and correlation; comparison of independent or matched samples, involving categorical, discrete, or continuous data; non-parametric tests. Prerequisite: STAT 312 or permission of Department Head. All Mathematics majors must take the STAT 421-422 sequence or MATH 441-442 or MATH 464-465.

STAT 422 Statistical Methods II (3). A continuation of STAT 421. Topics include simple and multiple regression, analysis of variance and covariance, elements of experimental design and analysis, random effects models, simultaneous inference and the general linear model in matrix terms. Prerequisite: STAT 421 or permission of Department Head.

Computer Science (CS)

CS 121 Introduction to Computing (3). Algorithms, programs, and computers; organization and characteristics of computers; survey of computers, languages, systems, and applications. Emphasis on design solutions to problems. Prerequisite: high school algebra or permission of instructor. Required of all students taking a major in an Arts and Sciences program, except majors in Physics, Mathematics, and Computer Science.

CS 210 Computer Laboratory (3). Introduction to computer units and their functions. Topics include methods of using computers, use of command languages, editors and function keys, and writing simple command files. Programs written with different languages are compiled, linked, and executed. Prerequisite: high school algebra or permission of instructor. Required of all Physics, Mathematics, and Computer Science majors.

CS 211 Computer Programming I (3). Introduction to computer units and their functions, problem-solving process and algorithms, data types and storage methods, input/output, arithmetic and logical operations, and control structures. Prerequisite: CS 210 or permission of instructor. Required of all Physics, Mathematics, and Computer Science majors.

CS 212 Computer Programming II (3). Structured programming, data types, arrays, records, sets, files, subprograms (functions and procedures), extended input/output operations, linked lists. Prerequisite: CS 211 or permission of instructor. Required of all Physics, Mathematics, and Computer Science majors.

CS 215 Computer Programming—BASIC (3). Basic programming, including program structure, testing, debugging, verification, data representation. Program applications are emphasized. Prerequisite: CS 211 or permission of instructor.

CS 220 Computer Programming—FORTRAN (3). Fundamentals of structured design, development, peer reviews, testing, and documentation using FORTRAN. Topics also include language syntax, decisions, input/output, and subprograms. Prerequisite: CS 211 or permission of instructor.

CS 221 Computer Programming—COBOL (3). Fundamentals of structured design, develpment, peer reviews, testing, and documentation using COBOL. Topics also include language syntax, data file structures, and sorting. Prerequisite: CS 211 or MG 215 or permission of instructor.

CS 222 Computer Programming—PASCAL (3). Fundamentals of structured design, development, testing, and documentation using PASCAL. Topics include statements, syntax, subprograms, arrays, sets, and files. Prerequisite: CS 211 or permission of instructor.

CS 240 Introduction to Computer Organization (3). Basic computer architecture, historical review, organization, and structure of major computer components, both hardware and software. Prerequisite: CS 211 or permission of instructor. Required of all Computer Science majors.

CS 255 Introduction to Digital Systems (3). Basic electronics in computer and communication circuits, amplifiers, timers, regulators, rectifiers, and power supplies modulators/demodulators. Prerequisite: MATH 161 or permission of instructor. Corequisite: CS 240.

CS 260 Assembly Language I (3). Introduction to machine structure and machine language, subroutine linkage control, and basic I/O operations. Prerequisite: MATH 161 or permission of instructor. Corequisite: CS 240.

CS 301 Files Management and Processing (3). A review of I/O devices, file organizations, and processing (sequential, hash indexed, hybrids). Prerequisite: CS 240 or permission of instructor.

CS 302 Computer Programming—C++ (3). An introduction to object-oriented programming using C++. Classes, operators, and function overloading; constructor and destructor functions; inline, friend, and virtual functions; encapsulation; polymorphism; and inheritance. Prerequisite: CS 212 or permission of instructor.

CS 303 Computer Programming—ADA (3). Data types, declarations, expressions and assignments, arithmetic operators, decisions, and logical operators. Prerequisite: CS 211 or permission of instructor.

CS 304 Data Structure and Algorithms (3). Storage allocations, structured data types, and algorithms for their manipulation. Topics include lists, stacks, queues, graphs and trees, and algorithms for sorting and searching. Prerequisite: CS 212 or permission of instructor. Required of all Computer Science majors.

CS 305 Programming Languages (3). Analysis and comparison of programming languages, their characteristics and implementation. Prerequisite: CS 304 or permission of instructor.

CS 310 Advanced Programming: FORTRAN, PASCAL, BASIC (3). Advanced control structures, functions and subroutines, and I/O methods. Prerequisite: CS 212 or permission of instructor.

CS 315 Advanced Programming: COBOL (3). Application of COBOL to business problems. Topics include file processing, sorting, subroutines. Prerequisite: CS 221 or permission of instructor.

CS 318A, B, C, D Cooperative Education (3-3-3-3). Supervised and approved program of learning experiences undertaken by students in governmental, business, or industry setting. Formal proposals, project objectives, and learning plans must be reviewed and approved by faculty. Student activity and progress are monitored, evaluated, and graded by a full-time faculty member. Course may be repeated up to three times for a total of twelve hours of credit, but the learning experience must be changed each semester. Prerequisite: permission of Department Head.

CS 320 Discrete Mathematical Structures (3). Sets, relational and functions, Boolean algebra and propositional logic, graph theory and its applications to computer science. Prerequisite: CS 212 or permission of instructor. Required of all Computer Science majors.

CS 323 Information Systems Analysis (3). Information analysis and logical design concepts for information systems and decision making. Prerequisites: CS 301 and a programming language, or permission of instructor.

CS 330 Telecommunications (3). Communications organization and structure, data transmission and control, networks, software protection, communication media, carriers, and hardware. Prerequisite: CS 341 or permission of instructor.

CS 335 Advanced Digital Systems (3). Design and analysis of digital systems, including logical circuits, arithmetic circuits, interfacing, and memory devices. Prerequisite: CS 255 or permission of instructor.

CS 341 Advanced Computer Organization (3). Advanced computer architecture, RISC, use of instruction formats and types, addressing, control, I/O, parallel processing and assembly language programming, virtual memory. Prerequisite: CS 240 or permission of instructor. Required of all Computer Science majors.

CS 345 Analog Computers (3). Analog computing: problem set-up and scaling, multipliers, function generators, operational amplifiers, stabilization, and accuracy. Prerequisite: CS 341 or permission of instructor.

CS 350 Logic Design (3). Switching algebra, logic design of combinational circuits, minimization methods, and sequential circuit analysis and synthesis. Prerequisite: CS 341 or permission of instructor.

CS 360 Assembly Languages II (3). Assembly language programming, indexing macro writing and libraries, file I/O procedures, program segmentation and linkage, assembler construction, advanced architecture, and interpretive routines. Prerequisite: CS 260 or permission of instructor.

CS 365 Microcomputers (3). Design and use of microcomputers, including architecture, programming, applications, and software support. Prerequisites: CS 240 and a structured programming language, or permission of instructor.

CS 370 Data Management Systems (3). Introduction to database systems concepts. Topics include data structure, relational hierarchical and network models, data sublanguages, query languages, security, and database administration. Prerequisite: CS 301 or permission of instructor.

CS 375 Voice Technology (3). Organization and design of voice communication systems, networks, telephone instruments and systems, private branch exchange (PBX) systems, analog and digital transmission. Prerequisite: CS 240 or permission of instructor.

CS 380 Introduction to Operations Research (3). Introduction to various methods of system optimization. Topics include simplex methods, linear and nonlinear programming, and applications from management science, engineering, economics, and physical science. Prerequisites: CS 212 and MATH 361, or permission of instructor.

CS 385 System Simulation (3). Discrete simulation models, queueing theory, stochastic processes, comparison of simulation languages, and

simulation methods including Monte Carlo techniques. Prerequisites: CS 341 and MATH 311, or permission of instructor.

CS 390 Numerical Analysis (3). Interpolation and approximation, numerical differentiation and integration, roots of equations, and systems of equations. Prerequisites: CS 212 and MATH 361, or permission of instructor.

CS 395 Numerical Solution of Differential Equations (3). Ordinary differential equations, Taylor series method, Runge Kutta method, systems of ordinary differential equations, boundary value problems for ordinary differential equations. Prerequisites: CS 390 and MATH 163, or permission of instructor.

CS 410 Operating Systems I (3). Hardware interrupt systems, concurrence of I/O operations, multiprogramming systems, memory management, protection, resources allocation, control job management and task management, real time systems, time-sharing systems, paging, virtual, scheduler, reliability, file management services, and system accounting. Prerequisites: CS 301 and 341, or permission of instructor. Required of all Computer Science majors.

CS 411 Operating Systems II (3). Continuation of the topics of CS 410, including a case study of a specific operating system. Prerequisite: CS 410 or permission of instructor.

CS 415 Systems Design and Implementation (3). Principles and techniques of design, including types and levels of design, documentation techniques, hardware and software evaluation, software design concepts, database concepts, implementation and testing procedures, and long-run MIS planning. Prerequisite: CS 323 or permission of instructor.

CS 420 Compiler Construction (3). Review of programming language concepts, scanners, parsers and translation grammars, lexical scan, syntax scan, object code generation, error diagnostics, object code optimization, and overall design. Prerequisite: CS 320 or permission of instructor.

CS 425 Computer Automation (3). Classical and modern control systems design and analysis, transfer and response of systems, sensitivity, stability, feedback, nonlinear control, control theory, and robotics. Prerequisite: CS 341 or permission of instructor.

CS 430 Software Engineering (3). Design of reliable software; error causes and consequences; software testing methodologies, including test case design, tools, path testing and transactions flow; data validation and program correctness. Prerequisite: CS 304 or permission of instructor.

CS 435 Teleprocessing (3). Fundamentals of teleprocessing system design, programming requirements, transmission capabilities and control, and interactive computing. Prerequisite: CS 330 or permission of instructor.

CS 440 Artificial Intelligence (3). Topics in machine intelligence. Prerequisite: CS 304 or permission of instructor.

CS 450 Senior Project (3). Prerequisite: senior status. Required of all Computer Science majors.

CS 460 Microprocessors (3). Programming and microprocessor concepts, architecture, hardware, memory addressing, instructions, and peripheral interfacing. Prerequisites: CS 341 and a structured programming language, or permission of instructor.

CS 465 Advanced Database Systems (3). Design and implementation of database systems. Prerequisite: CS 370 or permission of instructor.

CS 470 Algorithms (3). Studies in selecting and designing algorithms for computer solutions to problems in various areas. Algorithms for sorting, searching, pattern matching, and some mathematical problems, such as combinatorics, will be covered. Prerequisites: CS 304 and 305, or permission of instructor.

CS 480 Computer Graphics (3). Passive and interactive computer graphics, programming, hardware, user languages and output devices, transformations, algorithms, object modeling, storage and manipulations, and image processing. Prerequisite: CS 304 or permission of instructor.

CS 490-491 Special Topics (3-3). Individual topics as approved by the instructor. Prerequisite: junior or senior status.

CS 495 Advanced Topics in Computer Science (3). Studies of major advances in computers, such as the foundation and analysis of algorithms. Prerequisite: junior or senior status.

Department of Social Work and Sociology

David Broad, Ph.D., Head
200H Jane E. Elliott Hall (Women's Building)

Faculty: A. Blasi, R. Burton, R. Castor, W. Deberry, L. Dwyer, B. Husaini, L. Jones, H. Kilpatrick, C. Lipsey, O. Miller, E. Rhodes, V. Watson.

General Statement: The Department of Social Work and Sociology offers two curricula leading to the Bachelor of Science degree in Social Work and the Bachelor of Science degree in Sociology. Since these are distinct degree programs, they are discussed under separate headings.

Social Work Program
Roderic Burton, Ed.D., Director
300F Jane E. Elliott Hall (Women's Building)

General Statement: The primary objective of the Social Work program at Tennessee State University is to prepare generalists, at the baccalaureate level, for professional practice in social work.

Practice with individuals, families, groups, organizations, and communities is designed to contribute to the enrichment of overall education by introducing students throughout the University to some of the problems, issues, and contemporary developments in social work. These objectives are consistent with the broad needs and interests of the students at Tennessee State University and are met in the curriculum offered through the Social Work Program.

In addition to the primary objectives, this program's secondary objectives are also (1) to provide knowledge of psychological, biological, and social aspects of human behavior and social environments for developing understanding and competent practice with individuals, groups, organizations, and communities; (2) to provide a generalist framework of problem-solving knowledge and skills in the Social Work methods of intervention in order to enhance the coping mechanisms of urban communities; (3) to provide historical and analytical knowledge of social work and social welfare programs and services, policies, values, and issues in order to promote understanding of policy formulation, legislative processes, and social justice; (4) to provide an urban, agency-based, educationally directed, and supervised experience that enhances the development of a self-evaluating, competent, entry-level, professional social worker; (5) to provide knowledge and skills in scientific inquiry, qualitative and quantitative research methods and procedures, and a values base for competency in research methodology and improved ethical practice in social work; and (6) to provide knowledge and understanding of problems and issues related to classism, sexism, racism, ageism, and disability in order to enhance skill in using advocacy, preventive activities, and other activities related to general social work practice.

The baccalaureate Social Work Program is the only program at the University and the only public program in Nashville, Tennessee, that prepares students for entry-level professional practice. It also prepares students for acquiring registration, certification, and licensure in social work.

Career Opportunities: Career opportunities include employment at the professional entry-level in social work positions in public and private agencies in the following areas: human services, public health, mental health, mental retardation, corrections, Social Security, social services in hospitals and nursing homes, senior citizen centers, state and county social services agencies, public housing, adult protective services, child protective services, school

social work, planned parenthood centers, and as resident managers and probation and parole officers.

Accreditation

The Social Work Program is accredited by the Council on Social Work Education (CSWE), the national accrediting agency in the field. The Program has been accredited since 1974.

Admission Requirements: Students who wish to gain formal admission to the Social Work Program are required to complete an application, which is reviewed by the faculty. Students are eligible to make an application for admission at the completion of fifteen semester hours with a minimum quality point average of 2.00. After review of the written application, a faculty member will conduct an interview. The questions to be asked are listed on the application form. The interview serves as the primary tool for exploration of student knowledge of the field of social work, motivation for selecting social work as a major, prior work or volunteer experiences, and future career goals. Application forms are available from any Social Work faculty member or the Program Director. Without formal admission to the program students are not considered to be Social Work majors. Students who do not meet the quality point average requirement or who have failed courses in the major area may be asked to reapply for admission at a later date, or may be admitted on a provisional basis. No credit is given for life experience or prior work experience.

Transfer Students and Transfer Credit: Credits in Social Work earned at other higher education institutions are accepted toward the Social Work degree at Tennessee State University on the same basis as work taken at TSU, provided the courses are of the same quality and come from a CSWE-accredited program.

Departmental Requirements
For Bachelor of Science
Social Work **43 Semester Hours**

A student must complete a minimum of 130 semester hours to receive a degree. At least 48 of the semester hours must be in courses on the 300 and 400 level. A minimum of 43 semester hours is required in Social Work professional courses.

MAJOR CORE: A minimum of 43 semester hours in Social Work, including SW 301, 320, 330, 340, 345, 350, 360, 380, 385, 410, 420, 490, and SOC 300. Students majoring in Social Work must earn at least a C in all of these courses.

In general education, the Social Work program requires its majors to take ENG 211C and 212C, ECON 211 and 212, PISI 221, PSY 201, SPCH 220, SOC 211, BIO 101-101L and 102-102L, CS 121, ASOR 100B, PHIL 201, and PE 11 and 12.

To fulfill the need for more exposure in social welfare agencies, all students will be required to have a participatory observation experience prior to field placement. During the sophomore year, all Social Work majors will observe and participate in two social welfare agencies for a minimum of 30 clock hours. In the junior year, students will complete two written agency profiles. Students participating in a regular volunteer program may use that experience in lieu of the observation and participation. Both requirements must be met prior to being admitted to field practice.

A student must spend a minimum of 450 clock hours (1 semester) in field instruction in selected social agencies. This experience will provide the student with an opportunity to apply theory to actual practice under supervision and guidance of a qualified practitioner. He or she will be evaluated on the basis of his or her growth and development in relation to the program's formal education outcomes. A student must have a cumulative quality point average of at least 2.00 and must have earned the grade of "C" in SW 301, 320, 330, 340, 345, 350, 360, 380, and 385 before being admitted to field instruction. Courses in the major field in which the student receives the grade of "D" must be repeated until at least a "C" is earned.

Sociology Program

General Statement: The Sociology major prepares one for a wide variety of professional employments as well as advanced professional study and graduate study in Sociology or other social sciences.

In recent years, the skills that are imparted, especially in research-oriented Sociology courses, have been in high demand by business, industry, and government alike. When majoring in Sociology, students should choose electives, both within Sociology and without, with the value of research skills in mind.

Departmental Requirements
For Bachelor of Science
Sociology **30 Semester Hours**

MAJOR CORE:

SOC 211	Introduction to Sociology	3 hrs.
SOC 300	Social Statistics	3 hrs.
SOC 330	Social Problems	3 hrs.
SOC 360	The Family	3 hrs.
SOC 451	Introduction to Social Research	3 hrs.
SOC 452	Senior Project	3 hrs.
SOC 490	Sociological Thought	3 hrs.
(Upper-Level Electives) 300-400		9 hrs.
Total		30 hrs.

Sociology majors must earn at least a C in all of these courses.

In the general education curriculum, Sociology majors must take PSY 201 and 310, BIO 101-101L and 102-102L, PISI 221 and 222, CS 121, ECON 211, ENG 310, SPCH 220 or 230, and ASOR 100B.

Minor Requirements: SOC 211 and 15 hours of upper-level Sociology courses.

Bachelor of Science Degree In Social Work

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 101	3	ENG 102	3
HIST 201	3	HIST 202	3
MATH 111	3	ART 133	2
SOC 211	3	CS 121	3
BIO 101, 101L	3	BIO 102, 102L	3
PE 11	1	PE 12	1
ASOR 100B	1		
	17		15

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 211C	3	ENG 212C	3
SPCH 220	3	PHIL 201	3
SOC 330	3	SOC 360	3
EC 211	3	EC 212	3
PSY 201	3	PISI 221	3
SW 301	2	SW 320	3
	17		18

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
SW 340	3	SW 345	3
PSY 351	3	PSY 321	3
SOC 300	3	SW 330	4
PISI 420	3	SW 350	3
AREA ELECTIVE	2	ENG 310	3
FREE ELECTIVE	2		
	16		16

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
SW 360	3	SW 385	2
SW 380	3	SW 490	1
FREE ELECTIVES	6	SW 410	10
AREA ELECTIVE	3	SW 420	3
	15		16

Bachelor of Science Degree In Sociology

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENG 101	3	ENG 102	3
HIST 201	3	HIST 202	3
ASOR 100B	1	ART 133, MUS 131, OR	
MATH 111	3	THEA 120 (CHOOSE 2.)	4
PE, AERO, OR MUS 306A	1	PE, AERO, OR MUS 306A	1
SOC 211	3	CS 121	3
	14		14

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
PSY 201	3	SPCH 220 OR 230	3
ENG 211	3	ENG 212	3
BIO 101, 101L	3	BIO 1O2, 102L	3
PISI 221	3	PISI 222	3
ELECTIVE	3	EC 211	3
	15		15

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
SOC 300	3	SOC 451	3
ENG 310	3	PSY 310	3
SOC 330	3	SOC 360	3
SOC 490	3	SOC (300-400 LEVEL)	3
SOC (300-400 LEVEL)	6	ELECTIVES (300-400 LEVEL)	6
	18		18

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
SOC 452	3	ELECTIVES ANY LEVEL	18
ELECTIVES (300-400 LEVEL)	9		
ELECTIVES ANY LEVEL	6		
	18		18

Course Descriptions

Social Work (SW)

***SW 301 How to Work With People (2).** An overview of interviewing skills and an introduction to the general method of social work practice. Students participate in a social service agency experience with an individual, family, group, community, or organization.

***SW 320 Introduction to Social Work (3).** Examination of societal conditions leading to the development and implementation of social service programs, policies, and practices in America prior to 1952.

***SW 330 Human Behavior and Social Environment (4).** A description and analytical examination of individuals, families, groups, communities, and organizations as they affect and are affected by the social environment. Prerequisite: SW 320.

***SW 340 Social Policy (3).** Review and assessment of selected social policies and programs from 1952 to present. Prerequisite: SW 320.

***SW 345 Social Policy Analysis (3).** A critical analysis of current social policies and programs for social practitioners. Emphasis is on developing a practical method for analyzing and interpreting contemporary programs and policies directed toward meeting human needs.

***SW 350 Social Work Practice I (3).** A comprehensive understanding of the general method of social work practice, using the stages of engagement, data collection, assessment, intervention, evaluation, and termination. Students write questions for evaluating outcomes. Prerequisites: SW 301, 330.

***SW 360 Social Work Practice II (3).** Systematic use of the general method of social work practice for working with individuals, groups, communities, and organizations from diverse populations. Social work licensure and certification are reviewed. Prerequisite: SW 350.

***SW 380 Social Work Research I (3).** The rationale, principles, ethics, goals, methods, and techniques of the scientific research process in social work. A practice-related research design which is ready to be implemented is required to complete the course. Prerequisite: SW 360.

***SW 385 Social Work Research II (2).** Implementation of a practice-related research design. Emphasis is on sampling, data collection, data analysis, and standardized scientific reporting of research. Prerequisites: SW 380, SOC 300.

SW 400 Social Work Intervention in Health (3). A course designed to acquaint the student with the symptoms, etiology, and physical and emotional aspects of acute and chronic diseases, illnesses, and disabilities, with the development of comprehensive medicine involving the whole person in his milieu. Emphasis is placed on acquiring knowledge regarding social aspects of illness, as well as use of community resources for the continuation of preventive methods. One hour per week is devoted to participatory observation at a health-related agency.

SW 401 Disability and Rehabilitation: Social Work Intervention (3). A course designed to acquaint students with the organization, legislative provisions, and rehabilitation procedures for physically and mentally handicapped adults. Consideration is given to the causes and nature of various handicaps: diagnosis, treatment, education, training, placement, and follow-up.

***SW 410 Field Experience (10).** Field experience to provide the student with the opportunity to apply and integrate academic content and to develop skills that meet the requirements for beginning professional social work practice. Supervision in the field is provided by a qualified practitioner committed to undergraduate social work education. Social Work majors are required to spend a maximum of 450 clock hours in an educationally oriented field experience (one semester). Juniors and seniors are admitted upon recommendation of their major advisor. Prerequisite: SW 360.

SW 420 Field Experience Seminar (3). A course to give students in field experience an opportunity to discuss and share agency experiences and to relate social work theory to direct field practice. Discussion in the Seminar moves from the level of personal experiences to abstraction. Taken concurrently with SW 410.

SW 440 Case Work Services for Children and Youth (3). General knowledge of the basic concepts and principles of casework theory and practice as a method of helping children and adolescents with their social problems. Course acquaints students with the social agencies and the social welfare system and their roles in providing services to children and youth. The course also increases the student's understanding of the adolescent peer group, family relationships, emotional and physical development, and role.

SW 444 Family Dynamics (3). A course designed to focus on the family as a dynamic, interacting system interrelated with other systems. It identifies methods generally employed in evaluating and treating the family unit. Selected theories are applied to a variety of family types to demonstrate the implementation of these theories in practice.

SW 446 Intervention in Child Abuse and Neglect (3). Course designed to identify behaviors common to abusive and neglectful parents. Specific emphasis is placed on the development of interventive skills for working with the families. Knowledge of the court process in child abuse and neglect is one of the foci.

SW 448 Child-Rearing Practices in Black Families (3). A course designed to examine the biological, sociological, and cultural aspects of black families with emphasis on attitudinal and behavioral patterns of child care. It examines the social and environmental system's impact on the black family's functioning with respect to adequacy of child-rearing practices.

SW 450 Analytical Review of Social Work Literature (2). A course designed to assist the student in developing an adequate knowledge of social work and social science literature and to develop skills in reading, writing, and reporting, using critical and analytical methods.

SW 460 Ethnic and Minority Concerns in Social Work (2). The practice of social work with ethnic minorities. Political, economic, and social issues are examined, as well as social policy and social welfare services.

SW 470 Social Gerontology (3). A course designed to examine the aging process and its impact upon the individual, the family, and society. Emphasis is placed on the physical, psychological, and sociological aspects of aging. An interdisciplinary approach is used in dealing with these aspects to enhance and enrich the understanding of the life process.

SW 472 Psychosocial Care of the Aged (3). An analysis of the psychosocial needs of older adults, whether residing in an institution or in the community. Emphasis is placed on a consideration of independent living, semi-sheltered living environments, and institutional living.

SW 476 Environmental Aspects of Aging (3). A course designed to consider the impact of differing social and physical environments on aging individuals and older adults. Emphasis is placed on a consideration of independent living, semi-sheltered living environments, institutionalization and deinstitutionalization, age-homogeneous versus age-mixed environments, privacy migration, and retirement communities.

***SW 490 Senior Seminar (1).** A course designed to: (1) initiate areas of interest through discussion; (2) emphasize new trends and contributions to the field; and (3) familiarize students with the various examinations and other techniques for gaining employment and admission to graduate school.

SW 495 Reading and Research (1-3). Independent study and research under faculty guidance for students who desire to do special projects.

*Required courses for Social Work majors.

Sociology (SOC)

SOC 211 Introduction to Sociology (3). Introduction to sociology as a scientific discipline. Subject matter includes sociological concepts, sociological processes, and social institutions, including family and education. Prerequisite to all other courses in the department. Course satisfies University Social Science requirement. Required of Sociology majors.

SOC 211H Honors Introduction to Sociology (3). The Honors version of SOC 211. Course is limited to students in the University Honors Program.

SOC 300 Social Statistics (3). Introduction to elementary statistics, with emphasis on analysis and interpretation of social survey data. Required of all Social Work and Sociology majors.

SOC 305 Using the Computer in Social Sciences (3). A course designed to familiarize the student with equipment, programs, and procedures for processing and interpreting the large volumes of data used in the social sciences. Students are introduced to basic social science programming and to SPSS (Statistical Package for the Social Sciences). The course also supports Senior Project research. Both PCs and the University mainframe are employed.

SOC 310 Sex, Gender, and Social Interaction (3). An examination of the difference between sex as a biophysical attribute of human beings and gender as a set of normatively-assigned attributes; sources and interpretations of the differences between sex and gender; and the relationships among sex, gender, and the way human beings participate in social roles.

SOC 320 Anthropology (3). The nature of culture and society. Focus is on concepts and theories relating to social structure, social organization, ecology, changes, and the role of the individual.

SOC 330 Social Problems (3). Analysis and treatment of behavioral and structural problems in society. Required of all Sociology majors.

SOC 335 Sociology of Health (3). Examination of the social and psychological implications of illness from inception to termination. Materials are drawn from the relevant literature of the behavioral sciences that relate to health.

SOC 340 Courtship and Marriage (3). A critical approach to problems of courtship, marriage, and the family, with emphasis on mate selection, marital roles and adjustment, economic problems, women and the family, and parent-child relationships.

SOC 345 Cultural and Social Aspects of Health (3). A study of the effects of the social and cultural milieu on the level of health of the community, including the nature, accessibility, and availability of health care services. Prerequisites: HCA 202 and SOC 211.

SOC 350 Social Psychology (3). Analysis of the social act. Topics include socialization, symboling systems, social status and social role, personality, and small-group analysis and research.

SOC 355 Social Movements (3). Development, organization, and function of social movements, especially ideology, leadership, and organization of political, religious, and other types of social movements.

SOC 360 The Family (3). Development and change in the family as a social institution, examined through the use of cross-cultural materials. Topics include the development of family expectations and roles, cultural conditioning and learning, emotional interaction, mate selection, and family unity. Attention is paid to changes currently affecting the American family. Required of all Sociology majors.

SOC 370 Minority Group Problems (3). Examination of the problems, relationships, and adjustments of racial, cultural, and ethnic minorities. Emphasis is on the nature of these phenomena as they occur in the American social setting.

SOC 375 Sociology of Sports (3). Examination of social mobility, environmental adjustments, and problems of male and female athletes. Attention is paid to such factors as race, cultural background of ethnic groups, and other factors involved in apparent group superiority in some sports.

SOC 380 Industrial Sociology (3). The human relations of modern business and industrial organization, the interdependence of technological and social factors, and implications for the individual as employee and citizen.

SOC 385 Political Sociology (3). Sociological analysis of the American political system. Attention is given to the concept of power, elitist-pluralist controversy, end-of-ideology debate, and related topics.

SOC 395 Racism: A Sociological Analysis (3). In-depth analysis of the historical development and perpetuation of racism in the society and examination of the influences of racism on the social institutions within the black community.

SOC 400 Criminology (3). An examination of the problems of crime and criminals, the making of the criminal, the theories of crime and punishment, machinery employed in dealing with the criminal, penal and correctional institutions, and programs of correction. Case studies and visits to institutions serve as aids in enriching understanding.

SOC 410 Juvenile Delinquency (3). Examination of theories of juvenile delinquency, the problems, causes, punishment, and correction of the delinquent. The course considers the machinery employed in dealing with the delinquent. Visits to institutions are made available.

SOC 415 Sociology and the Future. (3). Methodologies for studying the future and their application to trends in population, organization, environment, technology, and the media. Alternative visions of the future are developed and evaluated.

SOC 420 Population Problems (3). Growth and change in the composition and distribution of population in the world and in the United States. The course studies basic demographic concepts, theories of population growth and decline, and population policies.

SOC 430 Sociology of Child Development (3). A study of the development of the child, with emphasis upon a distinct sociological approach to behavior in relation to the family, play groups, school situations, and the community. Designed to acquaint prospective teachers and majors in

Sociology with the influences of social institutions upon the child's total development.

SOC 440 Rural Sociology (3). A cross-cultural examination of rural life in the past and the present, focusing on change and its processes.

SOC 445 Sociology of Religion (3). Interrelationship of society, culture, and religion.

SOC 451 Introduction to Social Research (3). Study of the theory and methods of social research. Topics include the formulation of hypotheses; techniques of collecting data, such as interviews, questionnaires, and surveys; and the computer analysis and interpretation of research data. Prerequisites: SOC 211 and 300. Required of all Sociology majors.

SOC 452 Senior Project. Designed to orient the student toward the systematic application of sociological knowledge and experience to a specific problem. The project-writing must be in one of the three following areas:

Option A Supervised content analysis involving a critical, systematic examination and survey of literature dealing with one or more social problems. The outline of the problem to be examined must be approved before initiating the analysis. Prerequisites: SOC 300 and 451.

Option B Supervised internship program in which students conduct social research in conjunction with local community agencies. The purpose is to provide field experience in research related to urban organizations. Prerequisites: SOC 300, 451, and 460.

Option C (1) Supervised analytical project involving the critical examination of operations and functions of two or more community service agencies, private or public, for dealing with specific or multiple social problems within the framework of group dynamics; (2) survey of individuals' or groups' attitudes toward a social situation or problem. Research design must be developed and approved before project is initiated. Prerequisites: SOC 300 and 451.

Courses required of all Sociology majors.

SOC 460 Urban Sociology (3). Growth of urbanism throughout the world, including internal structure of the city, metropolitan areas, urban fringe and suburban areas, and analysis of social institutions in urban and metropolitan areas.

SOC 465 Complex Organizations (3). Structure and function of formal organizations and the interrelationships of organizational variables, such as power, authority, influence, efficiency, hierarchy, and stability.

SOC 470 Social Stratification (3). A study of social, sexual, and racial inequalities and their causes and consequences. Topics include class and ethnic ranking, discrimination, power, status, and social mobility in American society.

SOC 475 Introduction to Medical Sociology (3). A survey of the major concerns of medical sociology and social psychiatry. Emphasis is placed on such topics as distribution of disease in society, the organization of the health professions, social change and health care, death and dying, stress and disease, and social factors affecting health services and their utilization.

SOC 480 Collective Behavior (3). Analysis of a wide variety of collective groupings and movements, including their origin, organization, membership, leadership, and dissolution. Course includes analysis of such social phenomena as audiences, publics, crowds, mobs, fads and fashions, and mass movements such as social unrest and reform.

SOC 490 Sociological Thought (3). An introductory survey of the development of the field of sociology during the nineteenth and early twentieth centuries. Major emphasis is placed on the intellectual traditions which gave rise to sociology as a separate discipline. Theorists include Comte, Marx, Weber, Durkheim, and others. Prerequisites: 12 hours of SOC or permission of instructor. Required of all Sociology majors.

SOC 491 Sociological Theory (3). A survey and analysis of the development of sociological theory in the twentieth century, with emphases on theory construction and theory in American sociology.

SOC 495A, B, C, D Independent Studies (3-3-3-3). Courses designed to allow students to work independently or in groups on topics of special interest not covered in depth in course offerings. Work may be done in a tutorial relationship with an individual faculty member or in a seminar. Prerequisite: permission of instructor.

SOC 496, A, B, C Co-op in Sociology of Work (3-3-3). A course in the sociology of the labor market that is connected to the Co-op program at Tennessee State University. In addition to lectures and seminars, students receive hands-on training of an experiential nature at external agencies in the community under the guidance of preceptors. A total of 9 hours may be gained if the alphabetical sequence is followed for three semesters.

Anthropology (ANTH)

ANTH 210 Human Prehistory (3). Introduction to the prehistory of man—findings and methods with special attention to the biological and cultural development of man up to the beginning of writing.

ANTH 230 Introduction to Cultural Anthropology (3). The nature of culture and society. Content includes concepts and theories of social structure, social organization, ecology, change, and the role of the individual.

ANTH 310 Comparative Social Structure (3). Principles of organization of persons into kinship, political, ritual, and other groups. Course includes analysis of rights and duties of persons according to institutional context. Prerequisite: ANTH 230.

ANTH 330 Principles of Cultural Anthropology (3). Basic concepts and objectives in study of culture, including the range of cultural phenomena and approaches to its study. Prerequisite: ANTH 230.

ANTH 340 Religion of Primitive Peoples (3). Religions of non-literate peoples, including the place of religion in their social and cultural systems.

ANTH 360 Archaeology of the United States and Canada (3). Survey of prehistoric peoples north of Mexico, from initial occupation to European contact. It is recommended that students take ANTH 210 and 230 prior to taking this course.

ANTH 380 Language and Culture (3). Relationship between linguistic categories and patterns of culture. Prerequisite: ANTH 230.

ANTH 400 Special Topics (3). Student- or faculty-generated course. Scope of subject matter is determined by students and instructor. Prerequisite: permission of the instructor.

ANTH 410 Indians of the Southwest United States (3). Survey of Southwestern Indian cultures with emphasis on Pueblo society. Course examines the lifeways of Southwestern Indians before and after European contact. Prerequisite: ANTH 230 or permission of instructor.

ANTH 440 Fieldwork in Archaeology (3). Practicum in surveying and excavating sites, and processing and analyzing data. Intensive reading included. Prerequisites: ANTH 210 and 230, and permission of instructor.

ANTH 445 Urban Anthropology (3). Survey of theoretical and methodological issues anthropologists encounter researching cross-cultural urban settlements. Focus is on an anthropological perspective and its relation to urban problems and planning. Prerequisite: ANTH 230.

ANTH 455 Indians of the Southeast United States (3). Survey of Southeastern Indian cultures, with emphasis on aboriginal adjustment to environment and lifeways of Southeastern Americans prior to Euro-American contact. Prerequisite: ANTH 230 or permission of instructor.

ANTH 460 Method and Theory in American Archaeology (3). Historical development of New World archaeology with emphasis on theory and field techniques. Prerequisite: ANTH 210 or permission of instructor.

ANTH 498-499 Undergraduate Reading and Research in Anthropology (1-3). Individual study and research under faculty guidance. Prerequisites: 12 hours of 300- and 400-level Anthropology and permission of instructor.

THE COLLEGE OF BUSINESS

Tilden Curry, Ph.D., Dean
Avon Williams Campus

GENERAL STATEMENT

The mission of the College of Business is to provide a sound academic program of instruction, research and public service in the business disciplines that meets or exceeds national norms of overall quality. The College is guided by an appreciation of its institutional history and the needs and obligations of a public university located in the heart of a major metropolitan area. This calls for the College to develop as one of the engines of economic development for its region and to place particular emphasis on efforts to:

1. Serve qualified students from a broad spectrum of society (multi-racial, varied economic levels, the old and the young, and working adults) and to provide them with a strong educational foundation in the baccalaureate and graduate programs that is commensurate with successful development into future business leaders, managers, and specialists;
2. Address business problems, opportunities and conditions prevalent in the Greater Nashville area by:
   a. Providing special services to small and minority businesses through training, research and technical assistance programs;
   b. Serving as a general source of business and economic information on the Nashville area economy; and
   c. Acting as a forum for scholarly inquiry and public debate on a broad range of relevant business and economic issues.

ACCREDITATION

The College of Business is accredited at both the undergraduate and graduate levels by the American Assembly of Collegiate Schools of Business (AACSB), the national accrediting agency for business schools. AACSB accreditation is a distinction held by less than twenty-four percent of business schools in the country. The following degrees are accredited in the College of Business by the AACSB:

Departments	Majors	Degrees
Accounting and Business Law	Accounting	BBA
Business Administration	Business Administration*	BBA
Business Education and Office Management	Office Management	BBA
Economics and Finance	Economics/Finance	BBA

*Within the major of Business Administration, a student may concentrate in any one of the five following areas: General Business, Management, Marketing, Management Information Systems, and Real Estate/Urban Development.

The Master of Business Administration degree is also accredited by the AACSB.

GRADUATE DEGREE AND ADMISSION TO GRADUATE WORK

Courses are offered in the College of Business leading to the Master of Business Administration degree. Please refer to the Graduate Catalog for graduate course listings. For degree and admission requirements, contact the MBA Director, Avon Williams Campus, (615) 963-7121.

ADVISEMENT

General advising in the College of Business is available Monday through Friday in the Office of Undergraduate Studies, Avon Williams Campus, Suite H-1, (615) 963-7138. It is recommended that students visit this office each semester to ensure that they are informed about current requirements and procedures. Students desiring career advising should contact the department head appropriate to their major.

After students are admitted to the College of Business, it is the goal of the College of Business that each student receives academic counseling as needed until completion of his or her degree objectives.

STUDENT ORGANIZATIONS

The College of Business encourages its students to participate in extracurricular activities. To complement the total educational experience and to provide leadership opportunities, the following business student organizations are available: Beta Gamma Sigma; The Accounting Club; Delta Mu Delta; National Student Business League; Phi Gamma Nu; Phi Beta Lambda; Society for Human Resource Management; The National Association of Black Accountants; The Finance Investment Club; and Students in Free Enterprise. For information on these professional organizations, contact the Office of Undergraduate Studies, Avon Williams Campus, Suite H-1.

SCHOLARSHIPS

A limited number of scholarships are available for College of Business majors. These are nonrepayable assistance awards based on academic excellence, civic achievements, course of study or other specific criteria developed by the sponsor.

Some are sponsored by business and industry such as the American Institute of Certified Public Accountants scholarship which is awarded annually to a full-time junior business major who has outstanding scholarship and leadership records and the Lewis R. Holland Scholarship awarded to a senior business major who has a minimum GPA of 3.3 and an exceptional record of co-curricular participation.

FACILITIES

In a broad sense, the entire business community of Nashville offers an ideal laboratory for student development. The College of Business is situated in the heart of downtown Nashville where faculty and students alike have ready access to sources of business and government information and relationships. Special facilities of the College of Business of particular interest to undergraduate students are:

Accounting Tutorial Lab
Office of Business and Economic Research
Microcomputer Labs
Small Business Development Center
Statistical Tutorial Lab
Nashville Business Incubation Center

TEACHING LICENSURE. Business majors who wish to become certified to teach business courses in grades 7 through 12 may pursue their BBA degree in any of the majors offered in the College of Business. Certification requirements are taken in addition to BBA requirements. Admission and retention procedures for teacher education appear under the Department of Business Education and Office Management and under the College of Education section of this catalog.

MINORS IN BUSINESS

The minor affords a traditional, well-accepted way to recognize that a student has completed a significant body of work outside the major field. Students may wish to follow up on long time personal interests, to satisfy intellectual curiosity generated by introductory courses, to enrich their undergraduate experience, to differentiate their individual program of study from those of fellow students, or to enhance their opportunities for employment or for admission to graduate or professional schools.

College of Business students pursuing the Bachelor of Business Administration degree are encouraged to obtain minors offered by other colleges. Students outside the College of Business may apply for a minor in Business Administration. However, the college offering the major is responsible for graduation certification. At the present time, the minor is not indicated on the student's transcript nor on the diploma.

Students who pursue a minor in business should select 18 to 21 hours of business courses which meet their objectives for taking the minor. If courses selected have prerequisites, these must be satisfied. Only juniors and seniors may enroll in 300 or 400 level business courses. Suggested minors in all majors offered in the College of Business are available from the Office of Undergraduate Studies. AC 211, EC 211, and MG 301 should be included in all business minors. Other suggested courses are listed below:

MIS 323	3
MK 301	3
MG 403 or OM 430	3
BE 315	3

Students who anticipate pursuing the MBA as a part of their professional preparation, may wish to take the following courses, which are prerequisites for the MBA:

Accounting Principles	6	AC 211,212
Economic Principles	6	EC 211,212
Quantitative Methods	3	QM 201
Information Systems	6	MIS 215, MIS 323
Marketing Principles	3	MK 301
Business Finance	3	FN 330
Legal Environment	3	BL 300
Management and Organization Behavior	3	MG 301

ADMISSION, RETENTION AND GRADUATION

Students pursuing the Bachelor of Business Administration (BBA) degree must make application to the College of Business through its Undergraduate Studies Office and be admitted to the Upper Division to receive degree credit for 300 and 400 level business courses.

1. The College's policy is not to recognize for degree purposes credits earned in upper division (300 and 400 level business courses) prior to a student's Tentative or Full Admission to the Upper Division of the College of Business. It is the student's responsibility to have his/her status verified **before** registering for upper division business courses.
2. Administrative Withdrawal. A student may be administratively withdrawn from any College of Business class when, in the judgment of the Dean of the College of Business, the student is not eligible to be enrolled in the class. A student shall, upon request, be accorded an appropriate hearing prior to a final decision concerning his or her continued enrollment in the class at issue.
3. Transfer students should consult their department heads regarding core course requirements if they are transferring in business courses or to determine the acceptability of upper division business courses earned at other institutions.
4. a. Up to 12 hours of approved upper division credits may be used for degree purposes by students classified as **undergraduate special students.** However, all upper division business credits earned prior to becoming a special student count towards the 12 hour maximum. These students must meet prerequisites for the courses in which they wish to enroll. All upper division business credits earned as a special student (up to the 12 hour maximum) may be counted upon becoming a degree seeking student.
   b. A maximum of 36 total semester hours (lower division plus upper division credits) may be completed at TSU as a special student. All college course credits earned prior to becoming a special student count towards the 36 hour maximum. All course credits earned as a special student (up to the 36 hour maximum) may be counted upon becoming a degree seeking student.

Tentative and Full Admission to the College

Business majors who have completed all except six hours of the required lower division courses with a cumulative GPA of at least 2.00 and a lower division business core GPA of at least 2.00, may apply for tentative admission to the College. The lower division core is made up of the following courses: EC 101, QM 201, EC 211, EC 212, AC 211, AC 212, and MIS 215. Eligible students will be granted tentative or full admission. Others will be informed in writing what requirements must be met for admission.

Tentative admission is valid only for the semester for which it is issued. The maximum number of upper division business credits approvable for degree purposes while a student holds tentative admission is 24 hours.

To gain full admission to the College, all lower division requirements must be completed along with the required GPA averages.

Re-Instatement to the College

Business majors who are placed on academic suspension must be readmitted to the College through the Office of Undergraduate Studies.

Credit Hours Required for Graduation

Credit hours required for the Bachelor of Business Administration degree total a minimum of 130 semester hours. For students 25 and older at the time of initial enrollment, the two hours of physical education will be removed from the list of degree requirements. These students must earn a minimum of 128 hours.

Degree Credit for Business Internships, Independent Study, and Office Management Skill-based Courses

A maximum of six semester hours credit earned in business internships and independent study (combined) may be applied to degree requirements. Approval of the appropriate department heads is required to enroll in internship and independent study courses. These courses are MG 480, MG 499, EC 498, 499, MIS 480, 499, RE 449, OM 441, 442.

Skill-based Office Management (OM) courses and Office Internship (OM 307, 330, 331, 441, 442) ordinarily may not be used as major or business elective courses by other than OM majors and students seeking certification as business teachers. All exceptions to this provision must be approved by the student's department head before courses are taken.

Specific College of Business Graduation Requirements

1. Business majors must maintain an overall TSU cumulative GPA of at least 2.000 (not including remedial and developmental courses); a GPA of at least 2.000 in the lower division business core courses; a GPA of at least 2.000 in the upper division business core; and a GPA of at least 2.000 in the twelve courses (36 hrs) being used to satisfy the major field plus upper division business elective course requirements.
2. Business majors may not have more than two D's in the twelve courses being used to satisfy the major field plus upper division business elective course requirements. D's and F's in additional (extra) major plus elective courses will not count toward determining whether the student is in violation of the 2-D policy.
3. At least 50 percent of the business credit hours required for the business degree must be earned at Tennessee State University, including MG 450 (Business Strategy).
4. The general education component of each student's undergraduate curriculum shall comprise at least 50 percent of the student's four-year program.
5. The College accepts graduation applications only from students who have completed all freshman and sophomore requirements. Satisfactory completion of these requirements includes full admission to the upper division of the College of Business and an earned grade of C or better in both English 101 and 102.
6. All business majors are required to review degree requirements with the Office of Undergraduate Studies two full semesters (before the end of the registration period) prior to the semester in which graduation is anticipated. Only students who are eligible will be permitted to remain enrolled in MG 450 (Business Strategy). It is the responsibility of the student to secure a current and complete transcript and schedule an appointment for this transcript review.
7. Business majors must complete 24 of the final 30 hours in residence.
8. Majors are to participate in performance evaluation measures (taking various tests, responding to inquiries) designated by the College or University.
9. All business degree electives taken in the junior and senior years must be 300 or 400 level courses.

TRANSFER OF CREDIT POLICY

1. The specific credit for work done at other institutions which will apply toward the BBA degree is determined by the Office of Undergraduate Studies of the College of Business. Allowance of transfer credit by the Office of Admissions and Records does not mean necessarily that all of such credit will be applied toward the BBA degree.
2. a. The College of Business reserves the right to test the proficiency of any student in coursework transferred from other colleges or universities and the right to disallow transfer credit in such coursework if the student cannot demonstrate acceptable proficiency.

   b. Courses transferred from community and junior colleges, with the single exception of business law courses, may not be used to meet 300/400 level business course requirements unless they are validated either by (1) the successful completion of an acceptable CLEP or DANTES examination or (2) the successful completion of a departmental examination. It is the policy of the College of Business that transfer courses may not be validated by the successful completion of a higher level course in the same field. Business law transfer credits will be determined on a case-by-case basis.
3. No more than 30 semester credit hours of coursework earned through correspondence or extension will be accepted toward the BBA degree. Courses completed through correspondence or extension may not apply toward junior or senior level credit.
4. Transient Status: BBA students who wish to attend another institution as "transient" or "visiting" students to take upper division business courses for degree credit must get ***written*** approval in advance from the Office of Undergraduate Studies of the College of Business. Approval is not automatic. MG 450 (Business Strategy) must be taken at TSU.
5. Reenrollment after Transferring Elsewhere: BBA students who enroll at another institution as regular students (as opposed to transient or visiting status) will be considered as having transferred to that institution. If such students later reenroll in the BBA program, regardless of the length of the absence, they will be subject to the curricular degree requirements in effect at the time of their reenrollment. Such students are encouraged to discuss their transfer to the other institution with the Office of Undergraduate Studies in advance if they intend to apply this work towards the BBA degree.
6. The College of Business subscribes to the philosophy that a student's undergraduate program below the junior year should include no advanced, professional level courses. This philosophy is based on the conviction that the value derived from these advanced courses is materially enhanced when based upon a sound foundation in the liberal arts.

Requirements for the BBA Degree

General Education

MG 100	Business Orientation	1
ENG 101-102	Freshman English	6
ENG 211-212	Literature	6
HIST 201-202	American History	6
MATH 111,113	College Algebra, Basic Calculus	6
BIO 101-102	Biophysical Science	6
BIO 101L-102L	Biophysical Science Lab	0
Humanities	Elect From Two Fields	4
PE/AERO/BAND	(Taken as two 1-hour courses)	2
General Electives*		15

*(Six hours in freshman and sophomore years—100/200 level; 9 hours in junior and senior years—300/400 level); must be non-business courses.

Business Core

The Business Core, which consists of 42 hours, is common to all BBA degree students. The freshman and sophomore years are common for all students majoring in Accounting, Business Administration, and Economic/Finance. Office Management majors satisfy the same general education requirements during their freshman and sophomore years and include two major field courses. (A four-year curriculum pattern for OM majors appears under the Department of Business Education and Office Management).

EC 101	Business Principles	3
AC 211-212	Principles of Accounting	6
EC 211-212	Principles of Economics	6
QM 201	Intro. to Statistical Analysis	3
MIS 215	Microcomputer Applications	3

BE 315	Business Communication	3
BL 300	Legal Environment of Business	3
FN 330	Business Finance	3
MG 301	Mgt. Organization Theory and Behav.	3
MIS 323	Management Information Systems	3
MK 301	Basic Marketing	3
MG 450*	Business Strategy	3

* May not be taken until all other business core courses have been satisfactorily completed.

Major Requirements

All BBA students must complete BE 235 and a minimum of 33 hours of 300/400 level business courses to constitute their major.

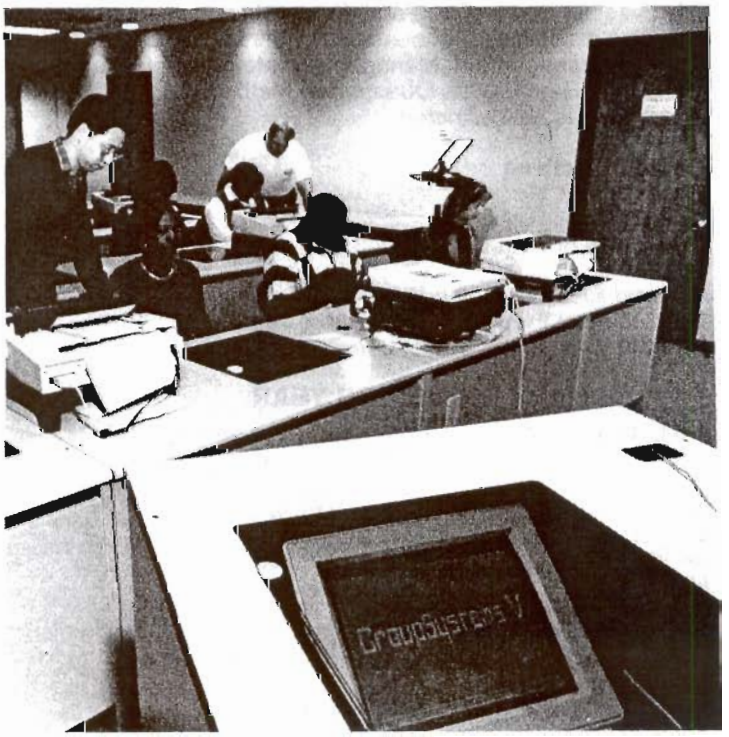
Freshman and Sophomore Years (All Accounting, Business Administration, and Economics/Finance Majors)

FRESHMAN YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
MG 100	3		
ENG 101	3	ENG 102	3
MATH 111	3	MATH 113	3
BIO 101, 101L	3	BIO 102, 102L	3
HIST 201	3	HIST 202	3
PE/AERO/BAND	1	PE/AERO/BAND	1
EC 101	3	NON-BUSINESS ELECTIVE	3
	17		16

SOPHOMORE YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
AC 211	3	AC 212	3
MIS 215	3	EC 212	3
EC 211	3	ENG 212	3
ENG 211	3	HUMANITIES	2
HUMANITIES	2	BE 235	3
QM 201	3	NON-BUSINESS ELECTIVE	3
	17		17



DEPARTMENT OF ACCOUNTING AND BUSINESS LAW

Richard L. Banham, Ph.D., MPA, JD, Interim Head
K-15, Avon Williams Campus

Faculty: R. Hayes, L. Howell, L. Laska, K. Lea, L. Mullen, T. Rodgers.

General Statement: The curriculum in accounting is designed to provide students with general education requirements: core requirements in the various disciplines of business; and specialized and professional courses in the fields of general government, private, and public accounting.

Because of the scope of accounting and its breadth of application, majors may find employment opportunities in various agencies of local state, and federal government; public and private accounting; teaching; tax and corporate law; and positions of management in industry.

Students graduating with a major in accounting automatically have a minor in general business. Students have the option of three tracks within the accounting major. Two of the three tracks are designed to provide the student with the basic educational background requirements for professional certification. The first track focuses the student's education on public accounting and toward becoming a Certified Public Accountant (CPA). The second track focuses the student's education on industry accounting and toward becoming a Certified Management Accountant (CMA) and/or Certified Internal Auditor (CIA). The third track allows the student the freedom to design his/her major to meet other career objectives in accounting. NOTE: In order to receive the maximum benefit from each of the tracks, students should consult with the Accounting Faculty on all upper-division electives.

Admission, Retention, and Graduation: See College of Business section on Admission, Retention, and Graduation.

Major in Accounting

Major in Accounting, 130 semester hours for the BBA degree.

Major: (In addition to courses listed below, see College of Business Freshman and Sophomore years, and Business Core.) Admission to the College of Business is required to receive degree credit for 300 and 400 level business courses. Admission to the University does not constitute admission to the College of Business. See section on Admission, Retention, and Graduation for admissions procedure.

Required Core for all Accounting Majors:

AC 311-312	Intermediate Accounting	6
AC 314	Cost Accounting I	3
AC 320	Accounting Systems	3
AC 411	Federal Income Tax	3
AC 413	Theory and Practice of Audit	3
BE 235	Report Writing	3
BL 323	(Business Law I) or	
BL 324	(Business Law II)	3

Public Accounting Track*

AC 414	Advanced Auditing	3
AC 412	Advanced Federal Income Tax	3
Accounting Elective		3
Business Elective		3

*Students planning to become CPA's in Tennessee need 150 hours of college course work.

Industry Accounting Track

AC 315	Cost Accounting II	3
AC 416	Internal Auditing	3
Accounting Elective		3
Business Elective		3

Generalist Accounting Track

Accounting Electives	6
Business Electives	6

NON-BUSINESS ELECTIVES

100/200 level Freshman/Sophomore years	6
300/400 level Junior/Senior years	9

JUNIOR YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
BE 315	3	FN 330	3
MIS 323	3	BL 300	3
MG 301	3	AC 312	3
MK 301	3	AC AC	3
AC 311	3	NON-BUS. ELECTIVE	3
AC 314	3		
	18		15

SENIOR YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
AC 413	3	AC TRACK ELECTIVE	3
AC TRACK COURSE*	3	BL 323 OR 324	3
AC 411	3	MG 450	3
NON-BUSINESS ELECTIVES.	6	AC/BUSINESS ELECTIVE	3
		BUSINESS ELECTIVE	3
	15		15

*Students should consult with Accounting Department before selecting the major track.

DEPARTMENT OF BUSINESS ADMINISTRATION

Thomas C. Head, Ph.D., Head
K-28, Avon Williams Campus

Faculty: T. Curry, D. Desai, S. Hunt, M. Lownes, A. Miller, L. Miller, B. Pennington, W. Perry, D. Richard, S. Shao, S. Thach, B. Tucker, L. Carr (Visiting Asst. Professor).

General Statement: The curriculum in business administration is designed to provide students with general education requirements and core requirements in the various disciplines of business. The business administration degree prepares the business student with a strong general background in the areas of marketing, management information systems, or real estate.

The Department of Business Administration offers the BBA in General Business Administration as well as concentrations in management, marketing, management information systems, and real estate and urban development.

Admission, Retention, and Graduation: See College of Business section on Admission, Retention, and Graduation.

Major in Business Administration with Concentration in General Business

Concentration in General Business, 130 hours required for the BBA degree.

General Education Requirements: See College of Business General Education Requirements.

Major: This concentration is designed for students who prefer to acquire broad undergraduate training in business, rather than specializing in a specific area.

Concentration

BE 235	Report Writing	3
MG 302	Production/Operations Management	3
Electives: 21 hours of 300 and 400 level courses from the following disciplines: Accounting, Business Law, Economics, Finance, Management, Management Information Systems, Marketing, Real Estate, Quantitative Methods. Distribution is not restricted.		21

Guided Electives

Management	3
Accounting	3
Economics or Finance	3

General Electives (Non-Business)

100/200 level Freshman/Sophomore years	6
300/400 level Junior/Senior years	9

JUNIOR YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
BE 315	3	MG 302	3
BL 300	3	MIS 323	3
MG 301	3	*MAJOR	6
MK 301	3	FIN 330	3
AC ELECTIVE	3		
NON-BUSINESS ELECTIVE	3		
	18		15

SENIOR YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
		EC or FN ELECTIVE	3
*MAJOR	9	*MAJOR	6
MG ELECTIVE	3	NON-BUSINESS ELECTIVE	3
NON-BUSINESS ELECTIVE	3	MG 450	3
	15		15

*General Business majors elect 21 hours of 300/400 level business courses—according to their career objectives—to constitute their major.

Major in Business Administration with Concentration in Management

Concentration in Management, 130 hours required for the BBA degree.

General Education Requirements: See College of Business General Education Requirements.

General Statement: The Management program provides students with the opportunity for professional preparation applicable to the management of private and public sector organizations. Examples of employment areas are: administration management, personnel administration, industrial relations, production management, and other assignments in small, medium, and large businesses, as well as government agencies, foundations, hospitals, and other service organizations.

Concentration

BE 235	Report Writing	3
MG 302	Production/Operations Management	3
MG 404 or MG 405	Organization Theory or Behavior in Organization	3
MG Electives	Electives	15

Guided Electives

Accounting	3
Economics or Finance	3
Business	6

General Electives (Non-Business)

100/200 level Freshman/Sophomore years	6
300/400 level Junior/Senior years	9

JUNIOR YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
BE 315	3	MG 302	3
BL 300	3	BUSINESS ELECTIVES	6
MG 301	3	FN 330	3
MK 301	3	MG ELECTIVE	3
MIS 323	3		
AC ELECTIVE	3		
	18		15

SENIOR YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
MG ELECTIVES	6	EC or FN ELECTIVE	3
MG 404 or 405	3	MG ELECTIVES	6
NON-BUSINESS ELECTIVES	6	MG 450	3
		NON-BUSINESS ELECTIVE	3
	15		15

Major in Business Administration with Concentration in Management Information Systems

Concentration in Management Information Systems, 130 hours required for the BBA degree.

General Education Requirements: See College of Business General Education Requirements.

General Statement: The Management Information Systems, (MIS) concentration prepares students for careers as information systems professionals in the planning, designing and implementing of computing technology as well as the management of information resources of the organization. The required courses expose students to concepts in structured programming, communication technology, systems analysis, and end user computing as well as other issues and trends associated with the rapidly evolving MIS discipline.

Concentration

BE 235	Report Writing	3
MG 302	Production/Operations Management	3
MIS 315	Business Application Development	3
MIS 415	DataBase Systems	3
MIS 424	End User Computer Management	3
MIS 430 or MIS 436	Business Telecommunications PC Network Systems	3
MIS 480 or MIS 490	MIS Internship MIS Practicum	3
*MIS/CS	Upper Division Electives	6

*MIS or CS electives require prior approval by MIS faculty.

No credit is given for Special Topics courses taken outside the College of Business.

Guided Electives

Business Electives	9

General Electives (Non-Business)

100/200 level Freshman/Sophomore years	6
300/400 level Junior/Senior years	9

JUNIOR YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
BE 315	3	MG 302	3
BL 300	3	MIS 424	3
MG 301	3	MIS 430 or 436	3
MK 301	3	FN 330	3
MIS 323	3	BUSINESS ELECTIVE	3
MIS 315	3		
	18		15

SENIOR YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
MIS 415	3	MIS 490 or 480	3
MIS ELECTIVE	3	MIS ELECTIVE	3
BUSINESS ELECTIVE	3	BUSINESS ELECTIVE	3
NON-BUSINESS ELECTIVES	6	NON-BUSINESS ELECTIVE	3
		MG 450	3
	15		15

Major in Business Administration with Concentration in Marketing

Concentration in Marketing, 130 hours required for the BBA degree.

General Education Requirements: See College of Business General Education Requirements.

General Statement: Marketing includes all activities concerned with ascertaining and satisfying the needs and desires of individual and organizational buyers/consumers. It is consequently, a function of prime importance in all forms of organizations. The marketing program is designed to facilitate both entry into marketing and long-term professional advancement. Course emphasis is placed on marketing management.

Those who choose marketing as a career will be involved in product development and improvement, consumer research, pricing, promotion, sales, and distribution. Professional careers are open to marketing students in advertising firms, research organizations, retailing and wholesaling firms, and other service organizations, as well as a wide range of manufacturing, service and non-profit groups devoted to supplying goods or services to meet the needs of the customer/buyer.

Concentration

BE 235	Report Writing	3
MG 302	Production/Operations Management	3
MK 455	Marketing Strategies	3
MK Electives	Electives	15

Guided Electives

Accounting	3
Business	6
Economics or Finance	3

General Electives (Non-Business)

100/200 level Freshman/Sophomore years	6
300/400 level Junior/Senior years	9

JUNIOR YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
BE 315	3	MG 302	3
MG 301	3	BUSINESS ELECTIVE	3
BL 300	3	MARKETING ELECTIVES	6
MK 301	3	ACCOUNTING ELECTIVE	3
MIS 323	3		
FN 330	3		
	18		15

SENIOR YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
EC or FN ELECTIVE	3	MK 455	3
MARKETING ELECTIVE	3	MARKETING ELECTIVES	6
BUSINESS ELECTIVE	3	NON-BUSINESS ELECTIVE	3
NON-BUSINESS ELECTIVES	6	MG 450	3
	15		15

Major in Business Administration with Concentration in Real Estate and Urban Development

Concentration in Real Estate and Urban Development, 130 hours required for the BBA degree.

General Education Requirements: See College of Business General Education Requirements.

General Statement: The curriculum for the concentration in Real Estate and Urban Development is designed for those students who are interested in fields concerning the allocation of urban land resources; accordingly, students are trained for employment in both the private and public sectors. Fields of study include real estate brokerage, appraisal, law, finance, marketing, property management, land-use planning and development, and public and private policies applicable to real estate and urban development. The curriculum is structured to provide students with an understanding of (1) the specific activities involved in urban land development, (2) the forms of economic, social, physical, and legal services that arise from land, use activities, (3) the optimum distribution of residential, commercial, industrial and other specialized land uses, (4) the activities in which real estate business people are engaged, and (5) public and private policies and actions that are designed to improve our urban environment.

Concentration

BE 235	Report Writing	3
MG 302	Production/Operations Management	3
RE 313	Real Estate Principles	3
RE 320	Urban Land Resource Analysis	3
RE	Electives	12

Guided Electives

Accounting	3
Business	6
Economics or Finance	3

General Electives (Non-Business)

100/200 Freshman/Sophomore years	6
300/400 Junior/Senior years	9

JUNIOR YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
BE 315	3	MG 302	3
MG 301	3	RE 320	3
BL 300	3	BUSINESS ELECTIVE	3
MK 301	3	FN 330	3
RE 313	3	RE ELECTIVE	3
AC ELECTIVE	3		
	18		15

SENIOR YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
MIS 323	3	BUSINESS ELECTIVE	3
EC or FN ELECTIVE	3	RE ELECTIVE	3
RE ELECTIVES	6	NON-BUSINESS ELECTIVES	6
NON-BUSINESS ELECTIVE	3	MG 450	3
	15		15

DEPARTMENT OF ECONOMICS AND FINANCE

G. Bruce Hartmann, Ph.D., Head and M.B.A. Coordinator
K-24, Avon Williams Campus

Faculty: S. Chervin, J. Hasty, T. Holbrook, J. Masten, G. Riggs, R. Vowels, C. Weis, A. Wahid (Visiting Assoc. Prof.).

General Statement: The Department of Economics and Finance offers a program of instruction for those who expect to pursue careers in either economics, finance, or insurance and provides service courses for business and non-business majors.

The program is aimed at helping students acquire: (1) an understanding of the objectives, functions, and institutions of a private enterprise economy, (2) a fundamental and rigorous tool kit for analysis, and (3) the ability to integrate economic and finance principles with various areas of Business Administration.

Admission, Retention, and Graduation: See College of Business section on Admission, Retention, and Graduation.

Major in Economics and Finance

Major in Economics and Finance, 130 hours required for the BBA degree.

General Education Requirements: See College of Business General Education Requirements.

Major: (In addition to courses listed below, see College of Business Freshman and Sophomore year, and Business Core. Admission to the College of Business required to receive degree credit for 300 and 400 level business courses. Admission to the University does not constitute admission to the College of Business. See section on Admission, Retention, and Graduation for admissions procedure.

Major

BE 235	Report Writing	3
EC 311	Intermediate Microeconomic Theory	3
EC 312	Intermediate Macroeconomic Theory	3
FN 340	Financial Markets and Institutions	3
QM 302	Introduction to Statistical Analysis II	3
FN 360	Investment Theory	3
QM 300	Introduction to Quantitative Methods	3

Guided Electives

Economics & Finance Electives	12
Business Elective	3

General Electives (Non-Business)

100/200 level Freshman/Sophomore years	6
300/400 level Senior/Junior years	9

JUNIOR YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
EC 311	3	EC 312	3
FN 330	3	FN 340	3
MIS 323	3	BE 315	3
QM 302	3	BL 300	3
MG 301	3	EC or FN ELECTIVE	3
MK 301	3		
	18		15

SENIOR YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
EC or FN ELECTIVE	3	FN 360	3
QM 300	3	EC or FN ELECTIVE	3
EC or FN ELECTIVE	3	NON-BUSINESS ELECTIVES	6
BUSINESS ELECTIVE	3	MG 450	3
NON-BUSINESS ELECTIVE	3		
	15		15

DEPARTMENT OF BUSINESS EDUCATION AND OFFICE MANAGEMENT

Tilden Curry, Ph.D. Dean and Interim Head
K-25, Avon Williams Campus

Faculty: A. Bankhead, J. Ellzy.

General Statement: The objectives of the Department are to provide instruction in methods, techniques, and principles underlying modern business as a foundation for business careers; specifically, the Department provides education and training for students preparing for careers as office administrators and managers and as teachers of business subjects in junior high and high schools.

Students seeking certification as business teachers satisfy core teacher education business requirements through the BBA core with the exception of Keyboarding/typewriting. Information on requirements for individual or group endorsements in business and admission to the teacher education program are available through the office of the Department Head.

Admission, Retention, and Graduation: See College of Business section on Admission, Retention, and Graduation.

Major in Office Management

Major in Office Management, 130 hours required for the BBA degree.

General Education Requirements: See College of Business General Education Requirements.

Major: (In addition to courses listed below, see College of Business Freshman and Sophomore years, and Business Core.) Admission to the College of Business required to receive degree credit for 300 and 400 level business courses. Admission to the University does not constitute admission to the Upper Division of the College of Business. See section on Admission, Retention, and Graduation for admissions procedure.

BE 172	Mathematics of Finance	3
BE 235	Report Writing	3
OM 215	Micro Computer for Admin. Support	3
OM 221	Production Typewriting	3
OM 307	Advanced Transcription	3
OM 330-331	Exec. Office Procedures & Systems	6
OM 430	Office Management	3
OM 441-442	Office Internship	6
OM 460	Seminar in Admin. Communication	3
MG 302	Production/Operations Management	3
MG 403	Personnel Administration	3

Guided Electives

Psy 341 or Soc. 350 Social Psychology	3

General Electives

(Must be 300, 400 level non-business courses; no other restrictions)	12

(Office Management)

FRESHMAN YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
MG 100	1	MATH 113	3
ENG 101	3	ENG 102	3
HIST 201	3	HIST 202	3
MATH 111	3	BIO 102, 102L	3
EC 101	3	PE/AERO/BAND	1
BIO 101, 101L	3	BE 172	3
PE/AERO/BAND	1		
	17		16

SOPHOMORE YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
ENG 211	3	ENG 212	3
HUMANITIES	2	HUMANITIES	2
EC 211	3	EC 212	3
QM 201	3	AC 212	3
AC 211	3	OM 221*	3
MIS 215	3	BE 235	3
	17		17

JUNIOR YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
OM 215	3	OM 307	3
OM 330	3	OM 331	3
BE 315	3	MG 302	3
MG 301	3	MK 301	3
BL 300	3	MIS 323	3
		FN 330	3
	15		18

SENIOR YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
OM 430	3	OM 460	3
MG 403	3	MG 450	3
PSY 341 or SOC 350	3	OM 441,442	6
ELECTIVES (300,400)	6	ELECTIVE (300,400)	3
	15		15

*Students without employable level of keyboarding skill should take OM 121.

Office Systems Minor

OM 121	1-3
OM 215 or OM 340	3
OM 330, 331 or MIS 323	6
OM 430	3
BE 460 or OM 441	3
BE 235, BE 315	6

Eligibility of Certified Professional Secretaries for Degree Credit

Credit is available of certain courses at Tennessee State University for the passing of the complete CPS examination. Before this credit can be granted, the CPS must have already received credit in at least 9 hours at Tennessee State University. Credit for the following courses will be recorded as "EP" (examination passed) if credit has not already been received for such courses:

AC 211	3
OM 430	3
BL 323	3
EC 101	3
EC 211	3
OM 330	3
OM 121,122	6
TOTAL HOURS	24

Upon receipt of formal application and payment of appropriate fee, verification will be made of CPS status and credits already received from Tennessee State University.

This acceptance of the CPS examination is subject to change (1) whenever the content of the CPS examination is revised so that it does not correspond with the content of the courses now designated for credit or (2) if the courses at Tennessee State University are revised substantially so as to achieve the same result.

TEACHING LICENSURE WITH ENDORSEMENTS IN BUSINESS AND OFFICE EDUCATION—GRADES 7 - 12

ADVISEMENT REQUIRED

Students must obtain advisement on frequency of course offerings before beginning any courses for licensure in business and office education.

Students seeking licensure (secondary) with endorsements in business and office education may major in Office Management, Business Administration, or Accounting. All students must meet requirements for the endorsement in basic business/accounting and may add endorsements in typewriting/keyboarding, data processing, shorthand, office technology, and vocational office education.

Admission and retention requirements for the Teacher Education Program appear in the College of Education section of this catalog. All secondary admission and retention requirements, including Enhanced Student Teaching, are applicable to students seeking endorsements in business and office education.

All students must complete BE 300, Principles and Philosophy of Business Education and BE 371A, Teaching Basic Business and Accounting. Students seeking additional endorsements will complete content and teaching strategies course work as specified for those endorsements.

ENDORSEMENTS

Basic Business/Accounting. The business core required for the BBA degree satisfies all business content requirements for the basic business/accounting endorsement except knowledge of keyboarding. Students may demonstrate proficiency in keyboarding or they may enroll in OM 121, Typewriting/Keyboarding.

Data Processing. Six semester hours of course work in data processing—must include at least one programming language. Students complete BE 371B, Teaching Data Processing and Office Technology, and engage in appropriate work experience.

Office Technology. Students majoring in Office Management meet all content requirements for this endorsement. Students with other majors in business who wish to add the Office Technology endorsement should complete nine hours in office systems/management, OM 330, 331, 430; three semester hours in word processing, OM 215; three semester hours in transcription, OM 307; three semester hours in advanced typewriting/document generation. All students must complete BE 371B, Teaching Data Processing and Office Technology, and engage in appropriate work experience.

Typewriting/Keyboarding. Students who do not hold the basic business/accounting endorsement (those with majors other than business) should complete OM 121 or demonstrate proficiency in keyboarding. In addition all students should complete three hours of advanced typewriting/document generation (OM 221) and BE 371B.

Shorthand. Students should complete OM 207, Beginning Shorthand and OM 307, Advanced Transcription. In addition, they should complete BE 371B.

Vocational Office Education. Students seeking to add the VOE endorsement will complete courses specified for applicable endorsements above and BE 301, Implementing Vocational Business Education Programs. Students will be required to complete or verify appropriate work experience.

Course Descriptions

Please refer to the Graduate Catalog for graduate course listings. For degree and admission requirements, contact the MBA Director, Avon Williams Campus, (615) 963-7121.

Tentative or Full Admission to the Upper Division of the College of Business is required of all College of Business majors for enrollment in all 300 and 400 level business courses.

ACCOUNTING (AC)

AC 211, 212 Principles of Accounting (3-3). Introduces basic concepts of accounting, the accounting cycle, accounting systems including ethical consideration, and components of the financial statements. Continues with an analysis of financial data, forms of business organizations in our legal environment, departmental accounting, manufacturing, basic cost accounting, cost-volume-profit analysis, and managerial decisions. MATH 111 is a prerequisite to AC 211. AC 211 is a prerequisite for AC 212.

AC 311, 312 Intermediate Accounting (3-3). Broad theoretical structure of accounting including underlying environmental assumptions, expanded review of the accounting cycle and components of financial statements, and future and present value concepts. Continues with a discussion of corporate capital structure, special problem areas (e.g., incomplete data, pensions, leases, and price-level accounting), and in-depth analysis of financial statements. Prerequisite: AC 212 is a prerequisite for AC 311; AC 311 is a prerequisite for AC 312.

AC 314 Cost Accounting 1 (3). A managerial cost accounting course emphasizing the following topics: cost behavior, cost-volume-profit analysis, production cost systems, overhead costs, joint costs, waste and scrape, standard costs, and budgeting.

AC 315 Cost Accounting II (3). A managerial cost accounting course emphasizing the following topics: cash budgeting, variable costing, transfer pricing, profit analysis variance, investigation, decision making using cost data, capital budgeting, and cost systems.

AC 320 Accounting Systems (3). Principles underlying the establishment of effective accounting systems in business enterprises. Students will be grouped in teams and assigned to currently operating business enterprises with the objective of applying accounting knowledge in evaluating and improving the enterprise's accounting system. Prerequisite: AC 311, AC 314 and MIS 323 or prior consent of instructor. MIS 323 may be taken concurrently.

AC 401 Advanced Accounting (3). Principles and techniques of consolidated financial statements, foreign branches and subsidiaries. Prerequisite: AC 312.

AC 403 Not-for-Profit Accounting (3). Accounting theory and practice applicable to institutions, municipalities, states and local units of government; organizations, fiscal procedures, budgetary control; classification and uses of funds, auditing financial statements and reports. Prerequisite: AC 212.

AC 411 Federal Income Tax (3). Determination of taxable income, and other aspects of tax accounting are emphasized. Particular attention is given to preparation of federal income tax return for individuals. Research methodology is also introduced. Prerequisite: AC 212 or consent of Instructor.

AC 412 Advanced Federal Income Tax (3). Emphasis is placed on corporation, partnership, estate and trust tax returns. Consideration is also given to gift taxes, as well as research. Prerequisite: AC 411 or consent of Instructor.

AC 413 Theory and Practice of Audit (3). Theory and principles of audit practice and procedures in accordance with generally accepted auditing standards, the auditor's professional code of ethics, the legal liability of the auditor, audit reports, and other accounting services and reports. Prerequisite: AC 312 and AC 320

AC 414 Advanced Auditing (3). Emphasis is placed on the student's ability to apply knowledge of audit theory and principles, generally accept auditing standards, and generally accepted accounting principles to actual documented audit situations through the case study method. Written analysis of cases is required. Completion of a computerized practice set emphasizing preparation and documentation of working papers is also required. Prerequisite: AC 413 or prior consent of instructor.

AC 416 Internal Auditing (3). Theory and principles of internal audit practice and procedures in accordance with Standards for the Professional Practice of Internal Auditing. The course includes a study of the development of the profession, techniques, purpose, objectives, and administration of internal auditing. Audit reports furnishing management with analyses, appraisals, recommendations, counsel, and information concerning activities reviewed are also required. Prerequisites: AC 212 or consent of instructor.

AC 420 Accounting Theory (3). A study of propositions, axioms, theorems, controversial accounting concepts, authoritative statements, and research studies of professional organizations. Prerequisite: AC 311.

BUSINESS LAW (BL)

BL 300 Legal Environment of Business (3). A study of the legal aspects of the business environment and the legal rights and potential liabilities of businessmen. The presentation of law as an expanding social and political institution in the environment of business. Includes the development and nature of the legal system; business crimes; the law of torts; constitutional limitations on regulatory powers; legislative, judicial, and administrative control of business activity through tax laws, antitrust laws of employment, labor laws, and consumer and debtor protection laws. Prerequisite: Junior Standing.

BL 323 Business Law I (3). A study of the legal rights and potential liabilities of businessmen, includes an introduction to the nature of the legal system; the basic law of contracts. Uniform Commercial Code, sales, secured transactions, and bankruptcy. Prerequisite: Junior standing or consent of Instructor.

BL 324 Business Law II (3). A study of the legal rights and potential liabilities of businessmen, includes the basic legal principles of agency; partnership; corporations and securities; personal property and bailment; real property and environmental controls; U.C.C. and commercial paper. Prerequisite: Junior standing.

BUSINESS EDUCATION (BE)

BE 172 Mathematics of Finance (3). The application of fundamentals of mathematics to business problems with the aid of calculators. Emphasis on problems involving discounts, simple and compound interest, insurance, payroll, etc.

BE 235 Report Writing (3). Designed to help students develop a clear, concise, and correct writing style; to help students collect, analyze, organize, interpret, and present information to solve business problems. Prerequisite: English 102.

BE 300 Prin. and Phil. of Vocational Business Education (3). A study of the historical background, philosophy, objeotives, principles, problems, and trends in vocational business education. Prerequisite: Admission to Teacher Education Program.

BE 301 Implementing Vocational Business Education Programs (4). Instruction includes program structure, curriculum, and evaluation. Coverage on such areas as student organizations, placement, follow up, and community resources is coordinated with instructed in BE 371A and BE 371B.

BE 315 Business Communications (3). Study of principles, practices, and mechanics of writing in modern business, and the ability to compose and edit business correspondence; managerial and interpersonal aspects of oral and written communication. Factors affecting international communication in business are studied.

BE 371A Teaching Basic Business and Accounting (3). Instructional strategies for basic business subjects and accounting. Course coverage includes guidance and evaluation related to learning outcomes.

BE 371B Teaching Data Processing and Office Technology (3). Instructional strategies for data processing and office technology, including keyboarding and shorthand. Course coverage includes guidance and evaluation related to learning outcomes.

BE 472 (Or EDCI 472) Student Teaching (12). Actual classroom experience in secondary schools under the charge of expert teachers in cooperating schools. Prerequisites: All Methods and professional core courses.

ECONOMICS (EC)

EC 101 Introduction to Business & Economics (3). The structure of American business; contemporary economic environment; survey of the fundamental principles of business organizations (For freshman business students and students in other fields.)

EC 211 Principles of Economics I (3). Methodology of economics, fundamental of macroeconomics, fiscal policy, and fundamentals of monetary policy. Prerequisite: Math 111.

EC 212 Principles of Economics II (3). Economic growth, and microeconomic, some domestic and international applications, economics and comparative economic systems. Prerequisite: EC 211.

EC 221 Survey of Economics (3). (NON-BUSINESS MAJORS ONLY) Fundamentals of macro and micro economics, income distribution, economics of energy, international trade, and international finance.

EC 311 Intermediate Microeconomics Theory (3). The price system and allocation of resources; economic analysis of demand and production. Prerequisite: EC 212.

EC 312 Intermediate Macroeconomic Theory (3). Aggregate demand, aggregate supply, and equilibrium level of employment; the price level, inflation, and deflation. Prerequisite: EC 212.

EC 320 Money and Banking (3). Nature and functions of money; analysis of monetary systems; money creating role of commercial banks and the Federal Reserve System; determinants of money supply and demand; monetary theory and policy. Prerequisite: EC 212

EC 330 Principles of Labor Economics (3). A study of the labor market; American labor movement; union history, structure and philosophy; labor problem analysis; industrial disputes and labor legislation. Prerequisite: EC 212.

EC 335 Economic Analysis and Management In Construction (3). This survey course examines the management, economic and financial aspects of construction and construction contracts. Topics covered include the construction management concept, investment project financing and control, organization and role of record keeping in managing construction. Network analysis—CPM, PERT, and the Cyclone System—provides the framework for discussing these topics. Prerequisite: By permission of the instructor.

EC 410 International Economics (3). Introduction to the tools and techniques of international economic analysis concerning the basic theory of free trade, tariffs, and commercial policy as well as international monetary analysis. Prerequisite: EC 212.

EC 415 Economic Development (3). A basic study of the general nature of the economic development problem, some simple theories of economic growth and underdevelopment, as well as development policies. Prerequisite: EC 212.

EC 440 Consumer Economics (3). Designed to acquaint the student with the character and significance of factors which determine and govern consumption, particularly as they are related to the prosperity and stability of the economic system. Prerequisite EC 212.

EC 441 Labor Legislation (3). The economic background and effects of governmental regulation on labor relations and efforts to provide economic security. Emphasis on the National Labor Relations Act, Fair Labor Standards Act, Social Security Act, Workmen's Compensation laws, and related matters. Prerequisite EC 212.

EC 442 Collective Bargaining (3). Organization of labor management for collective bargaining, with emphasis on the private sector. Study of subject matter and procedure for collective bargaining under the National Labor Relations Act as amended and similar legislation. Prerequisite: EC 212.

EC 452 Urban Economics (3). Urban history, location theory, city growth, and urban problems. Prerequisite: EC 212.

EC 470 Managerial Economics (3) . Application of economic theory to business decision making, emphasis on profit objectives, measurement and forecasting demand, and costs and capital budgeting. Prerequisite: EC 212.

EC 480 Current Economic Problems (3). Examination of key economic issues. Such major objectives as economic progress, and economic justice provide a general framework for analyzing economics growth, inflation, unemployment, public debt, income maintenance, agriculture, and international economic affairs. Prerequisite: EC 212.

EC 498-499 Independent Study (3,3). This course allows outstanding students to investigate in depth approved topics of the students choice. Individual studies will be coordinated by a senior member of the departmental faculty. Prerequisite: Permission of Department Head.

FINANCE (FN)

FN 320 Personal Finance (3). Personal financial goals, managing income, expenditures, borrowing, savings and investment. No prerequisite. Recommended for non-business majors.

FN 321 Personal Investing (3). Individual investment goals, types of investment, sources of information, analysis of risk, return, and value, portfolios, security exchanges. No prerequisite. Recommended for non-business majors.

FN 330 Business Finance (3). Financial goals, ratios, sources and uses of funds, asset management, capital budgeting, leverage, cost of capital, dividend policy, valuation, mergers and reorganizations, financial performance evaluation. Prerequisite: AC 212.

FN 340 Finance Markets and Institutions (3). Operating characteristics, regulation, flows of funds, intermediation, major sectors of money and capital markets and the institutions operating therein. Prerequisite: FN 330.

FN 350 Financial Administration (3). The application of business finance to short cases in asset and liability management, valuation financial analysis, operation, and planning. Prerequisite: FN 330.

FN 360 Investment Theory (3). Theory of investment value, investment media and strategies, risk returns, price behavior, investment techniques, portfolios, Prerequisite: FN 330.

FN 445 Commercial Bank Management (3). Organization, administration of commercial banks, balance sheet management, loans and investments. Prerequisite: FN 330.

FN 450 Corporate Finance (3). Optimizing sources and uses of funds, corporate asset and financial structure management and strategies, sophisticated techniques of analysis. Prerequisite: FN 330.

FN 460 Security Analysis and Portfolio Management (3). Fundamental and technical techniques analysis, security valuation, capital asset pricing model, portfolio analysis and management, advanced models, theories, and techniques of analysis. Prerequisite: FN 360.

FN 470 International Finance (3). Problems in international finance; the balance of international payments; financing international trade; foreign departments of banks; foreign exchange markets; the impact of international financial problems on business. Prerequisite: EC 212.

INSURANCE (IN)

IN 370 Introduction to Insurance (3). Principles, practices, and major coverages on life, casualty, and property insurance. Prerequisite: Junior standing.

IN 485 Property and Casualty Insurance (3). Basic property and casualty insurance contracts. Emphasis on technical aspects and coverages applicable. Prerequisite: IN 370.

MANAGEMENT (MG)

MG 100 Business Orientation (1). Business Orientation is designed to assist the student in adjusting to the University Community and to acquaint the student with the business environment as an integral part of educational development.

MG 301 Management and Organization Behavior (3). Effective management is a key success factor in commerce. This course focuses on the principles of managing both organizations and employees in today's global environment. Course topics range from planning for effectiveness to the implementation of the plans, and include: organization goals, organization structure, motivation, leadership, communication, group dynamics, ethics, and managing change.

MG 302 Production and Operations Management I (3). Almost all business firms perform two basic business functions: production and marketing. This course deals with the concepts, analytical tools, and the techniques used in controlling the production of both goods and services. It includes the efficient use of resources. These are essential concepts and techniques for all managers to master. Prerequisite: Junior Standing; Math 113; MG 301.

MG 303 Management of Service Organizations (3). Decision making in service operations such as health care and delivery, food/restaurant, hotel/motel, banking and finance, transportation, leisure, and government. Both conceptual framework and application of management techniques to problems peculiar to service organizations. Prerequisite: MG 301.

MG 304 Management Science I (3). Fundamentals of management science. Theory and application of mathematical, statistical, and operations research techniques to problems in industry, business, and government. Prerequisite: Math 113, QM 201, MG 301.

MG 320 Small Business Management (3). Managerial and business theory functions and processes applied to small business. Emphasis will be given to problems and practices peculiar to the establishment and operation of small business enterprises. Opportunities, hazards, strategies, and objectives will be analyzed from broad managerial and specific functional aspects. Case studies, research, selected presentation by small business owners and other teaching methodologies will be used. Prerequisites: Senior standing; completion of core junior level business courses; MG 301.

MG 324-325 Business Consulting and Entrepreneurship I and II (3,3). Opportunities for consulting with small business or generating prospects and plans for new enterprises. Provides experience that extends and solidifies what is learned in the classroom and allows students trial and error experiences in a relatively protected environment. Lectures and discussion, but emphasis on problem solution by the student. Prerequisite: Approval of instructor, MG 301, MG 320. (MG 324 is prerequisite to MG 325).

MG 402 Production and Operation Management II (3). Continuation of MG 302. Indepth study of operations and production problems and application of selected decision making tools and techniques used in the production of goods and services. Included will be a computer based management decision game. Prerequisites: MG 301, MG 302.

MG 403 Human Resources Management (3). An essential part of all management positions involves the personnel functions. This course is an analysis of the policies, procedures, practices, and regulations relevant to attracting, retaining, and directing a competent work force. Topics include employee recruitment and selection, job analysis, training and development, compensation and benefits, performance appraisal, and labor relations. Special attention will be paid to the relevant federal laws and regulations. Prerequisite: MG 301

MG 404 Organization Theory (3). Theoretical foundations for the study and analysis of organizations including theory development and important research findings. Examines aspects of various systems and behavior. Emphasis will be on the dynamics, efficiency and effectiveness of organizational systems. Prerequisite: MG 301.

MG 405 Leadership and Organization Behavior (3). This course translates Organization Behavior theories into the leadership skills required for managers in contemporary, global, organizations. Application of techniques and research in order to increase human productivity and individual and group effectiveness is the primary focus. Prerequisite: MG 301.

MG 406 Special Topics in Management (3). Research into selected areas of management. Prerequisite: Approval of the instructor.

MG 407 Industrial Relations (3). Labor relations, federal legislation, and the collective bargaining process; case studies and arbitration cases in public and private sectors; impact of collective bargaining on the economy, union-management problems and opportunities in both the public and private sector.

MG 409 Human Resource Planning and Evaluation (Manpower Management Practices) (3). Forecasting future human resource needs based on organizational strategies and personal objectives. Performing management and other job audits to assess strengths and weaknesses of organizational posture formulating and administering basic policies in human resources management and development; development of comprehensive administrative processes, decision making systems, and evaluation processes. Prerequisite: MG 403.

MG 410 Compensation Administration (3). Research, review, and application of job evaluation and other methodologies as a basis for establishing and controlling personnel, equitable wage, salary, and benefit programs. Included will be a review of relevant theories, methods, and practices; case analysis; review of current and pending legislation and projection of future compensation plans. Prerequisite: MG 301, MG 403.

MG 411 Operative Supervision (3). Operation (goods and services supervision with emphasis on objectives, planning, organizing, scheduling, directing, and controlling work operations. Learning theory, employee development and training, use of resources, methods performance measurement, evaluation, and human problems will be stressed. Prerequisite: MG 301.

MG 412 International Business Management. (3). Analysis of managerial and business theory functions and processes practiced by multinational firms. A study of the products and services, strategies, objectives, policies and organizational structures of enterprises operating in various social, economical, political, and cultural environments. Cases, research, and other teaching methodologies will be employed. Prerequisites: Senior Standing; MG 301

MG 413 Operations Planning and Control (3). Analysis of operations control with application of mathematical and statistical techniques. Topics include techniques of long and short term forecasting; material and capacity requirements; planning, integration of scheduling and operations flows into the total operation functions. Included also will be a review and analysis of key supporting functions. Prerequisite: MG 302.

MG 417 Seminar-Management Innovations (3). Research and review of key creative managerial innovations that revitalized dying enterprises, created new enterprises, greatly enhanced products, service, contribution, profitability growth, and such for national, foreign, or multinational organizations. Attempts will be made to identify and assign innovative and creative action needed for specific problem areas. Prerequisite: Senior standing.

MG 419 Collective Bargaining (3). Analysis of collective bargaining processes, procedures, legislation in private and public sector organizations. Review of current and future implications for management. (Same as EC 442) Prerequisite: EC 212.

MG 450 Business Strategy and Policy (3). This course integrates the student's knowledge of business functional area disciplines into analysis and solution of managerial and business problems. Corporate strategies, objectives, policies, ethical dilemmas, business problems, functional areas and managerial decision making are examined utilizing case studies. Particular emphasis is placed on operating in a global business environment. Prerequisites: Completed all other core business courses; conducted Senior Transcript Review; and completed 110 degree hours.

MG 480 Internship (3-6). Supervised and approved program and learning experiences undertaken by students in governmental, business, or industry setting. Formal proposals, project objective, or learning plans must be reviewed and approved, by faculty. Student activity and progress must be monitored, evaluated and graded by an assigned full-time faculty. Prerequisites: Consent of Department Head and full admission to the Upper Division.

MG 499 Independent Study in Business (1-3). This course allows outstanding students to investigate, in depth, approved business topics of the students' choice. Studies will be coordinated by a senior member of the departmental faculty. Prerequisite: Approval by Department Head before registering.

MANAGEMENT INFORMATION SYSTEMS (MIS)

MIS 215 Microcomputer Applications (3). Provides an introduction to microcomputer operating systems, word processing, as well as business application software. The course provides the background necessary to design and develop computer-based solutions to business problems using microcomputer spreadsheets, databases, and graphic packages. Prerequisite: Math 111

MIS 315 Business Application Development (3). Provides an introduction to programming in business environment. Emphasis is on structured design, development, testing implementation, and documentation. Prerequisite: MIS 215.

MIS 316 Advanced Application Development (3). Provides for development of programs and system of program utilizing sequential, indexed sequential and random access file structures and processing techniques. Prerequisite: MIS 315.

MIS 323 Management Information Systems (3). Covers the fundamental principles and issues of managing information technology as a corporate resource. The primary purpose is to provide an awareness of the future role of information technology in business organizations. Major concepts, developments and managerial implications involved in computer hardware, software, communications, and other computer-based information systems will be discussed using specific business case examples. The challenges and methods of managing information systems, technologies, and resources from a socio-technical approach will provide the conceptual framework for the course. Prerequisite: MIS 215.

MIS 415 Data Base Systems (3). Study of data concepts, planning, data base management, database design and current trends and commercial products. Students will develop a single-user database system. Prerequisite: MIS 323, MIS 315.

MIS 423 Planning Design and Implementation (3). Use of information systems techniques to solve managerial and organizational problems of limited complexity. Includes solving formal analytic problems, the role of CASE tools in implementing solutions using IS techniques. Prerequisite: MIS 315 and MIS 323.

MIS 424 End User Computing Management (3). Develops an appreciation for the complexities(both technical and human factors) involved in planning end-user support and office information systems. Emerging hardware and software technologies are evaluated with emphasis given to strategies for deploying the technology into various aspects of work. Prerequisite: MIS 323, knowledge of PC applications.

MIS 425 Group Decision Support Systems (3). Design and use of group decision support systems (GDSS) to support management decision making in complex environments. Topics include examples of decision support situations, criteria for success and failure and implementation issues. Various collaborative technologies are explored. Prerequisite: MIS 323.

MIS 426 Training Strategies for MIS Professionals (3). Designed to provide MIS undergraduates exposure to training and development theory as it relates to the adult learner. The role of the technical trainer in providing information systems concepts will be investigated. Needs analysis and methods for developing appropriate training as a practitioner are investigated. Prerequisite: MIS 323, knowledge of PC applications.

MIS 430 Business Telecommunications (3). Provides a broad overview of the telecommunications field as well as the implications for business and industry. Prerequisite: MIS 323

MIS 436 PC Network Systems (3). Principles and specific implementation of local area network system including predominant networking products methodologies. Communication between networks. Includes laboratory exercises. Prerequisites: MIS 323, knowledge of PC applications

MIS 480 Internship (3). Designed to provide MIS students (who have not had appropriate full-time employment) the opportunity to obtain supervised information systems related work experience. Theory and reading assignments complement work experience. Student activity and progress must be monitored, evaluated, and graded by an assigned full-time MIS faculty member. Prerequisites: Consent of Department Head and Full admission to the Upper Division.

MIS 481 Seminar in Information Systems (3). Provides an in-depth study of current MIS Topics. Extensive readings/research on current information system developments are reviewed. Topics vary from semester to semester and may repeat on a two-year cycle. Prerequisites: Consent of Instructor, Senior Standing.

MIS 490 Practicum (3). Provides the senior MIS student an opportunity to assist with planning and implementation of microcomputing in an approved on-campus site. Enrollees will perform trainer/consultant duties. Students will meet periodically with the instructor to discuss problems and issues relevant to the area of end user computing. Prerequisite: Consent of Instructor, Senior Standing.

MIS 499 Independent Study in MIS (3). Provides the outstanding student the opportunity to investigate in-depth, approved information systems topics. Individual studies will be coordinated by a senior member of the departmental faculty. Prerequisite: Permission of the Department Head.

MARKETING (MK)

MK 301 Basic Marketing (3). The profitable satisfaction of customer needs through product, distribution, promotion, and price within the contexts of the organization, competition, the economy, regulation, culture/society, and technology. Prerequisite: Junior standing and EC 212

MK 320 Sales Management (3). The nature of the selling function and its relationship to the marketing strategy. Also, the management of sales including organization, selection, training, evaluation and supervision. Prerequisite: MK 301.

MK 330 Applied Marketing Research (3). Modern research methodology applied to marketing problems/opportunities with the goal of supplying relevant information for better marketing decisions. The entire research process is studied with an application emphasis. Prerequisite: MK 301

MK 340 Environmental Issues in Marketing (3). Ethical, legal, and human relations dimensions of the business and non-profit environment. Prerequisite: MK 301

MK 405 Consumer Behavior (3). The social, psychological, and decisional processes influencing purchasing by final consumers. The emphasis is upon marketing management applications. Prerequisite: MK 301.

MK 410 Organizational Marketing Management (3). Roles, relationships and structures of organizational buying and selling are studied with particular emphasis on the economic and social influences. Managing the marketing and channel structures is a major theme. Prerequisite: MK 301.

MK 415 Advertising Fundamentals (3). The role of advertising in the economy and its use in the firm's marketing mix. The need to research, plan, create, and execute as well as media, and agency decisions are a few of the major topics covered. Prerequisite: MK 301.

MK 420 Retail & Organizational Purchasing (3). The strategies and practices involved in buying for resale, use, and conversion within various types of organizations: retail, wholesale, manufacturing, producer, government and nonprofit. Prerequisite: MK 301.

MK 425 Retailing Management (3). The structure, environment, and management of retailing in its functional context. Target marketing, merchandising, finance, location, store operation, promotion, pricing, and accounting are studied. Prerequisite: MK 301.

MK 435 International Marketing (3). Global trade and consumption patterns; alternative methods for international exchange; managerial and marketing issues raised by the inclusion of multiple social, cultural, and political structures in the marketing environment. Prerequisite: MK 301.

MK 450 Marketing in Nonbusiness Organizations (3). The special requirements and demands on nonprofit organizations and the role and contribution of marketing in achieving organizational objectives. Healthcare agencies, community service organizations, and the arts are the focus of attention. Prerequisite: MK 301.

MK 455 Marketing Strategy (3). Capstone course in Marketing (to be taken near graduation). Emphasizes strategic planning and operations. A major project as well as readings and case studies is required. Prerequisite: 9 hours in Marketing or permission of professor.

OFFICE MANAGEMENT (OM)

OM 115 Basic Business Communication (3). A thorough review of grammar, sentence and paragraph construction, punctuation and writing techniques. Exposure to business terminology and written documents. Work is individually critiqued and suggestions made by instructor for improving students' writing style and skills.

OM 121 Keyboarding for Data Entry/Beginning Typewriting (1-3). This course provides touch mastery of the keyboard for individuals who need proficiency in entering and retrieving data from computers. It also develops basic skills in the preparation of typewritten documents. Instruction may be on personal computers

OM 122 Intermediate Typewriting (3). The development of employable skills in the preparation of letters, manuscripts, tables and other typewritten documents. Development of typing speed and accuracy. Prerequisites: Thorough knowledge of the keyboard and ability to type a minimum of 25 words a minute. Instruction may be on personal computers.

OM 207-208 Beginning and Intermediate Shorthand (3-3). Development of an understanding of the basic principles of shorthand and the ability to apply these principles to an extensive shorthand writing vocabulary and acquirement of basic transcription skills. The Gregg system is taught.

OM 215 Microcomputers for Administrative Support (3). Designed to develop skill in the use of microcomputer for various state-of-the-art word and data processing operations. Emphasizes both business and personal applications. Programs included will vary as technology changes.

OM 221 Production Typewriting (3). Sustained production of professional business papers and communications using simulated office materials; and the development of higher typewriting speeds. Prerequisite: OM 122.

OM 222 Word Processing Concepts and Applications (3). A comprehensive overview of word processing-its concepts, language, equipment, and procedures. The course includes a review of business language skills, refines keyboarding skills and develops operational techniques on selected word processing units. Prerequisite: OM 122 or ability to type 40 words a minute.

OM 223 Advanced Word Processing and Machine Transcription (3). This course emphasizes advanced operating skill on text editing and transcribing equipment. Rapid performance and management of work in a modern office environment or word processing center processing simulation projects used. Prerequisite OM 222.

OM 307 Advanced Transcription Techniques (3). Development of sustained production of mailable transcripts; development of skills for transcription of legal, medical, and technical materials.

OM 330-331 Executive Office Procedures and Systems (3-3). An integrated sequence emphasizing scientific development, analysis, and control of business information systems; routines for handling correspondence, internal and external communications, office machines, reprographics, records management, and word processing.

OM 340 Computer Processed Communications and Reports (3). Designed to develop skill in preparation of computer processed reports, manuscripts, correspondence, and other documents. The course emphasizes use of the computer as a tool for drafting composing, and generating finished copies. Instruction includes planning, format, and presentation.

OM 430 Administrative Office Management (3). Systems, methods, and procedures for efficient office management.

OM 460 Seminar in Administrative Communication (3). The development of skill in researching and preparing specialized communications such as training manuals, policy manuals, proposals for funding, assessment reports, and related documents. Instruction includes evaluative analysis of materials currently used by selected companies and organizations.

OM 441-442 Office Internship (3-3). Designed to provide opportunity for full-time supervised work experience for students who have not had appropriate full-time employment. Student may enroll for three or six hours credit. Theory and reading assignments complement work experience. Evaluation by University and work supervisors required at the end of course. Prerequisite: Consent of advisor.

QUANTITATIVE METHODS (QM)

QM 201 Introduction to Statistical Analysis I (3). Elementary statistical techniques with emphasis on applications to business problems. Topics covered include: descriptive statistics, probability, random variation, probability distributions, and statistical inference. Prerequisite: Math 111.

QM 302 Introduction to Statistical Analysis II (3). A continuation of QM 201. Topics covered include linear regression and correlation: multiple regression, the analysis of variance, elements of time series analysis, forecasting models, and survey sampling. Prerequisite: QM 201.

QM 300 Introduction of Quantitative Methods. (3). An introduction to quantitative methods of the management scientist with applications to economic and industrial problems. The course is designed to introduce the student to the use of mathematics, statistics, economics, and accounting as tools in management decision making. Prerequisite: QM 302 and EC 212. (Same as Management 304).

QM 402 Special Topics in Statistics (3). Approval of instructor required.

REAL ESTATE AND URBAN DEVELOPMENT (RE)

RE 313 Principles of Real Estate and Urban Development (3). Introduction to the social, economic, financial, ad legal systems and processes involved in the development and use of real property. A survey of Real Estate Brokerage, Finance, Appraisal, Management, Law, Investment Principles. Prerequisite: Junior Standing.

RE 320 Urban Land Resource Analysis (3). A survey of the changing patterns of urban development and processes of urban growth. An examination of the structure of the real estate market, characteristics of land resources, location and analysis, and the importance of urban land economics in public and private land use decisions. Prerequisite: RE 313.

RE 330 Real Estate Finance (3). A study of institutional and government funds for financing real estate transactions. Legal instruments of finance, flow of mortgage funds into local markets, and financial packaging of real estate transactions. Prerequisite: RE 313.

RE 340 Real Estate Law (3). A survey of the legal environment of real estate. Emphasis on real property law, contract law, law of agency,brokerage, license law, and mortgage law. Prerequisite: RE 313.

RE 350 Real Estate Appraisals (3). Economics theories of value applied to real estate; valuation methods, analysis of evidences of values; appraising residential properties. Prerequisite: RE 313.

RE 410 Urban Planning and Public Policy (3). Processes of and use regulations including the organization of public planning, planning methodology, zoning, subdivision regulations, and other governmental impacts on real estate. Prerequisite: RE 313.

RE 420 Development of Residential and Commercial Real Estate (3). The processing of developing single-family subdivisions, multi-family housing projects, office buildings, shopping centers, recreational facilities and industrial parks. Included are market analysis, legal constraints, site selection, financial analysis, design and construction procedures, marketing methods, and case studies. Prerequisites: 9 hours of Real Estate or consent of instructor; RE 313 and 330.

RE 430 Income Property Appraisal (3). Financial theories and methodologies used in estimating the value of income producing properties, i.e., apartments, office buildings, and shopping centers. Prerequisite: RE 313.

RE 440 Real Estate Investment Analysis (3). Analysis of real estate equity, and ownership, including sole proprietorship, partnership, limited partnership, real estate investment trusts, sub-chapter S and public real estate securities. Computer-assisted analysis of federal income taxation on investment, development, equity yields and risks. Prerequisites: 6 hours of Finance, Economics, Accounting; consent of instructor, and 9 hours of Real Estate.

RE 449 Independent Study in Business (3). This course allows the outstanding student to investigate, in depth, approved business topics of the student's choice. Individual studies will be coordinated by a senior member of the departmental faculty. Prerequisite: Permission of the Department Head.

THE COLLEGE OF EDUCATION

Franklin B. Jones, Ed.D., Interim Dean
R. E. Clay Education Building

GENERAL INFORMATION

Mission Statement

The College of Education is a professional school consisting of a community of scholars, both faculty and students, engaged in a common pursuit of knowledge. Our mission is to be facilitators of learning: to prepare competent and caring professional with a multicultural perspective. Aware that education and learning are life-long experiences, the College addresses the needs and demands of a changing clientele and society. Teaching, research (both basic and applied), and service are all part of our function. Among our objectives are the following:

1. To prepare elementary, secondary, and special education teachers; counselors; supervisors; administrators; school psychologists; counseling psychologists; and recreation workers.
2. To provide opportunities for students to pursue research and its uses in solving the problems of education.
3. To assist graduates in finding teaching and other positions after they have had experience in their profession.
4. To provide student with opportunities for knowledge and understanding of the multicultural society in which they live and their relation to and responsibility in such a society.
5. To provide a sound program of guidance and to work cooperatively with other departments and schools of the university in implementing the program.
6. To offer basic and advanced courses, laboratory and other experiences designed to give students a knowledge and understanding of the data, theories and methods of psychology.

The professional education component provided by the College of Education is designed to develop the competencies necessary for beginning teachers, which are:

1. To develop knowledge and understanding of the principles and processes of human growth, development and learning, and the practical application of this knowledge to teaching all children.
2. To develop an understanding of instructional methods, materials and media as they apply to facilitating learning in the student's field of specialization.
3. To utilize materials, methods, and resources in order to plan and teach effectively and to work ethically and constructively with pupils, teachers, administrators and parents.
4. To develop an understanding of the historical, philosophical and social foundations underlying the development and practices of public education of this country.
5. To develop an understanding of purposes, organization, administration and operation of the total educational program of the school.
6. To develop an understanding of the total instructional process through planned field based experiences which involve direct observation and participation in teaching under supervision.
7. To develop instructional skills and strategies through a wide range of laboratory, clinical and student teaching experience.
8. To provide experiences designed to enable the student to utilize and apply psychological data and evaluation procedures in measuring the progress of students.
9. To integrate current research of effective teaching and schooling into curricular offerings so that graduates will be on the cutting edge of professional knowledge and practice.

Basic goals of the College of Education regarding multicultural education may be summarized as follows:

1. Involve learners in experiences that will allow them to examine their own cultures.
2. Expose learners to diversity through experiences, literature and discussion.
3. Encourage the development of positive and supportive attitudes about ethic/cultural diversity.
4. Involve learners in situations that will provide opportunities for direct contact with individuals who differ from them.
5. Provide instruction in the design, implementations, and evaluation of educational materials which are appropriate for multicultural settings.
6. Guide learners in the development of teaching strategies that consider multicultural perspectives.
7. Maintain a diverse faculty as well as a diverse student body.

Accreditation

Teacher preparation programs for undergraduate and graduate programs (through the Specialist in Education degree) for the preparation of teachers and related professionals are candidates for accreditation by the National Council for Accreditation of Teacher Education. The College of Education also holds membership in the American Association of Colleges for Teacher Education, the Association of Colleges and Schools of Education in State Universities and Land Grant Colleges and Affiliated Private Universities, and the Tennessee Association of Colleges for Teacher Education.

Public Services

Throughout the year the College of Education receives requests for services from local, county, and state agencies. In an effort to meet those requests, the following services are provided: (1) cooperation with the state in-service program in conducting short courses and summer work-conferences, (2) consultative services on local problems to school personnel through the State by university staff members, (3) development and distribution of material to school personnel, and (4) cooperation with the State Department of Education in the administration of the State-wide Testing Program and Goals 2000 Program.

Office of Student Services and Teacher Education

The College of Education also provides pre-service field experiences in order to afford opportunities for students to correlate theoretical information with real life situations through observations, one to one and small group participation; and finally, student teaching. The Office of Student Services and Teacher Education accepts placement requests for these field based activities from teacher education faculty and students for the purpose of making appropriate placements. Upon approval of each request, including applications for student teaching, these data are submitted to the Office of Pre-Service Education of the Metropolitan Nashville Public School System for further processing and final placement.

Curriculum Laboratory

The Curriculum Laboratory is a center for instructional materials in teacher education. It is designed for students and teachers in the professional core courses in education, the specialized professional courses, student teaching and the required activities related to student teaching. The laboratory is located in the Clay Hall Education Building.

Center for Minority Teacher Education Affairs

The Center was established to provide leadership in the University's effort to assist the state of Tennessee to increase the supply of minority teachers. The Center coordinates this effort with other institutions, public schools, state agencies, businesses, and community groups. In addition, it serves as a clearinghouse and repository for recruitment efforts, student organizations (i.e., the STEA) and directs and manages funding opportunities for minorities entering the teaching profession.

The Minority Teacher Education project, the Minority Teacher Education Fellowship Program, and the newly funded Tennessee Teacher Corps Program are directed through the Center.

Professional Education Council

The Professional Education Council is the coordinating body for the Teacher Education Program. Its principal objectives are:

1. To help provide and perpetuate an instructional climate favorable to healthy growth of the Teacher Education Program.
2. To develop and administer policies which will ensure that competent candidates with professional promise are prepared and recommended for entry into the teacher profession.

The Council develops policies relating to admission, retention, counseling, records, curricula and standards for completion of a program in Teacher Education.

The Council is composed of the following appointed members:

1. Dean of the College of Education, Chairperson
2. Director of Student Services and Teacher Education
3. Dean of the Graduate School
4. One member from the Department of Speech Pathology and Audiology
5. One member from the College of Business
6. One member from the School of Agriculture and Home Economics
7. Six members from the College of Arts and Sciences, one from Social Studies, one from Languages, Literature and Philosophy, one from Sciences, one from the Arts, and the Elementary Education advisor
8. One member from the College of Education representing the off-campus programs
9. Four members from the College of Education, one each from Health, Physical Education and Recreation, Educational Administration, Teaching and Learning and Psychology
10. Four practitioners (two principals and two teachers)
11. Two students (one each graduate and undergraduate)
12. Two representatives of the community

College of Education Organization

The College of Education is composed of four (4) departments as follows: The Department of Educational Administration, the Department of Health, Physical Education and Recreation, the Department of Psychology, and the Department of Teaching and Learning. The College of Education has established, through cooperative agreements, student teaching centers in the school system of Metropolitan-Nashville, Davidson County. Other school systems in Tennessee also assist with the student teaching program.

General Information On The Teacher Education Program

The Office of Student Services and Teacher Education approves all students who apply for candidacy to the Teacher Education Program and secures a record of each applicant showing that the applicant has met standards for candidacy to Teacher Education. The Director informs the departmental representative for each Teacher Education curriculum concerning the students approved for the program.

The departmental Teacher Education representatives inform the Director of the Office of Student Services and Teacher Education through their respective Deans of those students in their departments who are maintaining the Teacher Education Program's retention standards. S/he will notify the students who are not meeting the retention requirements that they have one semester to remove their deficiencies. Students who do not remove their deficiencies and meet the retention standards during the semester of probation are subject to be dropped from the Teacher Education Program.

Teacher Education Admission and Retention Requirements

ADMISSION

1. Each student who desires to be a candidate for admission to the Teacher Education Program will make application to the Director of Student Services and Teacher Education in the second semester of the sophomore year.
2. Each student will submit documentation that s/he has:
   a. completed at least 50 semester hours of course work, including: 1) ENG 101, 102, 2) PSY 242, 3) EDCI 201 and 4) an appropriate sequence of freshman mathematics and freshman science;
   b. earned a grade of "C" or better in each of the following courses: ENG 101, 102, PSY 242, EDCI 201;
   c. maintain a "C" average in all freshman level mathematics and sciences courses;
   d. earned a 2.50 GPA on a 4 point scale over all previous college work.

3. Each student will provide official records that indicate s/he has:
   a. performed satisfactorily on the speech screening test;
   b. earned acceptable scores on the Pre-Professional Skills Test (P-PST), PRAXIS ACT composite, Enhanced ACT or combined SAT; students who fail the P-PST after having taken it twice and are within two (2) points of the required score may appeal to the Director of Student Services and Teacher Education;
   c. earned acceptable scores on the NTE Communication Skills (CS) and General Knowledge (GK) Core Battery Tests;
   d. received from University professors three positive recommendations on the Behavioral Rating Scale;
   e. received a positive recommendation from her/his interviewing committee.

Students who have not been admitted to the Teacher Education Program and students who do not have a permanent or a provisional certificate will not be permitted to enroll in the following courses without special permission from the Director of Student Services and Teacher Education: EDCI 301, EDCI 387, EDRD 491, EDSE 333, PSY 312 and all methods courses.

RETENTION

To remain in the Teacher Education Program, the student must:

1. maintain a cumulative GPA if 2.50 or above;
2. continue to exhibit personal, social and emotional characteristics essential to becoming an effective educator;
3. meet all criteria for admission to student teaching at the appropriate time.

Admission To Student Teaching

As a part of the University's retention requirements in the Teacher Education Program, each student must be formally admitted to student teaching. Thus, each student must:

1. meet all Teacher Education requirements to date;
2. apply for student teaching through the Teacher Education curricular head to the Director of Student Services and Teacher Education in the first semester of the senior year;
3. maintain a cumulative GPA of 2.50 or better;
4. exhibit personal, social and emotional characteristics essential to becoming an effective educator;
5. complete the prescribed prerequisite professional education courses and three-fourths (3/4) of the prescribed courses in one's major area of specialization with a grade of "C" or better in all methods courses;
6. supply documentation that a physician certifies that one is free from communicable diseases.

All students are limited to a maximum of fifteen (15) semester hours, twelve (12) in student teaching and three (3) in educational seminar during the semester in which they do student teaching. Dual placement will be apart of the fifteen week student teaching experience. Students who are awarded a grade of "C" or "D" in student teaching may graduate from the University but will not be recommended for certification.

NOTE: A student must complete a minimum of six (6) approved semester hours at Tennessee State University prior to student teaching/practicum regardless of her/his previous studies. The Director of Student Services and Teacher Education must approve the courses of students affected by this policy.

Certification Recommendation Requirements

In order to be recommended for certification, the student must:

1. meet all teacher education requirements to date;
2. complete all graduation requirements;
3. earn a grade of "B" or better in student teaching;
4. maintain a cumulative GPA of 2.50 or above;
5. present acceptable score(s) on each test required in Tennessee-currently includes the NTE Core Battery Communication Skills (CS), General Knowledge (GK), Professional Knowledge (PK) as well as appropriate NTE Specialty Exam(s).

NOTE: A student who already holds a bachelor's degree and is seeking an institutional recommendation for certification in Tennessee must meet all institutional requirements for certification. Any student teaching/internship/practicum experience required for an institutional recommendation for certification/licensure by the Tennessee State Department of Education must be completed at Tennessee State University regardless of one's previous studies.

Department of Educational Administration

Paul F. Caraher, Ph.D., Head
103 Education Building (Clay Hall)

Faculty: J.E. Bertrand, R.L. Boone, E.M. Brier, P.F. Caraher, J.L. Cornelius, B. Crowell, F.B. Jones, P.H. Madden, J. Morris, B. Nye, A.A. Thompson.

The Department of Educational Administration offers instruction designed to prepare individuals for the principalship, supervisory positions and the superintendency. The programs sponsored by the department lead to a degree of Master of Arts in Education, Master of Education, or Doctor of Education. The department's courses, seminars, studies, and other programs are intended for graduate students. Interested students should see the Graduate Bulletin for more information.

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND RECREATION

Bernard G. Crowell, Ed.D, Interim Head
332 Gentry Complex

Faculty: J. Bass, H. Beamon, J. Carey, B. Crowell, H. Foreman, J. Gentry, J. Gilliam, J. James, R. Miller, E. Overall, F. Sawyer, C. Starks.

General Statement: The Department of Health, Physical Education and Recreation serves all students in the University. Departmental courses contribute to their health and organic vigor. Also, students are assisted in the development of desirable social, emotional, mental and physical habits that will improve their qualities as they pursue educational goals. Departmental course offerings provide opportunities of preparation for professional careers.

The departmental objectives are:

1. To provide instruction to all students and/or develop appreciation for a variety of physical activities for a two-fold purpose: (a) development of physical skills and achievement of a balance in the demands of college life, (b) knowledge and appreciation of leisure time activities for immediate and later use.
2. To provide health instruction to all students so that they may be knowledgeable as health consumers and improve their quality of life.
3. To prepare prospective teachers in the area of health instruction and physical education in addition to preparing the physical education professional with the necessary skills for athletic coaching responsibilities.
4. To prepare recreation specialists for positions as leaders and/or directors in public and/or private agencies.
5. To prepare physical educators in non-teacher certification areas such as sports management, sports communication, aquatics, and dance.
6. To provide recreation specialists that are qualified to assume administrative and supervisory positions in the field of professional recreation services. (See Graduate Bulletin).
7. To provide advanced studies in health and physical education to meet high standards in the teaching profession and advancement in the respective fields. (See Graduate Bulletin).
8. To provide leadership services to the University and the community in the areas of health instruction, physical education and recreation.

Degree Programs: The department offers four (4) undergraduate options leading to a Bachelor of Science degree and two (2) Master's degree options. (See Graduate Catalog).

Two undergraduate options meet certification requirements, Physical Education K-12, Health Instruction K-12. The other two undergraduate options (Without Certification) and Recreation and Physical Education Minor(s) required.

Departmental Requirements
For Bachelor of Science –
Health, Physical Education, and Recreation

General Education Requirements: ENG 101, 102, HIST 201, 202, BIO 101,102, MATH 111, MUS 131, ART 133, ENG 211, 212, PSY 242, HEA 151, PISI 221, CS 121, HPER 101, PE 11, PE 12, PE 15-53 (3 HRS), PE 222A OR B, PE 227, HEA 306, HEA 300-400 (PE ONLY), PE 310 (PE ONLY).

Major Core: (Physical Education, K-12 Option) A minimum of 40 semester hours including PE 301, 302, 310, 312, 313, 314, 315, 331, 334, 335, 420-426, HPER 304, 402, 403, 450, REC 303.

Major Core: (Health Instruction, K-12 Option) A minimum of 40 semester hours including HEA 300, 303, 305, 307, 371H, 409, HPER 304, 402, 403, 450, PE 312, 313, 314, 331.

Major Core: (Physical Education, Non-Certification Option) A minimum of 40 semester hours including PE 202, 312, 313, 314, 331, 332, 334, 420-426, HEA 303, 305, 306, HPER 304, 402, 450, REC 303.

Major Core: (Recreation Option) A minimum of 53 semester hours including PE 203-214, 308, 310, 312, 313, 314, 315, 332, 434, HEA 306, HPER 402, 403, 450, REC 302, 303, 353, 473, 481.

Departmental Requirements
For Minor in –
Health, Physical Education, and Recreation

Minor Requirements: (Physical Education): A minimum of 20 hours including: HPER 101, HEA 306, PE 222A or 222B or 227 or 326, 201-214, 331, 334, 403.

Minor Requirements: (Health Instruction): A minimum of 22 hours including: HPER 101, HEA 300, 303, 305, 306, 307, 409, PE 312.

Minor Requirements: (Recreation): A minimum of 19 hours including: HPER 101, PE 201-227, 310, or HPER 403, 434, REC 303, 353, ART 300-400.

Minor Requirements: (Aquatics): A minimum of 22 hours including: PE 12, 202, 312, 313, 332, 336, 436, HEA 306, REC 303.

Minor Requirements: (Dance): A minimum of 20 hours including: HPER 101, PE 15 or 26 or 46, 222A or 222B, 312, 326, 326A, 326B, 326C, ELECTIVES-PE 227 or 323 or THEA 402.

Suggested Four Year Plan:

Bachelor of Science in Health, Physical Education and Recreation Physical Education (K-12 Option)

FRESHMAN YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
ENG 101	3	ENG 102	3
HIST 201	3	HIST 202	3
MATH 111	3	PISI 221	3
HPER 101	2	HEA 151	3
ART 133	2	MUS 131	2
PE 11	1	PE 12	1
PE 15-53	1	PE 15-53	1
		CS 121	3
	16		19

SOPHOMORE YEAR

BIO 101, 102L	3	BIO 102, 102L	3
ENG 211	3	ENG 212	3
EDCI 201	3	PSY 242	3
PE 222A OR B	2	PE 227	2
HEA 306	3	PE 301	2
PE 302	2	PE 335	2
PE 315	2	REC 303	2
	18		17

JUNIOR YEAR

PE 312	3	PE 313	3
PE 310	2	PE 420-426	2
HPER 402	3	HPER 403	3
HPER 304	2	PE 334	3
EDCI 301	3	PE 331	3
EDCI 419	3	EDCI 387	3
EDCI 400	2		
	18		17

SENIOR YEAR

PE 314	3	PE 472 E&S	12
HPER 450	3	PE 470	3
PE 371	3		
HEA ELECTIVE	3		
EDSE 333	3		
EDRD 491	3		
	18		15

NOTE: All students should develop a 2nd teaching field.

Bachelor of Science in Health, Physical Education, and Recreation Health Instruction (K-12 Option)

FRESHMAN YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
ENG 101	3	ENG 102	3
HIST 201	3	HIST 202	3
MATH 111	3	PISI 221	3
HPER 101	2	HEA 151	3
ART 133	2	MUS 131	2
PE 11	1	PE 12	1
PE 15-53	1	PE 15-53	1
PE 15-53	1	CS 121	3
	16		19

SOPHOMORE YEAR

BIO 101, 101L	3	BIO 102, 102L	3
ENG 211	3	ENG 212	3
EDCI 201	3	PSY 242	3
PE 222A or B	2	PE 227	2
HEA 306	3	PE 312	3
HPER 304	2	HEA 305	2
PE 310	2	REC 303	2
	18		18

JUNIOR YEAR

HEA 300	3	PE 331	3
HEA 303	3	HPER 403	3
PE 313	3	EDCI 387	3
PE 314	3	PE 334	3
HEA 409	3	HEA 307	3
EDCI 301	3	EDSE 333	3
	18		18

SENIOR YEAR

HPER 402	3	HEA 472E&S	12
HPER 450	3	HEA 470	3
HEA 371H	3		
EDRD 491	3		
EDCI 419	3		
EDCI 400	2		
	17		15

NOTE: All students should develop a 2nd teaching field.

Bachelor of Science in Health, Physical Education, and Recreation Physical Education (Non-Certification Option)

FRESHMAN YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
ENG 101	3	ENG 102	3
HIST 201	3	HIST 202	3
MATH 111	3	MATH 112	3
HPER 101	2	PE 12	1
ART 133	2	MUS 131	2
PE 11	1	PISI 221	3
PE 15-53	1	CS 121	3
ORIENTATION 101	1		
	16		18

SOPHOMORE YEAR

ENG 211	3	ENG 212	3
ZOO 201	4	ZOO 202	4
HEA 305	2	PSY 201	3
PE 15-53	1	PE 222A or B	2
HPER 304	2	THEA 120	2
HEA 151	3	MINOR ELEC 300-400.	3
MINOR ELEC 200-300	3	PE 202	1
	18		18

JUNIOR YEAR

PE 312	3	PE 313	3
HEA 303	3	PE 334	3
HEA 306	3	PE 332	2
PE 227	2	PSY 300-400	3
PE 420-426	2	PE 420-426	2
HPER ELEC 300-400	2	MINOR ELEC 300-400	3
MINOR ELEC 300-400	3		
	18		16

SENIOR YEAR

PE 314	3	PE 331	3
HPER 450	3	REC 303	2
HPER 402	3	SOC 300-400	3
SOC 300-400	3	HPER ELEC 300-400	4
HPER ELEC 300-400	3	MINOR ELEC 300-400	3
MINOR ELEC 300-400	3		
	18		15

NOTE: This option requires an 18 hour minor for graduation.

Bachelor of Science in Health, Physical Eduction and Recreation (Recreation Option)

FRESHMAN YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
ENG 101	3	ENG 102	3
HIST 201	3	HIST 202	3
HPER 101	2	HEA 151	3
BIO 101	3	BIO 102	3
MUS 131	2	ART 133	2
PE 11	1	PE 12	1
PE 15-53	1	PE 15-53	1
ORIENTATION 101	1	CS 121	3
	16		19

SOPHOMORE YEAR

ENG 211	3	ENG 212	3
MATH 111	3	PISI 221	3
PSY 201	3	PSY 301	3
SPCH 220	3	PE 222B	2
PE 203-214	1	PE 203-214	1
PE 203-214	1	ART 200-300	3
PE 202	1	PE 332	2
PE 222A	2		
	17		17

JUNIOR YEAR

HEA ELEC 300-400	3	HEA 306	3
PE 310	2	PE 313	3
PE 312	3	ART/IND.ART 300-400	3
PSY 242	3	REC 302	2
PE 314	3	REC 303	2
MUS 301	3	REC 353	2
PE 203-214	1	THEA 300-400	3
	18		18

SENIOR YEAR

HPER 402	3	REC 473	9
SOC 300-400	3	HPER 403	3
HPER 450	3	PE 434	2
PE 315	2	REC 481	2
ELECTIVE 300-400	2	A-V ELECTIVE	2
ART 301	3		
PE 308	2		
	18		18

COURSE DESCRIPTIONS

HEALTH (HEA)

HEA 151 Health and Wellness (3). This course is concerned with placing emphasis on health through a consideration of various conditions which affect health. It includes a comprehensive coverage of important trends on major health areas such as communicable diseases, drugs, nutrition, and those involving the psychological or adjustive processes and those of a psychological or biological nature. A requirement for students fulfilling the core in general education.

HEA 300 The School Health Program (3). This course is designed to give a general knowledge of those procedures established to determine the health status of the child and to relate ways and means of enlisting the cooperation of pupils, teachers, parents, and others in health protection. Special emphasis is placed on the functions of all school personnel. Prerequisite: 151.

HEA 303 Environmental Sanitation (3). This course is concerned with placing emphasis on the expanding concept of community hygiene and sanitation in our society. It includes not only sanitation of food, water, waste disposal, material health and health industry, but drug abuse, pollution control and the utilization of citizens for total community participation.

HEA 305 Family Health (2). This course is designed to acquaint the student with the important individual, family, and community factors essential to healthful living. The significance of heredity, nutrition, and housing in effective family living is emphasized. Stress is placed upon the provision and use of health services for maternal and child care and for the prevention of illness. The mental, physical, and emotional aspects of family health are also considered.

HEA 306 First Aid and Cardio-Pulmonary Resuscitation (3). This course is designed for demonstration and practice of general first aid care for emergencies resulting from physical trauma or acute illness. Special attention is also given to preventing and administering to injuries. CPR is also offered in this course. Two Red Cross Certificates are awarded for successful completion of the course.

HEA 307 Health Instruction for the School (3). This course is designed to familiarize the students with the basic principles and concepts of constructing unit and lesson plans in health education, and utilizing materials and aids in grades K-12 from the conceptual approach to curriculum design.

HEA 371H Methods and Material of Health Education (3). This course is focused on the curriculum and content of health education program with consideration given to procedures, techniques and equipment used in teaching. Study, discussion, and experience in planning and conducting health lesson are provided. Field experience required. Prerequisites: Admission to Teacher Education Program.

HEA 409 Drug Education (3). This course is designed to present general and specific knowledge of the avoidance, use and abuse of substances. This course includes substance effects, dependance, habituation, addiction, abuse, classification of abused drugs, treatment of alcoholism and drug addiction.

HEA 470 Student Teaching Seminar (3). This course is designed to provide information on the basic course content of student teaching. The course will provide the students with opportunities to enhance their teaching experiences through a study of current issues and research. Class is taken concurrently with HEA 472.

HEA 472 Student Teaching in Health (K-12) (12). This course is designed to provide an opportunity for students to use methods, techniques and materials of instruction in health with a classroom setting. Prerequisites: specific courses as established for the program, plus at least a "C" in Methods.

HEALTH AND PHYSICAL EDUCATION (HPER)

HPER 101 Introduction to Health, Physical Education and Recreation (2). This course introduces freshmen to the field of health, physical education, and recreation. It includes information on effective academic performance, a review of objectives and concepts in HPER, opportunities in employment and preparation of professional personnel in the field. It is required of all HPER majors.

HPER 304 Elements of Safety (2). This course is designed to foster a safe environment through being aware of hazards, accidents and emergencies through the concepts of prevention, intervention, and maintenance of your surroundings.

HPER 340 Prevention and Care of Athletic Injuries (3). This course will introduce the student to the basic concepts of prevention of athletic injuries, injury recognition and assessment, and treatment procedures necessary for the management of athletic injuries. The laboratory sessions in this class will involve injury assessment procedures, preventive/supportive taping techniques, and various hands-on experiences related to the prevention and care of athletic injuries: Prerequisites: PE 312 (Anatomy and Physiology).

HPER 402 Administration of Health, Physical Education, Recreation, Athletics, and Intramurals (3). This course aims to provide instruction in organizational, administrative, supervisory, and leadership procedures utilized in HPER. Basic Skills and techniques required to prepare students to administer programs in schools, parks, health agencies, intramurals, and athletics are emphasized. It is required of all PE K-12 Licensure, Recreation, and Health K-12 Licensure majors.

HPER 403 Health, Physical Education and Recreation for the Handicapped (3). This course is designed to assist students in acquiring the necessary knowledge, skills and competencies to enable them to provide physical education programming for handicapped children in the least restrictive environment. Students are required to travel to off-campus sites for practicum experiences.

HPER 440 Advanced Assessment of Athletic Injuries (3). An advanced course designed to further develop knowledge and skills related to the recognition, assessment, treatment, and appropriate medical referral of athletic injuries to the upper and lower extremities, thorax, abdomen, head and neck, and genitalia. Assessment of common dermatoses and communicable disease will also be discussed. Activity sessions are designed to assist in the development of clinical skills necessary to accurately assess the above-mentioned pathologies. Prerequisites: HPER 340 (Prevention and Care of Athletic Injuries), HEA 306 (1st Aid and CPR).

HPER 450 Senior Project Writing (3). A course designed to instruct students in basic independent research skills. Students are to select an area of interest, select a method of investigation, gather and analyze data, and state conclusions based on the information obtained from the study in a written terminal project. It is required of all HPER majors.

PHYSICAL EDUCATION (PE)

Service Courses – This section contains required and elective physical education courses for the general student body.

PE 11 Physical Fitness Activities (1). A course designed so that students participate in exercises and various physical activities that can improve strength, flexibility and cardiovascular endurance. It is a required course for freshman students.

PE 12 Elementary Swimming (1). A course designed to make individuals reasonably safe, while in, on, or around water—a fitness component.

PE 15 Modern and Ballet Dance (1). An introduction to modern dance technique and ballet technique as well as elementary composition. The first half of the semester will be spent covering modern, the last half covering ballet. No prerequisites.

PE 16 Badminton (1). An elective course designed to teach the basic skills and strategies of badminton.

PE 17 Volleyball (1). An elective course designed to teach the basic skills, rules and regulations and strategies regarding power volleyball.

PE 18 Soccer (1). This course is designed to provide students a variety of drills, skills and rules to play the game of soccer or appreciate the sport as a spectator.

PE 20 Golf (1). This course is designed to teach elementary aspects of the game of golf. Special attention is placed on fundamentals and application of swing, strategies, rules, golf etiquette and other phases of golf.

PE 21 Bowling (1). A course to acquaint the student with the history, rules, courtesies and fundamental skills to play and appreciate bowling.

PE 24 Basketball (1). This course is to introduce each student to rules, regulations and basic skills necessary to participate in basketball and to improve understanding of basketball and team concept.

PE 25 Folk and Square Dance (1). This course is designed to acquaint the student with the basic skills and techniques of folk and square dancing. Emphasis is placed on the educational and recreational aspect of folk and square dance.

PE 26 Softball (1). This course is designed to teach the rules, strategies, fundamentals and other aspects of the game of softball.

PE 27 Tennis (1). This course is designed to teach students the basic skills, rules, strategies, court safety and etiquette as it applies to the game of tennis.

PE 28 Social Dance (1). An elective course exploring different types of social dance from an educational, recreational and sociological standpoint that can serve as a carry-over of values for all ages.

PE 29 Touch Football (1). An elective course presenting the modified form of football. Emphasis is on fundamental skills necessary for participation.

PE 30 Weight Training (1). A course designed to teach the rudiments of movement using weights. Emphasis is on muscular endurance, muscular tonicity, and muscular strength.

PE 31 Racquetball (1). This course is designed to give instruction in the basic techniques and skills of racquetball. Conditioning drills for agility, stamina, hand-to-eye coordination essential to all sports will be incorporated.

PE 32 Beginning Yoga (2). A course designed for instruction in the basic knowledge and skills with emphasis on yoga postures.

PE 33 Wrestling (1). This course is designed to teach the basic fundamentals and knowledge of freestyle and Greco-Roman wrestling, so that the students can appreciate the aesthetic values of this combative activity.

PE 34 Archery (1). A course designed to provide the student with a knowledge of and a practice in the basic skills of archery. Emphasis will be placed on rules, safety and proper equipment.

PE 36 Stunts and Tumbling (1). A course designed to teach the basic tumbling skills with emphasis on balance, rolls in sequence, rotations and a variety of movements unique to the student.

PE 43 Track and Field (1). This course is designed to introduce students to rules, regulations and basic techniques. Emphasis will be placed on various jumps, throwing events, stride techniques, relays, sprint and distance racing.

PE 44 Karate (1). An elective course that studies the basic movements of Oriental Martial Art. Theory and practice of the mental and physical discipline related to the activity. To be taught as a sport, and for self defense.

PE 46 Beginning Jazz and Tap Dance (1). A course designed to give the basic fundamental movements, steps and patterns of jazz and tap dance as well as incorporating the style and the history. No prerequisite.

PE 50 Scuba Diving (2). A course designed to teach safety, theory, and practice of scuba diving.

PE 53 Intermediate Yoga (2). A course designed for students with a foundation in basic yoga body work. Instructor's approval is required.

PE 91, 92, 93, 94 Adapted Physical Education (1 Ea.). Elective for those students who have conditions that require limited physical activity. **NOTE:** Students limited to taking 1 class per semester. Doctor's statement is required.

MAJOR COURSES

PE 201 Fundamentals and Techniques of Football (1). A course designed to develop student's ability to demonstrate the fundamental skills of football with proficiency as well as recognize problems related to the introduction and review of these skills in teaching situations.

PE 202 Theory of Aquatics (1). A course which develops proficiency through the intermediate level of water skills. Emphasis is also given to the theoretical aspects, performance and teaching of aquatic activities.

PE 203 Fundamentals and Techniques of Badminton (1). This course is designed to develop proficiency in advanced mechanics, skills, and strategies of the game. Emphasis is on providing majors with elements of teaching techniques.

PE 204 Fundamentals and Techniques of Basketball (1). A course which concentrates upon development of proficiency in the performance of fundamental skills in basketball with some emphasis upon recognizing problems of the teacher in introducing and/or reviewing the skills involved.

PE 205 Fundamentals and Techniques of Tennis (1). A major course which teaches a racquet activity, for perfection of skill and for an understanding of teaching elements.

PE 206 Fundamentals and Techniques of Track and Field (1). A major course concerned with the student's development of performing skills and "teaching point" awareness in the activities involved.

PE 207 Fundamentals and Techniques of Golf (1). A major course in which students learn to perform better and to understand the theory of the activity to the extent that they may instruct more effectively. Students frequently will be required to travel to off-campus sites for laboratory experiences.

PE 209 Fundamentals and Techniques of Volleyball (1). A required course for majors which discusses fundamentals and techniques of the activity and prepares the student in methods of organizing, strategy in competition, conditioning, and related matters for instructional purposes.

PE 210 Fundamentals and Techniques of Bowling (1). This course is designed for majors to acquire knowledge of and develop skills in the game of bowling.

PE 211 Fundamentals and Techniques of Archery (1). A major course in which the skills of archery are sharpened and awareness of teaching concerns explored.

PE 212 Fundamentals and Techniques of Softball (1). This course is designed to develop the skills and knowledge of participating in softball.

PE 213 Fundamentals and Techniques of Soccer (1). This course is designed to develop the skills and techniques of the sport of soccer.

PE 214 Fundamentals and Techniques of Handball and Racquetball (1). This course is designed to prepare the student for teaching the sport of racquetball.

PE 222A Survey of Dance Forms: Folk and Square (2). A course which deals with the history, some personalities associated with (past and present) fundamental techniques, and experiences related to folk and square dance.

PE 222B Survey of Dance Forms: Modern (2). A course which deals with the study of the history, some personalities associated with (past and present), fundamental techniques and experiences related to modern dance.

PE 222C Survey of Dance Forms: Jazz and Social Dance (2). A course which deals with the study and skill development in selected social dances. The effort is to understand and develop skill in the continuum of movements in the activity.

PE 222D Survey of Dance Forms: Tap Dance (2). A course which deals with the development of basic skills and understanding of related historical elements associated with the dance.

PE 227 Fundamental Rhythms and Music for Dance (2). A course which provides an understanding of music in its relationship to dance; offers an experience in creating music with rhythm instruments (standard and contrived) for dance accompaniment; surveys the area of fundamental movement patterns through participation in creative and exploratory experiences.

PE 301 Gymnastics and Apparatus Work (2). A course which deals with the acquisition of skill and the development of intermediate to advanced techniques in gymnastics and apparatus work.

PE 302 Movement Exploration (2). A course designed to teach application of theoretical and practical experiences in the problem-solving method of teaching motor activities. The course includes study and analysis of implications of the exploratory method for teachers at preschool, primary, and intermediate levels of instruction.

PE 308 Officiating Techniques (2). A course designed to teach the techniques of officiating in selected sports and provide practical experiences through officiating in selected activities.

PE 310 Play and Lead-Up Games (2). A course designed to offer the major theory and practice in exploratory experiences, lead-up activities, low organized games (for classroom, gymnasium, out-of-doors), drills, and self-testing activities primarily for use in elementary physical education programs. A study of factors that make up desirable elementary physical education programs will be included. Suggestions as to how these activities may be adapted to use at secondary levels and in recretional situations will be discussed.

PE 312 Anatomy and Physiology (3). A basic course in gross anatomy and physiology designed to provide instruction in the study of the structure and function of the human body, and all that it implies. Laboratory experiences will also be provided to augment concepts to be covered.

PE 313 Kinesiology (3). A course concerned with motion of the human body, its segments and their mechanical functioning in games, sports, and other physical education activities, required of HPER majors.

PE 314 Physiology of Exercise (3). A course designed to combine several science disciplines, neuromuscular activities, circulation and respiratory, metabolism, environmental aspects of exercise, fatigue and training, health and physical fitness. The course will describe and explain the functional responses and adaptations that accompany single and repeated bouts of physical exercise. Laboratory experiences will also be provided to augment concepts to be covered.

PE 315 Teaching Individual, Dual and Team Sports (2). A course in which the implications of the fundamental and technique experiences are focused on teaching of all activities. Methods of planning and presenting skills to be learned in the most effective manner are explored.

PE 319 Fitness and Wellness Activities (2). A course to establish concepts about health-related physical fitness and to establish, through contemporary research evidence, the connection between physical fitness and wellness. Wellness is a global concept that emphasizes self-responsibility for achieving an optimal state of health and well-being. This course will focus upon the role of physical fitness in a wellness lifestyle of all age levels.

PE 323 Modern Dance: Techniques and Composittion (2). A course which includes intermediate to advanced modern dance techniques and an introduction to the choreography process. Elective for majors and non-majors with previous experience in modern dance.

PE 324 Tap Dance: Technique and Choreography (2). A course which includes intermediate and advanced experiences. Elective for majors and non-majors with previous experience in tap dance.

PE 325 Square Dance Calling and Modern Square Dance (2). A course which involves techniques for calling square dance introduced with laboratory experiences for developing individual styles; participation in square dance experiences which involve the modern and up-to-date figures and innovations.

PE 326 Rhythmic Performance Groups (2). This course involves the theory and practice related to the organization, training, and supervision of rhythmic groups (dance drill teams, majorettes, modern dance groups, tap dance groups, dance "half-timers," etc.); Prerequisites: PE 15, or PE 46, or PE 222B.

PE 326A Rhythmic Performance Group (2). This course is designed to give the student intermediate and/or advanced techniques in tap; as well as prepare them for theory and training related to dance performances. Prerequisites: PE 15, or PE 46, or PE 222B.

PE 326B Rhythmic Performance group (2). This course is designed to give the student intermediate and/or advanced techniques in modern dance as well as prepare them for theory and training related to dance performances. Prerequisites: PE 15, OR PE 46, OR PE 222B.

PE 326C Rhythmic Performance Group (2). This course is designed to give the student intermediate and/or advanced techniques in jazz as well as prepare them for theory and training related to dance performance. Prerequisites: PE 15, OR PE 46, OR PE 222B.

PE 330 Advanced Weight Training (2). This course is designed to increase muscle endurance, strength and definition. Prerequisites: PE 30 and approval of the instructor.

PE 331 Measurement and Evaluation in Physical Education (3). This course acquaints the student with tests available in physical education. It emphasizes the theory, application, and administration of tests for use in evaluating the content and methods of measuring student's achievements, criteria for classification of students and marking. Required of majors in health and physical education.

PE 332 Advanced Swimming and Lifeguarding (2). This course is designed to review and coordinate styles of swimming, water safety skills, and techniques leading to American Red Cross lifeguarding certificate. Prerequisites: PE 202 or equivalent.

PE 334 History and Philosophy of Physical Education (3). This course is a basic survey of the history of physical education. It provides orientation in the essential unity of the educational process in the field of physical education, and it provides a foundation for philosophy, principles, curriculum, organization and administration methods and trends of modern physical education.

PE 335 Principles of Perceptual Motor Development (2). This course is structured to identify basic principles of physical education which serve as guidelines for action by prospective teachers in planning for teaching and in deciding what and how to teach.

PE 336 Adaptive Aquatics (3). This course is designed to assist students in devising methods and techniques used to teach disabled students to swim.

PE 371 Materials and Methods in Physical Educatlon (3). This course is designed to provide information concerning content of the program, methods, procedures, techniques and devices relative in individual and dual sports, team games, rhythms, self-testing activities and related events for boys and girls on the elementary and secondary school levels. Required of majors and minors in physical education. Observation in elementary and secondary schools required. Field experience required. Prerequisite: Admission to Teacher Education Program.

372D Methods of Teaching for Dance (2). This course is designed to provide practical procedures, lead-up activities, planning and conducting the dance lesson with attention to special problems presented at various age-grade levels and under various teaching conditions (folk, square, social, modern, and tap dance).

SOC-PE 375 Sociological Implications of Sports (3). This course deals with social mobility, environment adjustments, problems and attitudes to male and female athletes. There will be some concern with race, culture and backgrounds of various ethnic groups along with factors involved in apparent group superiority in some sport activities. An elective, for most majors, taught in the Department of Sociology.

PE 420 Coaching of Football (2). This course provides and examination and study of rules, methods of organizing practice and management of teams, team offense and defense, strategy, and philosophy of coaching football.

PE 421 Coaching of Basketball (2). This course is concerned with rules, regulations, and theory of developing basketball teams. The skills and team strategies are examined as parts and wholes.

PE 422 Coaching of Baseball (2). This course is concerned with all elements of the game as they concern coaching - the skills, personnel, theory, practice sessions, and team organization are explored.

PE 423 Coaching of Track and Field (2). A course concerned with the presentation and practice of skills associated with coaching and officiating track and field activities. Officiating at track meets required.

PE 426 Coaching of Aquatics (2). This course is designed to provide the concerns for theory, events, training personnel, etc., of swimming as they are important to coaching a team. The alignment of events in meets is also part of the course.

PE 430 Defensive Football (2). This course is designed to study the intricacies of defensive football, techniques, drills, stations, fronts, etc. Prerequisites: PE 201 and PE 421 (Course offered even years).

PE 434 Planing Special Events and Demonstrations (2). This course provides prospective physical education teachers and recreation leaders with practical methods and materials for planning, directing, and producing demonstrational and extra-class events related to the daily instructional program of the school, or the daily activity program of the recreational institution.

PE 436 Water Safety Instructor (2). The course is designed to train instructor candidates to teach effectively the safety procedures, skills and knowledge of the American Red Cross courses in swimming and lifeguarding. The prerequisite for this course is a Red Cross Lifesaving Certificate.

PE 470 Student Teaching Seminar (3). This course is designed to provide information on the basic course content of student teaching. The course will provide the students with opportunities to enhance their teaching experiences through a study of current issue and research. Class is taken concurrently with PE 472E&S.

PE 472E&S Enhanced Student Teaching (K-12) (12). This course is designed to provide an opportunity for students to use methods, techniques, and materials of instruction on the elementary and secondary levels in physical education. The student will be assigned eight (8) weeks of student teaching at a K-7 school and eight (8) weeks at a 7-12 school. Prerequisites – specific courses as established for the program, plus a minimum grade of "C" in Methods.

RECREATION (REC)

REC 302 Group, Table and Adult Games (2). This course is designed to acquaint students with procedures and techniques of supervision and participation in group and table games. Emphasis is placed on program planning, current recreational trends, effective leadership, and teaching principles. It is required of all Recreation majors.

REC 303 Camping Skills (2). This course is designed to develop practical camping skills through direct experiences including: cooking skills, camp site selection, hiking skills, compass reading, rock climbing, tenting, and aquatic skills. It is required of all Recreation, PE K-12 licensure, and Health K-12 licensure majors.

REC 353 Leadership Principles (2). A course designed to equip the student to manage and supervise recreational programs. It provides the opportunity to apply program planning skills and leadership techniques in a selected leisure service agency. It is required of all Recreation majors.

REC 473 Field Experience (9). This course is designed to provide supervised work experience by students in selected recreational agencies. The student is subject to such requirements and responsibilities as evidenced in gainful employment in the area of choice. The course combines theory with practical leadership experiences. It is required of all Recreational majors.

REC 481 Intramural Practicum (2). A practicum course that combines classroom discussions with direct experiences in organizing, conducting, scheduling, and officiating intramural activities. It is required of all Recreation majors.

Department of Psychology

Helen R. Barrett, Ph.D., Head
300 Clay Hall

FACULTY: J. Chatman, P. Dansby, D. Fuller, D. Granberry, P. Harris, C. Jew, R. Jones, J. Joyner, P. Knox, C. Lane, G. Lewis, D. Martin, B. Murrell, H. Phelps, A. Sibulkin, J. Stewart, M. Thomas, J. Threalkill.

GENERAL STATEMENT: The philosophy of the Department of Psychology is embodied in the concept that psychology is a discipline that contributes to the understanding of human behavior and experience. The emphasis of the program is on the scientific study of behavior and practical applications of this knowledge.

The objectives are to provide undergraduate majors and minors with courses of study and related experiences that provide 1) A general avenue for increased understanding of human behavior, 2) A solid foundation for advanced study leading to careers in the fields of psychology, counseling and guidance, or to study in the health professions, social work, and pupil personnel services and 3) Training for bachelor's level entry into careers in mental health services, industry and human services.

ADMISSION, RETENTION, GRADUATION

The undergraduate curriculum in psychology terminates in a Bachelor of Science Degree. All majors are required to take: PSY 101 Orientation, General Psychology 201, Intermediate General Psychology 202, and 36 additional hours in psychology at the 300-400 level. The 36 hours must include the required courses: Psy 311, 315, 330, 411, 411 A or B, 450 and 481. At least six of the remaining hours of 300-400 level electives must be selected from basic psychology courses (PSY 321, 341, 351, 420, 425, 462), and the remainder from any of the other psychology electives.

Majors must earn a grade of C or better in all psychology courses. Majors who receive a grade of D or F in a psychology course must repeat and pass the course with a grade of C or better.

Supporting courses in other departments required for a major in psychology that are in addition to the specified general education requirements of the University are: CS 121, BIO 111-112, 111L-112L or BIO 221-222, 221L-222L, SOC 330, PISI 221 or 222 and SPCH 220.

It is recommended that majors select electives from genetics, human physiology, physics, philosophy, computer science, history, anthropology, foreign language, economics and sociology.

A student may elect a major in Psychology with a Mental Health Concentration. This program offers preparation for bachelor's level entry in careers in mental health services, counseling, industry and human services, as well as for graduate study. The curriculum consists of meeting all major requirements, and taking an 18 hours mental health core as electives, as well as Psy 341, 424, and 462.

Majors are to participate in performance evaluation measures (taking various tests, responding to inquiries) designated by the Department, College or University.

Social Science Concentration

A student may elect to pursue a social science major with a concentration in psychology (see Arts and Science Interdisciplinary Degree Program in this catalog for a detailed description). Students in this program may design a course of study comparable to the educational background provided through the psychology major while at the same time tailoring it to their specific goals and interests.

DEPARTMENTAL REQUIREMENTS FOR BACHELOR OF SCIENCE PSYCHOLOGY — Total 130 Semester Hours

All majors in Psychology including the Mental Health Concentration must take the following courses.

GENERAL EDUCATION CORE: The following courses (51 semester hours) are required: ENG 101, 102, 211, 212,; CS 121; MATH 111-112 or 161-162; HIST 201, 202; BIO 111-112, BIO 111L-112L or BIO 221-222, 221L-222L; SOC 211, 330; PISI 221 or PISI 222; MUS 131 or ART 133; SPCH 220; and Physical Education Activity Courses (2).

MAJOR CORE: A minimum of 43 semester hours including 27 semester hours of Required Courses PSY 101, 201, 202, 311, 315, 330, 411, 411 A or B, 450 and 481.

GUIDED ELECTIVES IN PSYCHOLOGY (16 hours). At least 6 semester hours are required from Group 1 Basic Courses and the remaining hours are required from either Group 1 or Group 2.

Group 1 courses include PSY 321, 341, 351, 420, 425, and 462.

Group 2 courses include PSY 310, 312, 323, 331, 336, 339, 352, 353, 414, 424, 433, 434, 435, 436, 437, 440, 451 and 460.

GENERAL ELECTIVES (36 hours)

These electives (12 hour minimum of 300 and 400 level courses) may include PSY courses in addition to the required core, or courses from other departments. The advisor can recommend and will approve such electives.

MENTAL HEALTH CONCENTRATION

Required courses for the Mental Health Concentration include: PSY 336, 339, 433, 434, 435, and 436.

Students interested in Mental Health Concentration should obtain advisement prior to enrollment.

REQUIREMENTS TO TEACH PSYCHOLOGY IN SECONDARY SCHOOL

Effective with students entering in Fall, 1990, those students seeking endorsement to teach Psychology at the high school level must:

1. Be licensed in the specialty area of Social Studies Education;
2. Major in History or Political Science;
3. Demonstrate knowledge and skills in psychology by taking PSY 201, 310, 321, 411, 411 A or B, and 481;
4. Have the enhanced student teaching experience in the secondary school and middle school.

MINOR REQUIREMENTS

The general psychology courses 201 and 202 plus 18 additional semester hours of 300 and 400 level psychology courses are required for a minor.

SUGGESTED FOUR YEAR PLAN

BACHELOR OF SCIENCE DEGREE IN PSYCHOLOGY

Freshman Year

Fall Semester Courses	Hr	Spring Semester Courses	Hr
ENG 101	3	ENG 102	3
MATH 111	3	MATH 112	3
HIST 201	3	HIST 202	3
PE	1	PE	1
PSY 101	1	PSY 201	3
ART 133 or Mus 131	2	SPCH 220	3
CS 121	3		
	16		16

Sophomore Year

Courses	Hr	Courses	Hr
ENG 211	3	ENG 212	3
BIO 111, 111L/or BIO 221, 221L	4	BIO 112, 112L/or BIO 222, 222L	4
PSY 202	3	PISI 221 or 222	3
SOC 211	3	SOC 330	3
Advised Electives	3	PSY 311	3
	16		16

Junior Year

Courses	Hr	Courses	Hr
PSY 315	3	PSY 330	4
PSY Electives*	10	PSY 411, 411 A or B	4
Electives	3	PSY Electives*	6
		Electives	3
	16		17

Senior Year

Course	Hr	Course	Hr
PSY 481	3	PSY 450	3
Electives	15	Electives	12
	18		15

* See recommended electives in Psychology. These must be approved by major advisor before the department will accept them for credit.

BACHELOR OF SCIENCE DEGREE IN PSYCHOLOGY

CONCENTRATION IN MENTAL HEALTH

Freshman Year

Fall Course	Hr	Spring Course	Hr
ENG 101	3	ENG 102.	3
MATH 111	3	MATH 112	3
HIST 201	3	HIST 202	3
PE or AERO or HEALTH	1	PE or AERO or HEALTH	1
PSY 101	1	PSY 201	3
ART 133 or MUS 131	2	SPCH 220	3
CS 121	3		
	16		16

Sophomore Year

Course	Hr	Course	Hr
ENG 211	3	ENG 212	3
BIO 111, 111L/or BIO 221, 221L	4	BIO 112, 112L/or BIO 222, 222L	4
PSY 202	3	SOC 330	3
PISI 221 or 222	3	PSY 311	3
SOC 211	3	PSY 336	3
	16		16

Junior Year

Fall Semester Course	Hr	Spring Semester Course	Hr
PSY 315	3	PSY 330	4
PSY 339	3	PSY 411, 411 A or B	4
PSY 341	3	PSY 424	3
PSY 462	3	PSY Electives	6
PSY Electives	6		
	18		17

Senior Year

Course	Hr	Course	Hr
PSY 433	3	PSY 434	3
PSY 435	3	PSY 436	3
PSY 481	3	PSY 450	3
Electives	7	Electives	6
	16		15

COURSE DESCRIPTIONS

PSYCHOLOGY (PSY)

All 300 and 400 level courses have as a minimum prerequisite Psychology 201 or the consent of the instructor.

PSY 101 Orientation. (1) Designed to assist freshmen and new students in their adjustment to University life while providing a historical perspective of the Tennessee State University community. Major emphasis is given to personal adjustment and development, goal-setting, study skills, time management and careers in the area of Psychology.

PSY 201 General Psychology. (3) The basic course in introductory psychology for majors and non-majors. The course introduces students to the fundamental concepts of psychological methodology, basic psychological processes, learning memory, motivation, and emotions. The course is a prerequisite for all psychology courses.

PSY 202 Intermediate General Psychology. (3) An intensive integrative coverage of specific content areas in psychology offered in modular sequence. Topics include methods of experimental design, growth and development, sensation and perception, learning and memory, higher mental processes, motivation and emotion, personality and psychotherapy and social psychology. Required of all majors, prerequisite: PSY 201.

PSY 242 Human Development and Learning. (3) A course designed to give the student an understanding of the child as a growing organism, how behavior is acquired, an introduction to learning theory and its classroom application, and to give the student training in the application of psychological principles to various functions of the school. Required in the professional education core. Field experience required.

PSY 310 The Psychology of Adjustment. (3) A study of personality development and structure, with major emphasis on personal adjustment and the functional aspects of the psychology of daily living. Topics covered include: development of adjustment patterns, individual adjustment to life situations, societal definitions, treatment of the maladjusted, personal appraisal systems, and modification of behavior.

PSY 311 Elementary Statistics. (3) An introduction to statistics for the general student, with emphasis on organizing and describing numerical data, probability, sampling distributions, correlation, regression, point estimation, interval estimation, testing hypotheses and distribution-free methods.

PSY 312 Measurement Evaluation for the Classroom. (3) A course primarily concerned with offering training in administering, scoring, processing and using the results of standardized and teacher-made tests, and other measures of progress in schools; also training is offered in the construction of objective tests. Attention is also given to various tests as they relate to the functions, techniques, and tools of guidance and counseling. Prerequisite: Psychology 242. Required in the professional education core.

PSY 315 Principles of Learning. (3) A study of classical and operant conditioning (including reinforcement, scheduling, acquisition, extinction, generalization discrimination) and topics in complex human learning (including verbal leaning, memory, problem solving, information processing and concept information.)

PSY 321 Abnormal Psychology. (3) A descriptive and theoretical survey of the major forms of psychopathology in children, adolescents and adults. The course will examine current trends and research in the field of mental health and psychopathology.

PSY 323 The Psychology of the Black Experience. (3) The Psychology of the Black Experience deals with coping strategies of Black families (opposed to current emphasis on pathology of Black families); psychology of the Black female and Black male. Research of Black authors will be emphasized.

PSY 330 Physiological Psychology. (3 hrs. lecture 1 hr. lab.) An introduction to the study of the relationship between bodily processes and behavior. Emphasis is placed upon the basic anatomy and psychology of sensory and motor functions, motivation, emotion, learning and behavior disorders. The laboratory focuses on individual and group experience in these areas.

PSY 331 Principles of Human Sexuality. (3) A study of theories and current research related to psychological and physiological aspects of human sexuality, as well as the effect of sex-roles on sexual interaction.

PSY 336 Introduction to the Delivery of Mental Health Services. (3) A course designed to acquaint students with the mental health profession and its delivery of mental health services. The student will observe and interact with mental health workers in various settings, e.g. community mental health centers, crisis call centers, day care centers, etc. to obtain "first hand" knowledge of what mental health service delivery encompasses.

PSY 339 Working with People: Methods and Techniques. (3) An introduction to some methods utilized in the delivery of mental health services. The course will emphasize understanding the helping relationship from the viewpoint of both the client and the professional. Students will be introduced to methods of interviewing, observing, gathering information and analyzing data. Some field experience will be a built-in dimension of this course.

PSY 341 Social Psychology. (3) A study of interpersonal behavior including such topics as perceiving others, interpersonal attraction, prejudice, attitude change, social influence, aggression, altruistic behavior, group processes and the psychology of organizations.

PSY 351 Developmental Psychology. (3) The growth and development of the human organism from a theoretical perspective: biological, cognitive, social, and emotional development.

PSY 352 The Psychology of Adult Development and Aging. (3) A study of the developmental tasks of adulthood. Emphasis will also be given to the search for meaning and the courage to create one's life style.

PSY 353 The Psychology of Death and Dying. (3) A study of such topics as the dying person, attitudes toward death, children and death, bereavement, and funeral rites. Emphasis will be placed on individual experience.

PSY 411 Foundations of Psychological Investigation. (3). PSY 411 A or B Foundations of Psychological Investigation Lab (1) Introduction to methods of behavioral research commonly employed in psychology and education. Topics include methods of observing behavior, measurement, subject selection, design and interpretation of behavioral research, research ethics and conducting and reporting research projects in the behavioral sciences. Prerequisite: PSY 311.

PSY 414 Psychology of Stress Management. (3) A study of the nature and sources of stress in modern society. Topics include the various ways our systems react to stress and specific techniques for managing stress.

***PSY 420 Perception. (4)** A study of processes by which individuals acquire information about their environment. Topics include perceptual learning, sensory mechanisms and impairments, illusions, cultural and personality influences, subliminal perception and ESP. Emphasis on demonstration of sensory phenomena with subsequent discussion, lecture and lab.

PSY 424 Behavior Modification. (3) This course is designed to give the student a firm grounding the behavior theory, of applications and theoretical basis for several discrete methods of behavioral management in the home, clinical settings, and the school. Ethical considerations of manipulating human behavior will be thoroughly explored. Contrast with other techniques and criticism will be documented.

PSY 425 Introduction to Personality Theory. (3) A study and analysis of the major theoretical approaches to the personality.

PSY 433 Community Psychology: Individual and Group Intervention. (3) A course which focuses on community based individual and group intervention strategies. Major issues in intervention will be examined, and beginning skills applicable to the mental health fields will be emphasized. Suggested prerequisites: PSY 339.

***PSY 434 Rehabilitative Psychology. (3)** A course designed to develop competence in the development and implementation of social skills training programs. Suggested prerequisites: PSY 339 and PSY 424.

***PSY 435 The Psychology of Managing People and Service. (3)** An interdisciplinary course designed to introduce the student to the basic managerial skills utilized in human services. The role of local, state and national government agencies in human service delivery will be emphasized. A field experience is a component of the course. Suggested prerequisite: PSY 339.

***PSY 436 Field Placement in Psychology. (3)** Placement experience in a mental health setting. A minimum of nine hours per week at the practicum site is required. Prerequisite: PSY 339, 433 and 434.

PSY 437 Fundamentals of Counseling. (3) A course designed to provide the student with an orientation to issues, problems and values related to the counseling process. Emphasis will be placed on the understanding of basic counseling skills.

PSY 440 Drugs and Behavior. (3) A study of the biomedical, psychosocial and mental health aspects of drugs that affect behavior including alcohol. Substance abuse and treatment modalities will also be emphasized.

PSY 450 Senior Project. (3) A requirement of all seniors majoring in psychology. A course in which students plan and carry out projects in the area of psychology under the supervision of a faculty person. Prerequisite: PSY 411.

***PSY 451 A,B,C Readings and Research in Psychology. (3) (3) (3)** Individual study and research under faculty guidance. Prerequisite 12 hrs. of upper division psychology courses and permission of instructor.

PSY 462 Introduction to Psychological Tests and Measurements. (3) A program of study designed to give the basic principles underlying psychological measurement, training in selection and use of psychological tests, and practice in both group and individual testing. This course is an intensive study of individual differences, with emphasis on intellectual, personality, and academic achievement testing. Prerequisite: Descriptive statistics.

PSY 481 History and Systems of Psychology. (3) A study of the historical development of psychology as a science and profession and the fundamental concepts of various schools of psychology.

*Student should check with Department for frequency of course offerings.

Department of Teaching and Learning

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203 Clay Hall

Faculty: M. Alvarez, M. Bullock, E. Cullum, C. Dickens, M. Dunn, L. Drummond, R. Emans, D. McCargar, D. Mathis, N. Mays, B. O'Conner, R. Renfro, D. Roberts, L. Simpson, D. Spence, C. Stice, A. Willoughby.

General Statement

The Department of Teaching and Learning is designed primarily for providing professional education for teachers. It offers undergraduate professional courses for prospective elementary and secondary school teachers and a major in special education.

The program of teacher education includes three broad areas of study: general core, academic major, and professional education. The general education programs, required of all departments offering a teacher education program, is described in the general "Academic" information section of this catalog. The Professional Education core is presented below.

Career Options

The immediate career goal of those studying in the Department of Teaching and Learning is to become a K-12 school teacher. Eventually, however, many students pursue advanced degrees and become principals, counselors, supervisors, superintendents and university professors of education.

Professional Education

The basic pattern of professional education needed for teaching has certain common elements which apply to problems that all teachers face irrespective of the age level of the pupils who are under their supervision. In addition, preparation for teaching on the different educational levels and in various curriculum areas require specialized training appropriate to the different areas.

The basic pattern of professional education, therefore, includes (1) core professional courses required of all persons in teacher education and (2) specialized professional courses appropriate to the different areas (see major for individual licensure requirements).

Core Professional Requirements

In planning the core professional program, attention was given to those areas of study which are considered essential to the development, understandings and competencies needed by all teachers.

These areas include:

1. Historical, philosophical, and sociological foundations of American education.
2. Human growth and development, and the psychology of learning, including an understanding of how children grow physically, emotionally, and mentally, as well as the nurture necessary for wholesome growth. The relationship between growth and learning and new behavior patterns is also included.
3. Understanding school organization, administration, and management, and the relationship of the school to the total community.
4. Techniques of measurement, evaluation, and classroom guidance.
5. Skill in curriculum development.

The following courses are required of all persons except those who major in special education, who are enrolled in the professional teacher education program.

EDCI 201	History and Foundation of Education
EDCI 301	School Organization, Administration, Management and Community Relations
EDCI 387	Curriculum Development
EDCI 400	Professional Rights and Responsibilities
EDSE 333	Introduction to Special Education
PSY 242	Human Development and Learning
PSY 312	Educational Measurement

Specialized Professional Education Requirements

The specialized professional education requirements vary according to the area of licensure in which one seeks certification.

The specialized requirements, adapted to grades K-8, grades 7-12, grades K-12 include:

1. Materials and methods of teaching appropriate to the level of certification, including reading methodology.

2. Knowledge and understanding of learning and behavioral characteristics of disabled children.
3. Supervised student teacher appropriate to an area of endorsement.
4. Specialized requirements as outlined under the area to which they apply.
5. Teacher education admission and retention requirements as specified in the introductory material included under the general heading "The College of Education."

Library Science

The Library Science program may be elected as an add-on by students majoring in elementary and secondary education. The Library Science program revises training for the following groups:

1. students who wish to prepare for library positions in elementary and secondary schools;
2. students who plan to enter a graduate library science program after receiving the bachelor's degree;
3. in-service teachers, who desire to update their library and research skills;
4. students who wish guidance in the use of recent library resource and technology.

Group I – Requirements

Students pursuing a teacher education program on either the elementary or secondary level may elect Library Science as an add-on to qualify for position as school librarians. Library Science 361, 451, 452 and 463 are required for certification as librarians along with teacher certification.

Group II – Requirements

Student preparing to enter graduate library school for further training should complete all courses offered in the department. Some graduate library schools require two years of college credit in foreign languages, while others may waive such requirements altogether, depending upon the kind of library work the student chooses for specialization.

Group III – Requirements

In-service teachers, administrators, and prospective teachers may enroll in library service courses even though they do not plan to complete add-on endorsement in this area. It is recommended that they take courses dealing with materials: Library Service 361, 162, 363.

Group IV – Requirements

Students seeking guidance in the use of library resources should elect Library Service 211 as early as possible in their first two years of academic training.

Special Education Program

The purpose of the Special Education program is to prepare teachers, supervisors, principals, and supportive personnel who will be responsible for implementing Tennessee Public Law, Chapter 839 of the Public Acts of 1972, and the federal mandates, Public Law 94-142 and its amendments, while maintaining quality education for all children. The program prepares teachers to develop and implement adequate learning experiences to accommodate exceptional children in the least restrictive environment.

The philosophy of the Special Education program is consonant with the basic philosophical tenets of Rehabilitation Act (PL 93-112), Americans With Disabilities Act (PL 101-336), Perkins Act (PL 101-392), Gifted and Talented Children's Act (PL 95-561) and Education of All Handicapped Children Act (PL 94-142), and its subsequent amendments, Early Intervention and Transition of Secondary Students Act (PL 99-457) and Individuals with Disabilities Education Act (PL 101-476) and other related mandates. These tenets emphasize that all disabled individuals, regardless of the severity of their disability, are entitled to care, treatment, education, and opportunities which will enhance their ability to make a contribution to society.

The Special Education competency-based curriculum is constructed to reflect the aforementioned philosophy, by providing special education students with courses and experiences designed to enable them to serve in various capacities (i.e. consulting teachers, diagnostic prescriptive teachers, inclusion teachers, liaison teachers, teacher counselors, clinical teachers and others).

The general objective of the undergraduate program is to provide a competency-based teacher preparation program which will provide the student with the requirements which have been established by the State Department of Education for a direct free-standing certification in Special Education.

Program Requirements

1. All students are required to meet the general education requirements for the Bachelor of Science degree in Special Education. (Refer to the general "Academic Information" section of the catalog.)
2. A total of 130 semester credit hours must be completed. Students on the teacher's certification track must maintain a minimum grade-point average of 2.5.
3. The requirements for the major in Special Education consists of 42 semester hours. A minimum of 33 semester credit hours within the major core must be completed. In addition 9 semester hours of electives in special education or a related discipline must also be completed.
4. A minimum competency level of 70% (c) is the lowest acceptable competency level for major courses.
5. Students must successfully pass the Special Education Speciality Test of the National Teachers Exam.
6. Students must meet all criteria listed under the heading "Education Admission and Retention Requirement" in the introductory materials of this section.

General Studies Requirements (60 semester hours)

Freshman English (6)
ENG 101, 102
Physical Education (2)
PE 11-90 (2)

Upon approval of advisor, exemptions may be granted if student is over age 25 at enrollment, and substitutions may include marching band, ROTC, basic military training, advanced lifeguard training, CPR certification, or certain PE or Health courses.

Humanities (6)
ENG 211, 212 (or appropriate substitute with advisors approval)
Humanities Electives (4) two areas are recommended.
ART 133 (2) Art Appreciation
MUS 131 (2) Music Appreciation
Natural Science (6)
Recommended: Biol 101, 102, 101L, 102L (6)
Any courses from Biology, Chemistry, Physics, or other sciences will suffice.
Mathematics (3)
MATH 111 or appropriate substitute.
Computer Science (3)
EDSE 480 Tech in SE or
CS 121

Social Studies (9)
HIST 201, 202 American History
PSY 242 or 351 Human Growth and Learning

Restricted Electives (21)
With advisor's approval, select electives from the following disciplines: English, literature, religion, foreign language, speech, philosophy, drama, theater, health and PE, art, music, any natural sciences, mathematics, computer science, history, geography, economics, sociology, political science, anthropology, and psychology.
Recommended courses: ANTH 210, 230, 330, 340, 380.
BIO 111, 112, 232, 330, 430, 432, and labs.
CS 121, 210, 211, 212, 215, 220, 221, 222, 240, 245, 255, 260, 302, 303, 304, 305, 310, 315, 320, 323, 330, 335, 340, 345, 360, 365, 370, 375, 385, 390, 395.

Professional Education Requirements (28 semester hours)

EDCI 201	History and Foundations of Education	3
EDCI 301	School Organization, Management, and Community Relations	3
EDCI 387	Curriculum Development	3
*EDRD 424	Teaching of Reading in Elementary School	4
	OR	
*EDRD 482	Teaching Reading – Language Arts to Exceptional Learners	3
	AND/OR	
*EDRD 490	Directed Individualized Study/Teaching Reading	1
	AND/OR	
*EDRD 491	Reading and Studying in Secondary Schools (Minimum required is 19 semester hours)	3
EDSE 495	Student Teaching	12
EDCI 470A or 470B	Educational Seminar (To be taken concurrently with Student Teaching.)	3

*A total of 4 hours of reading methods is required.

Special Education Major Requirements (42 semester hours)

EDSE 333	Introduction to Special Education
EDSE 336	Characteristics and Needs of Mildly Disabled
EDSE 337	Characteristics and Strategies of Physical Challenge
EDCI 390A	Method of Elementary Teaching: Humanities and Social Studies
EDCI 390B	Method of Elementary Teaching: Sciences
EDSE 454	Theory and Procedures for Teaching Exceptional Children
EDSE 457	Consultation and Collaboration
EDSE 459 or EDSE 460	Characteristics and Needs of the Gifted Teaching the Gifted
EDSE 462	Educational and Assessment of Exceptional Child
EDSE 464	Managing Inappropriate Classroom Behavior
EDSE 469	Managing Transitions Exceptional Persons.

Electives in Special Education or Related Discipline* (9 semester hours)

Recommended:

EDSE 305	Parenting Exceptional Children
EDSE 406	Characteristics and Needs of Emotional Disturbed Children
EDSE 407	Teaching Emotionally Disturbed
EDSE 410	Nature of Learning Disabled Child
EDSE 411	Characteristics and Needs of Mentally Retarded Children
EDSE 412	Teaching the Mentally Retarded
EDSE 413	Education of the Learning Disabled Children
EDSE 435, 436, 437	Problems in the Education of Exceptional Children
EDSE 455	Characteristics of Young Exceptional Children
EDSE 468	Teaching Academics to the Mildly Disabled
EDSE 463	Teaching Early Childhood Special Education
EDSE 472	Medical Aspects of Exceptionality
EDSE 473	Practicum in Special Education
EDSE 480	Technology in Special Education and Rehabilitation
EDSE 481	Seminar in Emotional Disturbance
EDSE 483	Seminar in Mental Retardation
EDSE 485	Seminar in Learning Disabilities
EDSE 457	Consultation and Collaboration

**With the advisor's approval* students may select 9 hours electives in a related discipline to complete the special education major.

Also with the advisor's consent students may select special education electives.

Curriculum For A Major In Special Education Modified K-12

Special Education Emphasis

Freshman Year

Eng 101-102	3	3
Math 111 and restricted electives	3	3
PE	1	1
Humanities electives	2	2
Hist 201-202	3	3
Biol 101, 102, 101L, 102L	3	3
	15	15

Sophomore Year

Eng 211-212	3	3
EDCI 201-301	3	3
PSY 242, restricted electives	3	3
Restricted electives	3	3
Electives (300-400)	3	3
	15	15

Junior Year

EDSE 480*, EDCI 387	3	3
EDSE 333, EDSE 454	3	3
EDSE 337, EDSE 464	3	3
EDSE 457, EDSE 459 or 460	3	3
EDSE 336, EDSE 462	3	3
EDCI 390A, EDSE Electives	3	3
	18	18

*Any computer course will suffice; EDSE 480 is recommended.

Senior Year

EDRD 424 or 482 and 491*	4	
EDSE 469	3	
Elective	3	
EDSE 495		12
EDSE Electives (300-400)	6	
EDCI 470 A or B		3
EDCI 390 B	3	
	19	15

*Four hours of reading methods required.

Course Descriptions

Curriculum and Instruction (EDCI)

EDCI 201 History and Foundation of Education. (3) The course includes a study of the historical, philosophical, and sociological foundations of the American public schools, with emphasis on the traditional function of the American public school as a local community institution.

EDCI 210-220 Field Study in Education (2-2) The course present problems of teachers in active service in the fields of methods of teaching, curriculum materials, school-community relationships and school organization.

EDCI 301 School Organization, Management and Community Relations. (3) The course deals with the general organization, administration and management of public schools with special attention given to the relationship of the school to the local community. Techniques for effective use of community resources are also explored. Prerequisites: Admission to the Teacher Education Program. Field experience required.

EDCI 351-352 Development Field Experiences for Teaching (1-1) The course includes field experiences in which students perform tasks related to teaching and teacher roles. May be taken separately or concurrently by consent of instructor. Must be taken before student teaching. Prerequisite: Admission to Teacher Education.

EDCI 387 Curriculum Development. (3) The course present a critical study of the reorganization, construction, and administration of the school curriculum in light of modern educational principles and objectives. Prerequisite: Admission to Teacher Education. Field experience requires.

EDCI 390A Methods of Elementary Teaching: Humanities and Social Studies (3) The course addresses methods of instruction in what are broadly identified as humanities and social science areas: social studies, language arts, art, and music. Knowledge and skills are addressed in special methods associated with these disciplines and recommended practice at the elementary school level. Admission to Teacher Education. Field Experience. Course should be taken the semester before student teaching.

EDCI 390B Methods of Elementary Teaching: Sciences (3) The course addresses methods of instruction in the areas of science, mathematics, and the instructional use of technology. Knowledge and skills are addressed in the teaching of science and mathematics content areas appropriate to the elementary school learner. the use of technology, especially microcomputers as instructional tools, is incorporated. Admission to Teacher Education. Field Experience. Course should be taken the semester before student teaching.

EDCI 400 Professional Rights and Responsibilities (2) The course examines the legal and ethical foundations of education. Teachers are made aware of their ethical responsibilities as professionals and knowledgeable of their legal rights and those of their students. Admission to Teacher Education.

EDCI 417 Home Educational uses of Micro-Computers. (1-3) The course deals with various techniques for using the micro-computers in the home.

EDCI 418 Children and Micro-Computer Technology. (1-3) The course deals with computer language and software as it relates to the education of children.

EDCI 419 Technology in the School (1-3) The course deals with computer introduction for secondary schools.

EDCI 420 Introduction of Word Processing in Elementary Education. (1-3) The course is designed to explore how word processing can benefit the elementary school student.

EDCI 452-53 Problems in Teaching Social Studies. (1-3) The course is an independent study in Social Studies.

EDCI 454-455 Problems in Teaching Science. (1-3) The course is an independent study in Science.

EDCI 456-457 Problems in Teaching Language Arts. (1-3) The course is an independent study in Language Arts.

EDCI 461-462 Problems in General Curriculum. (1-3) The course is an independent study in General Curriculum.

EDCI 470A Educational Seminar. (3) The course presents a study of current issues and research in education. Emphasis is placed upon the student's developing a coherent approach to educational theory and practice. Taken concurrently with EDCI 472S, Student Teaching in the Secondary School.

EDCI 470B Educational Seminar. (3) The course presents a study and analysis of the basic course content of courses taught in the elementary schools. Taken concurrently with EDCI 472E Student Teaching in the Elementary School.

EDCI 472M Enhanced Student Teaching in the Elementary School. (12) This course consists of directed observations, participation, and teaching in the elementary grades. It provides opportunities for students to work in typical school situations under the guidance of experienced teachers. Parallel readings and conferences for further interpreting and enriching these experience are held regularly. This course is open only to seniors and teachers with some experiences. Requirements will change to 12 hours and be taken currently with appropriate educational seminar, for students who matriculate after Fall 1990.

EDCI 472N Enhanced Student Teaching in the Secondary Schools, Grades 7 through 12. (12) Actual classroom experience in secondary schools under the charge of expert teachers in cooperating schools. Student teacher schedules should be arranged well in advance of the senior year and planned so as to enable the student to devote full time to student teaching during the semester in which the course is to be completed. Required for all students who are following the professional education core that leads to teaching as a career. Prerequisites: EDCI 201, PSY 242, EDCI 301, EDCI 387, the Department's specific methods course. Requirement will change to 12 hours and be taken currently with appropriate educational seminar, for students who matriculate after Fall 1990.

EDCI 490 Multicultural Education. (3) The course is designed to develop awareness, understanding, and sensitivity to the needs and interests of ethnic and cultural groups. The differences and similarities that characterize individuals and groups should be cherished for their worth and cultivated for the benefits they bring all people.

Library Service (LS)

LS 211 Use of Library Resources. (3) A general course on the use of library resources including the card catalog, periodical indexes, bibliographies, encyclopedias, and other reference tools. Designed primarily to aid students in developing a systematic approach to using library materials. A required course for elementary education majors, however, it may be taken by students from any department. Course does not provide credit for certification as a school librarian.

LS 361 Reference Materials. (3) Embraces a study of basic reference books and other reference materials particularly for the school library or small library. Also includes the organization and administration of reference services.

LS 362 Young People and Adults Books and Related Materials (3) Principles of selection, aids for selection, evaluation and use of books and related materials for young people and adults. Emphasizes reading of books and an examination of materials for curricular needs reading interest, and personal growth, and to the development and promotional activities aimed at stimulating use of materials by students and teachers.

LS 363 Books and Related Materials for Children. (3) Principles of selection aids for selection, evaluation and use of books and related materials for children. Emphasis placed on required readings for acquainting students with children's books and writers in the field. Attention given to an examination of materials for curricular needs, reading interests, and personal growth and to the development of promotional activities aimed at stimulating use of materials by students and teachers.

LS 451 Organizing Library Materials. (3) Emphasizes the organization, selection, acquisition, evaluation and use of non-book materials in the library program in relation to the entire school program. Included are problems involved in developing the library as a materials center that is responsible for audio-visual aids.

LS 452 School Library Administration. (3) Principles, objectives and procedures involved in administering the small library. Standards and evaluation, housing and equipment, personnel, financial support, budgeting, loan systems, reports and other administrative procedures included. Also includes an introduction to the development and function of libraries, library work and opportunities in librarianship.

LS 463 Educational Media and Technology (2) Instruction in planning and producing media materials for elementary and secondary classroom activities. Hands-on instruction in the use of educational media and equipment.

Special Education (EDSE)

EDSE 305 Parenting Exceptional Children. (3) This course provides a survey of categories of exceptionality, special needs of exceptional families, community resources, and child advocacy; methods for communicating with parents of exceptional children.

EDSE 333 Introduction to Special Education. (3) This course explores principles, characteristics, and special needs; local and state programs for diagnosis and care; educational provisions in regular or special classes, home teaching, social and vocational guidance. Admission to Teacher Education. Field Experience.

EDSE 336 Characteristics and Needs of the Mildly Disabled. (3) The course presents characteristics and needs of children who experience learning problems resulting from mental retardation, emotional disturbance, learning disability, traumatic brain injury, or unidentifiable causes.

EDSE 337 Characteristics and Strategies for the Physically Challenged. (3) This course introduces learning, behavioral, and medical characteristics of the physically challenged. Strategies for meeting the students needs in the least restrictive environment are demonstrated. Field experiences are required.

EDSE 406 Characteristics and Needs of Emotionally Disturbed Children. (3) The course presents characteristics degrees of severity, possible causes and groups of causes, relationships among personality, developmental factors, and behavior problems.

EDSE 407 Teaching the Emotionally Disturbed. (3) The course deals with needs and educational procedures; methods and materials for special and regular classes; treatment models and perspectives. admission to Teacher Education. Field Experience.

EDSE 410 Nature of the Learning Disabled Child. (3) This course covers characteristics, identification and diagnosis, relationships to other disabling conditions, issues, and trends.

EDSE 411 Characteristics and Needs of Mentally Retarded Children. (3) This course covers characteristics, degrees of severity, identification, description, possible causes, and needs of the family.

EDSE 412 Teaching the Mentally Retarded. (3) The course deals with needs and educational procedures; methods and materials for special and regular classes. Admission to Teacher Education. Field Experience.

EDSE 413 Education of the Learning Disabled Children. (3) The course deals with needs and educational procedures; methods and materials for special and regular classes; treatment models and perspectives. Admission to Teacher Education. Field Experience.

EDSE 435, 436, 437 Problems in the Education of Exceptional Children. (3,3,3) This course is independent study. Consent of instructor in special education.

EDSE 454 Theory and Teaching Procedures for Exceptional Children (3). This course introduces behavior modification, cognitive behavior following: diagnostic-prescriptive teaching, contracting, graphing, cooperative learning, peer tutoring, cognitive blend, role play, muticultural concepts, reinforcement and punishment strategies, and more. Required: Field-based experiences, admission to Teacher Education, EDSE 333, and 336.

EDSE 455 Characteristics of Young Exceptional Children (3). This course addresses the characteristics and needs of children with disabilities, aged 0-8. Included are: psycho-social and developmental aspects and legal aspects. Field Experiences are required. Prerequisite: EDSE 333.

EDSE 457 Consultation and Collaboration (3). The interactions between and regular education teacher and the special education consultant teacher and resource teacher are the focus of this course. Topics include communication skills, team teaching, methods for inclusion/mainstream classroom, and parent education. Field experiences are required. (Prerequisites: Admission to Teacher Education, EDSE 454)

EDSE 459 Characteristics and Needs of the Gifted. (3) This course addresses the characteristics and needs of gifted children, including special needs of minority gifted youngsters. Cognitive, affective, and psychosocial domains will be covered, as well as an array of alternatives for the provision of special education services. Research and field-based experiences are required.

EDSE 460 Teaching the Gifted. (3) The course covers predominant theoretical approaches, teaching procedures, and education of gifted students; methods and materials for special and regular classrooms and alternative administrative arrangements; application and demonstration; and field experiences. Admission to Teacher Education. Field Experience.

EDSE 462 Educational Assessment of Exceptional Children. (3) The course deals with administration and interpretation of various educational, cognitive, and social assessment instruments. Prescriptive teaching strategies and behavior management techniques will be developed based on assessment results, and IEP's will be written. Observation and practical experience are required. Prerequisites: 333; 334 and 335. Admission to Teacher Education. Field Experience.

EDSE 463 Teaching Early Childhood Special Education (3). Various team approaches (i.e. interdisciplinary and transdisciplinary), treatment models, and diagnostic-prescriptive teaching strategies will be discussed. A variety of teaching methods and materials will be applied to the education of young children with disabilities in the areas of language, self-help, cognitive, motor, and social areas. Individual family service plans (IFSPs) will be written and professional responsibilities will be reviewed. Field experiences are required. Prerequisites: Admission to Teacher Education, EDSE 333, 454, 455, and 462.

EDSE 464 Managing Inappropriate Classroom Behavior. (3) The course presents theories, goals and intervention strategies for serving exceptional learners with mild to severe behavior disorder.

EDSE 468 Teaching Academics to the Mildly Disabled (3). This course focuses on teaching language arts, health, social studies, science and arithmetic to the mildly disabled. The diagnostic-prescriptive model is emphasized, and individual education programs (IEPs) will be developed. Field-based experiences are required. Prerequisites: EDSE 333, 336, and 462 and Admission to Teacher Education.

EDSE 472 Medical Aspects of Exceptionality (3). This course surveys the frequently occurring medical problems that impact upon the education of young children with disabilities. Preventing the spread of communicable diseases, procedures for changing ostomy bags, suctioning, CPR, tube feeding, and handling of seizures are among the topics. Field experiences are required. Prerequisite: EDSE 333.

EDSE 473 Practicum in Special Education. (3) The course is a practicum in actual classroom situations, guiding the learning experiences of exceptional children. Frequent conferences and reference readings will aid the interpretation and solution of existing problems, as well as improving teacher-learning situations. Students must have completed the sequence of courses listed in the specialized area. Prerequisites 333, 336, 337, 454 and 462. Admission to Teacher Education. Field Experience.

EDSE 480 Technology in Special Education and Rehabilitation. (1-3) The course presents an indepth study of the various technologies utilized in Special Education and Rehabilitation. (1-3) Theories, goals, and intervention strategies (instructional and therapeutic) for developing and implementing computer based educational environments and aids for the disabled and gifted. Admission to Teacher Education. Field Experience.

EDSE 483 Seminar in Mental Retardation. (3) This course is a survey of emerging professional and ethical issues related to mental retardation. Exploration and clarification of special topics. Prerequisites: EDSE 333 or EDSE 411, 412 and 464.

EDSE 485 Seminar in Learning Disabilities. (3) This course is a survey of merging professional and ethical issues related to learning disabilities. Exploration and clarification of special topics. Prerequisites: EDSE 333, EDSE 460, 413 and 464.

EDSE 495 Student Teaching of Exceptional Children. (12) The course deals with observation and supervised practicum with exceptional children. Experience must be split between two of the following: Elementary and secondary programs for the mildly disabled: Role of consultant, inclusion, and resource teacher; or for the ECE students between home-based, school-based, and hospital based programs. Prerequisites: 333 or 390A, 390B, 454, 464; 336, 337, 462, and 469. Admission to Teacher Education. Field Experience.

Reading Education (EDRD)

EDRD 310 Strategies for Successful Test-taking. (1) This course is designed for selected students. the major purpose of the course is to provide instruction that will facilitate the development of skills and techniques related to extending competencies in test-taking. Students must complete prescribed laboratory activities.

EDRD 419 Exploring the Language Learning Process. (3) This course covers current theory concerning the nature of reading, language, and learning as well as an overview of school reading-language arts programs.

EDRD 424 Teaching Reading in the Elementary School. (4) This course includes methods, materials and modern practices and trends in the teaching of reading at the elementary school level. Required only for students pursuing teacher certification in grades K-9 or K-12. Admission to Teacher Education. Field Experience.

EDRD 482 Teaching Reading — Language Arts to Exceptional Learners. (4) This course covers language characteristics and the special reading—language arts needs attendant with the exceptional learner. Focuses on inquistically different students,and on students who deviate from the average or norm in intellectual, social, physical, emotional, sensory or communication abilities. Designed especially for the regular classroom teacher. Admission to Teacher Education. Field Experience.

EDRD 490 Directed Individualized Study in the Teaching of Reading. (1-3) The course is individualized Study. Consent of Instructor. Admission to Teacher Education. Field Experience.

EDRD 491 Reading and Study in Secondary Schools. (3) The course is designed for all subject matter teachers. Teaching strategies, designs, and materials for teaching comprehension, advanced study skills and vocabulary; formal and informal teaching pupil abilities and interests are covered. Required only for students pursuing teaching certification 7-12. Admission to Teacher Education.

College of Engineering and Technology

Decatur B. Rogers, Ph.D., Dean
A. P. Torrence Hall

General Statement (College): Engineering is the profession in which knowledge of mathematics and the natural sciences are applied with judgement to develop environmentally sensitive and socially acceptable ways to economically utilize the materials and forces of nature for the benefit of mankind.

The College of Engineering and Technology offers Bachelor of Science degree programs in Architectural Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering and Aeronautical and Industrial Technology with concentrations in Aeronautics, Airway Electronics Systems and Industrial Technology.

The College's curricula in these programs are structured to graduate quality students capable of taking their places in the mainstream of the engineering profession. Students are prepared to satisfy the manpower needs of industry and to tackle the complex engineering challenges facing an industrialized society.

The educational goals of the College of Engineering and Technology include the following:

1. To familiarize the student with systematic engineering approaches to problem-solving.
2. To provide the student with a strong foundation in engineering/technology fundamentals.
3. To develop professional attitudes and ethics, including the understanding of the engineering/technology profession.
4. To develop habits of orderliness, carefulness and objectivity.
5. To develop an understanding and a sensitivity for social, economic and environmental implications of various engineering designs in the real world.

Admissions/Retention Requirements: All engineering students who wish to take upper division engineering courses, 300 and 400 level courses, must take and pass the engineering entrance examination with a minimum score of 75% on each part (chemistry, mathematics, and physics) of the examination.

Engineering Entrance Examination: The eligibility criteria for taking the Engineering Entrance Examination are:

1. Earn minimum cumulative GPA of 2.5 and minimum grade of "C" for all of the following courses: CHEM 151, 151L; MATH 163, 164; PHY 221, 221L, 222.
2. Must have a minimum cumulative GPA of 2.5 at the time of taking the Engineering Entrance Examination.
3. Complete and submit the engineering entrance examination eligibility form to the Dean's Office at least one week prior to the examination.

The Engineering Entrance Examination is given at least five times per year. The dates for the examination may be obtained from the Dean's Office. Each student is allowed three (3) attempts to pass the engineering entrance examination.

After the second unsuccessful attempt, the student is required to repeat at least two of the following courses: CHEM 151; MATH 163, 164; PHY 221, 222 before the examination can be taken a third and final time.

Only those students passing the Engineering Entrance Examination will be allowed to take 300 and 400 level engineering courses.

Admission of Transfer Students: Transfer students from other institutions of higher education who wish to enter the College of Engineering and Technology must meet University admission criteria and must first take and pass the Engineering Entrance Examination before taking 300 and 400 level courses.

Specific College Requirements:

1. No student will be allowed to take any engineering or mathematics and science courses without having successfully completed the proper prerequisites for those courses with a grade of "C" or better.
2. An engineering student earning a grade of "D" in a mathematics, science or engineering prerequisite course(s) must repeat it (them) the very next time the course(s) is offered.
3. Each student must complete a practicum prior to graduation. A practicum may include, but is not limited to, an internship, co-operative education experience, research, assistant in an engineering/technology laboratory, and other engineering/technology practical experiences. The practicum must be approved in advance by the student's academic advisor and department head. The practical experience must be at least ten (10) continuous weeks in length.
4. The Fundamentals of Engineering Examination must be taken at least one semester before graduation.
5. A student has seven (7) years to graduate with the degree requirements that were in effect when the student entered the program. Availability of courses may be subject to change. After seven (7) years, a student shall use degree requirements in the current catalog.

General Engineering Core Requirements: All engineering students are required to take the engineering core courses MATH 163, 164, 263, 264, 303; ENGR 340; CHEM 151, 151L; PHY 221, 221L, 222, 222L, 223; Engineering Science – 19 semester hours, ENGR 211*, 200, 200L, 330, 201**; Humanities and Social Science – 18 semester hours, ENG 211, 212; Humanities***, HIST 201, 202; Social Science Elective***; Other – 23 semester hours, ENG 101, 102; ENGR 100L, 101L, 113L, 221, 320, 420L****, SPCH 230; PE/AFROTC/BAND - Total Engineering Core 95 semester hours.

*Electrical Engineer majors will instead take ENGR 213.

**Electrical Engineering majors and Architectural Engineering majors will instead take ENGR 225.

***Humanities and Social Science electives must be chosen from an approved list of 300 or 400 level courses with the approval of the academic advisor.

****See graduation requirements.

Aeronautics and Industrial Technology Core* Requirements: Mathematics and Physical Science – 22 semester hours, MATH 161, 162; CHEM 121, 121L, 122; 122L; PHY 211, 211L, 212, 212L; Communication – 12 semester hours, ENG 101, 102; SPCH 230; ENG 310E, Humanities and Social Science – 18 semester hours, HIST 201, 202; Social Science Elective; ENG 211, 212; Humanities

Elective, Management Core – 6 semester hours, MG 301, 411, Technical Core – 21 semester hours, ENGR 100L, 101L, 113L; CS 211, 222; AIT 200, 200L, 220, 220L, 449, 450, Other – 4 semester hours, PE/AFROTC/BAND; AIT 100, Total Technology Core – 83 semester hours.

*Does not apply to Airways Electronics Systems.

Graduation Requirements: In addition to the University requirements for graduation, the following specific College graduation requirements must be met by all engineering and technology students:

1. Engineering and Technology students cannot graduate with more than two "D" grades in required courses. Students must repeat the course(s) in which a grade of "D" is earned the very next time the course(s) is offered.
2. All engineering students are required to take the Fundamentals of Engineering (FE) examination prior to graduation. A student must file an application to take the FE the same semester ENGR 420L is taken. The FE must be taken one semester before graduation.
3. Each student must demonstrate that she/he has taken the FE before filing for graduation.
4. Each student must demonstrate that she/he has completed practicum before filing for graduation.

Accreditation: The Bachelor of Science degree programs in Architectural Engineering, Civil Engineering, Electrical Engineering, and Mechanical Engineering are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC/ABET).

CORE COURSE DESCRIPTIONS

ENGR 100L, ENGR 101L Introduction to Engineering I and II (1-1). An overview of the College of Engineering and Technology, its academic support facilities, admission and retention standards, introduction to the engineering profession including the programming and use of computers in word processing for technical report writing, spread sheets for data processing, and structured programming to aid scientific problem solving. An introduction to all departments. Completion of minor engineering design problem is required.

ENGR 113L Computer Engineering Graphics and Analysis (3). This course is designed to develop the fundamental skills of graphics communication by manual and computer means. Sketching techniques to develop orthographic and pictorial graphics skills, standard technical drawing methods, dimensioning techniques, working drawings development skills, and lettering capability will be the fundamental focus of the course.

ENGR 200, ENGR 200L Circuits I and Lab (3-1). Fundamental concepts of charge, current, voltage and power; passive and active circuit elements, phasors and impedance; mesh and nodal analysis; Thevenin's and Norton's Theorems; superposition; source transformations, natural and forced response of RL, EC, and RLC circuits average and effective values of periodic wave form; polyphase circuits. Prerequisites: ENGR 221, MATH 264, PHY 222. Co-requisite: Math 303.

ENGR 201 Thermodynamics (4). An introduction to the nature and domain of thermodynamics; the Zeroth Law; properties and states of pure substances; work and heat; the First Law applied to both open and closed systems; general observations and statements of the Second Law; the inequality of Clausius and entropy changes for closed and open systems; vapor power and refrigeration cycles. Prerequisites: PHY 222, 222L, ENGR 221.

ENGR 211 Engineering Mechanics (Statics) (4). Statics of particles; statics of rigid bodies in three dimensions; centroids and centers of gravity; friction and moment of inertia. Prerequisites: MATH 164, PHY 221, 221L, ENGR 100L.

ENGR 212 Engineering Mechanics II (Dynamics) (4). Study of the kinematics of particles, kinematics of particles including force, mass and acceleration; work and energy; impulse and momentum; kinematics of rigid bodies including force and acceleration. Introduction to mechanical vibrations. Prerequisite: ENGR 211 or ENGR 213.

ENGR 213 Combined Statics and Mechanics of Materials (4). Statics of particles, structures, force applications, and bodies in equilibrium; compression and bending: shear elements, torsion; truss analysis; pressure vessels; bending members, beam and design, and MOHR Circle. Prerequisites: Math 164, PHY 221, ENGR 100L.

ENGR 221 Engineering Computer Programming (3). An introduction to the use of digital computers in the solution of engineering problems; included are familiarization with the architecture of a computer and the design and coding algorithms in one or more programming languages suitable to engineering. The course will include learning to write and read computer programs in the Fortran language. Prerequisite: MATH 163.

ENGR 223 Engineering C Programming (3). An introduction to the use of digital computers in the solution of engineering problems; included are familiarization with the architecture of a computer and the design and coding of algorithms in one or more programming languages suitable for engineering. The course will include learning to write and read computer programs in the C language. Prerequisite: MATH 163.

ENGR 225 Transport Phenomena (4). Unified treatment of the principles of thermodynamics, heat transfer and fluid mechanics. Energy Analysis and the first law and second law of thermodynamics. Steady-state and transient heat conduction, convection and the thermal radiation process. Fundamentals of fluid flow. Prerequisites: PHY 222, 222L, ENGR 221 or ENGR 223.

ENGR 320 Introduction to Design (3). This course considers the engineering design process as an interdisciplinary activity. Engineering statistics, economic decision making and the design process are introduced as is oral and written technical reporting. A Comprehensive design project is required as is a technical report and an oral report of the design. Prerequisites: MATH 303, ENGR 221 or ENGR 223.

ENGR 330 Materials Science (3). An introductory course on properties of materials, selection of materials, structure of crystalline and non-crystalline solids; mechanic behavior; electronics behavior, chemical behavior, stability and failure. Prerequisites: CHEM 151, MATH 164, PHY 223.

ENGR 340 Numerical Analysis (3). Numerical solution of the system of linear and non-linear equations; numerical differentiation and integration; numerical solution of ordinary and partial differential equations; curve fitting; simulation methods; matrix analysis; application of Neural Networks. Prerequisites: MATH 303, ENGR 221.

ENGR 410 Introduction to Non-Linear Optimization (3). This course will deal with the fundamentals, techniques and application of non-linear programming. It will cover both one dimension and multi-dimensional search techniques and also direct and indirect gradient methods. Both unconstrained and constrained programming methods will be studied. Prerequisite: MATH 303.

ENGR 411-A,B,C,D,D,F,G,H Special Topics in Engineering (3). Special subject presented to cover current problems of unique advances in the leading edge of technology. Prerequisites: Senior standing and consent of instructor.

ENGR 420L Engineer-in-Training Laboratory (1). A course designed to prepare students for the Fundamentals of Engineering examination, a partial requirement for obtaining license as a professional engineer. Prerequisite: Senior standing.

ENGR 423 Legal Ethical Aspects of Engineering (3). Legal principles underlying engineering work; laws of contracts, torts, agency, real property, problems of professional registration and ethics. Prerequisite: Senior Standing.

ENGR 430 Engineering Economics (3). Economic factors involved in the acquisition and retirement of capital goods in engineering practice including; interest and capitalization methods of depreciation, amortization, sinking funds, cost and rate determination. Prerequisites: MATH 264, ENGR 320.

ENGR 440 Probability and Statistics (3). Statistics and engineering; probability; probability distributions; Chebyshev's theorem; norman distribution; applications to operations research; treatment of data; hypothesis testing; method of least squares; regression; and application to engineering problems. Prerequisites: MATH 264, ENGR 320.

Department of Aeronautical and Industrial Technology

Theodore Ledwith, Ed.S., Interim Head
203 Industrial Arts Building

Faculty: W. Gladish.

General Statement: A Bachelor of Science Degree (B.S.) in Aeronautical and Industrial Technology is offered in the following Concentrations: Aeronautics, Industrial Technology, and Airway Science Electronics. The Aeronautical Concentration has an emphasis in Aviation Management. The Industrial Technology Concentration has an emphasis in Industrial Electronics. The Airway Science Concentration is in Electronics.

The curriculums are designed to prepare students for positions in industry that require a broad technical and management background.

The department programs draw upon the principles and applications of sound business management, arts and sciences, and the latest in technology. These principles are applied in the proper utilization of products, services and the management of equipment and personnel.

Departmental Requirements for Bachelor of Science in Aeronautical and Industrial Technology Aviation Management Emphasis **50 Semester Hours**

Major Core: A minimum of 50 semester hours including: AIT 100, 250, 348, 307, 312, 381, 395, 308, 384, 390, 449, 491, 400, 450, 370, 311, 440; Guided Elective(s):

(Core requirements reflect the standards of the Federal Aviation Administration (FAA) and the University Aviation Association (UAA))

Guided Electives: A minimum of 6 semester hours with the approval of advisor, including AIT 374, 381, 440.

Four Year Plan

Bachelor of Science Degree in Aeronautical and Industrial Technology Aviation Management Emphasis

FRESHMAN YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
MATH 161	3	MATH 162	3
ENG 101	3	AIT 250	3
ENGR 113L	3	ENG 102	3
AIT 100	2	PSY 201	3
ART 133	3	PE / AERO / MUS 306A	1
PE / AERO / MUS 306A	1		
	15		13

FRESHMAN SUMMER SEMESTER

CHEM 121	3
CHEM 121L	1
	4

SOPHOMORE YEAR

CS 211	3	CS 212	3
PHY 211	3	PHY 212	3
PHY 211L	1	PHY 212L	1
ENG 211	3	ENG 212	3
HIST 201	3	HIST 202	3
MG 301	3	AIT 348	3
MUS 131	2		
	18		16

JUNIOR YEAR

PSY 321	3	AIT 308	3
AIT 307	3	AIT 384	3
AIT 312	3	MG 403	3
MG 405	3	AIT 390	3
AIT 381	3	CS 222	3
AIT 395	3		
	18		15

SENIOR YEAR

MG 409	3	MG 411	3
AIT 449	1	MG Elect (400 Level)	3
AIT 491	1	AIT 450	1
AIT 374	3	AIT 370	3
AIT 400	3	AIT 311	3
PSY 341	3	AIT 440	3
SPCH 230	3		
	17		16

TOTAL HOURS 132

Departmental Requirements for Bachelor of Science in Aeronautical and Industrial Technology Airway Electronic Systems **58 Semester Hours**

Major Core: A minimum of 58 Semester hours including: AIT 100, 250, 200, 200L, 220, 220L, 331, 331L, 395, 312, 332, 332L, 335, 335L, 417, 441, 449, 340, 390, 348, 440, 442, 450, 480, 491.

(Core requirements reflect the standards of the Federal Aviation Administration (FAA) and the University Aviation Association (UAA).

Four Year Plan

Bachelor of Science Degree in Aeronautical and Industrial Technology Airway Electronics Systems (AWS)

FRESHMAN YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
MATH 161	3	MATH 162	3
CHEM 121	3	CS 121	3
CHEM 121L	1	ENG 102	3
ENG 101	3	ENGR 113L	3
AIT 100	2	AIT 250	3
PE / AERO / MUS 306A	1	PE / AERO / MUS 306A	1
MUS 131	3		
	16		16

SOPHOMORE YEAR

MATH 163	4	MATH 164	4
AIT 200	3	ENG 212	3
ENG 211	3	PHY 212	3
PHY 211	3	PHY 212L	1
PHY 211L	1	AIT 220	3
CS 211	3	HIST 202	3
AIT 200L	1	AIT 220L	1
	18		18

JUNIOR YEAR

MATH 351	3	AIT 312	3
AIT 331	3	AIT 332	3
AIT 331L	1	AIT 332L	1
AIT 395	3	AIT 335	3
ART 133	2	CS 302	3
MG 301	3	PSY 201	3
HIST 201	3	AIT 335L	1
	18		17

SENIOR YEAR

AIT 417	3	AIT 440	3
AIT 441	3	AIT 442	3
AIT 449	1	AIT 450	1
AIT 340	3	AIT 480	3
AIT 390	3	AIT 491	1
AIT 348	3	MG 405	3
MG 405	3	SPCH 230	3
	16		17

TOTAL HOURS 134

Departmental Requirements for Bachelor of Science in Aeronautical and Industrial Technology
Industrial Electronics Emphasis **51 Semester Hours**

Major Core: A minimum of 51 Semester hours including: AIT 100, 200, 200L, 220, 220L, 331, 331L, 335, 335L, 348, 332, 332L, 404, 311, 417, 491, 480, 314, 328, 450, Guided Elective(s):

Guided Electives: A minimum of 15 upper division semester hours (any 15 with the approval of advisor including: AIT 374, 340, 370, 381, 312, 395, 400, 340, 345.

Four Year Plan

Bachelor of Science Degree in Aeronautical and Industrial Technology Industrial Electronics Emphasis

FRESHMAN YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
MATH 161	3	MATH 162	3
CHEM 121	3	CHEM 122	3
CHEM 121L	1	CHEM 122L	1
ENG 101	3	ENG 102	3
ENGR 113L	3	PE / AERO / MUS 306A	1
PE /AERO / MUS 306A	1	SPCH 230	3
AIT 100	2		
	16		14

SOPHOMORE YEAR

CS 211	3	CS 222	3
PHY 211	3	PHY 212	3
PHY 211L	1	PHY 212L	1
HIST 201	3	HIST 202	3
AIT 200	3	AIT 220	3
AIT 200L	1	AIT 220L	1
ENG 211	3	Tech Elect 300-400	3
	17		17

JUNIOR YEAR

AIT 331	3	AIT 332	3
AIT 331L	1	AIT 332L	1
ENG 212	3	ENG 310E	3
AIT 335	3	AIT 404	3
AIT 348	3	AIT 311	3
MG 301	3	MG 411	3
AIT 335L	1		
	17		16

SENIOR YEAR

AIT 417	3	AIT 480	3
Humanities Elective	3	Soc Science Elec	3
AIT 491	1	AIT 328	3
AIT 320	3	Tech Elec (300-400)	6
Tech Elec (300-400)	6	AIT 450	1
AIT 449	1		
	17		16

TOTAL HOURS 130

COURSE DESCRIPTIONS

AIT 100 Orientation (2). A course required of all entering freshman and new students. It is designed to aid in the adjustment of freshman and new students to the college community. It will also act as an aid in exposing the student to the world of aviation, technology and manufacturing.

AIT 200, 200L Circuit Analysis (3-1). Fundamental concepts of charge, current, voltage and power, mesh and nodal analysis: Kirchhoff's laws, Thevenin's and Norton's Theorems, superposition, source transformations, natural and forced response of RL, RC, and RLC circuits, transient and steady state analysis of linear circuits. Prerequisites: MATH 162, PHY 211, 211L.

AIT 220, 220L Circuits and Devices (3-1). A course designed to provide a basic knowledge of electronic and electrical devices including their construction and operation. Topics covered include review of network theorems and linear models of diodes. Prerequisite: AIT 200.

AIT 250 Flight Fundamentals (3). Primary flight principles, aviation meteorology, navigation, and FAA regulations. Additional topics include weight and balance, engines and airframe overview.

AIT 307 Aviation Management (3). A study of the basic principles and existing practices used in managing and marketing in the aviation industry. Course includes problems, current issues, and future trends related to aviation operations, planning, and economic and resource consideration.

AIT 308 Airport Management (3). Introductory course designed to acquaint the student with the basic concept of airport planning and management. A comprehensive survey of a typical community with an eye toward present and future business potential is made. This includes the social and economic characteristics, and the political and governmental influences, followed by various stages and types of airport construction.

AIT 311 Industrial Safety (3). Development of the industrial safety movement; psychology in accident prevention; appraisal of accident cost factors, severity and frequency; job analysis and corrective measures; plant inspection and preventive maintenance; storage and handling of materials; fire prevention; education and training of employees.

AIT 312 Human Factors in Aviation (3). A study of the psychological and physiological effects that flight imposes on a pilot and aircrews. Also studied are ARG information processing and displays effect on the human being; the ability of flight crews to time-share their cognitive process and react under stress. Included is a study of various control manipulation, sensitivity, and ease of movement. Prerequisite: PSY 201.

AIT 320 Introduction to Robotics (3). A study of robot structure, kinematics, dynamics, programming interfacing, and applications. Two hours lecture and three hours laboratory. Prerequisites: MATH 162, AIT 200, 200L.

AIT 331, 331L Basic Electronics I (3-1). A study of basic electronic principles, circuits, devices. Included are diodes, linear models of bipolar and field effect transistors, biasing, small signal models. Prerequisite: AIT 220.

AIT 332, 332L Basic Electronics II (3-1). Multistage amplifiers, frequency response, feedback, and stability and linear amplifiers are studied. Operational amplifiers and filters are introduced. Prerequisites: AIT 331, 331L.

AIT 335/335L Digital Logic Systems (3-1). Analysis of digital systems, combinational and sequential circuits, and stored program concepts. Prerequisites: AIT 220, 220L.

AIT 340 Communications Systems Technology (3). Principles of noise, oscillators, modulation, power vacuum tube amplifiers, circuitry, transmission line, and antennas. Prerequisite: AIT 332.

AIT 345 Antennas and Transmission Lines (3). Principles of transmitting and receiving antennas, applied electromagnetic theory and transmission lines, studied from a practical communications viewpoint.

AIT 348 Statistical Quality Control (3). An introduction to the basic statistical methods, control charts, sampling techniques, and the implementation of statistical process control programs. Prerequisite: MATH 162,

AIT 370 Aviation Meteorology (3). Properties and conditions of the atmosphere, land forms, and topography leading to an understanding of weather conditions. Prerequisites: PHY 212, 212L.

AIT 374 Cooperative Education (3). Supervised and approved program and learning experiences undertaken by students in governmental, business or industry setting. Formal proposals, project objectives or learning plans must be reviewed and approved by faculty. Student activity and progress must be monitored, evaluated and graded by an assigned full-time faculty. Prerequisite: Permission of the Department Head.

AIT 381 Theory of Flight and Engines (3). The laws of aerodynamics and nature as applied to aviation, and the principles, familiarization and operation of the internal combustion and turbine engines.

AIT 384 Aircraft Systems Analysis (3). Analysis of structure, mechanical, electrical, and hydraulic systems of aircraft. Course also includes procedures for inspection, maintenance, and repair, as well as study of appropriate FAR's.

AIT 390 Aviation Legislation (3). Legal concepts including federal, state and local legislation related to the operations, contracts, insurance and liability, regulatory statutes, and case law.

AIT 395 Aviation Safety (3). Major factors affecting the safe operations of aircraft on the ground and airborne. Major problem areas include: program evaluation, impact of accidents on industry, human factors, accident prevention, basic principles of investigation, case surveys of accidents.

AIT 400 Aircraft Structural Factors (3). A detailed examination of aircraft development with emphasis on manufacturing to include design, materials selection, modification, maintenance, and flight testing. Additional topics include dynamic and static stress testing procedures, design loading, fatigue, and corrosion.

AIT 404 Industrial Electronic Controls (3). Emphasis on the development of different electronic circuits to interface with or control sensors, transducers, motors, robots, and other types of industrial machinery. Prerequisite: CS 222.

AIT 417 Linear Integrated Circuits (3). Ideal operational amplifiers, biasing, comparitors, oscillators, and filters are studied. Phase locked loops are introduced. Prerequisites: AIT 332, 332L.

AIT 440 Introduction to Air Traffic Control (3). A study of the national air traffic control system to include basic operation procedures, the role of centers, approach control towers, flight service stations, communications, navigation procedures, radar operations, facilities, and pilots.

AIT 441 Aircraft Electrical Systems (3). A course which covers the basic fundamentals of aircraft electricity and deals with the design principles and functional operation of aircraft and aerospace electrical accessories and appliances. The course includes basic theories and simulated functional operation of direct current systems and 400 cycle A.C. systems as used in aerospace vehicles. Prerequisites: AIT 332, 332L.

AIT 442 Avionics (3). A course which covers the principles of electronics and electronic circuits elements as used in aircraft and aerospace vehicles for communication, navigation, and direction finding equipment. Prerequisites: AIT 332, 332L.

AIT 449 Capstone Project I (1). A research or experimental project in technology. Prerequisite: senior standing.

AIT 450 Capstone Project II (1). A continuation of AIT 449. A final paper is presented. Prerequisite: AIT 449.

AIT 480 Introduction to Microprocessors (3). An in-depth introduction to microprocessors. Topics covered are microprocessor hardware, software and architecture of both eight-bit and sixteen-bit machines, assembly on-line debugging tools. Prerequisites: AIT 335, AIT 335L.

AIT 491 Senior Seminar I (1). Discussion of engineering and technology case studies, professionalism, ethics, professional development activities in industry, and interdisciplinary design. Prerequisite: senior standing.

Department of Architectural Engineering

Walter Vincent, Head
ET 264 A. P. Torrence Hall

Faculty: H. Jones, N. Kumar, D. Martin, M. Samuchin.

General Statement: The Department of Architectural Engineering offers a well rounded diverse program that prepares the student to approach and complete the total architectural and engineering design analysis and construction of a building in its entirety. The four-year curriculum provides a study of architectural, indoor environmental and structural design of all building types. The program emphasizes the combined fundamentals of architectural aesthetics with the scientific and engineering aspects of planning, design, and construction of buildings.

A background of architectural subjects such as architectural design, materials of construction, architectural working drawings, and architectural history, form the basic nucleus of the architectural discipline.

A full range of indoor environmental and structural courses that include heating, ventilation, air-conditioning, illumination, acoustics design, plumbing, steel, concrete and wood design, with elements such as floor systems, columns, foundations, statically determine and indeterminate framework, girders, and trusses, make possible an understanding of the fundamental principles of engineering.

Unusual opportunities are available through close contact with other engineering courses and research programs offered by the College. The Architectural Engineering curriculum integrates these technical resources with social and cultural needs.

The graduate may find many opportunities for employment with private firms, industrial establishments and/or governmental agencies.

Departmental Requirements
For Bachelor of Science –
Architectural Engineering **42 Semester Hours**

MAJOR CORE: A minimum of 42 semester hours including: AE 111L, 301L, 302L, 312L, 350L, 411, 430, 442, 450, 451, 491; CE 202, 202L, 312, 312L, 313, 313L, 341; Guided Electives.

GUIDED ELECTIVES: A minimum of 8 semester hours (any three courses with the approval of advisor) including CE 444; AE 343, 344, 413L, 415L, 441, 443.

Four Year Plan:

Bachelor of Science Degree in Architectural Engineering

FRESHMAN YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
ENG 101	3	ENG 102	3
MATH 163	4	MATH 164	4
CHEM 151	3	PHY 221	3
CHEM 151L	1	PHY 221L	1
ENGR 100L	1	ENGR 101L	1
ENGR 113L	3	AE 111L	1
		PE/AERO/BAND	2
	15		15

SUMMER SEMESTER

PHY 222	3
PHY 222L	1
ENG 211	3
MATH 263	3
	10

SOPHOMORE YEAR

MATH 264	3	MATH 303	3
PHY 223	3	ENGR 200	3
ENGR 211	4	ENGR 200L	1
ENGR 221	3	ENGR 212	4
HIST 201	3	ENGR 225	4
CE 202	1		
CE 202L	1		
	16		17

All students are required to pass the **ENGINEERING ENTRANCE EXAMINATION** prior to enrolling in Engineering upper level (300-400) courses.

JUNIOR YEAR

AE 301L	3	AE 350L	2
ENGR 320	3	AE 411	3
ENGR 340	3	CE 313	2
CE 312	3	CE 313L	1
CE 312L	1	CE 341	3
HIST 202	3	SPCH 230	3
		ENGR 330	3
	16		17

SENIOR YEAR

AE 302L	3	ENG 212	3
AE 312L	3	AE 451	1
AE 430	2	AE 491	1
AE 442	3	AE Option Elective	3
AE 450	1	Humanities	
ENGR 420L*	1	Elective**	3
AE Option Elective	3	Social Science Elective**	3
		Technical Elective**	2
	16		16

The completion of at least 8 semester hours from either the structural or environmental emphasis is required.

AE OPTION COURSES

Structural Emphasis: CE 444; AE 343, 344, 441.

Environmental Emphasis: AE 413L, 415L, 443

* A student must have filed an application to take the **Fundamentals of Engineering (FE)** examination in the same semester ENGR 420L is taken and one semester before graduation. A student must demonstrate that she/he has taken the **FE** before filing for graduation.

** This elective must be chosen from an approved list of upper level (300-400) courses with advisor's approval.

COURSE DESCRIPTIONS

AE 111L Architectural Graphics (1). Graphic techniques for preliminary presentation of architectural design problems. Emphasis is on the proper representation of the design components, structural systems, materials and other features. Three laboratory hours per week. Prerequisite: ENGR 113L.

AE 301L Architectural Design I (3). Principles of design and systematic approach to problem solving of architectural design. Emphasis is to be on form and space relationships, structural elements, building materials and methods of construction, building and site relationships. Contact hours 9. Prerequisites: AE 111L, ENGR 113L, CE 341. Co-requisite: AE 350L.

AE 302L Architectural Design II (3). Design solutions of architectural/engineering problems of a complex nature involving principles of organic planning with the study of composition and structural problems in design with close coordination of site, materials, human needs and structural harmony. Lecture 1 hour; Lab 7 hours. Prerequisites: AE 301L, 350L.

AE 312L Working Drawings (3). Laboratory course. Design development drawings and architectural working drawings. Production of small scale general drawings include plans and elevations, large scale detail drawings and schedules. Prerequisite: AE 301L. Co-requisite: AE 350L.

AE 343 Masonry and Reinforced Concrete Design (3). Introduction to the design of reinforced concrete and masonry structural systems; composite structural design. Prerequisite: CE 341.

AE 344 Structural Steel Design (3). Introduction to the design of steel structural systems. Prerequisite: CE 341.

AE 350L Architectural CAD (2). Design solutions of architectural problems using AutoCAD the basic concept software, hardware, and mathematical tools for the representation, manipulation, and display to two-and-three-dimensional objects. Lecture 1 hour; Lab 3 hours. Prerequisites: AE 111L, ENGR 113L, AE 301L.

AE 411 Materials and Methods of Construction (2). Manufacture and use of construction materials in exterior walls, interior partitions, floors, ceilings and roofs. The physical and aesthetic characteristics of new and old material; emphasis on relationship between common use of materials and imagination. A study of construction methods and building codes. Lecture 2 hours. Prerequisites: ENGR 320, CE 341. Co-requisite: AE 301L.

AE 413L Lighting Applications (3). An application of the principles of lighting fundamentals to engineering analysis and design. The course develops methodology for solving special problems in both interior and exterior lighting. Lecture 2 hours; Lab 3 hours. Prerequisites: ENGR 200, 200L.

AE 415L Acoustics Design (2). Acoustical design for good head- ing conditions and noise control; construction details, materials, acoustical properties of room shapes; sound absorption transmission. Lecture 1 hour, Lab 3 hours. Prerequisite: PHY 221.

AE 430 Construction Management (2). Principles and methods of cost analysis of materials, labor, and equipment production costs for the building trades. Scheduling, specification, and construction administration. Prerequisites: AE 312L, 411.

AE 431 Architectural History (3). A survey of architectural styles of the past to the present time on the comparative methods. Emphasis include the geographical, geological, climatic, religious, social and political influences. Prerequisites: Junior Standing, AE 301. (Social Science Elective)

AE 441 Wood Engineering Design (2). Properties of wood; allowable stresses; proportioning of flexural, tension, and compression members; sown timber and laminated wood; mechanical fasteners, timber connector design, special problems in the design of wood trusses and frames and plywood composites. Prerequisites: CE 341, AE 344.

AE 442 Environmental Engineering Systems (3). Basic thermal analysis, comfort, climate, solar design; electricity and power; water supply and drainage systems; and fire safety for architecture. Prerequisites: ENGR 225, AE 411.

AE 443 Environmental Engineering Systems (3). Lighting and illumination sources and characteristics, acoustical analysis and design, and vertical transportation systems in architecture. Prerequisite: PHY 223.

AE 450 Capstone Design Project I (1). An Engineering Capstone Design project or experimental project in one of the design areas of architectural engineering. Prerequisite: Senior Standing.

AE 451 CAPSTONE DESIGN PROJECT II (1). A continuation of Capstone Design Project I leading to completion of the project. A written report and oral defense of the project are required. Prerequisite: AE 450.

AE 491 SENIOR SEMINAR I (1). Discussion of engineering case studies, professionalism in engineering, professional ethics, professional registration, professional development activities of engineering in industry, interdisciplinary design in engineering. Prerequisite: Senior Standing.

Department of Civil Engineering

Farouk P. Mishu, Ph.D., Head
ET 122 A. P. Torrence Hall

Faculty: F. Chen, E. Isibor, I. McClain, P. Paily, J. Rozenberg.

General Statement: The Department of Civil Engineering offers a well balance program in engineering education that encompasses all major components of Civil Engineering activities. The students are exposed to the use of materials, the structural design of buildings, bridges and dams, design of transportation systems, planning and design of water supply and sanitary systems and techniques to curb air and water pollution for design of environmental engineering systems.

The Department has developed a close relationship with industry to provide students majoring in Civil Engineering with real life job experiences in the Civil Engineering profession including environmental engineering.

Departmental Requirements for Bachelor of Science – Civil Engineering **34 Semester Hours**

MAJOR CORE: A minimum of 34 semester hours including CE 202, 202L, 310, 312, 312L, 313, 313L, 325, 332, 341, 342, 425, 444, 450, 451, 452, 491; Guided Electives.

GUIDED ELECTIVES: A minimum of 6 semester hours (any two courses with the approval of the advisor).

Structural Engineering: CE 344, 411, 412, 442, 443, 444, 454;

Transportation Engineering: CE 432, 454, 462, 464;

Geotechnical Engineering: CE 454, 455, 456;

Water and Environmental Engineering: CE 322, 333, 400, 403, 411, 423, 454, 460.

Four Year Plan:

Bachelor of Science Degree in Civil Engineering

FRESHMAN YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
ENG 101	3	ENG 102	3
MATH 163	4	MATH 164	4
CHEM 151	3	PHY 221	3
CHEM 151L	1	PHY 221L	1
ENGR 100L	1	ENGR 101L	1
ENGR 113L	3	PE/AERO/BAND	2
	15		14

SUMMER SESSION

PHY 222	3
PHY 222L	1
ENG 221	3
MATH 263	3
	10

SOPHOMORE YEAR

MATH 264	3	MATH 303	3
PHY 223	3	ENGR 200	3
ENGR 211	4	ENGR 200L	1
ENGR 221	3	ENGR 212	4
HIST 201	3	ENGR 201	4
	16		15

All students are required to pass the **ENGINEERING ENTRANCE EXAMINATION** prior to enrolling in engineering upper level (300-400) courses.

JUNIOR YEAR

ENG 212	3	SPCH 230	3
ENGR 320	3	ENGR 340	3
ENGR 330	3	CE 313	2
CE 312	3	CE 313L	2
CE 312L	1	CE 202	1
CE 310	3	CE 202L	1
		CE 325	3
		CE 341	3
	16		18

SENIOR YEAR

CE 342	3	HIST 202	3
CE 332	3	CE 452	2
CE 491	1	CE 451	1
CE 450	1	**Design Technical Elective	3
CE 425	3	**Humanities Elective	3
CE 444	2	**Social Science Elective	3
*ENGR 420L	1		
**Technical Elective	3		
	17		15

*A student must have filed an application to take the **Fundamentals of Engineering (FE)** examination in the same semester ENGR 420L is taken and one semester before graduation. A student must demonstrate that she/he has taken the **FE** before filing for graduation.

**This elective must be chosen from an approved list of upper level (300 or 400) courses with advisor's approval.

COURSE DESCRIPTIONS

CE 202 Surveying (1). An introductory course in the principles of plane surveying techniques to include a consideration of horizontal distance measurements, profile and differential leveling, random error calculations, direction of lines, horizontal and vertical curves, standard field operations and note taking. One hour lecture per week. Prerequisite: MATH 163.

CE 202L Surveying Lab (1). The use of instruments such as the level, transit, steel tape, range poles, Philadelphia rod, chaining pins, plumb bobs and compass to gain hands one experience in plane surveying techniques. Three hours of lab per week. Co-requisite: CE 202.

CE 310 Fluid Mechanics (3). Fluid properties; fluid statics and buoyancy; fluid flow characteristics; analysis of ideal and real fluid flows using continuity, Bernoulli and momentum equations; dimensional analysis and similitude; flow measurements. Prerequisite: ENGR 211. Co-requisite: ENGR 212.

CE 312 Mechanics of Materials (3). Concepts of stress and strain, stress-strain relationships, shear and moment diagrams, shear and moment by integration, torsion in shafts, bending and axial loads on determinate beams, Mohr's circle. Prerequisite: ENGR 211.

CE 312L Mechanics of Materials Lab (1). A laboratory based on CE 312 lecture material, one 3-hour lab per week. Co-requisite: CE 312.

CE 313 Soil Mechanics (2). Principles of soil mechanics, index properties of soils, particle size and gradation, soil identification and classification, permeability of soils, failure criteria, concept of effective stress in soils, shear strength and shear testing, settlement and consolidation tests. Two lectures per week. Prerequisite: CE 312.

CE 313L Soil Mechanics Lab (1). Laboratory based on CE 312 lecture material, one 3-hour lab per week. Co-requisite: CE 313.

CE 322 Hydrologic Design (3). Application of hydrologic principles to the design of urban drainage structures including storm sewers, culverts, detention basins and other minor structures; computer applications in hydrological design. Prerequisite: CE 325.

CE 325 Hydraulic Engineering (3). Analysis and design of flow in single and multiple pipes, and uniform and nonuniform flow in open channels; pump performance and pump selection; concept of drag; model testing; principles of hydrology; estimation runoff from rainfall by rational formula and unit hydrography methods; estimation of yield from wells. Prerequisites: CE 310, ENGR 320.

CE 332 Transportation (3). An introduction to rural and urban transportation problems and perspectives using the planning process in establishing existing travel patterns, modeling of demand, proposing alternatives, evaluation procedures, and plan implementation. The course also introduces the basic fundamentals for the design, construction and maintenance and operation of various transportation modes, their guide ways and terminals. Prerequisites: CE 202, 202L, ENGR 320.

CE 333 Elementary Hydrology (3). Elements of hydrology both descriptive and quantitative aspects. Prerequisite: ENGR 212.

CE 341 Theory of Structures I (3). Reactions, shear forces and moments in determinate structures from gravity and lateral loads, influence lines, moving loads, deflections of beams, trusses and frames. Prerequisite: CE 312.

CE 342 Reinforced Concrete Design (3). Behavior and design of rectangular beams and T-sections and one way slabs for bending, shear and deflection. Topics also include design of columns for axial forces and bending moments, shear and development of reinforcement, and introduction to footing design. Prerequisites: CE 341, ENGR 320, 340.

CE 344 Steel Design (3). The analysis and design of structural steel elements and connections for structures, including tension members, compression members, beams an columns subjected to axial forces and bending moments. Prerequisites: CE 341, ENGR 320, 340.

CE 400 Unit Operations of Environmental Pollution Control (3). Physical unit operations and chemical unit processes employed in air, land and water pollution control activities, theoretical development of design models and evaluation of functional performances. Topics include mixing sedimentation, filtration, mass transfer and adsorption. Prerequisite: CE 325.

CE 403 Man and His Environment (3). A study of interaction of technology with environment, including air, water, natural resources and life support systems. Topics also include causes, analysis, and measurement of pollution; survey of pollution control devices, systems and concepts; and current research. Open to all upper division university students.

CE 411 Design of Hydraulic Structures (3). Principles and procedures for the design of small hydraulic structures including flow measurement structures such as flumes, flow regulation structures such as locks, and discharge structures such as spillways. Computer applications in hydraulic design. Prerequisite: CE 325.

CE 412 Advanced Strength of Materials (3). Advanced topics in bending, shear and compound stresses, stress and strain transformation, statically indeterminate problems and elastic stability of columns. Prerequisite: CE 312.

CE 423 Environmental Engineering Laboratory (3). Water chemistry and microbiology, unit operations and processes involved in water and sewage treatment, industrial waste treatment, solid waste treatment and disposal, air pollution control, noise control. Prerequisites: CHEM 151, CE 325.

CE 425 Water and Wastewater Engineering (3). Planning and design of water supply and wastewater collection systems; estimation of population trends; water demand; water quality criteria and water treatment processes; treatment and disposal of wastewater; economics of water and wastewater works. Prerequisites: CE 325, ENGR 340.

CE 432 Highway Engineering (3). An introduction to the concepts of design, construction, operation and maintenance of highway facilities, including the integration and application of various engineering principles and techniques of a comprehensive team project with lectures, labs and role playing. Prerequisite: CE 332.

CE 442 Theory of Structures II (3). Techniques of indeterminate structural analysis including slope deflection, moment distribution, and matrix methods of analysis; introduction to structural dynamics. Prerequisites: CE 341, ENGR 340.

CE 443 Advanced Reinforced Concrete Design (3). Floor slab system including flat slabs and two-way slabs, integrated building unit analysis and design, retaining walls and introduction to prestressed concrete. Prerequisite: CE 342.

CE 444 Foundation Engineering (2). Subsurface exploration, retaining walls, shallow foundations, bearing capacity of soils, spread and combined footings, raft foundations, deep foundations, piles, caissons and piers. Prerequisites: CE 313, ENGR 320, 340.

CE 449 Advanced Steel Design (3). Review and design of complete structures, introduction to plastic design and LRFD concepts. Prerequisite: CE 344.

CE 450 Capstone Design Project I (1). An engineering capstone design project or experimental project in one of the major areas of civil engineering. Prerequisites: ENGR 320, CE 325, 332, 341.

CE 451 Capstone Design Project II (1). A continuation of capstone design project I leading to completion of the project. A written report and an oral defense of the project are required. Prerequisite: CE 450.

CE 452 Civil Engineering Design (2). Civil engineering design implementation in one or more of the following areas: structures, geotechnical, water, and transportation. Prerequisites: ENGR 320, 340, Senior Standing.

CE 454 Computer Utilization (3). Computer usage, the economic justification, and the extent of its usage by the industry, the utilization of computers for the solution of civil engineering problems. Prerequisite: Senior Standing.

CE 455 Engineering Behavior of Soils (3). Plastic and elastic behavior of soils, determination and use of engineering properties of insitu soils. Two hours lectures and three hours lab. Prerequisite: CE 313.

CE 456 Stabilization of Soils (3). Mechanical stabilization of soils by compaction, drainage and blending, chemical stabilization of soils with admixtures, waterproofing and modifying soils with additives. Two hour lectures, three hours lab. Prerequisite: CE 313.

CE 460 Solid Waste Management (3). Quantities and characteristics of solid wastes, collection methods and equipment, disposal and recycle techniques, economics, planning and management. An introductory course on the concepts of air pollution; analysis of the relationship among emission sources, meteorology and topographic factors and adverse effects on receptors. Engineering approaches for air pollution control. Prerequisite: Instructor consent.

CE 462 Airport Planning and Design (3). An introduction to the airport design process, including airport master planning process, air site considerations, including runway configuration, capacity, geometric, and lighting, land site consideration, including terminal layout and design, and ground access systems and parking. Prerequisite: CE 332.

CE 464 Traffic Engineering (3). Study of traffic congestion, road street capacity, regulations, pedestrian control, traffic signs and signals, traffic courts, traffic laws and regulations, traffic accidents and street modifications. Prerequisite: CE 332.

CE 491 Senior Seminar (1). Discussion of engineering case study, professionalism in engineering, professional ethics, professional registration, professional development activities of engineers in industry, interdisciplinary design in engineering. Prerequisite: Senior Standing.

ELECTIVE COURSES

STRUCTURAL ENGINEERING

CE 344 Steel Design
CE 411 Design Hydraulic Structures
CE 412 Advanced Strength of Materials
CE 442 Theory of Structure II
CE 443 Advanced Reinforced Concrete Design
CE 454 Computer Utilization

TRANSPORTATION ENGINEERING
CE 432 Highway Engineering
CE 454 Computer Utilization
CE 462 Airport Planning and Design
CE 464 Traffic Engineering

GEOTECHNICAL ENGINEERING
CE 454 Computer Utilization
CE 455 Engineering Behavior of Soils
CE 456 Stabilization of Soils

WATER AND ENVIRONMENTAL ENGINEERING
CE 322 Hydrologic Design
CE 333 Elementary Hydrology
CE 400 Unit Operations of Environmental Pollution Control
CE 403 Man and His Environment
CE 411 Design of Hydraulic Structures
CE 423 Environmental Engineering Laboratory
CE 454 Computer Utilization
CE 460 Solid Waste Management

Department of Electrical and Computer Engineering

Satinderpaul S. Devgan, Ph.D., Head
ET-227 A. P. Torrence Hall

Faculty: M. Awipi, M. Bodruzzaman, R. Consigny, S. S. Devgan, J. R. Johnson, G. Liang, M. J. Malkani, D. R. Marpaka, M. A. Wade, M. S. Zein-Sabatto.

General Statement: The program in Electrical Engineering systematically builds upon the knowledge acquired in natural science, mathematics, and engineering sciences to provide the students a broad base in the various areas of Electrical Engineering and prepares them for careers in the public and private sectors or to pursue graduate study. The program also offers a **Concentration in Computers** under the B.S.E.E. degree. The department offers courses in electrical circuits, linear systems, computer programming, electronics, control systems, energy conversion, power systems, electromagnetic theory, communication systems and digital logic design. The student may further specialize in one among the areas of control systems, communication systems, power systems, or computer engineering through a choice of technical electives. The B.S. degree program in Electrical Engineering is accredited by EAC of ABET.

Departmental Requirements for Bachelor of Science – Electrical Engineering **41 Semester Hours**

MAJOR CORE: A minimum of 41 semester hours including: EE 212, 306L, 310, 310L, 320, 321, 330, 330L, 341, 342, 350, 400, 400L, 410L, 450, 451, 491; Guided Electives.

MAJOR CORE FOR CONCENTRATION IN COMPUTERS: A minimum of 41 semester hours including: EE 212, 306L, 310, 310L, 320, 321, 330, 330L. 350, 400, 410L, 430, 431, 450; 451, 480, 491, CS 320; Guided Electives.

TECHNICAL ELECTIVES: A minimum of 6 semester hours. Choose two from the following with the approval of the advisor: EE 322, 333, 343, 401, 402, 410, 413, 415, 430, 431, 432, 453, 461, 480, 481.

Four Year Plan:

Bachelor of Science in Electrical Engineering

FRESHMAN YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
ENG 101	3	ENG 102	3
MATH 163	4	MATH 164	4
CHEM 151	3	PHY 221	3
CHEM 151L	1	PHY 221L	1
ENGR 100L	1	ENGR 101L	1
ENGR 113L	3	PE/AERO/BAND	2
	15		14

SUMMER SESSION

PHY 222	3
PHY 222L	1
ENG 211	3
MATH 263	3
	10

SOPHOMORE YEAR

MATH 264	3	MATH 303	3
PHY 223	3	ENGR 200	3
ENGR 213	4	ENGR 200L	1
ENGR 221	3	ENGR 212	4
HIST 201	3	ENGR 225	4
	16		15

All students are required to pass the **Engineering Entrance Examination** prior to enrolling in major and engineering upper level (300-400) courses.

JUNIOR YEAR

EE 212	3	EE 321	3
EE 310	3	EE 330	3
EE 310L	1	EE 330L	1
ENGR 320	3	EE 320	3
ENGR 330	3	ENGR 340	3
SPCH 230	3	ENG 212	3
EE 306L	1		
	17		16

SENIOR YEAR

EE 341	3	EE 342	3
EE 400	3	EE 350	3
EE 410L	1	EE 491	1
EE 450	1	EE 451	1
EE 400L	1	HIST 202	3
*ENGR 420L	1	**Technical Elective	3
**Technical Elective	3	**Humanities Elective	3
**Social Science Elective	3		
	16		17

*A student must have filed an application to take the **Fundamentals of Engineering (FE)** examination in the same semester ENGR 420L is taken and one semester before graduation. The student must provice evidence that s/he has taken the **FE** examination before filing for graduation.

**Electives must be chosen from an approved list of 300 or 400 level courses with advisor's approval.

Four Year Plan:

Bachelor of Science in Electrical Engineering with Concentration in Computers

FRESHMAN YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
ENG 101	3	ENG 102	3
MATH 163	4	MATH 164	4
CHEM 151	3	PHY 221	3
CHEM 151L	1	PHY 221L	1
ENGR 100L	1	ENGR 101L	1
ENGR 113L	3	PE/AERO/BAND	2
	15		14

SUMMER SESSION

PHY 222	3
PHY 222L	1
ENG 211	3
MATH 263	3
	10

SOPHOMORE YEAR

MATH 264	3	MATH 303	3
PHY 223	3	ENGR 200	3
ENGR 213	4	ENGR 200L	1
ENGR 223	3	ENGR 212	4
HIST 201	3	ENGR 225	4
	16		15

All students are required to pass the **Engineering Entrance Examination** prior to enrolling in major and engineering upper level (300-400) courses.

JUNIOR YEAR

EE 212	3	EE 320	3
EE 306L	1	EE 321	3
EE 310	3	EE 330	3
EE 310L	1	EE 330L	1
ENGR 320	3	ENGR 340	3
ENGR 330	3	SPCH 230	3
CS 320	3		
	17		16

SENIOR YEAR

EE 400	3	EE 350	3
EE 410L	1	EE 430	3
EE 431	2	EE 451	1
EE 450	1	EE 491	1
EE 480	3	ENG 212	3
*ENGR 420L	1	**Humanities Elective	3
HIST 202	3	**Technical Elective	3
**Social Science Elective	3		
	17		17

*A student must have filed an application to take the **Fundamentals of Engineering (FE)** examination in the same semester ENGR 420L is taken and one semester before graduation. The student must provide evidence that s/he has taken the **FE** examination before filing for graduation.

**Electives must be chosen from an approved list of 300 or 400 level courses with advisor's approval.

COURSE DESCRIPTIONS

EE 212 Circuits II (3). Steady-state A.C. circuits; polyphase circuits; complex frequencies; resonance circuits; magnetically coupled circuits; two-port networks; Introduction to Fourier Analysis. Prerequisites: ENGR 200, 200L, MATH 303.

EE 306L Advanced Programming Lab (1). Concepts of files, object types, algorithm analysis, data structures. Class projects involve software development and implementation. Prerequisite: ENGR 221 or 223.

EE 310, 310L Design of Digital Logic Systems and Lab (3-1). A course which introduces techniques used for designing and analyzing digital systems; design of combinational and sequential circuits, design of digital circuits with MSI. Microcoding and assembly language programming. Lecture: 3 credits. Prerequisites: ENGR 200, 200L. Co-requisites: ENGR 320, EE 310L. Laboratory: 1 credit. Prerequisite: ENGR 200L. Co-requisites: EE 310, ENGR 320.

EE 320 Linear Systems (3). Classical analysis of linear systems; continuous and discrete Fourier Series, Fourier Transform; Laplace Transform and its applications; transfer functions and impulse response; Z-transform; state space analysis of networks. Prerequisite: EE 212.

EE 321 Electromagnetic Theory I (3). Review of vector analysis and coordinate systems; electrostatic and magnetostatic laws; boundary conditions for dielectric and magnetic materials; Poisson's and Laplace's equations; time-varying fields and Maxwell's equations; plane wave propagation in free space, dielectrics and conductors; transmission lines. Prerequisite: EE 212.

EE 322 Fiber Optic Communications (3). Introduction to fiber optic communication systems; basic physical and geometric optics; dielectric wave guides; optical fibers and cables; light sources and detectors; communication systems design. Prerequisite: EE 321. Co-requisite: EE 350.

EE 330, 330L Electronics and Lab (3-1). AC and DC models of diodes, bipolar and FET transistors; theory, design, and analysis of single and multi-stage amplifiers at low, mid and high frequencies; design of op-amp circuits; transfer functions, analog computer and active filters. Prerequisites: EE 212, ENGR 320, 330. Co-requisite: EE 330L. Laboratory: 1 credit. Prerequisites: EE 212, ENGR 200L, 320. Co-requisite: EE 330.

EE 331, 331L Electronics I and Lab (3-1). Characteristics and models of diodes; design and analysis of diode circuits; ac and dc models of bipolar and field effect transistors; design of bias circuits for a suitable operating point; design and analysis of single stage amplifiers (mid-frequency) and power amplifiers. Lecture: 3 credits. Prerequisites: EE 212, ENGR 320, 330. Co-requisite: EE 331L. Laboratory: 1 credit. Prerequisites: ENGR 200L, 320. Co-requisite: EE 331.

EE 332, 332L Electronics II and Lab (3-1). Design, analysis and simulation tests of single and multi-stage amplifiers at low, mid and high frequencies; design of op-amp circuits for summing circuits, transfer functions, analog computer and active filters. Design of introductory digital electronic circuits. Lecture: 3 credits. Prerequisites: EE 331, 331L. Laboratory: 1 credit. Prerequisite: EE 331L. Co-requisite: EE 332.

EE 333 Power Electronics (3). Introduction of the application of semiconductor devices in amplification, generation and control of electrical energy. Topics covered include operation, modeling, analysis of power semiconductor devices such as diodes, SCR's and triacs, analysis and design of controlled rectifiers and control of motors. Prerequisites: EE 330, 330L. Co-requisite: EE 341.

EE 341 Energy Conversion (3). Magnetic circuits; single-phase and three-phase transformers; transformer design using voltage regulation, efficiency, and temperature rise; theory; analysis, and modeling of three-phase induction motors, synchronous machines and direct current machines, two-phase servo motors. Prerequisite: EE 212.

EE 342 Power Systems (3). Representation of transformers, synchronous machines, short, medium and long transmission lines, calculation of line parameters, per-unit representation, design projects on transmission lines and power factor correction, and symmetrical faults, network reduction; load flow analysis. Prerequisites: EE 321, 341, ENGR 320, 340.

EE 343 Electric Power Distribution (3). Power distribution system planning, load characteristics, application of distribution transformers, design of sub-transmission lines, distribution substations, primary and secondary distribution system design, voltage regulation and protection. Prerequisite: EE 341.

EE 350 Communication Systems (3). Spectral analysis and signal transmission channel design; amplitude, frequency, phase and pulse modulation systems; design of frequency-division and time-division multiplex systems; digital communication; noise and its effects in modulation systems. Prerequisite: EE 320.

EE 400 Control Systems I (3). Classical and modern control system analysis and design; transfer functions, time domain analysis and design; frequency domain analysis and design; stability analysis with Root Locus, Bode and Nyquist plots; state variable analysis of linear dynamic systems. Prerequisites: EE 320, ENGR 213, 320. Co-requisite: EE 341.

EE 400L Control Systems Laboratory (1). Experimental analysis of a.c. and d.c. servo systems, design of compensation and control systems, PLC and Robotic applications. Co-requisites: EE 341, 400.

EE 401 Control Systems II (3). Digital control system analysis and design using transform techniques and state space methods; z-transform, state variable analysis, design in z-domain, control ability and observability; state variable feedback, and state estimator design; digitation effects and sampling rate selection. Prerequisite: EE 400.

EE 402 Introduction to Robotics (3). Basic principles of robotics and design of robot systems. Sensing position and velocity; concepts of robot coordinate systems, kinematics, dynamics, path control, velocity control, force control and compliance. Introduction to vision and robot programming languages. Prerequisite: EE 400.

EE 410 Digital Signal Processing (3). Discrete-time signal and systems; analysis and design of discrete-time systems in the frequency domain; realization of discrete-time systems; design of digital filters; Discrete-Fourier Transform (DFT) and Fast Fourier Transform (FFT) algorithms; introduction to random signals and power spectral estimation. Prerequisites: EE 320, ENGR 320. Co-requisite: EE 350.

EE 410L Electrical Systems Design Lab (1). Principles and practice of electrical systems design. Projects carried out on a 'team' basis. System and subsystem design goals, specifications, implementation, presentations and milestones. Practical implementation of several systems in different areas of Electrical Engineering. Prerequisites: Graduating Senior and Instructor Approval, EE 330, 330L, 400.

EE 413 Linear Integrated Circuits (3). Fabrication techniques of thin-film, and monolithic integrated circuits including crystal and epitaxial layer growth, oxidation of silicon and solid state diffusion; design of application specific integrated circuits (ASIC), introduction and design of neural networks. Prerequisites: EE 330, 330L or EE 331, 331L.

EE 415 Introduction to Digital VLSI Design and Testing (3). Introduction to the design and layout of Very Large Scale Integrated (VLSI) circuits for complex digital systems; fundamentals of the VLSI fabrication process; and introduction to VLSI testing and structured design for testability techniques. Prerequisites: EE 310, 310L, 330, 330L.

EE 430 Digital Computer Structures (3). Computer hardware systems and the relevant aspects of software; various levels of design such as gate, register, and process levels, design of each major unit of the computer, memory and system organization. High performance computer systems are used as examples. Prerequisites: EE 310, 310L, ENGR 320.

EE 431 Software Engineering (2). A course which follows the software life cycle from the requirement, specification, and design phases through the construction of actual software. Topics include management of programming teams, design and programming methodologies, debugging aids, documentation, evaluation and measurement of software, verification and testing techniques, the problems of maintenance, and portability and application of CASE tools. Prerequisite: EE 306L.

EE 432 Computer Hardware Design (3). An introduction to hardware design of computers and "hardwired" and microprogrammed standard peripherals. Modular design is emphasized. Topics include system buses and protocols, synchronous timing, and co-processing techniques. Prerequisites: EE 310, 310L, ENGR 320.

EE 450 Capstone Design Project I (1). An engineering capstone design project I leading to completion of the project. A written report and an oral defense of the project are required. Prerequisites: Graduating Senior, ENGR 320.

EE 451 Capstone Design Project II (1). A continuation of capstone design project I leading to completion of the project. A written report and an oral defense of the project are required. Prerequisite: EE 450.

EE 453 Digital Communication (3). Fundamentals of digital communication systems analysis and design; sampling and quantization; baseband and bandpass signalling formats; design of signals and pulse-shaping filters for minimum intersymbol interference; synchronization, detection and matched filtering for optimum bit-error-rate performance. Prerequisites: EE 320, ENGR 320. Co-requisite: EE 350.

EE 461 Design of Computer Systems Programs (3). Overview of the design of system programs, in particular operating systems, assemblers, loaders, and compilers. The role of systems programs as the link between computer hardware and software is emphasized. Topics include problems of assembling and loading microcomputer codes, microprocessors, memory management, implementation of high level languages, features and special purpose language compilers. Projects involving practical applications of systems programming for devices such as controllers is required. Prerequisite: EE 306L.

EE 480 Introduction to Microprocessors (3). This course serves as an in-depth introduction to microprocessors. Topics covered are microprocessor hardware, software and architecture of both eight bit and sixteen bit machines; assembly and high-level languages; cross-assemblers; cross-compilers on-line debugging tools. Prerequisites: EE 310, 310L.

EE 481 Microprocessor Applications (3). Microprogrammed control design of control processor unit, design of binary and hardwired multiplier, design of simple computer; addressing modes, stack organization, data transfer, data manipulation, and program control instructions, floating point operations, program interrupt, design of central processing unit, ALU, processor unit, control unit, instruction formats, micro-instruction formats, microprogram for computer cycle, input-output interface, priority interrupt, DMA, multi-processor systems, memory management. Prerequisites: EE 310, 310L, ENGR 320.

EE 491 Senior Seminar I (1). Discussion of engineering case studies, professionalism in engineering, professional ethics, professional development activities of engineers in industry; interdisciplinary design in engineering. Prerequisite: Graduating Senior.

Department of Mechanical Engineering

Chinyere Onwubiko, Ph.D., P.E., Head
ET 158 A. P. Torrence Hall

Faculty: D. Chaudhuri, Y. Clark, W. McCain, D. Rogers, A. Shirkhodaie, Y. Tao.

General Statement: The Mechanical Engineering Program offers a comprehensive course of study in which the fundamentals of engineering are taught and a broad foundation is established for the pursuit of specialized areas in this field. Students may orient their programs toward the thermal sciences, machine design, or manufacturing engineering. In this current era, when efficient and economical means of energy production are an international concern, the mechanical engineer is in the forefront to meet this challenge. Mechanical engineers are concerned with the production, transmission and use of energy. They design and develop machines that produce power, such as internal combustion engines, steam and gas turbines, jet and rocket engines and nuclear reactors. Their task may also include the design and development of machines that use power, such as refrigeration systems, air-conditioning equipment and machine tools. Various specialized areas of work have been developed within this field, and since

mechanical engineers are employed in nearly all industries, their work varies with the industry and functions performed. Among these specialties are motor vehicles, marine equipment, robots, steam power, heating, air-conditioning, instrumentation and machines for specialized industries such as petroleum, rubber and plastics, and construction. Mechanical engineers are involved in the whole industrial spectrum from research, development, testing and design work to administrative and management activities.

Departmental Requirements For Bachelor of Science – Mechanical Engineering **41 Semester Hours**

MAJOR CORE: A minimum of 41 semester hours including: CE 310, 312, 312L; ME 310, 321, 322, 325, 351L, 352L, 401L, 402L, 415, 423, 425, 450, 451, 491; Technical & Design Electives.

TECHNICAL ELECTIVES: Choose one from the following: ME 311, 412, 413, 430, 440, 460, 470, 490, or any other approved by the advisor and Department Head.

DESIGN ELECTIVES: Choose one from the following: ME 420, 480.

Four Year Plan:

Bachelor of Science Degree in Mechanical Engineering

FRESHMAN YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
ENG 101	3	ENG 102	3
MATH 163	4	MATH 164	4
CHEM 151	3	PHY 221	3
CHEM 151L	1	PHY 221L	1
ENGR 100L	1	ENGR 101L	1
ENGR 113L	3	PE/AERO/BAND	2
	15		14

SUMMER SEMESTER

PHY 222	3
PHY 222L	1
ENG 211	3
MATH 263	3
	10

SOPHOMORE YEAR

MATH 264	3	MATH 303	3
PHY 223	3	ENGR 200	3
ENGR 211	4	ENGR 200L	1
ENGR 221	3	ENGR 212	4
HIST 201	3	ENGR 201	4
	16		15

All students are required to pass the **ENGINEERING ENTRANCE EXAMINATION** prior to enrolling in engineering upper level (300-400) courses.

JUNIOR YEAR

ENGR 320	3	SPCH 230	3
ENGR 330	3	ME 310	3
ENGR 340	3	ME 325	3
ME 321	3	ME 322	3
CE 312	3	CE 310	3
CE 312L	1	ME 352L	1
ME 351L	1		
	17		16

SENIOR YEAR

ENG 212	3	HIST 202	3
ME 401L	1	ME 402L	1
ME 415	3	ME 425	3
ME 450	1	ME 451	1
ME 491	1	**DESIGN ELECTIVE	3
ME 423	3	**SOCIAL SCIENCE ELECTIVE	3
*ENGR 420L	1	**HUMANITIES ELECTIVE	3
**TECHNICAL ELECTIVE	3		
	16		17

* A student must have filed an application to take the **Fundamentals of Engineering (FE)** examination in the same semester ENGR 420L is taken and one semester before graduation. A student must demonstrate that she/he has taken the **FE** before filing for graduation.

**This elective must be chosen from an approved list of upper level (300-400) courses with advisor's approval.

COURSE DESCRIPTIONS

ME 310 Materials Processing (3). Introduction to Manufacturing systems and the primary and secondary manufacturing processes. Prerequisite: ENGR 330.

ME 311 Physical Metallurgy (3). Introduction to theories of alloying. Review of equilibrium diagrams. Elementary kinetics of rate processes. Diffusion in solids. Nucleation and growth processes. Solidification. Heat treatments of alloys to produce equilibrium and non-equilibrium phases. Properties of alloys in relation to their structures. Plastic deformation, recovery and recrystalization. Corrosion and oxidation of metals and alloys. Prerequisite: ENGR 330.

ME 321 Mechanism Design (3). Analysis of mechanisms. A study of instantaneous centers, velocities, accelerations and forces in plane mechanisms by analytical and graphical methods. A study of cams and tooth gearing in plane and epicyclic train. Design projects required. Prerequisite: ENGR 212.

ME 322 Design of Machine Elements (3). A study of the fundamental principles which govern the design of machine elements. A study of design for strength, stiffness, wear and assembly. The design of screws, fasteners, welds, springs will be considered along with bearing selection and lubrication. Design projects required. Prerequisites: ME 321, CE 312.

ME 325 Computer Aided Design (3). Introduction to software design and its application to engineering design. Computer aided design of curves and surfaces. Computational techniques useful in design processes including simulation and optimization. Design projects required. Prerequisite: ENGR 340.

ME 351L Measurements Laboratory (1). Use of basic instruments used in mechanical engineering. Measurement of basic physical properties including length, area, time, speed, mass, weight, inertia, temperature, humidity, pressure, viscosity, thermal conductivity etc. Calibration of instruments. Statistical and uncertainty analyses of data. Prerequisites: PHY 223, ENGR 221. Co-requisite: ENGR 320.

ME 352L Manufacturing Process Laboratory (1). Introduction to basic processing methods used to shape engineering materials. Use of lathes, milling, drilling, tapping, welding and casting. Basic testing of mechanical properties of materials. Prerequisite: ENGR 330.

ME 401L Instrumentation Laboratory (1). Introduction to advanced instrumentations used by engineers including displacement and force transducers, strain gauges, thermocouples, X-Y plotters, oscilloscopes etc. Behavior of zeroth, first and second order systems. Measurement of vibration, sound etc. Prerequisites: ENGR 200, 200L.

ME 402L Thermal Fluid Systems Laboratory (1). Observation and analysis of common mechanical engineering systems. Hydraulic Pumps and Turbines. Pneumatic fans and blowers, internal combustion engines, refrigerators & heat pumps and solar energy system. Prerequisite: CE 310.

ME 410 Instrumentation and Automatic Control (3). Dynamic response of instruments and measurement systems. Transducers. The influence of a measuring system on the process to be measured. Transfer function representation of machines of electromechanical elements. Transient and frequency response of control elements. Linear analysis of simple closed-loop systems. Criteria of stability and improvement of systems performance. Design of simple systems. Prerequisites: Math 303, ENGR 200, 200L.

ME 412 Mechanical Metallurgy (3). Introduction to various measures of strength. Topics include mechanical testing of poly- crystalline materials, plastic deformation of metal, and elementary geometry of dislocations. Prerequisites: ENGR 330, ME 311.

ME 413 Analytical Techniques (3). Study of various analytical and instrumental methods for the characterization of solid materials. This includes (1) Light Microscopy; (2) X-Ray diffraction; (3) Transmission electron methods. Prerequisite: ENGR 330.

ME 415 Heat Transfer (3). Introduction of heat transfer mechanisms; conduction heat transfer including steady state; one, two and three dimensional conduction and conduction in the unsteady state; convection heat transfer including forced and free convection; radiation heat transfer; heat exchangers. Prerequisites: CE 310, ENGR 340.

ME 420 Heating and Air Conditioning (3). Principles of heating, ventilating and air conditioning systems, refrigeration cycles, refrigerant properties, heating and cooling loads, psychrometry; processes for heating, cooling, humidifying, dehumidifying, purifying; heat transfer principles and controls. Heat loss and gain computations. Design and layout of heating and air-conditioning systems. Design projects required. Prerequisite: ME 415.

ME 423 Machine Design (3). The design of machine parts including shafting, gears, brakes, clutches, flywheels and frames. Design projects required. Prerequisites: ME 322, 325.

ME 425 Thermal Fluid Systems Design (3). Application of analytical techniques to the design of thermal devices and thermal-fluids engineering systems. Design projects required. Prerequisite: ME 415.

ME 430 Mechanical Energy Conversion (3). Energy sources: solar, chemical, hydraulic and nuclear. Discussion of solar cells, fossil fuels, hydraulic turbines, fuel cells, thermionic generators, thermoelectric generators, MHD generators, fission reactors and the steam power plant. Prerequisites: ENGR 201, CE 310.

ME 440 Manufacturing Engineering (3). An introduction to operating concepts and functions present in manufacturing. Topics include, industrial organization, process planning, specifications of designs of tools, jigs and fixtures, product quality control and automated production facilities. Case methods of instruction which emphasize student participation in class discussion. Prerequisite: ME 310.

ME 450 Capstone Design Project I (1). An engineering capstone design project or experimental project in one of the design areas of Mechanical Engineering. Prerequisites: ENGR 320, ME 322, CE 310, SPCH 230.

ME 451 Capstone Design Project II (1). A continuation of Capstone Design Project I leading to completion of the project. A written report and an oral defense of the project are required. Prerequisite: ME 450.

ME 460 Fluid Dynamics (3). Review of foundations of fluid dynamics and thermodynamics as related to control volumes; introduction to compressible flow; one-dimensional isentropic flow; normal shock waves; flow in constant area ducts with friction and flow in ducts with heating and cooling. Prerequisite: CE 310.

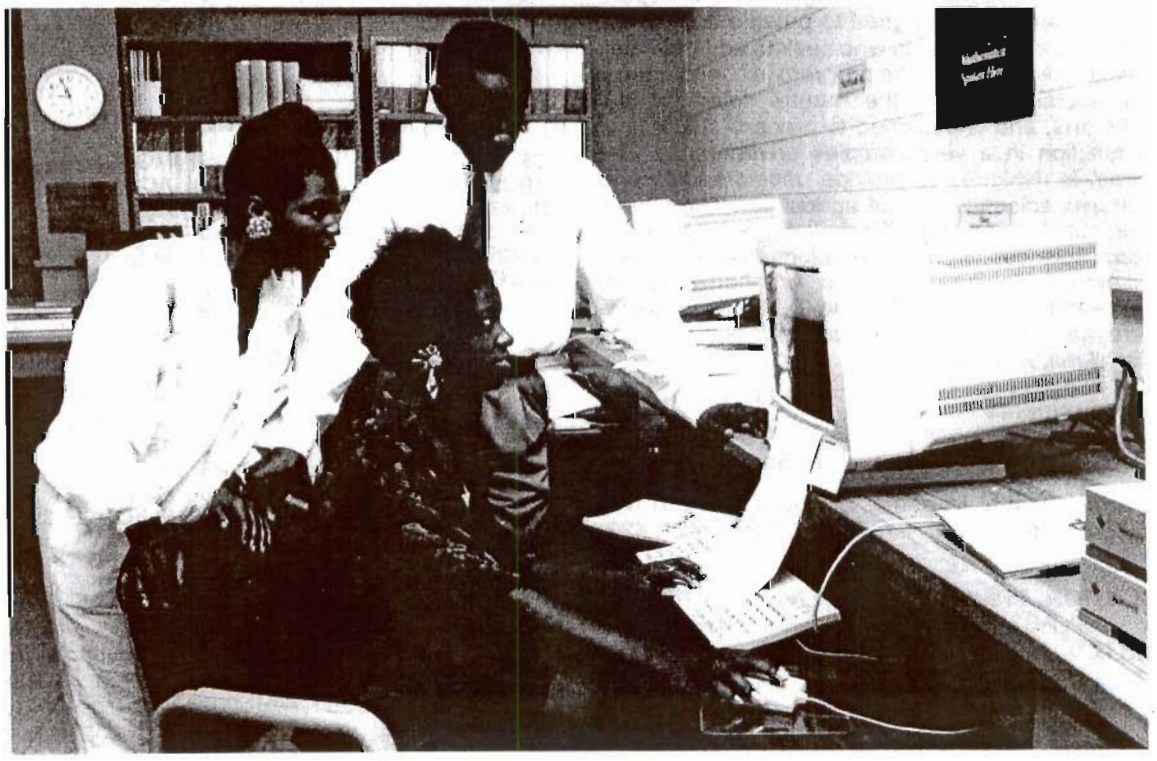
ME 470 Mechanical Vibration (3). Undamped and damped vibrations with one and two degrees of freedom. Methods of solution for n degree of freedom systems. Transient vibration in one degree of freedom systems. Balancing and shearing degrees of shafts. Noise and noise control. Prerequisites: MATH 303, ENGR 212.

ME 480 Advanced Machine Design (3). Function and application of analytic techniques as integrated in design procedures and design methodology. Advanced design topics in selected areas such as gears, lubrication and seals. A study of indeterminate structures and introduction to fracture mechanics. Design projects required. Prerequisite: ME 423.

ME 490 Internal Combustion Engines (3). Fundamental principles of engine design and application including cycle analysis, gas analysis, effect of operation and engine design on air pollution, etc. Prerequisite: CE 310.

ME 491 Senior Seminar I (1). Discussion of engineering case studies; professionalism in engineering; professional ethics; professional registration; professional development activities; engineers in industry; seminars by engineers from industry. Prerequisites: CE 310, ME 322.

ME 492 Senior Seminar II (1). Discussion of engineering case studies; professionalism in engineering; professional ethics; professional registration; professional development activities; engineers in industry; seminars by engineers from industry. Prerequisite: ME 491.



THE SCHOOL OF AGRICULTURE AND HOME ECONOMICS

Troy Wakefield, Jr., Ph.D., Dean
Lawson Hall

General Statement: The School of Agriculture and Home Economics seeks to carry out the University's mandates in instruction, research and public service. Instruction is achieved through three academic departments: Agricultural Sciences, Home Economics, and Hotel and Restaurant Administration. Research is federally funded and is administered through the Cooperative Agricultural Research Program (CARP), which focuses on research that will enhance the quality of life for all people. Public service is carried out by the Cooperative Extension Service, which works in collaboration with the University of Tennessee's Extension Service. The mission of the TSU Cooperative Extension Program is to extend educational information statewide to urban and rural families, as well as other groups and organizations, for the purpose of addressing critical needs and issues that will result in a better quality of life for people. The School's International Food and Agricultural Development Program (IFAD) enhances the University's capabilities to participate in international development assistance activities worldwide.

Admission/Retention Requirements: The requirements for each of the programs are listed under the Departments.

DEPARTMENT OF AGRICULTURAL SCIENCES

Constantine L. Fenderson, Ph.D., Acting Head
CARP 222

Faculty: S. Comer, D. Duseja, W. Hayslett, S. Singh, K. Vo.

General Statement: The undergraduate program in the Department of Agricultural Sciences is designed to provide both liberal and specialized education for students who seek to advance their education in the field of Agriculture. The program in liberal education involves the social sciences, the natural sciences, the humanities and the arts, and is designed to prepare students to understand and function in a very complex environment. The specialized program is designed to provide understanding and training in the complex scientific field of agriculture. The overall program offers curricula leading to the Bachelor of Science (B.S.) degree in Agricultural Sciences, with concentrations in Agribusiness, Agricultural Education, Agricultural Statistics, Agronomy, Animal Science and Pre-Veterinary Medicine, Food Technology, Ornamental Horticulture, and Resource Economics. A minimum grade of C is required in all major courses.

Departmental Requirements For Bachelor of Science – Agricultural Sciences **24 Semester Hours**

MAJOR CORE: A minimum of 24 semester hours AEC 201, AS 101, 201, AGR 102, 202, ABUS 201, SAHE 100, AGSC 421, 422, & 450.

GENERAL EDUCATION: 45 semester hours ENG 101 & 102, 211 & 212; HIST 201 & 202; ART 133; CS121; PE 2 hrs.; CHEM 121 & 122; MATH 111, 112 or 113; SPCH 220; SOC 330.

Agribusiness

Concentration: A minimum of 16 semester hours including ABUS 202, 301, 302, 401, and 402.

Corequisites: A minimum of 24 semester hours. AEC 302, 303, 402, 403, BL 323, MG 301, AC 211, AST 311.

Electives: A minimum of 21 semester hours. EC 212, AEC 301, 401, 403, EC 470, MK 435, FN 330, AST 312, EC 311, AST 404, MG 412, AGED 301, AGR 401, HRT 400, EC 410, SPCH 375, BE 315, AGR 320, HRT 360, AS 322, 403, ABUS 410.

Suggested Four Year Plan:

Bachelor of Science Degree In Agricultural Sciences Concentration In Agribusiness

FRESHMAN YEAR

FALL SEMESTER Courses		SPRING SEMESTER Courses	
ENG 101	3	ENG 102	3
HIST 201	3	HIST 202	3
MATH 111	3	MATH 112 or 113	3
ART 133	2	AEC 201	3
AS 101	3	AGR 102	3
SAHE 100 (Orientation)	1	PE	1
PE	1		
	16		16

SOPHOMORE YEAR

ENG 211	3	ENG 212	3
CHEM 121, CHEM 121L or BIO 101, BIO 101L	4	CHEM 122, CHEM 122L or BIO 102, 102L	4
AST 200	3	EC 211	3
SPCH 220	3	ABUS 201	3
AS 201	3	AGR 202	3
	16		16

JUNIOR YEAR

CS 121	3	MG 301	3
ABUS 202	3	AC 211	3
BL 323	3	AST 311	3
AEC 302	3	ABUS 302	4
ABUS 301	3	ELECTIVE	3
ELECTIVE	3		
	18		16

SENIOR YEAR

AGSC 421	1	AGSC 422	1
ABUS 401	3	ABUS 402	3
AEC 403	3	AEC 303	3
HRT or AGR Elective	3	AEC 402	3
ELECTIVE (300 and 400 level)	6	AGSC 450	3
		ELECTIVE (300 and 400 level)	6
	16		16

AGRICULTURAL EDUCATION

MAJOR CORE: A minimum of 26 semester hours including AGSC 421, 422, AGEN 302 and 300 or 400 level, AGSC 450, ABUS 301, 302, AEC 201, AS 201, AGR 202, AS 300 or 400 level elective, HRT 300 or 400 level elective, AGR 300 or 400 level electives.

PROFESSIONAL EDUCATION: A minimum of 36 semester hours, EDCI 201, 301, 470A, EDRD 491, EDSE 333, AGED 301, 302, 303, 472.

GENERAL EDUCATION: A minimum of 61 semester hours including CHEM 121, 121L, 122, 122L, ART 133, MATH 111, 112, ENG 101, 102, 211, 212, 373, SPCH 220 or communication elective, HIST 201, 202, AST 200, PE activity courses (2 semesters), PSY 312, SAHE 100, AGEN 403, AGR 102, AS 101 and SOC 330.

Degree candidates seeking teaching certification in Agriculture Education must meet requirements designed for the Teacher Education Program as below.

Teacher Education Admission and Retention Requirements: ADMISSION UNDERGRADUATE

Each student who desires to be a candidate for admission to the Teacher Education Program will make application to the Director of Student Services and Teacher Education in the second semester of the sophomore year. The student must have earned a cumulative 2.50 GPA, acceptable scores on the Pre-Professional Skills Test (P-PST), and acceptable scores on the Communication Skills (CS) and General Knowledge (GK) Core Battery Tests of the National Teachers Exam (NTE).

Further clarification of the Teacher Education Program can be found in the College of Education section of this catalog; "Admission, Retention, and Student Teaching Requirements for the Teacher Education Program." Students are required to complete 12 semester hours of student teaching which includes a dual placement.

Suggested Four Year Plan:

Bachelor of Science Degree In Agricultural Sciences Concentration In Agricultural Education

FRESHMAN YEAR

FALL SEMESTER		SPRING SEMESTER	
ENG 101	3	ENG 102	3
HIST 201	3	HIST 202	3
MATH 111	3	MATH 112 or 113	3
ART 133	2	AEC 201	3
AS 101	3	AGR 102	3
SAHE 100 (Orientation)	1	PE	1
ABUS 201	3		
	18		16

SOPHOMORE YEAR

ENG 211	3	ENG 212	3
CHEM 121, 121L	4	CHEM 122, 122L	4
AST 200	3	PSY 242	3
SPCH 220	3	ABUS 302	3
AS 201	3	AGR 202	4
PE	1		
	17		17

JUNIOR YEAR

AGED 301	3	AGED 302	3
AGED 303	3	AGSC 421	1
AS (300 or 400 level)	3	AGEN 400	3
HRT (300 or 400 level)	3	CS 121	3
EDCI 201	3	AGR (300 or 400 level)	3
SOC 330	3	EDCI 301	3
	18		16

SENIOR YEAR

AGEN (300 or 400 level)	3	AGED 472	12
EDRD 491	3	EDCI 470 A	3
AGSC 422	1		
AGSC 450	3		
EDSE 333	3		
PSY 312	3		
	16		15

Agricultural Statistics

Concentration: A minimum of 12 semester hours includes AST 200, 311, 312, and 404.

Corequisites: A minimum of 24 semester hours, AEC 202, 301, 401, 402, 403, ABUS 301, 302 and AGED 301.

Electives: A minimum of 24 semester hours, AS (300 or 400 level Animal Science courses, AGR or HRT (300 or 400 level Agronomy or Horticulture courses), ELECTIVES, 12 semester hours of (300 or 400 level courses based on student's desire).

Suggested Four Year Plan:

Bachelor of Science Degree In Agricultural Sciences Concentration In Agricultural Statistics

FRESHMAN YEAR

FALL SEMESTER Courses		SPRING SEMESTER Courses	
ENG 101	3	ENG 102	3
HIST 201	3	HIST 202	3
MATH 111; 112 or 113	3	MATH 112 or 113	3
ART 133	2	AEC 201	3
AS 101	3	AGR 102	3
SAHE 100 (Orientation)	1		
PE	1	PE	1
	16		16

SOPHOMORE YEAR

ENG 211	3	ENG 212	3
CHEM 121, 121L	4	CHEM 122, 122L	4
AST 200	3	AEC 201	3
SPCH 220	3	ABUS 301	3
AS 201	3	AGR 202	3
	16		16

JUNIOR YEAR

CS 121	3	ABUS 301	3
AEC 201	3	ABUS 302	4
AST 311	3	AEC 202	3
SOC 330	3	ELECTIVE	6
AGED 301	3		
ELECTIVE	3		
	18		16

SENIOR YEAR

AST 312	3	AST 404	3
AEC 401	3	AEC 402	3
AEC 403	3	AGSC 450	3
AGSC 421	1	AGSC 422	1
ELECTIVE (300-400 Level)	6	ELECTIVE (300-400 Level)	6
	16		16

Agronomy

Concentration: A minimum of 33 semester hours including AGR 300, 301, 311, 320, 321, 322, 350, 400, 401 and 402.

Corequisites: A minimum of 19 semester hours, HRT 360, CHEM 360 & 360L, AS 301, 311, ABUS 301, 302.

Electives: A minimum of 9 semester hours of 300 or 400 levels based on student's desire.

Suggested Four Year Plan:

Bachelor of Science Degree In Agricultural Sciences Concentration In Agronomy

FRESHMAN YEAR

FALL SEMESTER Courses		SPRING SEMESTER Courses	
ENG 101	3	ENG 102	3
HIST 201	3	HIST 202	3
MATH 111; 112 or 113	3	MATH 111; 112 or 113	3
ART 133	2	AEC 201	3
AS 101	3	AGR 102	3
SAHE 100 (Orientation)	1		
PE	1	PE	1
	16		16

SOPHOMORE YEAR

ENG 211	3	ENG 212	3
CHEM 121, 121L	4	CHEM 122, 122L	4
AST 200	3	SOC 330	3
SPCH 220	3	ABUS 201	3
AS 201	3	AGR 202	3
	16		16

JUNIOR YEAR

ELECTIVE (300 or 400 Level)	3	ELECTIVE (300 or 400 Level)	3
AGR 311	3	HRT 360	3
AGR 321	3	AGR 300	3
AS 301	3	AS 311	3
AGR 320	3	AGR 350	3
AGR 301	3	CS 121	3
	18		18

SENIOR YEAR

CHEM 360	4	AGR 402	4
ABUS 301	3	ABUS 302	4
AGR 400	3	AGR 401	4
AGSC 421	1	AGSC 422	1
AGSC 450	3	AGR 322	3
ELECTIVE	3		
	17		16

Animal Science and Pre-Veterinary Medicine*

Concentration: A minimum of 30 semester hours, AS 301, 304, 311, 313, 321, 322, 403, 303, 424, and 451.

Corequisites: A minimum of 20 semester hours, FT 300, 375, Chem 360, 360L, CHEM 341, 341L, AST 311.

Electives: A minimum of 12 semester hours, AGR (300 or 400 level Agronomy courses, HRT (300 or 400 level Horticulture courses), ABUS or AEC (300 or 400 level Agribusiness or Resource Economics) courses.

*Pre-Veterinary Medicine , a minimum of 28 semester hours, BIO 411, PHY 211 & 212, CHEM 311 & 312, CHEM 342 & 342L, ZOO 430, instead of: CHEM 360, FT 300, 375, AST 311, AGR 300 or 400, HRT 300 or 400, ABUS or AEC 300 or 400.

Suggested Four Year Plan:

Bachelor of Science Degree In Agricultural Sciences Concentration In Animal Science and Pre-Veterinary Medicine

FRESHMAN YEAR

FALL Courses		SPRING Courses	
ENG 101	3	ENG 102	3
HIST 201	3	HIST 202	3
MATH 111	3	MATH 112 or 113	3
ART 133	2	AEC 102	3
AS 101	3	AGR 102	3
SAHE 100 (Orientation)	1		
PE	1	PE	1
	16		16

SOPHOMORE YEAR

ENG 211	3	ENG 212	3
CHEM 121, 121L	4	CHEM 122, 122L	4
AST 200	3	SOC 330	3
SPCH 220	3	ABUS 201	3
AS 201	3	AGR 202	3
	16		16

JUNIOR YEAR

CHEM 360	4	CS 121	3
AS 321	3	AS 301	3
AS 304	3	FT 375	3
ABUS (300 or 400 level) ELECTIVE	3	AS 322	3
		ABUS (300 or 400 level) ELECTIVE	3
AGR & HRT (300 or 400 level)	3	AGR & HRT (300 or FT 300)	3
	16		18

SENIOR YEAR

AS 311	3	AST 311	3
AS 401	3	FT 402	3
AGSC 421	1	AGSC 422	1
CHEM 341, 341L	4	AS 303	3
AS 403	3	AGSC 450	3
AS 424	3	AS 451	3
	17		16

Food Technology

Concentration: A minimum of 22 semester hours, FT 300, 301, 303, 375, 402, 205.

Corequisites: A minimum of 29 semester hours, AS 424, CHEM 311 & 311L, 312 & 312L, 341 & 341L, MCB 240, FDS 321, 352.

Electives: A total of 9 semester hours, NTR 300 or 400 level Nutrition, ABUS (300 or 400 level Agribusiness courses), AGR or HRT (300 or 400 level Agronomy or Horticulture).

Suggested Four Year Plan:

Bachelor of Science Degree In Agricultural Sciences Concentration In Food Technology

FRESHMAN

FALL SEMESTER COURSE		SPRING SEMESTER COURSE	
ENG 101	3	ENG 102	3
HIST 201	3	HIST 202	3
MATH 111	3	MATH 112 or 113	3
ART 133	2	AEC 201	3
AS 101	3	AGR 102	3
SAHE 100 (Orientation)	1		
PE	1	PE	1
	16		16

SOPHOMORE YEAR

ENG 211	3	ENG 212	3
CHEM 121, 12L	4	CHEM 122, 122L	4
AST 200	3	SOC 330	3
SPCH 220	3	ABUS 201	3
AS 201	3	AGR 202	3
	16		16

JUNIOR YEAR

CHEM 311, 311L	4	CHEM 312, 312L	4
FT 300	3	FT 301	3
BIO 240, 240L	4	FT 303	3
CS 121	3	ELECTIVE	3
FT 375	3	FT 325	4
	17		17

SENIOR YEAR

AS 424	3	FT 405	3
CHEM 341, 341L	4	CHEM 342, 342L	4
AGSC 421	1	AGSC 422	1
FDS 352	3	AGSC 450	3
ABUS (300 or 400 level)	3	ABUS (300 or 400 level	3
AGR (300 or 400 level)	3	FT 402	3
	17		17

Program of Study for Ornamental Horticulture

Concentration: A minimum of 21 semester hours, HRT 340, 352, 360, 372, 400, 450, 451.

Corequisites: A minimum of 34 semester hours,ABUS 301, 302; AGR 300, 301, 320, 321, 322, 350; AS 311; CHEM 360, 360L.

Electives: A minimum of 6 semester hours (300 or 400 level courses).

Suggested Four Year Plan:

Bachelor of Science Degree In Agricultural Sciences Concentration In Ornamental Horticulture

FRESHMAN YEAR

FALL SEMESTER Courses		SPRING SEMESTER Courses	
ENG 101	3	ENG 102	3
HIST 201	3	HIST 202	3
MATH 111	3	MATH 112, or 113	3
ART 133	2	AEC 201	3
AS 101	3	AGR 102	3
PE/AERO/MUS 306A	1	PE/AERO/MUS 306A	1
SAHE 100	1		
	16		16

SOPHOMORE YEAR

ENG 211	3	ENG 212	3
CHEM 121, 121L	4	CHEM 122, 122L	4
AST 2OO	3	SOC 330	3
SPCH 220	3	ABUS 201	3
AS 201	3	AGR 202	3
	16		16

JUNIOR YEAR

ABUS 301	3	ABUS 302	3
HRT 340	3	HRT 352	3
HRT 360	3	HRT 372	3
AGR 321	3	AGR 300	3
AGR 301	3	AGR 350	3
CS 121	3	ELECTIVE (300 or 400 level)	3
	18		18

SENIOR YEAR

AS 301	3	AS 311	3
HRT 400	3	HRT 450	3
HRT 451	3		
AGSC 421	1	AGSC 422	1
AGSC 450	3	AGR 322	3
AGR 320	3	CHEM 360, 360L	4
		ELECTIVE (300 or 400 level)	3
	16		17

Program of Study for Resource Economics

Concentration: A minimum of 21 semester hours, AEC 202, 301, 302, 303, 401, 402, 403.

Corequisites: A minimum of 21 semester hours, ABUS 301, 302, 402, AGED 301, AGEN 302, AST 311, 312.

Electives: A minimum of 18 semester hours, AGR or HRT (300 or 400 level), AS (300 or 400 level), 12 hours of 200 or 400 level based on student's interest.

Suggested Four Year Plan:

Bachelor of Science Degree In Agricultural Sciences Concentration In Resource Economics

FRESHMAN YEAR

FALL SEMESTER Courses		SPRING SEMESTER Courses	
ENG 101	3	ENG 102	3
HIST 201	3	HIST 202	3
MATH 111	3	MATH 112 or 113	3
ART 133	2	AEC 201	3
AS 101	3	AGR 102	3
SAHE 100 (Orientation)	1		
PE/AERO/MUS 306A	1	PE/AERO/MUS 306A	1
	16		16

SOPHOMORE YEAR

ENG 211	3	ENG 212	3
BIO 121, 121L	4	BIO 122, 122L	4
AST 100	3	SOC 330	3
SPCH 220	3	ABUS 201	3
AS 201	3	AGR 202	3
	16		16

JUNIOR YEAR

AEC 202	3	EC (200 or 300 level)	3
AEC 301	3	AEC 302	3
AEC 303	3	ABUS 302	3
AGED 301	3	AGEN 302	3
ELECTIVE	3	ELECTIVE	3
AST 311	3	CS 121	3
	18		18

SENIOR YEAR

AGSC 421	1	AGSC 422	1
AEC 401	3	AEC 402	3
AEC 403	3	AGSC 450	3
AST 312	3	ABUS 402	3
ABUS 301	3	AEC 303	3
ELECTIVE	3	ELECTIVE	3
	16		16

COURSE DESCRIPTIONS

SCHOOL OF AGRICULTURE AND HOME ECONOMICS

SAHE 100 Orientation (1). This course is required of all entering freshmen and new students under the age of 21. Transfer students who have had the course do not have to repeat. It is designed to aid in the adjustment of freshmen and new students to the college community and to all facets of university life including academic adjustment, effective study habits, student support services, and varied life-styles.

AGRIBUSINESS (ABUS)

ABUS 201-202 Introduction to Agri-Business (3-3). The role of Agricultural business in the economy. Application of principles and method of economics to agricultural economy with emphasis on agriculture - including the organization, management, marketing and finance of agricultural enterprises and evaluation of politics, programs, and institutions.

ABUS 301 Agricultural Marketing (3). An understanding of the operations of food marketing (theory of marketing) and a familiarity with many of the descriptive and factual aspects of food marketing.

ABUS 302 Farm Management (3). Organization planning and operating farm business to make the most effective use of available resources and procedures for making economic decisions.

ABUS 401 Rural Finance (3). An examination of the rural credit institutions and the role of credit in the development of economics, farmer and consumer organizations.

ABUS 402 Introduction to Agribusiness Analysis (3). Application of theory to management problems encountered in agribusiness firms, application of quantitative tools to solve problems, economies of size, supply demand relationship, input-output analysis, benefit-cost analysis, and interregional competition.

ABUS 410 Practicum in Agribusiness (4). Approval of instructor. Supervised in-depth specialized practical experience in an agribusiness or working experience in a specialized public organization, agency; or solving problems in the organization and/or operation of agribusiness. Students select a practical problem and recommend solution(s) after analyzing the same. Designed to give students training in problem-solving in a real business environment.

RESOURCE ECONOMICS (AEC)

AEC 201 Principles of Resource Economics (3). Physical, economic and institutional factors affecting land and water use, population and resource requirements, principles of land utilization, social control of land, property, land tenure.

AEC 301 Food Economics (3). Food prices and their effect on the consumers' and farmers' budgets. Food price determination and the marketing channels. International trade and development.

AEC 302 Natural Resource Economics (3). Physical, economic and institutional factors affecting land and water use; population and resource requirements; principles of land utilization; social control of land, property, and land tenure.

AEC 303 Agricultural Policy (3). A study of problems in agriculture, governmental policies and programs assigned to deal with them.

AEC 401 Community Development (3). Analysis of the meaning, structure and function of community development with emphasis on the factors important in community change.

AEC 402 Organization and Contemporary Issues Facing Agriculture Firms (3). Organization of agribusiness firms, types of business, advantage and disadvantages of each type, legal considerations, approaches to organizational structure, integration deciding where decisions should be made. Operating a business in a socially conscious environment, social, health, environmental, and global issues affecting agricultural firms and their impact on future of agribusiness.

AEC 403 World Agriculture (3). To study the role of agricultural in economic development. Survey of lesser developed countries with special emphasis on Africa.

AGRICULTURAL EDUCATION (AGED)

AGED 301 Adult Education in Agriculture/Agribusiness 301 (3). Administering, planning, organizing, and arranging courses and programs for adults in agriculture/agribusiness. Emphasis is to implement cooperative experience, public relation and philosophy and development of vocational education. Supervised field experiences in junior and senior high schools required for teacher education students.

AGED 302 Intra-Curricular and Related Activities in Agricultural Education (3). Planning and supervision of agricultural experience programs and youth organizations; establishing and maintenance of necessary reports and records; development and use of instructional materials; operation and use of audio and visual equipment.

AGED 303 Methods of Teaching and Management in Vocational Agriculture (3). A study of teaching methods, materials, and concepts of classroom management for teaching vocational agriculture. Emphasis will be placed on developing a program of vocational agriculture/agribusiness that will relate to a total school; agricultural business and/or industry's program. Supervised field experiences in junior and senior high schools required for teacher education students.

AGED 304 Methods of Teaching Agricultural Mechanics (3). Developing agricultural mechanics programs, application of methods, practices, and skills; study of shop layouts; equipment, organization and laboratory exercises. Two lectures - one laboratory. Supervised field experiences in junior and senior high schools required for teacher education students.

AGED 472 Student Teaching in Agriculture Education (12). A Supervised experience in vocational agriculture in off-campus centers on a full-time basis for a semester (15 weeks) in both junior high and a high school program. Prospective teachers will receive experience in all phases of the program.

AGRICULTURAL ENGINEERING (AGEN)

AGEN 302 Introduction to Agricultural Engineering (3). The fundamental principles of agricultural power and machinery; agricultural arc and acetylene welding; agricultural structures; soil and water conservation, and agricultural uses of electricity. One lecture - two laboratory periods.

AGEN 303 Agricultural Power and Equipment (3) Basic power units and machine elements; principles of selection, operation and maintenance of field machinery; farm materials handling and processing equipment. One lecture - two laboratory periods.

AGEN 304 Agricultural Mechanics Shop (3). Shop planning and organization; bench work; agricultural carpentry, concrete and masonry; plumbing; repair and reconditioning farm machinery, and electrical equipment operation and maintenance. One lecture - two laboratory periods.

AGEN 402 Agricultural Buildings and Conveniences (3). Planning, location and selection of materials. methods and costs of construction, water systems, sewerage disposal, and other utilities management.

AGEN 403 Agricultural Engineering Special Problems (3). Supervised laboratory or field work research of a problem in agricultural engineering. Written project outline and reports of results required.

AGRICULTURAL SCIENCES (AGSC)

SAHE 100 Orientation (1). This course is required of all entering freshmen and new students under the age of 21. Transfer students who have had the course do not have to repeat. It is designed to aid in the adjustment of freshmen and new students to the college community and to all facets of university life including academic adjustment, effective study habits, student support services, and varied life-styles.

AGSC 421-422 Seminar (1-1). Devoted to discussions of current literature and problems in agricultural sciences. Required of seniors majoring in the department. One hour credit each semester. One lecture.

AGSC 450 Senior Project (3). Required of all agricultural science majors.

AGRICULTURAL STATISTICS (AST)

AST 200 Computer and Statistical Application in Agriculture (3). Computer concepts and basics of use of computer for decision-making. Emphasis on agricultural management concepts, management of data, and statistical analysis, use of popular software in agribusiness.

AST 311 Introduction to Applied Statistics I (3). Basic concepts and principles of measurements, data collection, scientific investigation, and survey design. Topics include statistical measures of central tendency and dispersions, probabilities, normal and other distributions, tests of significance, regression and correlation, analysis of variance and index numbers. Prerequisite: Six hours of college math.

AST 312 Sample Survey Theory and Techniques (3). A practical course in conducting, analyzing, and summarizing surveys, Includes review of probability, distribution, and statistical measures; simple random sampling, stratified, systematic and cluster sampling, multi-frame, objective measurement, and enumerative surveys; sampling and non-sampling errors. Questionnaire design and enumeration techniques are included. Prerequisite: AST 311.

AST 404 Experimental Design (3). Includes review of scientific investigation principles and statistical inference. Subjects include analysis of variance and co-variance . Non-parametric and analysis, multiple comparison test and experimental designs. Designs cover all randomized block, balanced block, latin square, factorial, split plot, rectangular lattice and augmented. Greater emphasis placed on logic rather than on mathematics and computer.

AGRONOMY (AGR)

AGR 102 Plant Science (3). A one semester, introductory course in plant science that exposes students to the principles of crop science, horticulture, and conservation of the renewable natural resources. Two lectures and one laboratory period per week.

AGR 202 Soil Science (3). A study of the origin, structure, general nature of soil and the factors related to soil fertility, maintenance, and fertility practices. Three lectures and one laboratory period.

AGR 210 General Agricultural Botany (4). Designed to provide a broad understanding of the fundamental facts and principles of botanical science. Three lectures and one laboratory period.

AGR 300 Plant Physiology (3). Application of plant physiological principles to seed plants with special emphasis on photosynthesis, respiration, absorption, transpiration and nutrition.

AGR 301 Crop Science (3). A general study of the distribution culture, use and climatic adaptation of the major agronomic crop plants. Two lectures and one laboratory period.

AGR 302 Soil and Water Conservation Engineering (2). A study of the factors affecting runoff and erosion. Design and layout of soil conservation practices. Two laboratory periods. Required of persons interested in Soil Conservation Service Cooperative Education.

AGR 311 Elementary Soil Classification (4). An introductory study of the principles of soil classification and land judging. Required of majors in Agronomy. Prerequisite: AGR 202. Three lectures and one laboratory period.

AGR 320 Economic Entomology (3). Provides a brief review of the structure, morphology, controls and the recognition of economic insects as related to agriculture. Two lectures and one laboratory period.

AGR 321 Farm Weeds and Their Control (3). A one semester course work on the identification, eradication, and economic value of the important weeds of fields and pastures. Elective for any department. Two lectures and one laboratory period.

AGR 322 Plant Pathology (3). A study of the diseases of the most important agricultural plants in Tennessee and the south. Emphasis on the nature of the disease, recognition and control measures. Two lectures and one laboratory period.

AGR 350 Plant Breeding (3). Application of genetic principles to the improvement of economic crop plants; methods and procedures of plant breeding. Two lectures and one laboratory period.

AGR 400 Legumes and Pastures (3). Provides information on the important legumes. Adapted to the climate of Tennessee, and characterizes the forage and programs of Tennessee. Two lectures and one laboratory period.

AGR 401 Soil and Eater Conservation and Management (4). A study of the principles of tillage, drainage, fertilization and rotation practices as they affect the productive capacity of field soils. Three lectures and one laboratory period.

AGR 402 Advanced Soil Fertility (4). A study dealing with the determination of nutrient deficiencies in soils and plants in rapid methods, recommendations of corrective measures. Prerequisites: AGR 202, CHEM 121, 122. Two lectures and one laboratory period.

ANIMAL SCIENCE (AS)

AS 101 Introduction to Animal Science (3). Devoted to the adaptation of the difference classes for farm livestock to varying farm conditions and to the relationship of each class to the other in different farm plans. A careful study of correct type of livestock in relationship to economical production and market demands. Two lectures and one laboratory period.

AS 201 Introduction to Poultry Science (3). An introduction to the poultry industry and a fundamental study of the anatomy and physiology of the fowl. Principles and practices in incubation, production and marketing of chickens, turkeys and specialize fowl. Management, automation and production economics will also be emphasized. Two lectures and one laboratory period.

AS 301 Animal and Plant Genetics (3). A study of the fundamental laws of heredity and their relation to plants and animals. Two lectures and one laboratory period.

AS 304 Anatomy and Physiology of Domestic Animals (3). Review of the structure and function of body systems of domestic livestock. Relationships to animal management practices and animal health considerations emphasized. Two lectures and one laboratory period.

AS 311 Feeds and Ration Formulation (3). A study of the basic principles of feeding farm animals, feeding standards, balanced rations, composition and nutritive value of feeds. Two lectures and one laboratory period.

AS 313 Animal Health and Disease Prevention (3). A study of the causes, symptoms, sand treatment of general diseases and parasites of livestock and poultry with special emphasis on prevention of health problems. Two lectures and one laboratory period.

AS 321 Swine Production and Management (3). A study of the breeding, management, feeding and marketing of swine. Emphasis placed on both purebred and commercial production. Two lectures and one laboratory period.

AS 322 Beef Production and Management (3). History, development. and distribution of breeds; sources of cattle and carcass beef, production and distribution in cattle feeding, commercial and purebred breeding herds. Two lectures and one laboratory period.

AS 403 Dairy Production and Management (3). A study of general farm operation, adaption of the herd to available facilities, factors affecting production, balancing rations for dairy cattle, disease control, principles of modern dairy cattle breeding, arrangement and development of dairy farm buildings. Prerequisite: Animal Science 311. Two lectures and one laboratory period.

AS 404 Poultry Disease Prevention and Sanitation (3). Designed to give the major principles underlying sanitation and disease prevention as applied to poultry farm. Two lectures and one laboratory period.

AS 424 Animal Nutrition (3). Study of nutrients: their classification properties and functions; their digestion. absorption and cellular metabolism; their requirements and deficiency symptoms. Prerequisites: Animal Science 101 and 311. one semester of organic chemistry.

AS 451 Physiology of Reproduction (3). Fundamental principles of the physiology of reproduction with primary emphasis on farm animals. Anatomy of the male and female reproductive tracts; hormones, estrus cycle; fertility and sterility, and manipulation of the reproductive process.

FOOD TECHNOLOGY (FT)

FT 300 Principles of Food Science and Technology (3). Techniques of procurement, processing, packing, preservation and distribution of foods. Mechanization and automation of food handling processes. Nutrient components and organoleptic properties of foods. Regulation of the food industry. Two lectures and one laboratory period.

FT 301 Processing Milk and Milk Products (3). A study of the procurement, processing and sale of milk and the bacteriological, chemical, and physical aspects of market milk processing. Prerequisite: CHEM 121-122. Two lectures and one laboratory period.

FT 303 Processing Poultry Products (3). A detailed study of grades and classes of market poultry and eggs; methods of processing, storage, preservation and problems in plant operations. Two lecture and one laboratory period.

FT 325 Food Microbiology (3). Microorganisms associated with food products. Classes of microorganisms. Factors that influence growth of spoilage organisms. Food hazards and quality assurance. Effects of preservation techniques on food-borne organisms. Microbiology of preservation techniques on food-borne organisms. Microbiology of fermented food products. Two lectures and two laboratory periods

FT 375 Laboratory Instrumentation (3). Introduction to procedures and techniques commonly utilized in analysis of biological materials. Includes spectroscopy, gas and column chromatography, electrophoresis, etc.

FT 402 Science of Meat (3). Composition, physical, chemical and nutritional properties of meat and meat products. Biochemical alterations of meat during aging, curing, procession and storage.

FT 405 Food Chemistry (3). Function of food. Food constituents-proteins, lipids, carbohydrates, mineral and trace elements, vitamins, enzymes. Efforts of processing, storage and preparation. Two lectures and one laboratory.

HORTICULTURE (HRT)

HRT 200 Vegetable Gardening (3). A basic study of the principals and practices of vegetable production. Two Lectures and one laboratory period.

HRT 201 Principles of Fruit Growing (3). A study of the principals and practices involved in the production of flowers and ornamental plants. Two lecture and one laboratory period.

HRT 202 Ornamental Horticulture (3). An elementary course of principals and practices involved in the production of flowers and ornamental plants. Two lectures and one laboratory period.

HRT 340 Propagation of Horticultural Plants (3). A study of the methods of propagation of horticultural plants including seedage, cuttage, and grafting of both economic and ornamental plants. Two lectures and one laboratory period.

HRT 352 Floriculture (3). A course dealing with the principals underlying culture of greenhouse crops, commercial cut flowers and house plants.

HRT 360 Forestry (3). A study of forest conservation and management and the relation of forestry to agriculture, including the influence of the forest on climate, stream flow and erosion. Two lectures and one laboratory period.

HRT 372 Landscape Plants and Design (3). A study of the landscape composition dealing with the designing of small lots, city property, public grounds and large estates. The use of ornamental plants such as trees, shrubs and flowers and their identification.

HRT 400 Greenhouse Operation and Management (3). An elementary course of principles involving greenhouse site selection, types of structure, covering materials, heating and cooling systems and cultural practices for producing flowers and ornamental plants. Two lectures and one laboratory period.

HRT 450 Turf Management (3). This course will deal with establishing lawns, soil preparation, seeding, watering, fertilization, clipping, and general management. Corrective measures in established lawns, Care of golf course greens.

HRT 451 Floral Design (3). A course dealing with essentials of flower arrangement. One lecture and two laboratory periods.

DEPARTMENT OF HOME ECONOMICS

Gearldean Johnson, Ed.D., Acting Head 121 Walter Davis Home Economics and Nursing Complex

Faculty: J. Anderson, S. Godwin, D. Harris, R. McDowell, E. Ozgener.

General Statement: The purpose of the undergraduate program in the Department of Home Economics is to provide both a liberal and specialized education in which the interests and well-being of individuals, family members, and consumers are significant. The program includes study of nutrition, food, health, clothing, textiles, housing, management of resources, design, care and guidance of children, human growth and development throughout the life span, interpersonal relationships, and family relationships, with emphasis on breadth of knowledge and its application to the solution of contemporary human problems.

The Department of Home Economics is accredited by the American Home Economics Association. The dietetics curriculum is approved by the American Dietetic Association.

Admission Requirements: Students who wish to complete requirements for the ADA approved Didactic Program in Dietetics must maintain a 2.5 GPA and have a "C" or better in all major courses. Degree candidates seeking teaching certification in Early Childhood Education and Home Economics Education must meet requirements designed for the Teacher Education Program as below.

Teacher Education Admission and Retention Requirements: ADMISSION UNDERGRADUATE

Each student who desires to be a candidate for admission to the Teacher Education Program will make application to the Director of Student Services and Teacher Education in the second semester of the sophomore year. The student must have earned a cumulative 2.50 GPA, acceptable scores on the Pre-Professional Skills Test (P-PST), and acceptable scores on the Communication Skills (CS) and General Knowledge (GK) Core Battery Tests of the National Teachers Exam (NTE).

Further clarification of the Teacher Education Program can be found in the College of Education section of this catalog; "Admission, Retention, and Student Teaching Requirements for the Teacher Education Program." Students are required to complete 12 semester hours of student teaching which includes a dual placement.

Departmental Requirements For Bachelor of Science – Early Childhood Education

MAJOR CORE: A minimum of 34 semester hours including ECCD 101, 201, 302, 332, 352, 361, 460, 465, 463, 452; HEED 101, 450.

PROFESSIONAL EDUCATION: 37 hours including EDCI 201, 301, 387, 390A, 390B; 470B; EDRD 424, EDSE 333; ECCD 472.

GENERAL EDUCATION: 63 hours including BIO 101, 101L, 102, 102L; ART 133; MATH 111, 211; ENG 101, 102, 211, 212, 373; MUS 131; SPCH 220 or communication elective; HIST 201, 202, 341 or 492; GEOG 171 or 172; CS 121; PE activity courses (2 semesters), PE 310; HEA 306; PSY 312; SAHE 100; NTR 333.

Suggested Four Year Plan:

Bachelor of Science Degree In Early Childhood Education (With Teacher Certification Pre K-3)

FRESHMAN YEAR

FALL SEMESTER Courses		SPRING SEMESTER Courses	
ENG 101	3	ENG 102	3
ECCD 101	3	MATH 111	3
CS 121	3	ECCD 201	3
BIO 101, 101L	3	BIO 102, 102L	3
PE/AERO/MUS 306A	1	MUS 131	2
SAHE 100	1	PE/AERO/MUS 306A	1
GEOG 171 or 172	3	ART 133	2
		HEED 101	1
	17		18

SOPHOMORE YEAR

ENG 211	3	ENG 212	3
HIST 201	3	HIST 202	3
ECCD 302	3	ECCD 332	3
EDCI 201	3	ECCD 352	3
SPCH 220 or		MATH 211	3
Oral Communication Elective	3	HIST 341 or 492	3
	15		18

JUNIOR YEAR

EDCI 387	3	ENG 373	3
EDCI 301	3	HEA 306	3
PSY 312	3	ECCD 460	3
ECCD 452	3	ECCD 463	3
NTR 333	3	EDCI 390A	3
ECCD 361	3	PE 310	2
	18		17

SENIOR YEAR

ECCD 465	3	ECCD 472K	12
EDCI 390B	3	EDCI 470B	3
HEED 450	3		
EDSE 333	3		
EDRD 424	4		
	16		15

Departmental Requirements For Bachelor of Science in – Home Economics with Concentration in Child Development and Family Relations

CONCENTRATION AND MAJOR CORE: A minimum of 52 semester hours including ECCD 101, 332, 351, 352, 353, 452, 460, 463, 465, 466; NTR 333; CLT 111 or 112; DIGN 201; HMGT 433 or 321; HEED 101, 450.

Suggested Four Year Plan:

Bachelor of Science Degree In Home Economics Concentration In Child Development and Family Relations

FRESHMAN YEAR

FALL SEMESTER Courses		SPRING SEMESTER Courses	
SAHE 100	1	ART 133	2
ENG 101	3	ENG 102	3
PE/AERO/MUS 306A	1	PE/AERO/MUS 306A	1
MATH 111	3	HEED 101	1
BIO 101, 101L	3	BIO 102, 102L	3
ECCD 101	3	CS 121	3
CLT 112	3	FDS 111	4
	17		17

SOPHOMORE YEAR

ENG 211	3	ENG 212	3
MUS 131	2	SOC 211	3
BIO 201, 201L	4	EDCI 201	3
GEOG 171	3	ECCD 351	3
DIGN 201	3	SPCH 220	3
HIST 201	3	HIST 202	3
	18		18

JUNIOR YEAR

HMGT 433 or 321	3	ECCD 353	3
ECCD 352	3	ECCD 452	3
ECCD 361	3	ECCD 460	3
NTR 333	3	ECCD 332	3
PSY 311 or 312	3	ELECTIVES (300 or 400 level)	3
		ECCD 463	3
	15		18

SENIOR YEAR

ECCD 465	3	ECCD 466	9
SW 470	3	HEED 450	3
ELECTIVES (300-400 level)	9		
	15		12

Departmental Requirements For Bachelor of Science in – Home Economics with Concentration in Clothing and Textiles

CONCENTRATION AND MAJOR CORE: A minimum of 49 semester hours including CLT 111, 112, 203, 211, 300, 302, 321, 322, 403, 413, 415; NTR 201; ECCD 463; HEED 101, 450; DIGN 201; HMGT 433 or 321.

Suggested Four Year Plan:

Bachelor of Science Degree In Home Economics Concentration In Clothing and Textiles

FRESHMAN YEAR

FALL SEMESTER Courses		SPRING SEMESTER Courses	
SAHE 100	1	FDS 111	4
ENG 101	3	ENG 102	3
CLT 112	3	CLT 111	3
MATH 111	3	ART 133	2
HIST 201	3	HIST 202	3
PE/AERO/MUS 306A	1	PE/AERO/MUS 306A	1
HEED 101	1		
	15		16

SOPHOMORE YEAR

ENG 211	3	ENG 212	3
CLT 203	3	SPCH 210 or 220	3
CHEM 121, 121L	4	CHEM 122, 122L	4
DIGN 201	3	EC 211	3
CLT 211	3	FR 101 or 102	3
	16		16

JUNIOR YEAR

DIGN 301	3	CLT 321	3
HMGT 321	3	CLT 302	3
ECCD 351	3	DIGN 411	3
NTR 201	3	CLT 300	3
CLT 322	3	MIS 215	3
ELECTIVE (300 or 400 level)	3		
	18		15

SENIOR YEAR

CLT 413	3	CLT 403	3
HEED 450	3	CLT 415*	3
DIGN 323	3	DIGN 421	3
ELECTIVE (300 or 400 level)	3	ELECTIVES (300 or 400 level)	8
ECCD 463	3		
CLT 462	3		
	18		17

*Offered summer only

Departmental Requirements For Bachelor of Science in – Home Economics with Concentration in Design

CONCENTRATION AND MAJOR CORE: A minimum of 50 semester hours including DIGN 201, 301, 310, 323, 350, 400, 411, 412, 420, 421, 432, 435; NTR 201; CLT 111; ECCD 463; HMGT 433; HEED 101.

Suggested Four Year Plan:

Bachelor of Science Degree In Home Economics Concentration In Design

FRESHMAN YEAR

FALL SEMESTER Courses		SPRING SEMESTER Courses	
SAHE 100	1	MUS 131	2
ENG 101	3	ENG 102	3
MATH 111	3	CLT 111	3
DIGN 201	3	ART 133	2
HEED 101	1	ART 121 or 122	3
PE/AERO/MUS 306A	1	PE/AERO/MUS 306A	1
FR 101	3	CS 121	3
	15		17

SOPHOMORE YEAR

ENG 211	3	ENG 212	3
HIST 201	3	HIST 202	3
CHEM 121, 121L or BIO 101, 101L	3-4	CHEM 122, 122L or BIO 102, 102L	3-4
DIGN 300	3	CLT 211	3
EC 211	3	SPCH 220	3
CLT 203	3		
	18-19		15-16

JUNIOR YEAR

ECCD 463	3	DIGN 301	3
DIGN 310	3	NTR 201	3
CLT 413 or 322 or AE 312	3	DIGN 411	3
DIGN 323	3	PE 313	3
DIGN 350	2	ELECTIVE (300 or 400 level)	3
HMGT 433	3	DIGN 400	3
	17		18

SENIOR YEAR

DIGN 412	3	DIGN 435	3-5
ELECTIVE (300 or 400 level)	6	DIGN 421	3
HEED 450	3	DIGN 420	3
DIGN 432	3	ELECTIVES (300 or 400 level)	7
	15		16-18

Departmental Requirements For Bachelor of Science in – Home Economics with Concentration in Fashion Merchandising

MAJOR CORE: A minimum of 49 semester hours including CLT 111, 112, 203, 211, 300, 302, 401, 403, 414, 415; DIGN 201; NTR 201; HMGT 433 or 321; ECCD 463 or 351; HEED 101, 450.

Suggested Four Year Plan:

Bachelor of Science Degree In Home Economics Concentration In Fashion Merchandising

FRESHMAN YEAR

FALL SEMESTER Courses		SPRING SEMESTER Courses	
SAHE 100	1	DIGN 201	3
ENG 101	3	ENG 102	3
CLT 112	3	CLT 111	3
MATH 112	3	HEED 101	1
HIST 201	3	HIST 202	3
PE/AERO/MUS 306A	1	PE/AERO/MUS 306A	1
ART 133	2		
	16		14

SOPHOMORE YEAR

CLT 211	3	FR 101 or 102	3
ENG 211	3	ENG 212	3
BIO 101, 101L or 111, 111L, or CHEM 121, 121L	3-4	BIO 102, 102L or 112, 112L or CHEM 122, 122L	3-4
MIS 215	3	SPCH 210, 220 or 230	3
CLT 203	3	EC 211	3
AC 211	3	AC 212	3
	18-19		18-19

JUNIOR YEAR

ECCD 463	3	CLT 302	3
DIGN 301	3	MK 301	3
CLT 300	3	CLT 300	3
DIGN 323	3	ELECTIVE (300-400 level)	3
HMGT 321 or 433	3	ECCD 463	3
NTR 201	3		
	18		15

SENIOR YEAR

MK 425	3	CLT 403	3
MK 303	3	CLT 415*	*6
CLT 401	3	DIGN 421	3
HEED 450	3	CLT 414	3
ELECTIVES (300 or 400 level)	5		
	17		15

*Offered summer session

Departmental Requirements
For Bachelor of Science in –
Home Economics with
Concentration in Food Service Management

CONCENTRATION AND MAJOR CORE: A minimum of 44 semester hours including FDS 111, 313, 311, 352, 412, 452; NTR 201, 311; HEED 101, 450, 460; CLT 111 or 112, DIGN 201; ECCD 463.

Suggested Four Year Plan:

Bachelor of Science Degree In Home Economics Concentration In Food Service Management

FRESHMAN YEAR

FALL SEMESTER Courses		SPRING SEMESTER Courses	
ENG 101	3	ENG 102	3
HIST 201	3	HIST 202	3
PE/AERO/MUS 306A	1	PE/AERO/MUS 306A	1
MATH 111	3	CLT 112	3
CHEM 121, 121L	4	CHEM 122, 122L	4
SAHE 100	1	HEED 101	1
	15		15

SOPHOMORE YEAR

ENG 211	3	ENG 212	3
FDS 111	4	MIS 215	3
DIGN 201	3	NTR 201	3
EC 211	3	EC 212	3
HUMANITIES ELECTIVES	4	SPCH 230	3
	17		15

JUNIOR YEAR

NTR 311	3	FDS 311	3
FDS 313	3	MG 301	3
FDS 352	3	FDS 412	3
AC 211	3	AC 212	3
ELECTIVES	4	BIO 250, 250L	4
	16		16

SENIOR YEAR

BL 300	3	ENG 301	3
HMGT 433	3	ECCD 463	3
FDS 452	3	HEED 373	3
MK 301	3	HEED 460*	6
ELECTIVES (300-400 level)	6	HEED 450	3
	18		18

*Offered summer only

Departmental Requirements
For Bachelor of Science in –
Home Economics with
Concentration in Foods and Nutrition

CONCENTRATION AND MAJOR CORE: A minimum of 49 semester hours including FDS 111, 311, 313, 412, 452; NTR 201, 311, 333, 411, 470; HEED 101, 450, 460; CLT 111 or 112; DIGN 201; ECCD 351 or 463; HMGT 433.

By taking a few additional courses, students who wish to become Registered Dietitians may complete the requirements for the Didactic Program in Dietetics (DPD), which is approved by The American Dietetic Association. They may then apply for an ADA approved Internship or an Approved Pre-Professional Practice Program (AP4), following successful completion of which they must pass the National Registration Exam.

Suggested Four Year Plan:

Bachelor of Science Degree In Home Economics Concentration In Foods and Nutrition

FRESHMAN YEAR

FALL SEMESTER Courses		SPRING SEMESTER Courses	
ENG 101	3	ENG 102	3
HIST 201	3	HIST 202	3
PE/AERO/MUS 306A	1	PE/AERO/MUS 306A	1
DIGN 201	3	HUMANITIES ELECTIVE	2
SAHE 100	1	MIS 215	3
CHEM 121, 121L	4	HEED 101	1
		CHEM 122, 122L	4
	15		17

SOPHOMORE YEAR

ENG 211	3	ENG 212	3
FDS 111	4	COMMUNICATIONS ELECTIVE	3
BIO 201, 201L	4	NTR 201	3
PSY 201	3	MATH 111	3
CLT 112	3	HUMANITIES ELECTIVE	2
		EC 211	3
	17		17

JUNIOR YEAR

NTR 311	3	FDS 311	3
CHEM 360, 360L	4	FDS 412	3
MG 301	3	BIO 250, 250L	4
ELECTIVE (300-400 level)*	3	ELECTIVE*	6
NTR 470	3		
	16		16

SENIOR YEAR

FDS 313	3	HEED 460	2
NTR 411	3	ECCD 463	3
FDS 452	3	HEED 371	3
HMGT 433	3	HEED 450	3
NTR 333	3	ELECTIVES (300 or 400 level)*	6
	15		17

*Students wishing to meet requirements for the Dietetics Program must replace electives with the following courses: PSY 311, CHEM 320 and lab, NTR 453, and BIO 202.

Departmental Requirements
For Bachelor of Science in –
Home Economics with
Concentration in Home Economics Education
(with Teacher Certification)

CONCENTRATION AND MAJOR CORE: A minimum of 34 semester hours including CLT 111, 112, 211; FDS 111; NTR 201, 470; DIGN 201, 323; HMGT 321, 433; ECCD 351, 463, 465; HEED 101, 450.

GENERAL EDUCATION: A minimum of 60 semester hours including ENG 101, 102, 211; 212; HIST 201, 202; MATH 111; CHEM 121, 121L, 122, 122L or BIO 101, 101L, 102, 102L; ART 133 or MUS 131 or PHIL 201 or THEA (4 hrs.); PE Activity Courses (2 semesters); PSY 242, 312; SOC SCI Elective, SPCH 220; CS 121.

PROFESSIONAL COURSES: A minimum of 36 semester including HEED 371, 387, 443, 472*; EDCI 201, 301*; EDSE 333*; EDRD 491*; EDCI 470A*.

*The latter courses with asterisk will be substituted for those not seeking a teaching certificate.

Degree candidates seeking teaching certification in Home Economics Education must meet requirements designed for the Teacher Education Program as outlined in the University Catalog. The program is also designed for those interested in a general home economics background and preferred competencies for positions in family and community services and cooperative extension.

Suggested Four Year Plan:

Bachelor of Science Degree In Home Economics Concentration In Home Economics Education (With or Without Teacher Certification)*

FRESHMAN YEAR

FALL SEMESTER Courses		SPRING SEMESTER Courses	
SAHE 100	1	MATH 111	3
ENG 101	3	ENG 102	3
HIST 201	3	HIST 202	3
PE/AERO/MUS 306A	1	PE/AERO/MUS 306A	1
CLT 112	3	CS 121	3
HEED 101	1	CLT 111	3
FDS 111	4	HUMANITIES ELECTIVE	2
	16		18

SOPHOMORE YEAR

DIGN 201	3	NTR 201	3
ENG 211	3	ENG 212	3
EDCI 201	3	HUMANITIES ELECTIVE	2
PSY 242	3	CLT 211	3
CHEM 121, 121L or BIO 101, 101L	3-4	CHEM 122, 122L or BIO 102, 102L	3-4
		SOC SCI ELECTIVE	3
	15-16		17-18

JUNIOR YEAR

ECCD 351	3	EDCI 301**	3
HEED 387	3	HMGT 321	3
DIGN 323	3	ECCD 463	3
NTR 470	3	HEED 371	3
EDSE 333**	3	PSY 312**	3
SPCH 220	3		
	18		15

SENIOR YEAR

HMGT 433	3	EDCI 470A** or	
ECCD 465	3	HEED 372	3
HEED 450	3	HEED 472** or	
EDRD 491**	3	HEED 474 & Electives	
HEED 443	3	(300 or 400 level)	12
	15		15

*See University requirements for bachelor's degree: Teacher Education Admission and Retention Requirements.

**Home Economics and Home Economics Education courses will be substituted for those interested in Home Economics Education without certification. Admission to Student Teaching required for enrollment in these courses.

Curriculum for Occupational Home Economics Endorsement

Home Economics Education majors who desire to teach in either Food Management or Care and Guidance of Children programs in high school or vocational schools may elect from two endorsements. The HEED 443 course is required for Home Economics Consumer and Homemaking Certification, a prerequisite for occupational endorsements.

Occupational Endorsements — 14 Semester Hours

Option I

Food Management, Production, and Service	14
HEED 443	3
HEED 460	2
FDS 313-412	6
FDS 452	3

Option II

Care and Guidance of Children	14
HEED 443	3
HEED 458	2
ECCD 332	3
ECCD 452, 460	6

COURSE DESCRIPTIONS

School of Agriculture and Home Economics
Clothing and Textiles (CLT)

CLT 111 Textiles (3). A consumer-oriented study of textiles, emphasizing fibers, yarns, fabric construction, finishes and socio-economic background of the textiles and apparel industry in relation to end use. Lecture-laboratory. Spring Semester

CLT 112 Cultural and Functional Concepts of Clothing and Textiles (3). An interdisciplinary study of clothing including cultural patterns, behavioral interactions, changing needs, technological developments and acquisition of clothing. Fall Semester

CLT 203 History of Costume (3). The history of costume from ancient times to the present and the influence of social and economic conditions upon costume are covered in this course. Fall Semester

CLT 211 Elementary Clothing Construction (3). Principles of clothing construction as applied to cotton, linen and synthetic fabrics. Also covered are use and care of sewing machines, and wardrobe inventory. One lecture and two laboratory periods. Fall Semester

CLT 300 Apparel Quality Analysis (3). A study of various techniques of evaluating silhouettes, and structural and decorative details of apparel. The degree of excellence displayed in construction will be examined. Spring Semester

CLT 302 Clothing of the Family (3). A study of the physiological, psychological, and aesthetic aspect of clothing for the family. Family clothing problems from the standpoint of income, occupation, and health as well as aesthetic and psychological factors affecting all family members are analyzed in the class. Spring Semester: Odd Years

CLT 312 Applied Dress Design (3). The application of elements and principles of design as they relate to clothing. Emphasis is placed upon problem solving and the functional, structural and decorative aspects of apparel design. Prerequisites: CLT 211 and DIGN 301. Spring Semester: Even Years

CLT 321 Tailoring (3). Construction of a tailored garment and instruction in advanced construction methods. Emphasis is also placed on selection and care of woolen garments. Prerequisite: examination in construction skills and/or CLT 211. Fall Semester: Odd Years

CLT 322 Flat Pattern Adaptation (3). A study of the principles and techniques of flat pattern design and application of these principles to commercial pattern alteration. The development of original designs is emphasized. Prerequisite: CLT 211. Spring: Odd Years

CLT 401 Problems in Clothing and Textiles (3). A course which focuses on special problems in the details of clothing construction, selection, and textiles. Fall Semester

CLT 403 Clothing Economics (3). A study of clothing as it relates to the consumer of clothing and textiles. Emphasis is placed on changing needs and desires, trends in clothing expenditures, legislation and care. Spring Semester

CLT 413 Dress Design and Draping (3). A course in dress design with emphasis on originality and draping. Opportunity is given to students to investigate sources of design and to practice various methods of designing. Prerequisite: CLT 211. One lecture and two laboratory periods. Fall: Even Years

CLT 414 Fashion Merchandising Seminar (3). Problems in various aspects of buying fashions. A study of the planning involved in marketing of merchandise and computer applications in retailing. Spring Semester

CLT 415 Internship (3-6). A temporary period of supervised work experience which provides the student an opportunity to apply theoretical knowledge to a work situation. Internship is designed to give students supervised work experience in an area of clothing and textiles, fashion merchandising and fashion design. Prerequisites: (1) junior level or above in Home Economics, (2) a job in clothing and/or textiles retailing or merchandising, and (3) instructor's written approval. Summer Sessions

CLT 462 Readings in Apparel Exports and Imports (3). A study of the growth and dispersion of global trade practices in the textile and apparel sectors. Students study manufacturing firms, unions, custom laws, labor and other statutes which govern international textile and apparel economic systems. Prerequisite: Junior standing. Summer: Even Years

Design (DIGN)

DIGN 201 Environmental Design (3). A course in which students develop techniques for becoming aware of design in the near environment. Students learn to solve creative problems, varied materials and techniques in design and color with emphasis on the element and principles of art as applied to the home and individuals. They also examine two and three dimensional forms in design. Lab-lecture. Fall Semester

DIGN 300 Fashion Illustration (3). A course in which students learn how to sketch human figures and use fashion illustration as a form of communication. Emphasis on color, proportion, fabric detail, development of individual techniques and development of individual techniques and experimentation with a variety of media. Lab-lecture. Prerequisite: DIGN 201. Fall Semester: Odd Years

DIGN 301 Costume/Fashion Design (3). A course in which students learn how to make rendering and layouts and make costume and fashion analysis for the individual and theatre. They learn fashion fundamentals such as application of the fashion tools, fashion makers, responsibilities of designers, creatlve use of research, inspirational museums and library sources. Studio problems with emphasis on live color and texture for the individual and costumes are emphasized. Lab-lecture. Prerequisite: DIGN 201. Spring Semester

DIGN 310 Design Analysis (3). A studio course in which students work with a variety of media and gain exposure to aesthetic concepts and their interaction in design. Exploration of the design process with studio problems in visual presentation for the designer and design analysis study and application of principles of two and three dimensional design. Lab-lecture. Prerequisite: DIGN 201. Spring Semester

DIGN 323 Spatial Living I (3). An introductory course in the interior design profession in which students apply the design elements and principles to interior design. Studio problems in designing living spaces for family living. Lab-lecture. Prerequisite: DIGN 201. Fall Semester

DIGN 350 Studio Design Laboratory (2). A course designed for students who wish to experiment with art studio problems, related art problems, design inspiration and media with guidance of instructor. Fall Semester

DIGN 400 Spatial Living II (2). A course which includes a study of the historical and contemporary interiors, traditional and modern, classic Asian, European and current influences, and contemporary. Spring Semester

DIGN 411 Textiles Design (3). A course in which students learn how to make original design developed in resist and print methods. The course includes a study of structural enrichment and weaving using historic and contemporary techniques. Textile design ideas are translated into fabrications for apparel and the home. Lab-lecture. Laboratory fee: $12.00. Spring Semester: Odd Years

DIGN 412 Art Crafts (3). A course in which students design and execute art crafts using inexpensive materials and tools. The content of the course includes: relationship of design to function, materials, tools and techniques; understanding educational, economic, social, recreational and therapeutic art craft work. Emphasis is placed on making creative objects of original design. Lab-lecture. Fall Semester: Even Years

DIGN 420 Experimental Textile, Apparel and Design (3). A course which covers creative and technical aspects of designing textiles, apparel, accessories, and home fashions. Original designs with exercises in various media, direct, indirect and accidental methods will be used to stimulate ideas and involve the students in the process of exploring and awakening intellectual and creative potentials. Lab-lecture. Prerequisite: DIGN 201 or consent of instructor. Spring Semester

DIGN 421 Interior Architecture (3). A course whose major topics for this course are: problems in designing for living; integration of structural concepts; design in relation to site, house and interior environment; selection and coordination of furniture, fabrics, materials, accessories in interior space laboratory. Lab-lecture. Prerequisites: DIGN 201 & 323. Spring Semester

DIGN 432 Visual Communication (3). A course in which students learn the principles and techniques of display and exhibit design such as decoration for window and interior displays in schools, department and speciality stores, museums; advertising layout and production. Students design and execute window and interior displays and discuss methods employed in coordinating store wide promotions. The fashion show is used as a media. Emphasis is on creative design, layout and presentation. Lab-lecture. Fall Semester

DIGN 435 Internship/Seminar/Options (3-5). A course in which students gain experience in established firms, institutions, showrooms, etc. Students are introduced to many practical applications of design theory directed toward various aspects of the fashion, interior, visual and fabric structure and decoration industry as well as specialized teaching. Each option is to be executed under the supervision of the concentration coordinator. Summer Semester

DIGN 455 Contemporary Lifestyles (2). A personal and professional development interdisciplinary course designed to aid students in improving their quality of life. Etiquette, the art of entertaining, the vanity arts (make-up, hair styling, etc.), visual poise (modeling), figure control, speech and voice, fashion decorum for individuals and environments, fraternity and sorority life, international living, consumer information, health and nutrition fitness, family interaction and other lifestyle components are covered in this class.

Early Childhood, Child Development, and Family Relationships (ECCD)

ECCD 101 Freshman Practicum (3). A study of staff roles in a variety of pre-school programs for children in Middle Tennessee. The first half of the semester will be spent in observation, the second in a practicum as an aide functioning in a variety of roles. Fall Semester

ECCD 166 Observations and Internship (2). A course which provides opportunities for observation and practice work in pre-school programs for young children.

ECCD 201 Principles and Concepts of Child Development (3). A study of the basic principles and concepts of growth and development which serve as a foundation in understanding children. Observation and laboratory experiences are required.

ECCD 211 Problems in CDA Competency Area I (3). An individualized study for early childhood care givers in setting up and maintaining safe and healthy learning environments for young children. This course must be taken in conjunction with ECCD 212 or by consent of instructor.

ECCD 212 Practicum: Safe, Healthy Learning Environments (3). A course in which the care givers demonstrate the ability to set up and maintain safe and healthy learning environments for young children. Consent of instructor.

ECCD 221 Problems in CDA Competency Area 2 (3). An individualized study for care givers in learning to advance the physical and intellectual development of young children. Consent of instructor.

ECCD 222 Practicum: Physical and Intellectual Competency (3). A course in which the care givers demonstrate the ability to advance the physical and intellectual development of young children. Consent of instructor.

ECCD 231 Problems in CDA Competency Area 3 (3). An individualized study for care givers that focus on building positive self-concept and individual strength in young children. Must be taken in conjunction with ECCD 232 or by consent of instructor.

ECCD 232A Art for Young Children (2). A course that includes a study of self-directed activities in art and creative play experiences.

ECCD 232 (CDA) Self Concept and Individual Strength (3). A course in which care givers demonstrate the ability to build positive self-concept and individual strength in young children. Consent of instructor.

ECCD 241 Problems in CDA Competency Area 4 (3). An individualized study course for care givers in organizing and sustaining the positive functioning of young children and adults in groups in a learning environment. Must be taken in conjunction with ECCD 242 or by consent of instructor.

ECCD 242 Practicum: Positive Functioning of Children and Adults in a Group (3). A course in which the care givers demonstrate the ability to organize and sustain the positive functioning of young children and adults in a group learning environment. Consent of instructor.

ECCD 251A The Young Child (3). A contemporary modularized course of instruction designed to familiarize students with the philosophy and basics of child development and to increase their competencies in working with children. Outside experiences, guest lectures, and multi-media approaches are arranged.

ECCD 251 (CDA) Problems in CDA Competency Areas 5 and 6 (3). An individualized study course for care givers in coordinating home and center and carrying out supplementary responsibilities. Must be in conjunction with ECCD 252 or by consent of instructor.

ECCD 252A Observation (3). A course in which students observe in nursery school, kindergarten, and other preschool programs for young children.

ECCD 252 (CDA) Practicum: Home, Center and Supplementary Responsibilities (3). A course in which care givers demonstrate the ability to establish positive and productive relationships with parents and encourage parents to participate in the center's activities, policies, and rules. Consent of instructor.

ECCD 253A Internship in Infant Programs (2). A course in which students observe and participate in infant laboratories.

ECCD 253-254-255 (CDA) Problems in Providing Care for Young Children (3). An individualized experience for early childhood care givers. Consent of instructor.

ECCD 266 Internship in Early Childhood and Child Development (3). A course in which students participate in field work in community nursery schools and other preschool programs for young children.

ECCD 302 Middle Childhood and Adolescence (3). A course in which students study human development from later pre-school through adolescence (5-18) years. Prerequisite: ECCD 201

ECCD 331-333-334 Internships for Trainers (3). An individualized internship experience for persons interested in providing child care giver training. Consent of instructor.

ECCD 332 Creative Arts for Young Children (3). A course in which students interpret and are involved with (1) art learning activities, (2) self-directed activities, and (3) integrated activities with emphasis on the role of creative play.

ECCD 351 The Young Child and His Family (3). A contemporary based modularized course of instruction designed to familiarize students with the basics of child-development and to increase their competencies in this area. Outside experiences, guest lectures and multi-media approaches are combined with regular classroom instruction to make a wide range of information available to students. The areas of concentration include the philosophy of child development, pregnancy and birth, and the development of the physical, mental, socio-emotional and language characteristics of the child, and the role of the family in the development of children. Laboratory experience 2 hrs. per week.

ECCD 352 Nursery School Observation (3). Observation in nursery school along with ECCD 351. A course required of students concentrating in Child Development and Family Relationships.

ECCD 353 Infant Clinic (3). A course designed to address the human development process from birth to 2 years of age and the relative influences of the environment on socialization. Emphasis is placed on the various theories and curricula being followed in quality day-care programs for infants. Observation/participation in infant programs required.

ECCD 361 Early Childhood Curriculum I (3). A course in which students design curricula in Early Childhood Education, including learning how to write general goals and behavioral objectives for lesson plans, and discussing forces that affect curriculum.

ECCD 371 Methods and Techniques in Teaching Family Relationships (1). A course in which students gain experiences in implementing teaching strategies in family-social relationships. Attention is given to new materials and equipment currently being used by the federal government in various programs concerned with family life.

ECCD 452 Planning and Administrating Day Care Programs (3). A course designed to familiarize students with the operational procedures of day care programs. Emphasis is placed on providing students with practicum experience relating to administering and supervising personnel, managing budgets, and developing computer programs. Observation/participation in Early Learning Center required.

ECCD 460 Nursery School and Kindergarten Methods and Materials (3). A study of methods, materials and modern trends of teaching in the nursery school and kindergarten. Organization, equipment, and housing in child care centers and public kindergartens are studied based on the developmental levels of children. Observation/participation experiences in early childhood programs required. Prerequisite: ECCD 332 and ECCD 361

ECCD 462 Early Childhood Education Curriculum II (3). A course in which students study programs, trends and issues in child development and early education. In addition, students are involved in construction and evaluating curricula.

ECCD 463 Family Relationships (3). A study of modern family life, giving special emphasis to the needs and activities of individuals as they relate to the development of the family throughout the life cycle.

ECCD 465 Parenting/Practical Steps to Childrearing (3). A course in which students outline and examine contemporary problems of childrearing and focus on systematic and scientific methods of parenting. Subject areas to be examined are child abuse, socialization practices among various cultures, myths and misconceptions about effectiveness of punishment, the rights of children, principles of behavioral modification and parents of children with special needs.

ECCD 466 Internship or Fieldwork in Child Development (9). A course in which students are provided an opportunity to student teach in nursery schools in the community and other agencies caring for children as well as the campus Early Learning Center. Taken with approval of the coordinator of Child Development and Family Relationships.

ECCD 472K Observation and Student Teaching in Pre-K and K-3 (12). Supervised teaching experiences in both Pre-K and K-3 settings on a full-time basis for a semester. Seminars are integral parts of the student teaching experience. This course is open only to students who have met the student teaching prerequisites.

Family Economics and Home Management (HMGT)

HMGT 320 Household Equipment (3). A course which focuses on selection and care of various types of household equipment. This course also focuses on standard brands and problems concerned with the manufacturing, marketing and servicing of equipment for the home. Offered once every other (odd-numbered) year.

HMGT 321 Family Resource Management (3). A course which includes a study of the family as an ecosystem and how that ecosystem is influenced by and influences other larger systems. Attention is given to the significance of inputs, throughputs, and outputs of the decision making process. Offered each Spring Semester

HMGT 433 Consumer Education (3). A course which includes a study of consumer activities in the marketplace and the financial world. Emphasis is given to the most important areas in which individuals and families function as consumers. Offered each Fall Semester.

Foods (FDS)

FDS 111 Food Principles and Meal Management (4). A study of foods from harvest to service. A consideration of economics, grade standards, sanitation, preparation and nutritional quality is included. The topics include the planning, preparation and service of nutritious attractive meals at various cost levels for different occasions with emphasis on the conservation of time, energy and money. Two lectures and two laboratory periods. Fall Semester, odd years.

FDS 311 Food Science (3). A course which includes a study of the scientific principles of food preparation. Emphasis is placed on deviations from the norm and causes. Lecture and laboratory. Prerequisite: CHEM 121 and FDS 111. Spring Semester, even years.

FDS 312 Experimental Foods (3). A course in which students are provided an opportunity for advanced individual study in experimental foods. Sensory evaluation of food products is emphasized. Prerequisite: FDS 311.

FDS 313 Foodservice Equipment and Cost Control (3). A course that assists the student with the tools necessary to plan a foodservice facility and to control the costs in such a facility. Purchase specifications, budgeting, forecasting, fiscal planning and cost analysis are covered in this class. Fall Semester

FDS 321 Food Preservation (3). A course that includes a study of conventional and new methods of preservation. Some laboratory work is done in freezing and canning of foods. Two lectures and one laboratory period.

FDS 352 Food Demonstration (3). A course that includes a study of the principles and techniques involved in food demonstration and the use of related equipment as applied to the needs of extension, business, classroom and community teaching. Field experience and laboratory. Prerequisite: FDS 111.

FDS 412 Quantity Food Procurement and Production (3). A course that includes a study of methods of purchasing and storing foods in quantity, organization of labor, standards of work materials, and meal planning, and preparation in large quantities. Some experience is gained in the University Cafeteria or other food facilities. Prerequisite: FDS 111.

FDS 452 Foodservice Systems Management (3). A course that includes a study of institutional food service systems, professional ethics and qualifications for managers, employment procedures, personnel schedules, financial records, and computer applications. Field experience required. Prerequisite: FDS 412.

Home Economics Education (HEED)

HEED 101 Home Economics as a Profession (1). A course designed to help students identify their goals and individual needs and explore possible home economics career areas. Students gain knowledge of the history and philosophy of home economics as well as issues and trends. One lecture.

HEED 318 Cooperative Education (3). A university-wide program that combines academic study with meaningful work experiences directly related to the student's academic major. Students are required to work at least two semesters with a school semester in between (work/study/work). Three hours of academic credit will be awarded for the co-op work experience.

HEED 371 Teaching Home Economics (3). A course designed for students preparing to teach home economics in middle and secondary schools as well as for home economics in the fields of business, social welfare, extension, public utilities, dietetics and nutrition. Students are provided opportunities to develop instructional plans including using instructional techniques and methods and selecting and using media as well as computers. Supervised field experiences in middle and high schools required for Teacher Education Students. Other field teaching experiences required for all students. Prerequisite: Admission to Teacher Education Program for students in Teacher Education. Spring Semester

HEED 372 Special Problems in Home Economics (1-3). A course designed for individual and group projects that focus on recent research findings and general depth in subject matter.

HEED 373 Entrepreneurship in Home Economics (3). A course that focuses on the application of knowledge to teaching entrepreneurship skills in home economics programs and/or developing plans to become an entrepreneur using home economics skills.

HEED 387 Problems of the Curriculum and Teaching (3). A course where attention is given to home economics curriculum conceptualization including analyzing factors impacting on the curriculum. Students plan and develop home economics programs, and analyze teacher roles and communication in the classroom. Professional rights and responsibilities, and multi-cultural/global education are analyzed. Supervised field experiences in middle and high schools are required. Prerequisite: Admission to the Teacher Education Program. Fall Semester, even numbered years.

HEED 443 Principles of Vocational Education and HERO Program Planning (3). A course which focuses on theory, philosophy, legislative and historical background, and program development in vocational education with special emphasis on program planning in home economics related occupation (HERO). Emphasis is also given to implementing cooperative experiences, job placement and follow-up, public relations, advisory committees, evaluation and youth leadership. Supervised observation-participation experiences in vocational programs are required. Fall Semester, odd years.

HEED 450 Senior Project Writing (3). A course in which students develop skills related to techniques of professional writing, literature searching, and abstracting scientific material. Students will incorporate area-special concepts into an original project with an accompanying written component. Open to all departmental majors.

HEED 458 Field Experiences in Child Care Services (2). A supervised work experience in the child care industry. Course includes class seminars. Summer Session

HEED 460 Field Experiences in Food Service or Nutrition (2-6). A supervised work experience in the food service industry or in nutrition programs. Course includes class seminar. Summer Session

HEED 472 Student Teaching in Home Economics (12). Supervised teaching in home economics in off-campus teaching centers on a full-time basis for a semester (15 weeks) in both a middle school and a high school. Seminars are integral parts of the student teaching experience. Prerequisite: This course is open only to students who have met the student teaching prerequisites for Home Economics and Teacher Education.

HEED 474 Consumer and Family Service Field Experiences (3-6). A course designed to provide students opportunities to gain practical experiences in consumer and family service programs. Students not seeking teaching certification should substitute this course for student teaching.

Nutrition (NTR)

NTR 201 Basic Nutrition Principles (3). A course in which students study nutrition and its relationship to health. Emphasis is placed on functions, sources and deficiency symptoms for the various nutrients. Regulations surrounding food and related products are presented. Nutritional requirements throughout the life cycle are introduced.

NTR 211 Elementary Nutrition (3). A general course in nutrition with emphasis on scientific principles, metabolism and requirements for nutrients. Special topics of interest to health care professionals are discussed.

NTR 311 Community Nutrition (3). In this course students apply basic nutrition principles to life situations. Course includes the study of current issues in nutrition, fad diets, and community resources. Field experiences. Prerequisite: NTR 201 or 211.

NTR 333 Maternal and Child Nutrition (3). A course which includes a study of nutrition as it relates to children from prenatal life through adolescence. Application of knowledge and nutrition education are emphasized. Experiences with Early Learning Center are included.

NTR 411 Advanced Nutrition (3). A study of chemical and physiological factors in digestion, absorption, and metabolism of nutrients. Reports of recent research and their relation to problems of human nutrition are studied. Prerequisite: NTR 201 or 211 and Chem 121-122.

NTR 453 Diet Therapy (3). A study of the modifications of the normal diet in the treatment of disease, food and drug interactions, and the role of the dietitian in health care. Prerequisites: NTR 411, BIO 221-222, CHEM 320. Field experiences required.

NTR 462 Special Problems in Foods and Nutrition (3). An individual directed study and investigation involving techniques used in nutrition research and food service management.

NTR 470 World Nutrition (3). A course that includes a study of world agricultural, economic and political policies that affect the nutritional status of human beings. Community experiences are required.

DEPARTMENT OF HOTEL AND RESTAURANT ADMINISTRATION

Wayne C. Guyette, Ph.D., Head
Walter S. Davis Home Economics and Nursing Complex 205

Faculty: Eric Vogel.

General Statement: The University's Bachelor of Science Degree Program in Hotel and Restaurant Administration is designed to provide students with a high quality, professional program of academic studies that is both career centered and industry oriented. Specifically, the goals of the program are to: (1) provide students with the technical, operational, managerial and analytical skills required to successfully assume managerial positions of leadership in the hospitality industry; (2) provide opportunities that encourage the free exchange of ideas, innovation, problem-solving and the cultivation of interpersonal skills; and, (3) integrate the dynamic elements and realities of the hospitality industry into all academic course work and program activities.

Aware of the implications of this mission, the program is structured to provide educational opportunities for those from a broad spectrum of society including those seeking entrance to the field and those within the field seeking further knowledge and advancement. The program is designed to lay a solid foundation of both general education and general business courses prior to the specialized HRA courses. Thus, the majority of courses in the freshman and sophomore years are devoted to general education and general business courses while the junior and senior years center on the HRA core courses and HRA electives.

Departmental Requirements:
For Bachelor of Science
Hotel and Restaurant Administration

A minimum of 63 semester hours in HRA.

Major Core: 48 credits in required HRA courses, 15 credits of HRA Specialty Electives and two approved hospitality industry internships of no less than 400 hours each.

Bachelor of Science Degree in Hotel and Restaurant Administration

FRESHMAN YEAR

FALL SEMESTER Courses		SPRING SEMESTER Courses	
SAHE 100	1	ENG 102	3
ENG 101	3	MIS 215	3
MATH 111	3	BIO 102, 102L	3
BIO 101, 101L	3	HIST 202	3
HIST 201	3	PE/AERO/MUS 306A	1
PE/AERO/MUS 306A	1	Elective	3
HRA 110	3		
	17		16

SOPHOMORE YEAR

ENG 211	3	ENG 212	3
Humanities	2	Humanities	2
AC 211	3	AC 212	3
BE 235	3	EC 211 or 221	3
General Elective	3	HRA 201	1
HRA 210	3	HRA 220	4
HRA 290	1		
	18		16

JUNIOR YEAR

SPCH 220	3	General Elective	3
MG 301	3	HRA Elective	3
FN 330	3	HRA 360	3
General Elective	3	HRA 370*	3
HRA 310	3	HRA 380	3
HRA 320*	3	HRA 390	1
	18		16

SENIOR YEAR

HRA Electives	6	HRA Electives	6
HRA 401	1	HRA 490	1
HRA 410*	3	HRA 498*	5
HRA 420*	3	HRA 499*	4
HRA 430*	3		
	16		16

*Denotes writing and oral presentation intensive course.

Course Descriptions

HRA 110 Introduction to the Hospitality Industry (3). A macro survey of the international and national hospitality industries including how they function and their relationship to consumers, travel and tourism. A micro study of national industry systems, organizations, challenges and career opportunities. Particular attention is directed at developing an understanding of the operational elements of the industry from an "insider's" perspective. In addition, the course explores the economic impact and responsibilities of the hospitality industry upon consumers, local communities, statewide tourism and the national tourism agenda. This course is designed for HRA majors and non-majors alike.

HRA 201 Operational Internship (1). A course required to be completed before the first semester of the junior year. It is taken prior to satisfying the required 400 hours of employment at an industry property approved in advance by the internship coordinator, faculty advisor and program director. The course prepares the student in career and position search skills including resume writing, personal marketing and interviewing.

HRA 210 Computers and Information Systems (3). A course which introduces students to computer hardware and software used by the hospitality industry. Technology studied center on Micro and Mini dedicated and non-dedicated systems and application programs that are DOS or proprietary based. Prerequisites: HRA 110 and MIS 215.

HRA 211 Integrating Decision-Support Application Programs in the Hospitality Industry (3). An in-depth review of application programs available to improve managerial decision-making. Program categories include resource scheduling, financial and operational analysis, data exchange and forecasting. Particular attention is directed at analyzing the relevancy of application programs to the defined needs of operational units and user level. Prerequisites: HRA 210 or permission of the instructor.

HRA 220 Hotel, Restaurant and Tourism Job/Task Analysis (4). A course which exposes students to the operational positions they will manage during their careers in the lodging, foodservice and tourism industries. Particular attention is directed at exploring employee tasks performed, determining employee skill performance levels, assessing employee proficiencies and identifying causative problems within operational tasks and job functions. Prerequisites: HRA 110 or permission of the instructor.

HRA 290 Executive Lecture Series I (1). A course in which industry executives discuss issues of importance to sophomore students who are confirming their career choice and who are considering specializations in this course. Sophomore standing required.

HRA 310 Physical Plant Management (3). A study of the interactive environmental systems that comprise a property's physical plant. Particular attention focuses upon electrical, mechanical, fluids, maintenance, engineering, security systems, fire prevention, emergency systems, safety and health protection, budget analysis, trade practices, government regulations and energy utilization and conservation. Prerequisite: HRA 110.

HRA 320 Managing Purchasing and the Distribution System (3). Procurement and distribution system levels studied include production, transportation, distributor, wholesale and internal. Emphasis is placed upon buying, receiving, storing, issuing, inventorying and the development of specifications to predefined needs and the evaluation of a procurement system's success. Procurement areas covered include consumables, equipment, services and capital goods. This is an HRA writing and oral presentation intensive course. Prerequisites: HRA 110 or permission of the instructor.

HRA 360 Principles of Hospitality Management (3). An exploration of the multi-dimensional aspects of contemporary decision-making and problem-solving. Integrating the case method approach, the course centers on organizational structures, policies, strategies, tactics, and the use of resources to achieve goals and objectives. Prerequisites: HRA 110 and MG 301.

HRA 361 Managing Hotels and Resorts (3). An in-depth study of managerial practices, successes and failures in the lodging industry using the case method approach with the participation of senior industry executives. This is an HRA writing and oral presentation intensive course. Prerequisite: HRA 360.

HRA 362 Managing Food and Beverage Operations (3). An in-depth study of managerial practices, successes and failures in food and beverage operations using the case method approach with the participation of senior industry executives. This is an HRA writing and oral presentation intensive course. Prerequisites: HRA 360.

HRA 363 Managing Fast Food Operations (3). An in-depth study of managerial practices, successes and failures in fast food operations using the case method approach with the participation of senior industry executives. This is an HRA writing and oral presentation intensive course. Prerequisites: HRA 360.

HRA 370 Introductory Facility Design I (3). An introduction to project feasibility studies and site analysis for new projects and rehabilitation. Basic design techniques and technologies are studied including the use of computerization in the design and evaluation process. Design teams develop a rehabilitation program for an existing property including layouts, budgets and scheduling. The course includes a presentation to the participating property executives. This is an HRA writing and oral presentation intensive course. Prerequisites: HRA 310 and HRA 320.

HRA 371 Advanced Facility Design II (3). A detailed new project development course centering upon design, planning, budgeting, equipment, ergometrics, mechanical, electrical, engineering, interior design and landscaping. The course includes a formal presentation to a design jury of industry professionals. Prerequisites: This is an HRA writing and oral presentation intensive course.

HRA 380 Cost Management and Operational Analysis (3). A "capstone" financial and operational analysis course which provides an in-depth study of the processes required for organizational profitability, cost containment and cost reduction while maintaining predetermined levels of quality products and service. Participating properties provide students with a unique opportunity to analyze current operational practices. This is an HRA writing and oral presentation intensive course. Prerequisites: AC 212, EC 211 or EC 221, FN 330, HRA 210, HRA 320 or permission of the instructor.

HRA 390 Executive Lecture Series II (1). A course in which industry executives discuss issues of importance to junior students who are confirming their specialization area in this course.

HRA 401 Advanced Internship (1). A course required to be completed before the second semester of the senior year. This course is taken after completing the required 400 hours of advanced hospitality industry employment at an industry property approved in advance by the internship coordinator, faculty advisor and program director. The course provides students an opportunity to objectively evaluate their own work performance during the internship, analyze the organization's operations and reconfirm their career decision.

HRA 410 Hospitality Marketing and Promotion (3). A study of the identification, development and implementation of marketing strategies, tactics and goals. Emphasis is placed upon the evaluation of marketing decisions relative to the implemented programs. Particular attention is directed at developing promotional programs in the lodging and foodservice fields. This is an HRA writing and oral presentation intensive course. Prerequisites: HRA 380.

HRA 411 International Tourism Marketing and Promotion (3). A survey of the international travel market to and from the United States of America. The course examines the market forces, supporting infrastructures, hospitality products and services, governmental and private sector tourism strategies and the measurement of the economic, social and environmental consequences of international tourism. This is an HRA writing and oral presentation intensive course. Prerequisites: HRA 410.

HRA 412 Marketing Research and Analysis in the Hospitality Industry (3). An in-depth, objective study of the techniques of marketing research and analysis performed by various organizations including corporate and unit hotels and restaurants, convention centers, industry trade organizations, accounting and consulting firms and governmental bodies at the city, state and national levels. This is an HRA writing and oral presentation intensive course. Prerequisites: HRA 410.

HRA 420 Managing Human Resource Development (3). An introduction to employee recruitment, hiring, training, supervision and personnel administration. Areas addressed include motivation, communication, stress management, leadership, organizational development, time management, collective bargaining and state and federal reporting. This is an HRA writing and oral presentation intensive course. Prerequisites: HRA 360 or permission of the instructor.

HRA 421 Training Program Design and Development (3). An in-depth study of employee training development practiced by the hospitality industry. Areas addressed include orientation and development training, available techniques and technologies, third party providers, and training program evaluation formats. Working with participating properties, students develop a comprehensive training program for a specified need including site implementation of the developed program. This is an HRA writing and oral presentation intensive course. Prerequisites: HRA 420.

HRA 430 Survey of Legal Affairs in the Hospitality Industry (3). A course which includes a fundamental survey of contract, agency and tort law pertaining to the hospitality industry. Using a case law approach, students study the legal rights and obligations of hotel and restaurant properties, their managers, employees, customers, suppliers and contractors. This is an HRA writing and oral presentation intensive course. Prerequisites: HRA 360.

HRA 490 Executive Lecture Series III (1). A course in which industry executives discuss issues of importance to graduating students. Particular attention is paid to industry trends, opportunities and challenges.

HRA 498 Managing Productivity, Cost and Quality in the Hospitality Industry (5). The "capstone" managerial, leadership and operational course of the program. Through the use of a series of complex operational activities, students are provided an opportunity to demonstrate, confirm and expand their abilities to plan, coordinate, organize, direct and evaluate. Senior HRA standing and permission of program head required. This is an HRA writing and oral presentation intensive course.

HRA 499 Senior Project (4). The "capstone" organizational analysis course of the program. Working independently, students undertake complex problem-solving activities for cooperating hospitality industry organizations. Senior HRA standing and permission of program head required. This is an HRA writing and oral presentation intensive course.

SCHOOL OF ALLIED HEALTH PROFESSIONS

Andrew Bond, Ph.D., Dean
Clement Hall

General Statement: The School of Allied Health Professions is jointly supported and administered by Tennessee State University and Meharry Medical College. The School was established to offer educational programs designed to produce allied health professions practitioners and to prepare individuals who are interested in pursuing careers as educators in the health professions; to encourage, develop and support interest in research; and to provide health care, when appropriate, and continuing educational services to the community. This threefold purpose is consistent with the stated missions of both Tennessee State University and Meharry Medical College.

The specific objectives of the School of Allied Health Professions are as follows:

1. To develop and implement educational programs designed to produce allied health practitioners and educators based upon employment demands and the availability of resources.
2. To recruit students interested in careers in the health care field in programs offered in the School and instill in these students the basic principles of morality and and professional ethics; to provide these students with career counseling, academic advisement, and tutorial assistance designed to assist them in their effort to achieve their career goals.
3. To maintain full accreditation by appropriate agencies for all programs offered by the School.
4. To recruit and maintain faculty capable of making significant contributions to the basic and applied research efforts of the supporting institutions.
5. To encourage and promote the rendering of service to the community through the sponsorship of seminars, workshops, consultation, and the delivery of health care whenever appropriate.
6. To identify and serve the needs of students whose prior educational and/or cultural disadvantage has prevented their being fully prepared to pursue an allied health career as well as the needs of advantaged students.

Admission/Retention Requirements: The School of Allied Health Professions offers programs in eight health related fields. Six of the eight programs require completion of a pre-professional curriculum as a prerequisite to admission to the professional/clinical level program. However, admission to professional programs is a competitive process separate from the University admission. Completion of the prerequisites does not ensure acceptance.

Admission/retention policies for each program are found under departmental headings. In addition to meeting the criteria for admission to Tennessee State University, prospective students must also apply to the specific department in accordance with departmental admissions criteria. The following table gives basic program information, degrees awarded, and examinations required for professional practice.

ALLIED HEALTH PROFESSIONS PROGRAMS

Program	Level of Entry	Application Deadline	Starting Semester	Degree Awarded	Professional Examination *
Cardio-Respiratory Care Sciences	Sophomore	June 30 December 1	Fall Spring	B.S.	CRTT/RRT
Dental Hygiene	Freshman	March 31	Fall	A.A.S. B.S.	NDHBE/RDHBE
Health Care Adm. & Planning	Sophomore	July 31	Fall	B.S.	N/A
Health Information Management	Sophomore	June 30 December 1	Fall Spring	B.S.	NRBRRA
Medical Technology	Senior	June 30	Fall	B.S.	TN Board/ASCP
Occupational Therapy	Junior	January 31	Summer	B.S.	AOTCB
Physical Therapy	Junior	December 31	Summer	B.S.	PES
Speech Pathology & Audiology	Freshman	July 31	Fall	B.S.	N/A (Undergraduate)

*Certified Respiratory Therapy Technician Exam/Registered Repiratory Therapist Board Examination
Dental Hygiene Board Examination (National & Regional)
National Registration Board for Registered Record Administrator
TN Board Examination for Medical Technologists/American Society of Clinical Pathologists MT Examination
American Occupational Therapy Certification Board
Professional Examination Service

COURSE DESCRIPTIONS

Allied Health Professions (AHP)

AHP 100 Orientation to Allied Health Professions (1). A requirement for all entering freshman Allied Health Professions majors. This course presents an overview of the allied health field, the history/development of allied health professions, and the historical development of the School of Allied Health Professions at Tennessee State University/Meharry Medical College. The student is also introduced to the values, ethics, and professionalism required for health care providers.

AHP 302 Current Trends in Health Care (3). A study of the current trends in health care delivery; federal, state and local laws and regulations that pertain to the health care field; and the principles, practice and development of public health including local, state, and federal programs. **Prerequisite:** Junior standing in any allied health or health-related curriculum.

DEPARTMENT OF CARDIO-RESPIRATORY CARE SCIENCES (Formerly Respiratory Therapy)

Thomas John, Ph.D., R.R.T., Head
Industrial Arts Building

Faculty: S. Carey, S. Drayton, M. Niedermeyer.

General Statement: The field of Respiratory Care needs respiratory care practitioners to administer various treatment modalities/medications, perform diagnostic procedures, and/or manage sophisticated life-support equipment. Although the majority of respiratory care practitioners are employed by hospitals, opportunities to practice outside of the standard hospital setting are developing.

The overall goal of the baccalaureate degree program in Cardio-Respiratory Care Sciences is to provide an educational curriculum designed to prepare students for registration by the National Board for Respiratory Care, expanded duty practice of respiratory care, and to be educators, staff therapists and/or supervisors in the field of respiratory care. The Baccalaureate Degree program is the "three plus one" type, in which the student completes all essential courses for general respiratory care in three years and specialty courses are completed during the fourth year. Students receive clinical training in affiliated hospitals.

The student who satisfactorily completes all the courses in the curriculum by the end of the third year and passes the "barrier examination" is awarded the **Certificate of Completion.** The Program Director will make recommendation to the Dean of the School of Allied Health Professions when the student is eligible for the certificate.

ADMISSION REQUIREMENTS

Formal admission to the program is not required to enroll in the introductory pre-respiratory care courses, CCS 100A, CCS 100B, or prerequisite science courses.

Students who wish to pursue the Cardio-Respiratory Care Sciences major may apply for acceptance to the CCS Admissions Committee. Students must be formally admitted to the Cardio-Respiratory Care Sciences Program in order to take professional courses which begin in the sophomore year. Applications for admission in the Fall or Spring semester are accepted from students who meet the following application requirements:

1. Admission to Tennessee State University.
2. Completion of first year CCS curriculum with a grade point average of at least 2.5 on a 4.0 scale.
3. Two letters of recommendation from persons who have known the applicant for at least two years.
4. An interview with the Admissions and Retention Committee or its designee.

All applicants will be screened by the Department of Cardio-Respiratory Care Sciences Admissions and Retention Committee. Applicants will be advised of the final decision regarding their acceptance into the Program by a representative of the Committee.

TRANSFER STUDENTS

1. Applications will be accepted from transfer students from other colleges or universities, or from other departments of Tennessee State University.
2. Applicants must have an overall college grade-point average of 2.5 on a 4.0 scale and meet the program admissions requirements for entering freshmen applicants. Any exceptions to the rule must be approved by the Cardio-Respiratory Care Sciences Admissions and Retention Committee and the Dean.
3. Transfer credits for non-major courses will be accepted according to University policies on admission with advanced standing. All transfer credits from accredited programs will be accepted where evidence is provided that the content of courses previously taken is essentially the same as the content for courses in the curriculum. No credit will be accepted for essential courses in which the student has received a grade lower than a "C".
4. In addition to the above, a Tennessee State University student seeking a transfer to the Cardio-Respiratory Care Sciences program is required to complete a Change of Major form. The department's Admission and Retention Committee will make the final decision regarding his/her admission to the program. The candidate will be advised of the final decision regarding his/her acceptance into the program.

ADVANCED STUDENTS

Students who have a degree in science may be admitted to the program if they meet the admission criteria. They may be able to complete the program earlier if they take more course work during certain semesters. They should consult the program director for details.

Special Requirements

Students are required to purchase lab jackets and to have a physical examination prior to clinical rotation. Students are advised to obtain medical and malpractice insurance before clinical rotation. During clinical rotations, the student may be assigned to off-campus facilities. Students are responsible for their own transportation costs and other expenses relating to clinical experiences.

RETENTION POLICY

To remain in the Cardio-Respiratory Care Science program the student must:

a. Maintain a cumulative grade-point average of 2.0 or better.
b. Maintain a grade of "C" or above in all supporting science and CCS courses. Failure to maintain a "C" in any of these courses will result in repeating the course with the approval of adviser. Students who receive less than a "C" grade in a Cardio-Respiratory Care Sciences courses will not be permitted to take the next sequential course. They may be dropped from the program.

c. Students who have been dismissed from the program due to poor academic performance may reapply for admission to the program. Students who request readmission should present to the Admissions and Retention Committee evidence of substantial change in circumstances.

General Education Core: A minimum of 56 semester hours including CHEM 121, 121L; CS 121; ENG 101, 102, 211 or 361, 212 or 362; HIST 201, 202; Humanities 4 semester hours; MATH 111; BIO 240, 240L; PE (two 2-digit courses); PSY 311; BIO 101, 101L or 102, 102L; SOC 211; BIO 221, 221L, 222, 222L.

Departmental Requirements For Bachelor of Science in Cardio-Respiratory Care Sciences — 80 Semester Hours

MAJOR CORE: A minimum of 80 semester hours including CCS 100A, 100B; 101, 104, 201, 203, 204, 211, 212, 232, 301, 302, 303, 304, 311, 322, 432, 441, 450; CCS electives 8 semester hours; recommended electives 9 semester hours.

Suggested Four Year Plan:

Bachelor of Science Degree In Cardio-Respiratory Care Sciences

FRESHMAN YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
AHP 100	1	ENG 102	3
PE (2-DIGIT)	1	PE (2-DIGIT)	1
HIST 201	3	HIST 202	3
BIO 221, 221L	4	BIO 222, 222L	4
ENG 102	3	CHEM 121, 121L	4
CCS 100A	2	CCS 100B	2
MATH 111	3		
	17		17

SUMMER SESSIONS I & II

BIO 101,101L or 102,102L	3
BIO 240,240L	4
CS 121	3
	10

SOPHOMORE YEAR

CCS 101	3	CCS 104	2
ART 133	2	CCS 201	4
ENG 211 or 361	3	CCS 212	3
SOC 211	3	CCS 232	3
SPCH 220	3	ENG 212 or 362	3
	14		15

SUMMER SESSIONS I & II

CCS 204	4
CCS 211	3
CCS 203	4
	11

JUNIOR YEAR

CCS 301	3	CCS 304	4
CCS 302	6	CCS 322	6
CCS 303	3	PSY 311	3
		CCS 311	2
		CCS Comp Exam	0
	12		15

SENIOR YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
CCS 441	3	Recommended Electives	6#
Recommended Electives	3#	CCS 450	3
CCS Elective	4*	CCS Elective	4*
CCS 432	3		
	13		13

*CCS elective and senior project may also be offered during summer according to the need. CCS electives are restricted to Cardio-Respiratory Care Sciences Majors only.

***CCS Electives**

CCS 422	Advanced Critical Care Management
CCS 424	Advanced Neonatal-Pediatric Respiratory Care
CCS 426	Advanced Pulmonary Function Testing and Pulmonary Rehabilitation

#Recommended Electives

PSY 353	Death and Dying
SW 401	Disability & Rehabilitation
SW 470	Social Gerontology
SW 400	Social Work Intervention in Health
MG 301	Management Organization Theory & Behavior
MG 403	Personnel Administration
HEA 306	First Aid & Cardiopulmonary Resuscitation
HCA 390	Communication & Technical Writing
HCA 490	Health Care Research
PE 314	Physiology of Exercise
BIO 421/L	Embryology
BIO 427/L	Physiology and Pathophysiology
CHEM 341	General Biochemistry
SPCH 305	Voice and Diction Improvement

ACCREDITATION STATUS

The Cardio-Respiratory Care Sciences program is accredited by the Commission on Accreditation of Allied Health Education Programs. Successful graduates of the program receive a B.S. degree in Cardio-Respiratory Care Sciences and are eligible to take the Certified Respiratory Therapy Technician Examination and the Registered Respiratory Therapist Board Examination.

Course Descriptions

Cardio-Respiratory Care Sciences (CCS)

CCS 100 A Introduction to Cardio-Respiratory Care Sciences I (2). An Introductory course which includes respiratory terminology, basic concepts of respiratory diseases, including etiology, pathophysiology, clinical diagnosis and respiratory care. The course is designed to provide conceptual understanding of major respiratory disease processes and basics of respiratory management. Prerequisite: Consent of Instructor.

CCS 100 B Introduction to Cardio-Respiratory Care Sciences II (2). This course is a continuation of Introduction to Cardio-Respiratory Care Sciences I. Basic concepts of respiratory diseases, terminology, clinical evaluation, diagnosis and cardio-respiratory care will be discussed. Ethics of respiratory and medical care also will be discussed. Prerequisite: CCS 100 A or Consent of Instructor.

CCS 101 Cardio-Respiratory Care Sciences Technology I (3). A course designed to introduce the student to the fundamental principles of cardio-respiratory care. This course will include the professional development of respiratory care sciences; the principles, operations and maintenance of compressed gas source and gas administration devices; the use of aerosol and humidity therapies; and basic respiratory mechanics. (2,2) Prerequisites: BIO 221,221L, BIO 222,222L; CHEM 121, 121L; MATH 111U.

CCS 104 Cardio-Respiratory Care Sciences Clinical I (2). This course serves to introduce the beginning cardio-respiratory care sciences student to the clinical environment. The student spends eight hours/week participating in oxygen therapy and clinical oriented workshops or observing the

application of cardio-respiratory care in the clinical setting. Prerequisite: CCS 101.

CCS 201 Cardio-Respiratory Care Sciences Technology II (4). A study which includes the principles of the operation and usage of various cardio-respiratory care modalities such as Aerosol Therapy, IPPB, IS, PD&C, manual resuscitators, sterilization techniques, and classification of mechanical ventilators. Students will also be instructed in CPR and patient assessment. (3,2) Prerequisites: CCS 104, BIO 240, 240L; PSY 211.

CCS 203 Pulmonary Function Testing and Evaluation (4). A course designed to expose the student to the pulmonary function testing, evaluation, and assessment. It includes spirometry, diffusion studies, flow volume loops, helium dilution, nitrogen washouts, and the instructional sequence necessary to become certified in ABG analysis, introduction to concepts in pulmonary rehabilitation is also included. Prerequisite: CCS 201, CCS 212, CCS 232.

CCS 204 Cardio-Respiratory Care Sciences Clinical II (4). This course provides the cardio-respiratory care sciences students with opportunities to practice basic cardio-respiratory care procedures. The student will spend a minimum of 16 hours/week in the clinical setting with emphasis placed on performance of cardio-respiratory care procedures and application of equipment. This course will emphasize topics such as aerosol therapy, IS, and IPPB therapy. The student will assume limited patient care responsibilities. Prerequisites: CCS 101, CCS 104, CCS 201.

CCS 211 Pulmonary Function in Disease (3). A review of the application of cardio-respiratory therapeutic modalities in the treatment and management of medical, and pre-post surgical patients. Course includes etiology, recognition and management of pulmonary diseases, and an introduction into basic x-ray interpretation. Prerequisites: CCS 201, CCS 204, CCS 212, CCS 232.

CCS 212 Respiratory Pharmacology (3). A course designed to present the various classifications of pharmacological agents used in the treatment and management of cardio-respiratory diseases. Course includes safe handling, dispensing, and administration of pharmacological agents. Emphasis is placed on the effects, indications, and contraindications of respiratory pharmacological agents. Prerequisite: Chem: 121U, BIO 221, 221L; BIO 222, 222L, BIO 240, 240L.

CCS 232 Cardiopulmonary/Renal Physiology (3). A course which goes beyond general physiology to cover the respiratory system as it relates to ventilatory mechanics, gas transport, gas exchange, acid-base physiology, neurological and chemical control of respiration, fluid and electrolyte balance, ventilation/perfusion relationships, etc. Prerequisite: Bio 221,221L; BIO 222,222L; CHEM 121, 121L.

CCS 301 Mechanical Ventilation Technology (3). A comprehensive course covering the principles, operation and application of devices used to provide ventilatory assistance and support. Course includes an in-depth study of patient-ventilator interface, artificial airways, ventilatory failure, and physiological alterations resulting from mechanical ventilation. Prerequisites: All 200 level CCS courses.

CCS 302 Cardio-Respiratory Care Sciences Clinical III (6). A 24 hour/week supervised clinical application of patient care skills developed in CCS 204, CCS 212, CCS 232, and CCS 203. This course provides the student with opportunities to refine procedures and evaluation skills including applied respiratory pharmacology, bedside spirometry, PFT, ABG analysis, pre-post operative evaluation, and pediatric respiratory care. Prerequisites: All 200 level CCS courses.

CCS 303 Critical Care (3). An intensive study of critically ill patient care which includes patient monitoring techniques and evaluation, acute and chronic respiratory failure, neuromuscular diseases and trauma management. Prerequisites: All 200 level CCS courses.

CCS 304 Neonatal/Pediatric Respiratory Care (4). A study of the principles, practices and techniques utilized in the cardio-respiratory care management of the newborn and pediatric patient. Topics will include common pathological conditions associated with such patients. Prerequisites: CCS 203, CCS 204, CCS 211.

CCS 311 Current Trends in Cardio-Respiratory Care (2). A discussion and presentation of new trends and topics in respiratory care. The course also includes preparation for professional credentialing examinations. Prerequisites: CCS 302, CCS 303, CCS 304, CS 121.

CCS 322 Cardio-Respiratory Care Sciences Clinical IV (6). A 24 hour/week supervised clinical practicum designed to provide performance competencies in the administration of cardio-respiratory care to critically ill patients. Prerequisites: CCS 302, CCS 303, CCS 304.

CCS 422 Advanced Critical Care Management (4). An advanced clinical course where the student is exposed to continuous and extensive critical care patient management. Prerequisites: All Jr. courses.

CCS 424 Advanced Neonatal-Pediatric Respiratory Care (4). An intensive didactic-clinical course where the student can develop exceptional skills in neonatal-pediatric respiratory care. Prerequisites: All 300 level CCS courses. Students in advanced standing may take this course with permission from the department head.

CCS 426 Advanced Pulmonary Function Testing And Pulmonary Rehabilitation (4). An advanced clinical course in which the student can develop emphasis on methodology of diagnosis of cardio-respiratory diseases, including advanced pulmonary physiology and pathology. The student is also exposed to pulmonary exercise testing and rehabilitation procedures. Prerequisites: All 300 level CCS courses.

CCS 432 Pulmonary Rehabilitation and Home Care (3). Objectives, methods and expected results of pulmonary rehabilitation will be presented and discussed. Patient testing methods, including clinical exercise testing, patient and family education, bronchial hygiene, breathing retraining, physical reconditioning, and home care will be described and discussed. Prerequisite: All 300 level CCS courses. Students who are in advanced standing may take this course with permission from the department head.

CCS 441 Cardio-Respiratory Care Sciences Management Concepts (3). The human dimensions of personnel, financial and material management, and planning related to cardio-respiratory care services are presented and discussed. Prerequisites: All 300 level CCS courses. Students who are in advanced standing may take this course with permission from the department head.

CCS 450 Senior Project (3). An approved independent study project. Prerequisites: All 300 level CCS courses.

DEPARTMENT OF DENTAL HYGIENE

Marian W. Patton, R.D.H., Ed.D., Head
Clement Hall

Faculty: N. Austin, E. Jackson, T. C. Newbern, R. Word.

General Statement: The Dental Hygiene Program is jointly sponsored by Tennessee State University and Meharry Medical College. Two degree programs are offered by the Department of Dental Hygiene: The Associate of Applied Science and the Bachelor of Science. Students accepted into the Bachelor of Science degree program may enroll at the freshman or post certificate level. The baccalaureate degree may serve as a foundation for further study. Courses in Anatomy and Physiology, Microbiology and English taken prior to enrolling in the program may enhance performance in the Dental Hygiene curriculum.

The dental hygienist is a licensed professional with specialized clinical and educational skills who performs preventive and therapeutic services under the supervision of a licensed dentist. The primary functions of the dental hygienist include working as an integral part of the dental health team and assisting individuals and groups in obtaining and maintaining optimal oral health. Associated activities include the prevention and control of dental diseases and disorders.

Graduates of the Dental Hygiene Program are eligible for the Dental Hygiene National Board Examination and Regional/State Board Examinations throughout the country.

ADMISSION/RETENTION REQUIREMENTS

A student must be accepted into the University before applying to the Dental Hygiene Program. Applications to the Department of Dental Hygiene must be received by March 31, of the year for which admission is being requested. Any applications received after the March 31 deadline are considered by the Dental Hygiene Admission Committee on a space available basis. Admission to the Dental Hygiene Program is required prior to enrolling in any dental hygiene courses.

Associate of Applied Science Degree Program:

In addition to University admission requirements, applicants to the two-year associate of applied science degree program must meet the following Program requirements:

1. A minimum high school grade point average of 2.5 on a 4.0 scale.
2. One year of high school algebra.
3. One year of high school biology.
4. One year of high school chemistry.
5. A composite score of 19 on the ACT, or an equivalent score on the SAT.

*6. One letter of recommendation from science teachers describing the applicant's potential for success in the Dental Hygiene curriculum.

7. One character recommendation.
8. A brief autobiographical sketch in the applicant's handwriting.
9. A complete health evaluation on the official forms provided by the Department of Dental Hygiene.
10. A personal interview. Interviews may be arranged for applicants who live beyond 300 miles of the University.

*If the applicant has had a long period of absence from an academic program, references from employers, counselors, or other community leaders who know the applicant may substitute for references from science teachers.

Bachelor of Science Degree Program

Acceptance into the Baccalaureate Degree Program may be accomplished in two ways: (1) by meeting the requirements for admission into the Associate Degree Program as a first-year student; or (2) by meeting the requirements for admission at the third-year level. Applicants who wish to enter the Bachelor of Science degree at the junior level must submit the following data and meet the following criteria:

1. A 2.0 grade point average in clinical dental hygiene courses and a minimum overall grade point average of 2.5 on a 4.0 scale.

**2. Two letters of recommendation from dental hygiene faculty persons who taught the applicant. (One letter must attest to the clinical competencies of the applicant.)

**3. Complete college transcript(s).

4. A complete health evaluation on the official forms provided by the Department of Dental Hygiene.
5. A personal interview with members of the Committee on Admissions. Interviews may be arranged for applicants who live beyond 300 miles of the University.

Note: The following advanced dental hygiene courses (300-400 level) require national board certification and/or Tennessee State Licensure: DH 301, DH 402, DH 404, DH 411, and DH 412.

**May not be required of recent Tennessee State/Meharry Medical college graduates.

Acceptance to the University does not insure acceptance into the Dental Hygiene Program. Following notification of acceptance to the University by the Office of Admissions and Records, the prospective Dental Hygiene applicant's admission material will be evaluated by the Committee on Dental Hygiene Admissions. Dental Hygiene applicants will be informed of their acceptance or rejection by the Chairpersons of the Committee on Dental Hygiene Admissions.

Admission to Advanced Standing:

Students admitted from other dental hygiene programs must earn, in residence, a minimum of 24 of the last 30 hours offered for the Associate of Applied Science degree in Dental Hygiene. To receive consideration for advanced standing the following requirements are necessary:

1. Matriculation in an accredited dental hygiene program.
2. Official transcripts from each school
3. Satisfactory scholastic and disciplinary records from the dental hygiene program from which the applicant is withdrawing. No students are accepted whose failures have resulted in dismissal or academic probation in another dental hygiene program.
4. A statement of honorable dismissal from the dean or director of the program from which the applicant is withdrawing.
5. If the interval since attendance has exceeded two years, the applicant may be required to take examinations recommended by the Committee on Curriculum.
6. If any deficiencies exist, disposition may require:
   a. validation of credits by department chairperson.
   b. examination of credits by department chairperson.
   c. completion of certain courses not common to all dental hygiene curricula.
7. Admission to advanced standing may necessitate auditing, or taking for credit, courses which the Committee on Curriculum may deem necessary to insure adequate preparation for continued dental hygiene study.

Retention Policy

1. Grades less than "C" earned in dental hygiene courses are considered non-passing. Students are required to maintain a minimum grade point average of 2.0 for each academic year. Students who earn a non-passing grade in a dental hygiene course(s) are required to repeat the course(s) when next offered before they can progress. In some instances, dismissal from the program may result from poor studentship.
2. Recommendations for advancement are the charge of the Dental Hygiene Evaluation Committee, which meets following mid-term and the final examination periods.
3. Students who have been dismissed from the dental hygiene program are eligible for reconsideration only under extenuating circumstances.

Departmental Requirements for Associate of Applied Science Degree in Dental Hygiene **43 semester hours**

MAJOR CORE: DH 101, 101C, 102, 102C, 103, 104, 105, 110, 111, 114, 201, 201C, 202, 202C, 205, 205C, 210, 211 and 215

Suggested Two Year Plan:

Associate of Applied Science Degree In Dental Hygiene

FRESHMAN YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
CHEM 101/101L	3	DH 102/102C	4
DH 101/101C	5	DH 103	2
DH 110	2	DH 104	2
DH 111	2	DH 114	2
ENG 101	3	ENG 102	3
BIO 221-221L	4	NTR 211	3
		BIO 222-222L	4
	19		20

SUMMER SESSION I

DH 105	2
BIO 241-241L	4
	6

SOPHOMORE YEAR

CHEM 250	3	DH 202/202C	6
DH 201/201C	6	DH 215	2
DH 210	3	PSY 201	3
DH 211	2	SOC 211	3
DH 205/205C	3	SPCH 220	3
*EDRD 310	1		
	18		17

*Elective

Departmental Requirements for Bachelor of Science in Dental Hygiene **58 semester hours**

MAJOR CORE: Includes a minimum of 43 semester hours earned at the associate level. DH 301, 301C, 402, 411 412, 450 or HCA 490, Senior Project, CS/HCA/SPCH/EDRD/NTR/13 semester hours; electives.

Suggested Four Year Plan:

Bachelor of Science Degree In Dental Hygiene

(Post Certificate Level)

JUNIOR YEAR

FALL SEMESTER Course	HR	SPRING SEMESTER Course	HR
CS 121	3	DH 402	3
DH 301/301C	3	DH 411	3
HIST 201	3	ENG (300-400 Level)	3
MATH 111	3	HIST 202	3
PE (2-digit)	1	EDCI 387	3
	13		15

SENIOR YEAR

ENG (300/400 Level)	3	DH 412	3
PSY 311	3	HCA 490	3
PE (2-digit)	1	HCA 330	3
Elective (300-400 Level)	3	PHIL 336	3
Elective (300-400 Level)	3		
	13		12

Suggested Four Year Plan:

Bachelor of Science Degree In Dental Hygiene

(Entering at the Freshman Level)

FRESHMAN YEAR

Course	HR	Course	HR
CHEM 101/101L	3	CS 121	3
ENG 101	3	ENG 102	3
HIST 201	3	HIST 202	3
MATH 111	3	PE (2-digit)	1
PE (2-digit)	1	SOC 211	3
PSY 201	3	SPCH 220	3
	16		16

SOPHOMORE YEAR

DH 101/101C	5	DH 102/102C	4
DH 110	2	DH 103	2
DH 111	2	DH 104	2
PSY 311	3	DH 114	2
BIO 221-221L	4	NTR 211	3
		BIO 222-222L	4
	16		17

SUMMER SESSION I

DH 105	2
BIO 241-241L	4
	6

JUNIOR YEAR

CHEM 250	3	DH 202/202C	6
DH 201/201C	6	DH 205/205C	3
DH 210	3	SPCH 420	3
DH 211	2	Elective (300-400 Level)	3
DH 215	2		
*EDRD 310	1		
	17		15

*Elective

SENIOR YEAR

DH 301/301C	3	DH 412	3
DH 402	3	HCA 490	3
DH 411	3	ENG (300-400 Level)	3
ENG (300-400 Level)	3	HCA 330	3
Elective (300-400 Level)	3	PHIL 336	3
	15		15

ACCREDITATION

The Dental Hygiene program has full accreditation from the Commission on Dental Accreditation.

COURSE DESCRIPTIONS

DENTAL HYGIENE (DH)

DH 101 Dental Hygiene Lecture (3). An introduction to basic concepts, methods, materials, and techniques of dental hygiene care.

DH 101C Pre-Clinical Dental Hygiene (2). Clinical simulation of dental hygiene using mannequin heads and student partners. Taken concurrently with DH 101.

DH 102 Dental Hygiene Lecture (2). A continuation of 101 lecture, including dental hygiene care for patients with special needs. **Prerequisite:** Satisfactory completion of all prescribed first semester curriculum.

DH 102C Clinical Dental Hygiene (2). Supervised application of the practice of dental hygiene on patients within the clinical setting. **Prerequisite:** Satisfactory completion of prescribed first semester curriculum.

DH 103 Radiology (2). Lecture, group, and individually supervised practice covering x-ray production, radiation hygiene, exposing, developing, mounting, reading and interpretation of intra-oral radiographs. Taken concurrently with DH 102C.

DH 104 Dental Materials (2). Study of characteristics and techniques of the manipulation of materials used in dentistry. Emphasis is placed on basic knowledge for selecting materials. Laboratory experiences supplement lectures. Taken as designated in the first year curriculum. **Prerequisite:** Satisfactory completion of first semester curriculum.

DH 105 Periodontics (2). An introduction to periodontics with emphasis on the recognition of gingival and periodontal problems, their probable cause, treatment and prevention, first aid procedures, techniques of patient education, and continued application of theoretical principles of clinical dental hygiene. **Prerequisite:** Satisfactory completion of the prescribed first two semesters of studies.

DH 110 Histology and Embryology (2). Study of microscopic oral tissues to provide students with the knowledge and understanding of the cellular structure and its application to dental problems. Taken concurrently with prescribed courses of the first semester, first year curriculum.

DH 111 Tooth Morphology (2). A study of the nomenclature, form and structure of the permanent and deciduous dentition and their supporting and related structures. Taken concurrently with other prescribed courses of the first semester, first year curriculum.

DH 114 Head and Neck Anatomy (2). The structure and functional aspects of the head and neck and their significance to the practice of dental hygiene. Taken as designated in the first year curriculum.

DH 201 Dental Hygiene Lecture (2). Includes several modules; ethics, jurisprudence, dental office emergencies, and cardiopulmonary resuscitation. Prerequisite: Satisfactory completion of the prescribed first year of study.

DH 201C Clinical Dental Hygiene (4). Supervised competency-based application of the practice of clinical dental hygiene. **Prerequisite:** Satisfactory completion of the prescribed first two semesters of studies. DH 201 and DH 210 must be taken concurrently.

DH 202 Dental Hygiene Lecture (2). Includes modules in hospital dentistry and pain control. A concentration in office management is also included. **Prerequisite:** DH 201 and DH 201C. DH 202 must be taken concurrently.

DH 202C Clinical Dental Hygiene (4). A progressive continuation of competency based supervised applications of clinical dental hygiene. **Prerequisite:** DH 201 and DH 201C. DH 202 must be taken concurrently.

DH 205 Expanded Periodontics for the Dental Hygienist (2). Designed to offer aspects of periodontics which are not generally considered as traditional dental hygiene functions. Advanced instructions are offered to further enable students to recognize and label periodontal disease and to understand etiological factors. Students are taught to participate in the planning of treatment for early or minor forms of periodontal disease and to apply and remove dressings. **Prerequisite:** DH 105. DH 205C to be taken concurrently.

DH 205C Expanded Periodontics Laboratory/Clinic (1). Practical application of DH 205. **Prerequisite:** DH 105. DH 202C to be taken concurrently.

DH 210 General and Oral Pathology (3). A study of disease and disease processes, the oral manifestations of systemic disease, oral pathology with particular attention to oral cancer and cancer detection methods. Taken as designated in the second year curriculum.

DH 211 Community Dentistry (2). A survey of private, community, and governmental agencies. Dental epidemiology, socio-economic factors relating to dental care, special programs, and third party payment plans are covered. **Prerequisite:** Completion of the prescribed first year curriculum.

DH 215 Dental Health Education (2). A study of the dental health educational methods and procedures for individuals and groups. Students will design and produce relevant projects. **Prerequisite:** Completion of the first year curriculum.

DH 301 Advanced Dental Hygiene Seminar (1). This course is designed to encompass those advanced skills allowable in the state by the Tennessee Dental Practice Act e.g., nitrous oxide conscious sedation, root planing curettage, pit and fissure sealants.

DH 301C Advanced Dental Hygiene Clinic (2). Clinical application of DH 301 theory. 6 clinic hours.

DH 402 Dental Hygiene Externship (3). One hour of seminar and four hours externship. An application of dental hygiene techniques to various settings, e.g., hospitals, health centers and DH 402 clinics. Experiences will be individualized and designed to meet student proposed career goals.

DH 411 Curriculum Concepts in Dental Hygiene and Allied Health Education (3). A course designed to explore theories of learning, teaching strategies, and evaluation techniques as applied to dental hygiene and allied health education. **Prerequisite:** EDCI 387.

DH 412 Teaching Practicum (3). One hour lecture and 4 hours of practicum. A teaching practicum designed to provide practical experience in the clinical and classroom settings for baccalaureate students. **Prerequisite:** DH 411.

DH 450 Senior Project (3). An introduction to research design with emphasis on the application of research techniques in the study of current dental literature. Students will be required to complete an independent senior project. **Prerequisite:** PSY 311 or equivalent.

DEPARTMENT OF HEALTH CARE ADMINISTRATION AND PLANNING

Richard J. Enochs, MSW, MPH, Dr.PH, Head
1007 21st Avenue, Dental Annex, 2nd Floor
Meharry Medical College

Faculty: R. Theriot.

General Statement: The Health Care Administration and Planning program is jointly sponsored by Tennessee State University and Meharry Medical College. The program is designed to prepare individuals for leadership roles in the health care field. The curriculum includes instruction in health management, decision making and health planning. Emphasis is placed on those management and decision-making techniques which lead to efficiency in a supervisory position.

The Bachelor of Science degree is awarded after satisfactory completion of a minimum of 132 semester hours including one summer field placement. Courses in the HCAP major lead to certification by Meharry Medical College and are dictated by the academic policies of that institution.

Graduates are prepared to assume entry level to middle management positions in various health care settings or to continue their education in Masters' degree programs in various disciplines.

ADMISSION REQUIREMENTS

Students who wish to pursue the Health Care Administration and Planning major must first be accepted for admission by Tennessee State University. Applications for admission to the Program are accepted from students who have completed the first year prerequisites. The Health Care Administration and Planning Admission Committee will consider applications of candidates who present the following qualifications:

1. Acceptance into Tennessee State University.
2. Completion of first year HCAP curriculum with a grade point average of at least 2.5 on a 4.0 scale. Consideration will be given to relevant work experience when considering applicants who fall below this requirement.

3. Two letters of recommendation from persons who have known the applicant for at least two years. Time lengths will be waived for recommendations from employers.
4. Interview by the Admissions Committee or an out-of-town agency designated by the Committee.

Departmental Requirements For Bachelor of Science – Health Care Administration and Planning **48 Semester Hours**

MAJOR CORE: A minimum of 48 semester hours including HCA 201, 210, 310, 320, 330, 390, 400, 420, 450, 460, 470, 490; HIM 101, 104; HCA Electives (choose two): HCA 360, 380, 410, 430, 440, SW 470, 472, 476.

Suggested Four Year Plan:

Bachelor of Science Degree In Health Care Administration and Planning

FRESHMAN YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
AHP 100	1	BIO 222/222L	4
MATH 111	3	MATH 112	3
ENG 101	3	ENG 102	3
HIST 201	3	HIST 202	3
BIO 221/222L	4	SPCH 230	3
HIM 101	1		
	15		16

SOPHOMORE YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
ENG 211	3	ENG 212	3
PISI 221	3	MG 301	3
SOC 211	3	HCA 210	3
HCA 201	3	HIM 104	3
PE (2-digit)	1	PE (2-digit)	1
EC 211	3	EC 212	3
HUMANITIES ELECTIVE (ART OR MUSIC)	2		
	18		16

JUNIOR YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
HCA 310	3	HCA 390	3
AC 211	3	AC 212	3
HCA 320	3	PISI 420	3
PHIL 336	3	MG Elective	3
HCA 330	3	HCA 470	3
MIS 215	3		
	18		15

SUMMER SESSION

HCA 400 - Field Placement Practicum (Between Junior & Senior years) 6 Hours

SENIOR YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
SOC 330	3	HCA Elective*	3
SOC 300	3	HCA 490	3
HCA 420	3	HCA 460	3
MG 403	3	MG 404	3
HCA 450	3	MG Elective	3
	15		15

*HCA Electives
- HCA 360 Cultural-Social Aspects of Health Care
- HCA 380 Principles of Public Health
- HCA 410 Seminar: Critical Health Issues
- HCA 430 Epidemiology
- HCA 440 Environmental and Sanitary Health

ACCREDITATION

The Health Care Administration and Planning Program is approved by the Association of University Programs in Health Administration.

COURSE DESCRIPTIONS

HEALTH CARE ADMINISTRATION AND PLANNING (HCA)

HCA 201 Introduction to Health Care Organization (3). Provides an overview of the American Health Care System, with an emphasis on acquainting students with varied aspects of the entire field, including terminology, facilities, placements, and people. The subject areas include history of the development of the American Health Care System, a descriptive analysis of the various levels of health care delivery and the patient care system, exposure to financing of health care, and an introduction to governmental involvement in the health care system. Prerequisite: AHP 100; HIM 101.

HCA 210 Approaches to Planning in Health Care (3). The principal theories and methodologies of the planning discipline will be studied via lectures, reading, case studies, and guest lectures. The philosophical foundations of various methodologies and those of the planning process will be examined. Specific interpretation and application of comprehensive health planning legislation will be considered. Emphasis will also be given to the concepts of regionalization. This course is recommended for all those considering post-graduate study in planning. Prerequisite: AHP 100; HIM 101; HCA 201.

HCA 310 Health Economics (3). The economics of the health care industry will be reviewed, with attention to the supply and demand for health care services. Critical issues to be examined include the economic mechanisms of the health care industry, methods of payment, cost-effectiveness and benefit-cost analysis, national health insurance plans, and governmental intrusion. The economics of the present health care system will also be analyzed in its relation to the poor and minorities. Prerequisites: AHP 100; HCA 201, 210; EC 211, 212.

HCA 320 Seminar: Health and Facilities Law (3). Introduction to the specifics of health related legislation and programs, and their implications for providers and consumers of health care. The legal principles and issues for medical caseworkers, along with liability of health care facilities and staff for injuries to patients, and abuses to patient rights by the health care system will be examined. Topic areas also include malpractice suits and legislation, collection of bills, labor law, informed consent of patients to medical and surgical procedures. Prerequisite: HCA 201, 210.

HCA 330 Sociology of Health (3). The objectives of the course will be to examine the social and psychological implications of illness from inception to termination. Materials will be drawn from the relevant literature of the behavioral sciences that relate to health. Prerequisite: HCA 201; SOC 211

HCA 390 Communication and Technical Writing (3). The special requirements and techniques for the professional report will be examined along with an analysis of the general communication skills required of the professional health administrator. Students will receive training in practical communication and grant interpretation. Also, attention will be given to the development of writing skills and the special communication needs of individual students. Prerequisite: ENG 101, 102; SPCH 230.

HCA 400 Field Placement (6). The internship is designed to give the student direct experience in various health care settings. The experimental component allows the student an opportunity to apply his newly acquired normative and cognitive skills in an actual working situation. The areas from which students may choose are hospitals, federal government agencies, long-term care facilities, intermediate care facilities, group practices, medical programs and volunteer agencies. During the 12-week placement, the summer between the junior and senior year, students will be required to submit mid-term and final reports to the Department. Prerequisite: Senior Standing.

HCA 420 Health Care Management I (3). The application of management techniques to the administration of health care facilities will be examined. The various administrative management elements of health care—systems approach to decision making, the establishment of the management of complex and normative organizations will be discussed. Also, the different levels of administrative management will be discussed. Prerequisites: HCA 201, 210; EC 211, 212; AC 211, 212; MG 215.

HCA 440 Environmental and Sanitary Health (3). This course will discuss the responsibilities of the administrator for providing a hygienic, safe, institutional environment, as well as the responsibility of the institution to contribute to the environmental health of the community. The course will also discuss critical environmental health issues as they relate to the overall health of the community. Prerequisites: HCA 201, 210; HIM 101, 104.

HCA 450 Health Care Finance (3). The purpose of this course is to provide a solid foundation and facilitate the student's understanding of financial management techniques. Upon the completion of this course, students will have a basic understanding of: cost inflation; economic models of physician and hospital behavior; cost sharing and cost containment; economic buying and hospital accounting; marketing; pricing and specialization; cost effectiveness and cost-benefit analysis; access to capital and debt financing; evaluation of financing alternatives; health planning and cost control. Prerequisites: AC 211, 212; HCA 201, 420.

HCA 460 Health Care Management II (3). As an extension of Health Care Management I, advanced quantitative methods and statistical techniques will be studied. In addition, this course will study managerial financing of health care facilities in relation to acquisition, planning and control of funds from internal/external sources for short-term, intermediate and long-term objectives. Issues to be examined include financial analysis, profit planning, cost-benefit analysis, and reorganization. Prerequisites: HCA 201, 210, 410, 420; EC 211, 212; AC 211, 212, MG 215, 403.

HCA 470 Long-Term Care Administration (3). The administrative issues of care for long-term patients will be addressed with specific discussions about the aged, and primary and extended care of the aged. The peculiar social, cultural, and economic environment will be discussed as each relates to accessibility and availability of health and the aspects of administration in long-term care facilities. Prerequisite: HCA 201, HIM 101, 104.

HCA 490 Health Care Research (3). An introduction to research design will be provided with emphasis on the application of statistical and research techniques to problems of concern to the health care system. Students will be required to carry through to completion a management research problem. Prerequisites: HCA 201, 310, 320, 330, 390, MG 301; SOC 300.

HEALTH CARE ADMINISTRATION AND PLANNING ELECTIVES

HCA 360 Cultural-Social Aspects Of Health Care (3). Discussion will center on the effects of the social and cultural milieu on the level of health of the community, the nature of accessibility and availability of health care services. Prerequisites: HCA 201

HCA 380 Principles of Public Health (3). This course is designed to enable students to develop an understanding and appreciation for factors affecting health status and the personal and professional means by which they might contribute to the personal and community health. The course will provide an overview of personal and public health issues including minority health concerns, health objectives for the year 2000, and career opportunities in public health. Prerequisite: Permission of the instructor.

HCA 410 Seminar: Critical Health Issues (3). The objectives of the seminar will be to examine current issues which face the health care industry. Emphasis will be placed on a full evaluation of a gamut of issues, with particular attention being given to the issues of minority health care delivery, health care for the poor, rising cost of health care, medical specialization, and legislative impact on health care for minorities of voluntary and governmental health plans. Prerequisite: HCA 201, 210.

HCA 430 Epidemiology (3). The objective of this course is to acquaint students with epidemiology as a scientific discipline and to facilitate the students' understanding of the role of epidemiology in health service planning and administration. Emphasis will be placed on methods employed in current epidemiologic studies of chronic diseases, public health, vital statistics, environmental sanitation and communicable disease control on a local, national, and global basis. Prerequisites: BIO 221, 221L, 222, 222L; HCA 201; HIM 101,104; SOC 300.

HCA 440 Environmental and Sanitary Health (3). This course will discuss the responsibilities of the administrator for providing a hygienic, safe, institutional environment, as well as the responsibility of the institution to contribute to the environmental health of the community. The course will also discuss critical environmental health issues as they relate to the overall health of the community. Prerequisites: BIO 221, 222; HCA 201.

DEPARTMENT OF HEALTH INFORMATION MANAGEMENT

(Formerly Medical Record Administration)

Elizabeth Kunnu, M.Ed, RRA, Head
Industrial Arts Building

Faculty: S. Holt.

General Statement: Health Information Management (HIM) is the profession that focuses on health care data and the management of health care information resources. The profession addresses the nature, structure and translation of data into usable forms of information for the advancement of health and health care of individuals and populations.

Health Information Management professionals collect, integrate, and analyze primary and secondary health care data, disseminate information and manage information resources related to the research, planning, provision, and evaluation of health care services. HIM professionals work in various health care facilities, consulting firms, governmental, corporate and educational settings.

The Department of Health Information Management offers a four year program leading to the Bachelor of Science degree. Its goals are to prepare students as competent, entry-level health information professionals for employment in various health care facilities and related organizations, and to prepare students for the National Registration Examination for credentialing by the American Health Information Management Association.

The HIM curriculum takes a career-ladder approach and is divided into a technical phase (the first two years) and a professional phase (the last two years). It is designed to accommodate high school graduates, transfer students, graduates from accredited community colleges who have completed prerequisite science courses, and the Accredited Record Technicians (ARTs) who wish to progress to professional level of a Health Information Manager. The curriculum includes a combination of theoretical and laboratory instruction integrated with supervised clinical practice.

The Bachelor of Science degree is awarded after satisfactory completion of the required 133 credit hours. Upon completion of this program, the graduates should demonstrate the entry level competencies as identified by the American Health Information Management Association.

Admission Requirements

There are two options available to students interested in the HIM Program. Option I is for freshmen and transfers. Option II is for students who have completed an associate degree in Health Information Technology. In addition to the University admission criteria, the program admission and retention requirements are:

ENTERING FRESHMEN

1. High School graduation with a minimum cumulative grade point average of 2.5 on a 4.0 scale or G.E.D. scores of 50 or above for the five subjects tested.
2. A minimum composite test score of 19 on the ACT or 720 on the SAT (This may change according to University entrance requirements)
3. First-time Freshman students are required to have successfully completed any remedial or developmental courses before consideration for unconditional admission into HIM program.

TRANSFER STUDENTS

1. Application will be accepted from students transferring from other colleges, Universities or from other departments of Tennessee State University.
2. Transfer, change-of-major and continuing students are required to have successfully completed any remedial or developmental courses before consideration for unconditional admission into the program.
3. Applicants must have an overall college grade-point average of 2.5 on a 4.0 scale and meet the program admission requirements.
4. When the college grade point average is less than 2.5 on a 4.0 scale, but not lower than 2.25, an applicant may be considered for conditional admission. The G.P.A. must be increased to a minimum of 2.5 within two semesters of acceptance in order to remain in the program.
5. Students transferring from other departments within Tennessee State University are required to complete change-of-major forms.

ADVANCED STANDING

1. Students who already have a degree in Health Information Technology and other fields may be admitted to the program if they meet admission criteria.
2. Individuals who have an associate of science degree in Medical record/health information technology and who are interested in receiving a bachelor's of science degree in Health Information Management must have completed a minimum of 65 semester credit-hours including Directed practicum. The individuals are required to complete general education requirements for B.S. degree, as well as management, sciences, other prerequisite courses for the program and all the 400 level courses as indicated in the curriculum.

ADDITIONAL REQUIREMENTS

1. Submission of application to the program is due by June 30, for Fall semester and December 1, for Spring semester.
2. Two letters of recommendation from persons (non-family member) who know the applicant.
3. A personal interview by Admission and Retention Committee or its designee.
4. Responsibility for transportation expenses and other costs relating to clinical experience and field trips.
5. Responsibility for a physical examination and Malpractice Insurance prior to clinical rotations.
6. Acceptance of clinical rotation in and out-of-state health care facilities.
7. Students who have no work experience in Medical record/health information management field will be required to provide evidence of a minimum of 15 volunteer hours in the Medical Record Department in any type of health care facility prior to or during their enrollment in the program.

RETENTION POLICY

1. The retention policy requires the following:
   a. Students must earn a "C" or better in all English, Biology, Chemistry, Microbiology, Mathematics, Philosophy, Business, Management, Allied Health Professions, Health Care Administration and Health Information Management courses. Failure to maintain a "C" in any of these courses will result in repeating the course with approval of advisor.
   b. Students who earn a grade of "F" in Health Information Management courses and/or clinical practicum for more than one semester, and who fail to maintain a minimum GPA of 2.0 for more than one semester will be dismissed from the program.
   c. Students who have been dismissed from the HIM program may apply for readmission. Students who request readmission should present evidence to the Admissions and Retention Committee of substantial change in circumstances warranting reconsideration.

General Education Core Requirements: A minimum of 83 semester hours including AC 211; AHP 100, 302; BE 315; BIO 221, 221L, 222, 222L; CHEM 100, 100L; EDCI 387; EDRD 310; ENG 101, 102, 211, 212; HCA 420, 450, 490; HIST 201, 202; MATH 111; BIO 240, 240L or 241, 241L; MG 301, 403; MIS 215; PE (two 2-digit courses); PHIL 250; PSY 311; SPCH 220 or 230; Social Science Elective (3 semester hours).

Departmental Requirements
For Bachelor of Science
Health Information Management **50 semester hours**

Major Core: A minimum of 50 hours including HIM 101, 104, 202, 203, 204, 300, 303, 304 400, 440, 442, 450.

Suggested Four Year Plan:
(For students entering at the Freshman level):

BACHELOR OF SCIENCE IN HEALTH INFORMATION MANAGEMENT

PLAN I

FRESHMAN YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
AHP 100	1	CHEM 100	3
ENG 101	3	CHEM 100L	1
MATH 111	3	ENG 102	3
HIM 101	1	HIM 104	3
BIO 221, 221L	4	BIO 222, 222L	4
PE (2 digit)	1	SPCH 230/220	3
HIST 201	3		
	16		17

SOPHOMORE YEAR

ENG 211	3	*HIM 202	5
HIM 300	3	*HIM 203	4
HIM 304	4	*HIM 204	5
PSY 311	3	Soc. Sci. Elective	
EDRD 310	1	(200-300 Level)	3
BIO 240,240L or 241,241L	4		
	18		17

*Technical Block

JUNIOR YEAR

AC 211	3	MIS 215	3
MG 301	3	HIM 303	4
HIST 202	3	EDCI 387	3
ENG 212	3	HCA 450	3
BE 315	3	HCA 490	3
PHIL 250	3	PE (2 digit)	1
	18		17

SENIOR YEAR

AHP 302	3	HIM 442	12
HCA 420	3		
MG 403	3		
HIM 400	3		
HIM 440	3		
HIM 450	3		
	18		12

PLAN II

Suggested Two Year Plan Option (for student with Associate degree in Health Information Technology.) All of the University's general education requirements must be met.

JUNIOR YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
AC 211	3	BE 315	3
CHEM 100, 100L	4	ENG 211	3
EDRD 310	1	PHIL 250	3
ENG 102	3	HCA 490	3
MG 301	3	BIO 240, 240L	4
PSY 311	3		
	17		16

SUMMER SEMESTER

ENG 212	3
HIST 202	3
MG 403	3
Education Elective (300 - 400 level)	3
	12

SENIOR YEAR

FALL SEMESTER		SPRING SEMESTER	
AHP 302	3	HIM 442	12
HCA 420	3	Social Science Elective	3
HIM 400	3		
HIM 440	3		
HIM 450	3		
HCA 450	3		
	18		15

ACCREDITATION

The Health Information Management Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in collaboration with the Council on Education of the American Health Information Management Association (AHIMA).

COURSE DESCRIPTIONS

HEALTH INFORMATION MANAGEMENT (HIM)

HIM 101 - Introduction to Health Records (1). An introduction to the health care industry, governmental and voluntary care organizations in health care, the organizational patterns of health care facilities and the health record department. An overview is also given on the national state, regional, and local Health Information Management professional associations.

HIM 104 - Medical Terminology (3). A study of the language of medicine with emphasis on body systems, prefixes, suffixes, root terms, pronunciation and spelling. Terms related to surgical instruments and procedures, diseases, laboratory tests, clinical procedures, and abbreviations for each system, cancer medicine, radiology, nuclear medicine, pharmacology, psychiatry, systemic disorders, and autopsy procedures are included. *Prerequisites*: BIO 221-221L with a grade of C, *Co-requisite:* BIO 222-222L.

HIM 202 - Basic Foundation for Health Information Systems (5). An introduction to storage, retrieval and control techniques of health record retention policies and procedures; origin, uses, content, and format of health/medical records; accreditation, certification and licensure standards applicable to health records; quantitative and qualitative analysis of patient records. This course is taken for seven weeks during the sophomore year and requires a laboratory component. *Prerequisites*: Completion of AHP 100, BIO 221-221L, BIO 222-222L, HIM 101, HIM 104, HIM 300 and HIM 304 with a minimum grade of C. An overall minimum grade point average of C (2.0).

HIM 203 - Directed Practice/Seminar (4). Students are assigned to health information centers for eight continuous weeks for experiences in the technical aspects of health record science covered in HIM 202 and HIM 204. A pre and post-directed practice seminar will also be held. This directed practice experience is under the supervision of either an Accredited Record Technician or Registered Record Administrator. *Prerequisite*: Completion of AHP 100, BIO 221-221L, BIO 222-222L, HIM 101, HIM 104, HIM 300 and HIM 304. *Pre or Co-requisite*: HIM 202, 204. All AHP, BIO, and HIM courses completed with a minimum grade of C. An overall minimum grade point average of C (2.0) is also required.

HIM 204 - Management of Health Data (5). The content, format, maintenance requirements and control of various indexes and registries; nomenclature, classification systems; date abstracting techniques; medical staff organizations and bylaws; vital statistics; reporting requirements, definitions and formulas for computing hospital and health statistics. This course is taken for seven weeks during the sophomore year and requires a laboratory component. *Prerequisites*: Completion of AHP 100, BIO 221-221L, BIO 222-222L; HIM 101, HIM 104, HIM 300 and HIM 304 with a minimum grade of C. An overall minimum grade point average of C (2.0).

HIM 300 - Legal Aspects of Health Records (3). This course presents legal terminology and procedures and the court system. Liability of the health care facility, policies and procedures for the control and use of personal health information, health care legislation and regulation including privacy, health care planning, financing and ethical standards for health information practice. *Pre or Co-requisites*: HIM 101, 104

HIM 303 - Utilization and Evaluation of Health Care (4). Components of quality improvement programs in health care facilities including concurrent and retrospective methodologies, development and application of quality improvement/risk management problems for health information services, prospective Payment Systems, Diagnostic Related Groups (DRG) and medical records: Impacts and Action. *Prerequisites*: Junior standing in HIM curriculum. This course requires a laboratory component.

HIM 304 - Fundamentals of Medical Science (4). A study of the nature, cause, treatment and management of pathologic, microbiologic and clinical disease processes. *Prerequisites*: CHEM 100 & 100L, BIO 221-221L, BIO 222-222L, HIM 101 and HIM 104. Co-requisite: BIO 240-240L or BIO 241-241L.

HIM 400 - Computerized Health Information Systems (3). Development of Managerial skills in Systems Analysis and Computer Applications in Health Information Management. *Prerequisites:* MATH 111, MIS 215, HIM 202, 203 204: Senior standing in the HIM curriculum.

HIM 440 - Organization and Management of Health Information System Seminar (3). Seminars and special assignments in the area of planning, organizing, maintaining, and evaluating health information service operations; developing, implementing and evaluating policies and procedures for health information services/ functions; establishing standards for and evaluating quality and quantity of health information services; analyzing health information services and constructing a systematic flow of information; and recommending and communicating health information and standards to administrative and professional staff. Special assignments include in-service education. *Prerequisite*: Senior standing in the HIM curriculum with a minimum Grade Point Average of 2.0.

HIM 442 - Practicum in Health Information Management (12). A clinical experience in health information management, to observe employee relations, and interact with other professionals in health care facilities. Students are also provided the opportunity to apply skills and knowledge previously gained through classroom, technical, directed practice and laboratory experiences in carrying out management and administrative activities in health information center under the direct supervision of a qualified Registered Record Administrator. Pre and post practicum seminars are held to discuss practicum expectations, explore potential methods of identifying and solving specific problems encountered or that may be encountered during management practicum. *Prerequisite*: Completion of all HIM, MG, BIO, AHP and HCA courses with a minimum grade of C; have an overall minimum grade point average of C (2.0). Senior standing in the HIM curriculum.

HIM 450 - Senior Research Project in Health Information Management (3). Independent study and research related to problems of a theoretical and/or practical nature in the administration of health information centers. *Prerequisites*: HCA 490, PSY 311.

DEPARTMENT OF MEDICAL TECHNOLOGY

Theola N. Copeland, M.S., MT(ASCP), Interim Education Coordinator Industrial Arts Building

Faculty: W. Burrell.

General Statement: The Medical Technology Program is jointly sponsored by Tennessee State University and Meharry Medical College, and consists of three years of pre-clinical course work and twelve months of clinical training. A graduate of the program is eligible to sit for the examination offered by the Board of Registry of the American Society of Clinical Pathologists and the licensure examination administered by the Tennessee Department of Health and Environment.

Description of Clinical Laboratory Practicum Sites: Clinical laboratories of Nashville Metropolitan General Hospital, Alvin C. York VA Medical Center and Smith-Kline Bio-science Laboratories serve as clinical practicum sites for medical technology students.

Nashville Metropolitan General Hospital serves patients in the departments of surgery, internal medicine, obstetrics and gynecology, and pediatrics. Alvin C. York VA Medical Center is located in Murfreesboro, Tennessee, approximately 40 miles from Nashville. The VA medical center has 570 beds and fully automated laboratories. Smith-Kline Bio-science Laboratories occupy 30,000 square feet of space and are fully automated.

ADMISSION REQUIREMENTS:

Pre-professional Component:

1. **Entering Freshmen:**
   In addition to meeting minimum admission criteria of Tennessee State University, applicants seeking admission to the medical technology program must meet one of the following requirements:
   a) High school graduation with a minimum cumulative grade-point average of 2.5 on a 4.0 scale
   b) GED test scores of 50 or above for the five subjects tested
   c) A minimum composite test score of 19 on the ACT (Enhanced)

2. **Transfer Students:**
   Applicants will be accepted as transfer students from other colleges or universities, or from other departments of Tennessee State University. Applicants with fewer than 30 semester credit hours in courses required by this program must have an overall college grade-point average of 2.5 on a 4.0 scale and meet the admission requirements for first year freshman applicants. Applicants with 30 or more semester credit hours will be admitted if they have maintained an overall college grade-point average of 2.5 or above on a 4.0 scale.

   Transfer credits for non-major courses will be accepted according to University policies on admission with advanced standing. All transfer credits from accredited medical technology programs will be accepted where evidence is provided that the content of courses previously taken is essentially the same as the content of courses in this curriculum. No credit will be accepted for major field courses in which the student has received a grade lower than C.

Clinical/professional Component:

Tennessee State University students who have met retention requirements and completed the prescribed curriculum will progress directly into the clinical (professional) component of the program.

Applicants from affiliated institutions who have successfully completed the agreed upon three-year pre-clinical curriculum will be admitted to the professional component on a competitive basis.

Individuals who possess a baccalaureate degree in biology or chemistry and wish to receive a Certificate of Training in Medical Technology must have college credit in the following courses: Microbiology (Bacteriology), Genetics, Immunology, Analytical Chemistry and/or Biochemistry, and Physics prior to being admitted to the professional component on a competitive basis.

Individuals who possess an Associate of Science Degree in Medical Laboratory Technology and who wish to receive a Bachelor of Science degree in Medical Technology must have completed a minimum of a sixteen (16) week clinical practicum in a CAAHEP (Commission on Accreditation of Allied Health Education Programs) approved Medical Laboratory Technology program. These individuals must complete general education requirements for the Bachelor of Science degree, as well as science and math prerequisites for the Medical Technology program and at least seventeen (17) hours of 400 level Medical Technology courses (Cooperative Lecture).

Individuals who wish to receive a Certificate of Training in Medical Technology must complete all science prerequisites for the Medical Technology clinical/professional program.

Retention Policy: Any student whose overall grade point average falls below 2.0 or who earns lower than a "C" in two or more courses will be dropped from the program. No credit will be accepted for major field courses in which the student has received a grade lower than "C".

Departmental Requirements For Bachelor of Science – Medical Technology **48 Semester Hours**

MAJOR CORE: A minimum of 48 semester hours including MT 401, 411, 421, 431, 451, 460, 471, 402, 412, 422, 432, 452, 461, 472, 403, 413, 423, 433, 453, 473.

SCIENCE REQUIREMENTS: A minimum of 52 semester hours including BIO 111, 111L, 221, 221L, 241, 241L, 310, 310L, 441, 441L; CHEM 121, 121L, 122, 122L, 310, 310L, 311, 311L, 312, 312L, 341, 341L; PHY 211, 211L (MATH 111 & 112 are prerequisite).

Suggested Four Year Plan:

Bachelor of Science Degree In Medical Technology

FRESHMAN YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
AHP 100	1	CS 121	3
CHEM 121, 121L	4	CHEM 122, 122L	4
BIO 111, 111L	4	BIO 112, 112L	4
MATH 111	3	MATH 112	3
ENG 101	3	ENG 102	3
PE (2-Digit)	1	PE (2-Digit)	1
	16		18

SOPHOMORE YEAR

CHEM 311, 311L	4	CHEM 312, 312L	4
CHEM 310, 310L	4	BIO 241, 241L	4
BIO 221, 221L	4	HIST 202	3
HIST 201	3	ENG 212	3
ENG 211	3		
	18		14

JUNIOR YEAR

BIO 310, 310L	4	CHEM 341, 341L	4
BIO 441, 441L	4	PHY 221, 221L	4
Social Science Elective	3	Social Science Elective	3
Humanities Elective	2	Humanities Elective	2
	13		13

SENIOR YEAR

MT 401	3	MT 402	3
MT 411	3	MT 412	3
MT 421	3	MT 422	3
MT 431	2	MT 432	2
MT 451	3	MT 452	3
MT 460	1	MT 461	1
MT 471	2	MT 472	2
	17		17

SUMMER

MT 403	3
MT 413	3
MT 423	3
MT 433	1
MT 453	3
MT 473	1
	14

ACCREDITATION

The Medical Technology Program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) under the auspices of the Commission on Accreditation of Allied Health Education Programs (CAAHEP), and licensed by the Tennessee State Department of Health and Environment.

COURSE DESCRIPTIONS

MEDICAL TECHNOLOGY (MT)

MT 401-02-03 Clinical Chemistry (3,3,3). A brief review of basic chemistry before going into the principles of clinical chemistry. Included are chemistry problems, automation, and quality control. Laboratory experiences will include practical applications of the theories in the blood chemistry laboratory under supervision by trained medical technologists. Students will have the opportunity to work with actual specimens from hospital patients. The lectures include review of the anatomy and physiology of various body systems, contents of body fluids, and special techniques. Prerequisite: Admission to clinical/professional component.

MT 411-12-13 Microbiology (3,3,3). An introduction to the clinical aspects of bacteriology with emphasis on morphology and physiology of bacteria, preparation of culture media, and techniques used for identification. An introduction to mycology is also presented. The students will practice under trained supervision in a hospital laboratory. Prerequisite: Admission to clinical (professional) component.

MT 421-22-23 Immunohematology (3,3,3,). The basic principles of blood banking are taught with emphasis on the importance of accuracy in laboratory testing. Practical application of theory is carried out in the laboratory by the student under technical supervision. Cross-matching, identification of antibodies, and screening of donors are included. Prerequisite: Admission of clinical (professional) component.

MT 431-32-33 Immunology/Serology (2,2,1). Formal lectures in this course will include immune response, antigen-antibody reactions, hypersensitivity, autoimmune disease and serologic procedure. Prerequisite: Admission to clinical (professional) component.

MT 451-52-53 Coagulation/Hematology (3,3,3). The use of the microscope, methods of obtaining blood and hematological procedures are presented as well as principle and procedures for performance of red and white blood counts, differentials, hemoglobin and hematocrit. In addition, procedures for the detection of diseases involving increased blood production and increased blood destruction are presented as well as the principles and theories of coagulations. Laboratory practice will be carried out in the hematology laboratory of the hospital. Prerequisite: Admission to clinical (professional) component.

MT 460-61 Parasitology (1,1). These courses present the student with techniques and methods used to recover and identify parasitic organisms that produce diseases in humans. Life cycles of the organisms and the human immunological responses will be presented. Prerequisite: Admission to clinical (professional) component.

MT 471-72-73 Clinical Microscopy (2,2,1). The objectives of these courses are to offer the student general information regarding (1) the anatomy and physiology of the urinary system and (2) the role of urine, body fluids and excretions in the diagnosis of diseases by laboratory methods. Prerequisite: Admission to clinical (professional) component.

DEPARTMENT OF OCCUPATIONAL THERAPY

Ellen L. Tessler, M.S.Ed., OTR, Head
Clement Hall

Faculty: R. Hyman, L. Snyder, P. Gailey.

General Statement: The purpose of the Department of Occupational Therapy is to prepare students to obtain the Bachelor of Science degree in Occupational Therapy, to qualify for certification by the American Occupational Therapy Certification Board (AOTCB), and to practice as professional occupational therapists. Practitioners work in a variety of systems including health care, educational, academic, governmental, social, corporate, and industrial settings. Individuals interested in learning more about a career in occupational therapy are encouraged to contact the American Occupational Therapy Association (AOTA) at 1-800-366-9799.

Admission/Retention Requirements: Entering freshman and transfer students must meet Tennessee State University admission standards and have a cumulative grade point average of at least 2.5 on a four-point scale with a minimum science GPA of 2.5 on a 4.0 scale. Acceptance into the pre-professional phase of the program does not ensure acceptance in the professional phase, and is not prerequisite to acceptance.

Acceptance into the professional component of the program (Junior and Senior years) is the result of a competitive process in addition to admission to Tennessee State University and the pre-professional component. Minimum requirements for application to professional student status include:

1. Admission to Tennessee State University.
2. Successful completion of prerequisite courses and a minimum cumulative grade point average of 2.5 on a four-point scale.
3. Successful completion of OT 201 or HIM 104 and documented evidence of a minimum of 45 hours of volunteer or work experience in occupational therapy with a recommendation from the supervising therapist(s).
4. Submission of the completed **APPLICATION TO OCCUPATIONAL THERAPY** by January 31 of the year of desired entry to the professional phase.
5. A personal interview with the Admissions Committee.
6. Mastery of spoken and written English and medical terminology as assessed by Department.
7. Three evaluations from persons (non-family members) who know the applicant's character and suitability for working in a health care profession.

Retention in the professional phase of the program requires maintenance of a minimum of 2.0 cumulative grade point average. Students will be dismissed from the program for any of the following: (1) failure to maintain the required GPA for any semester, (2) for more than 4 credits with grades less than "C", (3) for any grade of "F", or (4) for a grade of less than "C" in any clinical experience. A student who withdraws from any occupational therapy course or fails to register for any semester without prior written approval from the Department of Occupational Therapy will also be dismissed from the occupational therapy program.

Additional Requirements:

Applicants accepted into the professional phase of the program are required to submit a physician's statement indicating satisfactory current health status. In addition to Tennessee State University tuition and fees, students in the professional phase are responsible for providing textbooks, prescribed uniforms, professional liability insurance, transportation to assigned clinical experiences, current certification in cardiopulmonary resuscitation (CPR), and housing arrangements for clinical assignments outside the Nashville area.

General Education Core Requirements: A minimum of 60 semester hours including ENG 101, 102, 211, 212; MATH 161; PSY 201, 311, 321, 351; HIST 201, 202, BIO 221, 221L, 222, 222L; CS 121; SPCH 220; PHIL 336, PHY 211, 211L; SOC 211U OR 230.

Departmental Requirements For Bachelor of Science in Occupational Therapy — **76 semester hours**

MAJOR CORE: A minimum of 76 semester hours including OT 301, 311, 312, 312L, 314, 316, 316L, 318, 320, 330, 340, 341, 342, 360, 371, 381, 400, 410, 420, 460, 473, 474, 475, 476, 480, HCA 490.

SUGGESTED FOUR YEAR PLAN:

Bachelor of Science Degree in Occupational Therapy

FRESHMAN YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
ENG 101	3	ENG 102	3
CS 121	3	MATH 161	3
PSY 201	3	PSY 321	3
PE (2-digit)	1	PE (2 digit)	1
AHP 100	1	SPCH 220	3
BIO 221, 221L	4	BIO 222, 222L	4
	15		17

SOPHOMORE YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
ENG 211	3	ENG 212	3
HIST 201	3	HIST 202	3
PSY 351	3	PSY 311	3
PHY 211,211L	4	SOC 211U or 330	3
OT 201* or HIM 104	3	PHIL 336**	3
	16		15

JUNIOR YEAR

INTERSESSION (3 weeks)

OT 301	3

SUMMER SESSION (10 weeks)

OT 311	7

FALL SEMESTER		SPRING SEMESTER	
OT 314	3	OT 330	3
OT 318	1	OT 340	3
OT 320	3	OT 341	3
OT 312	3	OT 342	3
OT 312L	1	OT 360	3
OT 316	4	OT 381	1
OT 316L	1		
OT 371	1		
	17		16

SENIOR YEAR

FALL SEMESTER		SPRING SEMESTER	
OT 400	3	OT 474	6
OT 410	3	OT 475	6
OT 420	3		
OT 460	3		
OT 473	1		
OT 480	1		
HCA 490	3		
	17		12

SUMMER SESSION

OT 476	4-6

*Optional

**Preferred humanities course for allied health professions majors

ACCREDITATION STATEMENT

The Department of Occupational Therapy is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). Graduates are eligible to take the national certification examination for the Occupational Therapist administered by the AOTCB. After successful completion of this exam the individual will be an Occupational Therapist Registered (OTR) and will meet the educational requirements for licensure in Tennessee and most other states that regulate the practice of occupational therapy.

COURSE DESCRIPTIONS

OCCUPATIONAL THERAPY (OT)

OT 201 Occupational Therapy Concepts (3). Through lectures, self-paced study and clinic assignments, this course explains how occupational therapy addresses the job of improving performance in persons whose daily functioning is impaired. Successful completion of this course is recommended prior to applying for admission to the professional phase of the occupational therapy curriculum. Prerequisite: Sophomore OT pre-major.

OT 301 Foundations in Occupational Therapy (3). Introduction to occupational roles and the theoretical basis for using purposeful activity. Includes history and development of the profession; personal ethics and values, socio-cultural systems; and therapeutic use of self. Prerequisite: OT professional student status.

OT 311 Cadaver Anatomy (7). Study of the human body through laboratory dissection and lecture. Includes musculoskeletal, cardiovascular, and neurological systems. Prerequisite: Permission of Department Head.

OT 312 Neurobiology (3). Study of structure and function of the human nervous system including principles and concepts related to control of physiological functions in normal and abnormal states. Prerequisites: OT 311.

OT 312L Neurobiology Laboratory (1). Laboratory to be taken concurrently with OT 312.

OT 314 Biomechanics & Orthotics (3). Laboratory course applying anatomy and kinesiology to the evaluation of joint range of motion, muscle strength, muscle tone and coordination and to the construction and use of static hand splints. Prerequisites: OT 311.

OT 316 Psychosocial Principles & Practice (4). Study of psycho-social factors effecting health throughout the life span. Prerequisites: PSY 321, OT 301, and OT 311.

OT 316L Psychosocial Laboratory (1). Laboratory to be taken concurrently with OT 316.

OT 318 Therapeutic Art (1). Theory and application of creative expression and artistic therapeutic activities for individuals with psychosocial, psychosexual, developmental, cognitive and/or sensory-motor disabilities. Prerequisites: Psy 321, Psy 351, OT 301, and OT 311.

OT 320 Medical Conditions (3). The study of the etiology, prognosis, progression and medical management of major conditions that cause difficulties in daily-living tasks for the individuals served by occupational therapists. Emphasis is on teaching the thinking process employed by occupational therapists to determine what occupational therapy services the individual patient/client needs. Prerequisites: OT 301 and OT 311.

OT 330 Activity Processes (3). Therapeutic application of media techniques, activity analysis, and teaching methods for individual and group treatment. Prerequisites: OT 301 and OT 318.

OT 340 Occupational Therapy Principles II (3). Study of neuromotor conditions and various factors influencing health and illness and their impact on occupational performance. Prerequisites: OT 301, OT 311, and OT 312.

OT 341 Occupational Therapy Practice II (3). Application of occupational therapy theory, assessment and intervention techniques for neuromotor and sensory remediation. Prerequisites: OT 312, OT 320 and concurrent enrollment in 340.

OT 342 Special Topics in Development (3). Study of current topics in adult development and their application in occupational therapy. Prerequisites: PSY 321 and OT 316.

OT 360 Assistive Technology in Rehabilitation and Education (3). Lecture and laboratory based introduction to the use of computers, adaptive technology and software as applicable to individuals with disabilities. Prerequisites: CS 121 and permission of instructor.

OT 371 Clinical Practicum I (1). Level I fieldwork experience in a treatment setting serving individuals with defects in psychological, cognitive, social or emotional domains. Includes 1 hour weekly seminar and 40 to 50 hours of clinical experience. Prerequisite: Concurrent enrollment in OT 316 and OT 316L.

OT 381 Clinical Practicum II (1). Includes weekly seminar and 50 to 60 hours of clinical experience. Emphasis is on practicing professional behavior, refining written and oral communication skills and applying knowledge from classroom experience. Prerequisites: OT 371; Concurrent enrollment in OT 340 and OT 341.

OT 400 Occupational Therapy Principles III (3). Study of various developmental disabilities, their impact on family and social systems, and occupational therapy theory and treatment. Prerequisites: OT 341, OT 342, and OT 371.

OT 410 Occupational Therapy Practice III (3). Laboratory practice of occupational therapy assessments and intervention techniques for individuals with developmental disabilities. Prerequisites: Concurrent enrollment in OT 400.

OT 420 Organization and Administration (3). Managerial skills including administration, planning, financial management, policies and procedures and clinical supervision. Prerequisite: Permission of Department Head.

OT 460 Community Practice (3). Fundamentals of community practice, consultation and use of community resources. Prerequisite: Permission of Department Head.

OT 473 Clinical Practicum III (1). Level I fieldwork experience within a special education setting. Includes 1 hour seminar and 30-40 hours working with a person with a developmental disability.

OT 474 Field Work Experience (6). 450 - 480 hours of supervised clinical experience in a hospital, clinic or other center based facility approved by the Department. Prerequisite: Completion of all other degree requirements and permission of Department Head.

OT 475 Field Work Experience (6). 450 - 480 hours of supervised clinical experience in a community based or psychosocial practice setting approved by the Department. Prerequisite: Completion of OT 474 or concurrent enrollment.

OT 476 Field Work Experience (4 - 6). 400 - 480 hours of supervised occupational therapy experience in an educational or family centered model approved by the Department. Prerequisite: Completion of OT 474 or concurrent enrollment.

OT 480 Senior Seminar (1). Discussion of current topics relevant to occupational therapy practice. Prerequisite: Permission of Department Head.

DEPARTMENT OF PHYSICAL THERAPY

Dolly Swisher, M.Div., P.T., C.H.T., Department Head Clement Hall

Faculty: M. Davenport, D. Edmondson, P. Flemming, K. Robinson.

General Statement: Physical Therapists are health care professionals who apply knowledge and skills from basic and behavioral sciences to prevent or correct acute and chronic disorders of human movement dysfunction. Direct patient services include evaluation, planning and providing treatment programs and patient education. Other professional roles include supervision, management, research, teaching in educational institutions and consulting. A baccalaureate degree from a physical therapy educational program accredited by the Commission on Accreditation in Education of the American Physical Therapy Association qualifies graduates to take the examination required for state licensure as physical therapists.

ADMISSION/RETENTION REQUIREMENTS

Pre-professional Component

Admission to the pre-professional major is limited to:

1. First-time freshmen who are not required to take remedial or developmental courses.
2. Transfer, change-of-major and continuing students who need no remedial or developmental courses and who have cumulative and science grade point averages of at least 2.75 on a 4.0 scale.

Acceptance into the pre-professional component of the Tennessee State University Physical Therapy Program does not ensure acceptance into the professional component, and is not prerequisite to acceptance into the professional program. Retention in the pre-professional major requires maintenance of a minimum of 2.75 cumulative grade point average with a minimum science grade point average of 2.75 on a 4.0 scale. Admission to the professional program is only partially based on grade point average.

Professional Component

Acceptance into the professional component of the program (Junior and Senior years) is the result of a competitive process in addition to admission to Tennessee State University and the pre-professional component. Minimum requirements for professional student status include:

1. Admission to Tennessee State University.
2. Successful completion of sixty (60) semester hours of course work including all of the academic prerequisites for admission listed below with a cumulative grade point average and a cumulative science grade point average of at least 2.75 on a 4.0 scale. Science credits older than five (5) years may be considered outdated.
3. Two letters of reference from persons who have known the applicant for at least two years; the time requirement may be waived for letters from employers.
4. Physician's statement indicating satisfactory current health status of the applicant.
5. A handwritten statement by the applicant describing the extent and nature of independent inquiry into the profession and motivation for seeking a career in the field.
6. A personal interview with members and associate members of the Physical Therapy Department Admissions Committee will be scheduled for those applicants who remain competitive after screening of requirements 1 through 6 above.

Applicants will be evaluated competitively by the Physical Therapy Department Admissions Committee and will be notified in writing of acceptance, placement on the alternate list or rejection. The admissions cycle is open for application October 1 through December 31 and is repeated annually. Courses in the professional component begin in June each year and are available only to students who have been accepted by the admissions committee. The professional component of the curriculum is a full-time educational endeavor and is not designed for part-time students. Occasional evening and weekend classes should be anticipated.

In addition to Tennessee State University tuition and fees, students enrolled in the professional component are responsible for providing textbooks, prescribed uniforms, professional liability insurance, personal health status reports, transportation to assigned clinical experiences and housing arrangements for clinical assignments at remote locations. Students are required to maintain current certification in Basic Life Support at the Health Care Provider level.

Retention in the Professional Component

Students who withdraw or who are dismissed will be required to reapply for admission to a subsequent class if they wish to pursue the physical therapy major. Dismissal from the program may result for failure to maintain a cumulative grade point average of 2.0 in the professional component, for more than 6 credits with grades less than "C", or for any grade of "F".

Departmental Requirements For Bachelor of Science Physical Therapy **147 Semester Hours**

GENERAL EDUCATION CORE: A minimum of 66 semester hours including AHP 100; CHEM 121, 121L, 122, 122L; CS 121; ENG 101, 102, 211, 212; HIST 201, 202; Humanities 4 hours; MATH 162; PE (2 Activity Courses); PHY 211, 211L, 212, 212L; PSY 201, 311, 351; BIO 221, 221L, 222, 222L.

MAJOR CORE: A minimum of 83 semester hours including PT 310, 310L, 311, 312, 312L, 320, 320L, 325, 325L, 326, 326L, 327, 327L, 330, 330L, 340, 341, 360, 370, 375, 375L, 376, 376L, 427, 427L, 428, 428L, 430, 430L, 431, 440, 441, 450, 460, 465, 466, 470, 482, 484.

Suggested Four Year Plan:

Bachelor of Science Degree In Physical Therapy

Pre-professional Component

FRESHMAN YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
AHP 100	1	CHEM 122, 122L	4
CHEM 121, 121L	4	CS 121	3
ENG 101	3	ENG 102	3
HIST 201	3	HIST 202	3
MATH 161A or 162*	3	+HUMANITIES	2
PE (2-DIGIT)	1	PE (2 DIGIT)	1
	15		16

SOPHOMORE YEAR

ENG 211	3	ENG 212	3
PHY 211, 211L	4	PHY 212, 212L	4
PSY 201	3	PSY 351	3
PSY 311	3	+HUMANITIES	2
BIO 221, 222L	4	BIO 222, 222L	4
	17		16

Professional Component

JUNIOR YEAR

SUMMER SEMESTER

PT 310, 310L	2
PT 311	7
	9

FALL SEMESTER		SPRING SEMESTER	
PT 312, 312L	4	PT 325, 325L	4
PT 320, 320L	4	PT 326, 326L	4
PT 330, 330L	4	PT 327, 327L	2
PT 340	1	PT 341	1
PT 360	1	PT 370	3
PT 375, 375L	4	PT 376, 376L	4
	18		18

SENIOR YEAR

SUMMER SEMESTER

PT 430, 430L	4
PT 460	3
	7

FALL SEMESTER		SPRING SEMESTER	
PT 427, 427L	4	PT 431	3
PT 428, 428L	4	PT 441	1
PT 440	1	PT 450	3
PT 470	3	PT 465	3
PT 482	3	PT 466	3
PT 484	3		
	18		13

*A trigonometry component is required.

+Public Speaking (SPCH 220) and Medical Ethics (PHIL 336) are preferred.

ACCREDITATION

The Physical Therapy program is accredited by the Commission on Accreditation in Education of the American Physical Therapy Association.

COURSE DESCRIPTIONS

PHYSICAL THERAPY (PT)

PT 310 Movement Science I (1). Integration of kinesiologic and biomechanical principles as these apply to anatomical structure and function. Prerequisite: Full enrollment in professional component.

PT 310L Movement Science I Laboratory (1). Laboratory to be taken concurrently with PT 310.

PT 311 Gross Human Anatomy (7). Lecture and dissection of anatomical specimens with emphasis on musculoskeletal, neurological and cardiovascular systems. Prerequisite: Full enrollment in professional component.

PT 312 Neuroscience (3). Human neuroanatomy, neurophysiology and neuropathology studied through lectures, laboratory and case studies. Prerequisite: Full enrollment in professional component.

PT 312L Neuroscience Laboratory (1). Laboratory to be taken concurrently with PT 312.

PT 320 Movement Science II (3). Study of therapeutic exercise, gait, transfers, and equipment used in these activities. Includes use of computerized equipment. Prerequisite: Full enrollment in professional component.

PT 320L Movement Science II Laboratory (1). Laboratory to be taken concurrently with PT 320.

PT 325 Musculoskeletal System (3). Study of physical therapy assessment and treatment of musculoskeletal disorders. Prerequisite: Full enrollment in professional component.

PT 325L Musculoskeletal System Laboratory (1). Laboratory to be taken concurrently with PT 325.

PT 326 Clinical Neuroscience (3). Study of physical therapy assessment and treatment of neurological disorders. Prerequisite: Full enrollment in professional component.

PT 326L Clinical Neuroscience Laboratory (1). Laboratory to be taken concurrently with PT 326.

PT 327 Cardiovascular/Pulmonary Systems (1). Study of physical therapy assessment and treatment of cardiovascular and respiratory disorders. Prerequisite: Full enrollment in professional component.

PT 327L Cardiovascular/Pulmonary Systems Laboratory (1). Laboratory to be taken concurrently with PT 327.

PT 330 Physical Therapy Science I (3). Study of hydrotherapy, massage, superficial heat, cold, light and management of disorders of the integumentary system. Prerequisite: Full enrollment in professional component.

PT 330L Physical Therapy Science Laboratory I (1). Laboratory to be taken concurrently with PT 330.

PT 340 Seminar I (1). Lecture and discussion focusing on essential information for the first clinical experience. Prerequisite: Full enrollment in professional component.

PT 341 Seminar II (1). Lecture and discussion focusing on documentation and other topics necessary for a full time clinical experience. Prerequisite: Full enrollment in professional component.

PT 360 Clinical Education I (1). First formal exposure to clinical practice settings with one day per week for 10 weeks in clinical facilities. Prerequisite: Permission of P.T. faculty.

PT 370 Psychology of Physical Disability (3). An introduction to recognition and management of patient, family and caregiver reactions to illness, disability, other loss or impending loss, and the health care system. Prerequisite: Full enrollment in professional component.

PT 375-376 Pathophysiology/Physiology I-II for P.T. majors (3,3). Study of normal and pathological conditions related to clinical practice. Integrated with topics in concurrent courses. Prerequisite: Full enrollment in professional component.

PT 375L-376L Pathophysiology/Physiology I-II Laboratory (1,1). Laboratory to be taken concurrently with PT 375-376.

PT 427 Multiple Systems I (3). Study of physical therapy programming for selected patient groups. Prerequisite: Full enrollment in professional component.

PT 427 Multiple Systems I Laboratory (1). Laboratory to be taken concurrently with PT 427.

PT 428 Multiple Systems II (3). Study of adapting patient programming to selected work settings. Prerequisite: Full enrollment in professional component.

PT 428L Multiple Systems II Laboratory (1). Laboratory to be taken concurrently with PT 428.

PT 430 Physical Therapy Science II (3). Electrotherapeutic and electrodiagnostic devices studied using lecture and case studies. Prerequisite: Full enrollment in professional component.

PT 430L Physical Therapy Science II Laboratory (1). Laboratory to be taken concurrently with PT 430.

PT 431 Physical Therapy Science III (3). Laboratory experience using simulated patient cases and clinic situations designed to integrate prior course work. Students will experience roles as manager, supervisor, specialist, clinical teacher and staff therapist with frequent peer and faculty feedback on performance. Prerequisite: Full enrollment in professional component.

PT 440 Seminar III (1). Lecture and discussion involving problem solving of various patient care and professional situations. Prerequisite: Full enrollment in professional component.

PT 441 Seminar IV (1). Lecture and student participation in professional preparation activities. Prerequisite: Full enrollment in professional component.

PT 450 Senior Project (3). An independent project that meets university requirements for the baccalaureate degree. Prerequisite: Full enrollment in professional component.

PT 460 Clinical Education II (3). A full-time clinical experience lasting six (6) weeks. Prerequisite: Permission of P.T. faculty.

PT 465, 466 Clinical Education III and IV (3,3). Full-time assignment to physical therapy clinics. Each experience is six (6) weeks long and follows the completion of all classroom work. Prerequisite: Permission of P.T. faculty.

PT 470 Research (3). Introduction to the research process with application to physical therapy practice. Prerequisite: Full enrollment in profession component.

PT 482 Health Care Systems (3). Introduction to the structure and function of the health care system in the United States with emphasis on impact on the practice of physical therapy. Prerequisite: Full enrollment in profession component.

PT 484 Education and Management (3). Education and management principles applied to physical therapy practice. Prerequisite: Full enrollment in profession component.

DEPARTMENT OF SPEECH PATHOLOGY AND AUDIOLOGY

Harold R. Mitchell, Ph.D., Head
Avon Williams Campus

Faculty: P. Burch-Sims, T. Diller, M. M. Mosely, R. Wood.

General Statement: The Department of Speech Pathology and Audiology in the School of Allied Health Professions offers courses of study leading to the bachelor of science (B.S.) degree in speech pathology and audiology. Courses in this major are structured to provide students with background information, theories, principles, and techniques for diagnosis and remediation of speech, language and hearing disorders.

The program supplements classroom instruction with required supervised clinical observation and practicum experiences in speech-language pathology and audiology. Clinical experiences applicable toward ASHA certification are available. The on-campus clinics, the Speech, Hearing, and Language Development Center, and the Audiology Clinic, provide diagnostic and therapy services to children and adults in Nashville-Davidson County and surrounding counties. Additionally, students can be assigned to off-campus practicum sites for observation, diagnostic and clinical experiences, and involvement in interdisciplinary team approaches to case management.

In addition to its academic commitment, the program in speech pathology and audiology provides diagnostic and therapeutic clinical services in the areas of speech, hearing and language pathologies for the surrounding University community. Joint lectures and health-care programs are sponsored in cooperation with Vanderbilt University and Meharry Medical College. Students are allowed to acquire other clinical experiences at the Veterans Administration Hospital, various day care centers, senior citizens centers, and other agencies/facilities in the metropolitan area.

In cooperation with the School of Education, the Department provides assessment of oral communication skills for all University students applying for admission to teacher education programs.

The Teacher Education Program (T.E.P.) and the non-teacher education option are the two curricula presently offered. These curricula prepare students primarily for graduate school.

Admission/Retention Requirements:

The Department offers two curricula leading to the Bachelor of Science degree; The Teacher Education Program (T.E.P.) and the non-teacher education option. Admission/retention requirements are as follows:

1. Admission to the University.
2. All students entering the department will be screened to determine if they have disorders of communication. Students who are found to have such disorders will be required to enroll in the proper therapeutic program/course for remediation. Students are also reminded that they are expected to show steady growth in their development of vocabulary, reading, speaking, and writing skills.
3. Grades of "C" or better are expected in courses within the major.

Departmental Requirements For Bachelor of Science – Speech Pathology and Audiology (Without Teacher Certification) **41-44 Semester Hours**

MAJOR CORE: A minimum of 41 to 44 semester hours inclusive of the courses SPTH 200, 250, 260, 280/310, 290, 305/or 376, 350, 372, 373, 374, 450, 460, 470, 476, and the clinical courses 300 and 400 (a,b,c).

Suggested Four Year Plan:

Bachelor of Science Degree In Speech Pathology and Audiology (Without Teacher Certification)

FRESHMAN YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
ENG 101	3	ENG 102	3
BIO 221, 221L	4	BIO 222, 222L	4
SPTH 260	3	*ELECTIVE	3
HIST 201	3	HIST 202	3
SPTH 280/310	2-3	SPTH 290	3
AHP 100	1	PE (2 DIGIT)	1
PE (2-DIGIT)	1		
	17-18		17

SOPHOMORE YEAR

ENG 211	3	ENG 212	3
SPTH 350	3	SPTH 250	3
PSY 242	3	*ELECTIVE	3
SOC 211	3	MATH 111	3
SPTH 305	3	SPTH 200	1
CS 121	3	PHIL 336	3
		HUMANITIES ELECTIVE	2
	18		18

JUNIOR YEAR

SPTH 372	3	SPTH 373	3
SPTH 374	3	EDSE 333	3
SPTH 300	1-2	SPTH 476	3
SPTH 373	3	SPTH 300	0-2
Electives (300-400 levels)	6	EDSE 336 or 472	3
		*Electives (300-400 levels)	3
	16-17		15-17

SENIOR YEAR

SPTH 450	3	SPTH 400	0-3
SPTH 460	3	Electives (300-400) levels)	14
SPTH 470	3		
SPTH 400	1-3		
Electives (300-400 levels)	6		
	16-18		14-17

*Confer with departmental advisor for recommended electives.

Departmental Requirements For Bachelor of Science – Speech Pathology and Audiology (With Teacher Certification) **44-47 Semester Hours**

MAJOR CORE: A minimum of 39 to 44 semester hours inclusive of the courses SPTH 200, 250, 260, 280/310, 290, 305/or 376, 350, 371, 372, 373, 374, 450, 460, 470, 476, and the clinical courses 300 and 400 (a,b,c).

Suggested Four Year Plan:

Bachelor of Science Degree in Speech Pathology and Audiology (With Teacher Certification)*

FRESHMAN YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
ENG 101	3	ENG 102	3
BIO 221, 221L	4	BIO 222, 222L	4
PE (2-DIGIT)	1	PE (2-DIGIT)	1
SPTH 260	3	SPTH 290	3
SPTH 280/310	2-3	CS 121	3
AHP 100	1	HIST 202	3
HIST 201	3		
	17-18		17

SOPHOMORE YEAR

ENG 211	3	ENG 212	3
SPTH 350	3	SPTH 250	3
PSY 242	3	EDCI 201	3
SOC 211	3	SPTH 200	1
SPTH 305	3	MATH 111	3
HUMANITIES	3	HUMANITIES	3
	18		16

JUNIOR YEAR

SPTH 300	1-3	SPTH 373	3
SPTH 372	3	EDSE 333	3
SPTH 374	3	SPTH 476	3
SPTH 373	3	PSY 312	3
ELECTIVE (300-400 level)	3-6	SPTH 300	1-2
		ELECTIVE (300-400 level)	3
	15-18		16-17

SENIOR YEAR

EDRD 491	3	SPTH 371	3
SPTH 450	3	EDCI/SPTH 472S	9
SPTH 460	3	EDCI SEMINAR	3
SPTH 470	3		
SPTH 400	1-3		
ELECTIVE (300-400 level)	3		
	16-18		15

*Students are required to meet all guidelines and standards of the University's Teacher Education Program as outlined in this catalog under the College of Education. Admission and retention policies for the student teaching experience are in accordance with guidelines as stated in that section of the catalog. All students pursuing teacher certification must confer with a designated Teacher Education advisor in the Department of Speech Pathology and Audiology.

ACCREDITATION

The Department of Speech Pathology and Audiology has maintained accreditation by the Educational Standards Board of the American Speech-Language-Hearing Association since 1985.

COURSE DESCRIPTIONS

SPEECH PATHOLOGY AND AUDIOLOGY (SPTH)

SPTH 200 Introduction to Clinical Practicum (1). An orientation to the clinical practicum experience. Students will accumulate the required minimum 25 clock hours of observation. The course introduces the policies and procedures of the Speech, Hearing and Language Development Center, the organization and content of clinic files, professional report writing style, clinical session planning, and the basic skills necessary for effective client-clinical interactions. (A grade of C or better is required for subsequent enrollment in SPTH 300/400).

SPTH 250 Speech and Hearing Sciences (3). An introduction to the anatomy and physiology of the speech and hearing mechanisms. The course inspects the acoustics and perception of speech as well as the psychophysics of hearing.

SPTH 260 Phonetics (3). An introductory course in phonetics, the science of speech sounds, which includes acoustics, articulatory and perceptual analysis of speech sounds and transcription of American speech into the International Phonetics Alphabet. Students in speech pathology and audiology are expected to apply this knowledge in the clinical setting.

SPTH 280/310 Introduction to Speech, Hearing and Language Disorders (2-3). An introduction to the profession and to the nature and types of speech, hearing and language problems, presenting characteristics and overviews of various methods used in identifying and managing these disorders.

SPTH 290 Clinical Methods in Articulation Disorders (3). The description, diagnosis and remediation of articulation problems. The academics covered include a review of physical production of speech, normal developmental learning patterns of speech, various models of speech processes and theoretical bases for therapeutic procedures. Prerequisite: SPTH 260.

SPTH 300 Supervised Clinical Practicum (1-3 hours). An application of clinical session planning skills to first direct client-contact situation, management of one therapy case with close supervision: administration of basic diagnostic tests. Prerequisite: SPTH 200.

SPTH 305 Voice and Diction Improvement (3). A course designed to present the student with an overview of the anatomical and physiological bases for the principles inherent in effective oral communication, especially as related to articulation, language, voice, rhythm, and listening skills — accompanied by practical exercises that will assist in the modification of the student's speech behavior.

SPTH 350 Language and Speech Development in Children (3). This course is designed to familiarize the undergraduate student with the normal development of language and speech. Students must understand the nature and purposes of communication, the element of the language and speech, and also must understand the nature and purposes of communication, the elements of the language system, the neurophysiological bases for language development, and the psychosocial aspects of the development of speech and language.

SPTH 371 Methods in Public School and Clinical Speech and Hearing Problems (3). A methods course dealing with the observation, diagnosis, management, organization and therapy for various communication disorders in the K-12 setting. This course is primarily for the student who plans to enter the public school teacher certification program. Prerequisite: Teacher Education Core and three-fourths of major courses.

SPTH 372 Identification and Appraisal of Speech and Language Disorders (3). This course prepares the student to administer and interpret results of various diagnostic procedures used by professionals in the area of speech pathology and audiology. The theoretical bases for the tests will be covered and basic skills in administration of the tests will be required.

SPTH 373 Aural Rehabilitation (3). The history, principles and theory of speech-reading and auditory training, and introduction to amplifying systems including hearing aids. It includes a discussion of comprehensive care for the hearing impaired including psychological aspects and counseling.

SPTH 374 Introduction to Audiology (3). An introduction to the anatomical and psychological aspects of hearing. The course will explore the etiology and types of hearing loss. It also focuses on theory and practice of techniques of auditory assessment with emphasis on pure tone, speech and impedance audiometry, and the interpretation of test results. Prerequisite: SPTH 250.

SPTH 376 Speech, Language and Voice Improvement Training (3). A speech/oral communication improvement course which trains students to identify and isolate distinctive features and other characteristics of their speech, voice, language, and vocabulary skills with a plethora of opportunities to modify them through practical clinical exercises, designed by the instructor. The student is encouraged (but not required) to have completed or be concurrently enrolled in SPTH 305, Voice and Diction.

SPTH 377 Identifying Communication Problems of the Developmentally Disabled with Strategies for Remediation (3). This course acquaints the student with the various types of communication patterns found in various groups of developmentally handicapped individuals (both adults and children); it avoids the traditional areas of stuttering and articulation, and instead stresses the patterns and functions of verbal and nonverbal communication, and their impact on adaptive life skills and social interactions. The course progresses to intervention strategies and remediation tactics often used for the different types of communication disorders.

SPTH 400 Supervised Clinical Practicum (1-3). The management of therapy cases with supervision. The main focus will center on the student's demonstration of increased skill in diagnosis, management, treatment, evaluation, and report writing skills in the field of communication disorders.

SPTH 450 Senior Project (3). An advanced composition or special project conducted by the graduating senior to acquire and demonstrate basic principles of research or investigation. The student is supervised by a member of the faculty.

SPTH 460 Organic Speech Disorders (3). The nature of disorders of speech in which structural alteration is an important contributing cause. It includes the study of neurological disorders (cerebral palsy and aphasia), cleft palate, laryngectomy (esophageal speech), and disorders of voice in which structural alteration can be either demonstrated or inferred.

SPTH 470 Stuttering and Allied Disorders (3). This course is designed to provide the student with the theoretical and historical background of stuttering and its allied disorders. The student will be exposed to traditional, and new methods or techniques for diagnosing, treating, and counseling the stutterer and members of his family and environment.

SPTH 473 Special Problems in Speech Pathology or Audiology (2). A seminar study of some selected problems in speech pathology/audiology. Prerequisite: 21 hours in the major field.*

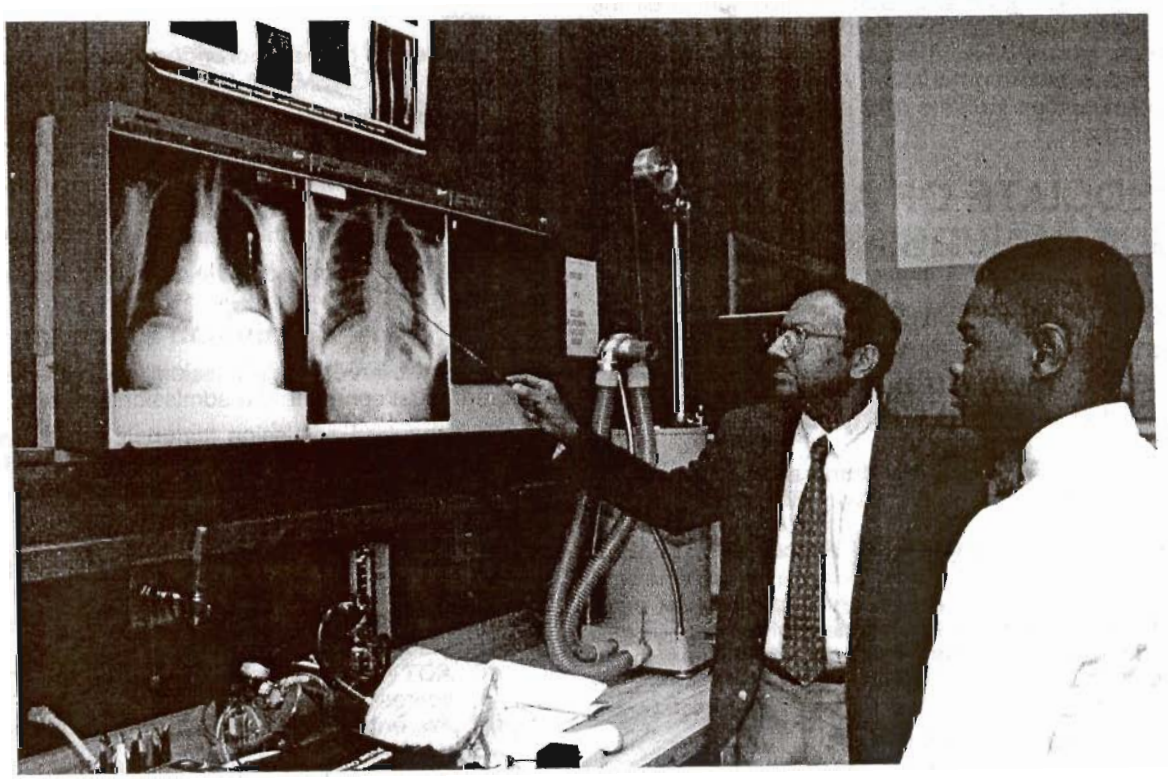
SPTH 476 Language Disorders in Children (3). The nature of language disturbances resulting from damage to the central nervous system, auditory impairment, environmental, social, and psychogenic influences. Managerial procedures are discussed while numerous diagnostic tests of language are demonstrated. Prerequisite: SPTH 350.*

SPTH 477 Alternatives for the Severely Speech, Hearing and Language Impaired. A course designed to provide an overview of recent developments of nonvocal communication systems and other telesensory electronic devices and instruments—as well as an understanding of the potentials that may be realized through use of special techniques, communication aids, and other technological developments for the physically disabled child or adult.*

SPTH 478 Non-Verbal Communication System (3). This course is designed to introduce the student to the various sign language systems with an opportunity to learn one or more techniques for communicating with specific groups, including the deaf, mentally retarded, physically disabled, and other special populations which may need a non-vocal communication system.*

SPTH 479 Communication Problems of the Elderly (3). This course is designed to teach students how to identify, diagnose, treat and manage communication problems associated with the aged. Special attention will focus on speech, hearing, language, voice, fluency problems, commonly seen among the elderly. Various diseases, medications, social conditions, biological, sociological and psychological factors will be studied to isolate their influencing properties.*

*Permission of Department Head Required.



SCHOOL OF NURSING

Marion G. Anema, Ph.D., R. N. Dean
W. S. Davis Home Economics and Nursing Complex

General Statement

The School of Nursing contributes to the health and welfare of the citizens of Tennessee by preparing registered nurses who have the knowledge and skill to provide quality nursing care in many different settings. The School of Nursing offers two degrees; an associate of applied science degree (two year program) and a baccalaureate degree (four year program). Both programs are approved by the Tennessee Board of Nurse Examiners and accredited by the National League for Nursing. Graduates of both programs are eligible to take the NCLEX-RN licensing examination.

Legal Requirements of State Boards of Nursing

Eligibility for licensure for graduates who have been convicted of a violation of the law will be determined by a State Board of Nursing on an individual basis.

Special Fees and Expenses

Students in the nursing programs are required to pay fees for lab supplies and standardized examinations. Students are required to have a physical examination and immunizations, purchase liability insurance, uniforms and equipment, and provide their own transportation to assigned clinical sites.

Requirements for Graduation

Students are eligible for graduation upon completion of all the University and School of Nursing program requirements. All nursing students must earn a passing score on the comprehensive program examination before graduation. A minimum of 68 hours are required for graduation from the AAS program and 132 hours from the BSN program.

ASSOCIATE OF APPLIED SCIENCE IN NURSING DEGREE

Christine P. Sharpe, Ph.D.,
Assistant Dean & Program Director
224 W. S. Davis Home Economics and Nursing Complex

Faculty: H. Allie, S. Bass, V. Briscoe, C. Chapman, M. Dahlhauser, D. Edmond, B. Fleming, J. Jenkins, A. Rawls, M. Witherspoon.

General Statement: The Department of Associate of Applied Science Degree in Nursing is designed to prepare nurses who can assess patient needs, develop a plan of care, implement the plan of care skillfully, and evaluate the effectiveness of the care given. Care is provided to clients with commonly occurring illnesses in acute or extended care settings.

Program Options

There are two options for completing the associate degree program:

1. The regular weekday program is offered on the main TSU campus in Nashville and at Volunteer State Community College in Gallatin.
2. The weekend program (Friday evening, Saturday, and Sunday during the day) is offered on the main TSU campus in Nashville and the off-campus at Dickson, TN.

Admission, Progression, Retention Requirements

Students must be accepted into the University and be advised by the School of Nursing faculty to assure students are completing the required courses for the AAS degree program.

Students can meet the prerequisite math requirement for the School on Nursing by:

Taking an ACT (Enhanced) examination, within the last 3 years, and having a composite and a mathematics score of 19 or more; Taking the AAPP placement test and completing the required math courses with grades of C or better, or Completing a college level algebra course.

Students are admitted on a space available basis.

Admission Requirements

1. High school graduate or a GED score of 50. Applicants with GED scores below 50 must complete prescribed college level courses with a minimum GPA of 2.25.
2. Cumulative GPA of 2.25 on high school or completed college work.
3. One year of high school or one semester of college chemistry with a lab (CHEM 100 & 100L), with grades of C or better.
4. An acceptable score on the pre-entrance nursing examination with emphasis on reading and verbal scores.
5. Verification of math competency at the Intermediate Algebra Level by University testing or completion of required courses (developmental math courses or a college level algebra course).
6. Be officially admitted to the University and the nursing major.

Admission Process

Students who meet the admission requirements for the nursing program must complete the admission process.

1. The required admission materials for the associate degree nursing program are a completed School of Nursing application with copies of the following information attached:
   a) Letter of intent stating why the applicant is interested in a nursing career
   b) Copies of transcripts from all other institutions
   c) Current TSU transcript
   d) TSU admission letter for new and newly re-admitted students
   e) ACT (Enhanced) or SAT or AAPP placement examination scores
   f) Pre-entrance nursing examination score
2. The Admissions Committee will consider students who have submitted completed application materials by February 15th.
3. Applications received after February 15th will be considered on a space available basis. Applications received after March 1st

will not be considered for that year. Students who are not admitted may apply for the next academic year.

4. Students are notified of their admission status by May 30th. Students must return their acceptance form by the date listed in their letter to assure their space in the class. Students not returning their forms by that date will be removed from the admission list.
5. Students who are admitted must have a health examination which indicates satisfactory health and the required immunizations before starting the nursing courses.
6. Students must show evidence of current CPR certification and liability insurance in order to attend nursing classes.

Progression and Retention Requirements

1. A grade of C or better in lecture and S (satisfactory) in laboratory and clinical evaluation is considered passing.
2. A grade of D or F is considered failing. A student who earns a failing grade in a nursing course is not eligible to progress in the program or be admitted to the BSN program.

Readmssion Process

1. A student who earns a failing grade in a nursing course must apply, in writing, to the Program Director for re-entry at least six weeks before the beginning of the semester re-entry is requested. An updated transcript is required. Re-admissions are on a space available basis and are very limited. There is no guarantee that any student will be re-admitted.
2. A student who earns a second failing grade in any nursing course at TSU cannot continue in the program or transfer to the BSN program.

Admission Requirements for Licensed Practical Nurses

Licensed practical nurses must meet the same admission requirements as regular students and are allowed to challenge two nursing courses. LPN students register for NURS 101 & 102 and pay the tuition and fees. The credit hours are counted in the total credit hours for that semester.

Advanced Standing for Licensed Practical Nurses

LPN students may earn credit through the challenge process. Students who earn grades of C or better on the Biology and Mathematics courses are eligible to challenge NURS 101 and 102 if they have completed or are enrolled in the course prerequisites. Grades for the challenged courses are recorded as letter grades with satisfactory or unsatisfactory for clinical and lab.

Admission Process for Licensed Practical Nurses

LPN students are admitted through the same process as regular students. Additional requirements are:

1. Proof of current Tennessee LPN license
2. Completion of NURS 100C with a minimum grade of C

Progression Requirements for Licensed Practical Nurses

LPN students follow the curriculum guide and complete the courses in the sequence listed below. Each level must be completed before starting the next level:

1. Students must have completed or be enrolled in MATH 110, ENG 101, PSY 201, and BIO 221 & 221L to be eligible to challenge NURS 101.
2. Students must have completed or be enrolled in ENG 102, BIO 222 & 222L, PSY 351, and SPCH 220 to be eligible to challenge NURS 102.
3. Students who have satisfactorily completed all the first year general and nursing courses are eligible to enroll for the second year courses. Students are placed in the 2nd year courses at sites where space is avialable.

Transfer of RN Nursing Courses

Transfer students from another RN program must meet the University and School of Nursing requirements for admission and graduation. Students who have completed nursing courses, with minimum grades of C in an NLN accredited RN program, may be eligible to receive transfer credit. Students must provide a current transcript, nursing course descriptions, evidence of satisfactory clinical performance, and a letter of good standing from their previous nursing school director **BEFORE** the course(s) are evaluated. Students who have earned a D, F, or WF, in a nursing course at another school, are not eligible for admission. Transfer students are admitted on a space aviable basis only. The admission of transfer students is very limited.

Departmental Requirements For Associate of Applied Science in Nursing **35 Semester Hours**

MAJOR CORE: Thirty five semester hours of nursing are required; NURS 101, 102, 201, 202, 220.

GENERAL EDUCATION CORE: Thirty three semester hours of University and general education courses are required: ENG 101 and 102; BIO 221, 221L, 222, 222L, 240, 240L; PSY 201 and 351; SOC 211; MATH 110; SPCH 220; Humanities Elective.

Suggested Two Year Plan:

Associate of Applied Science in Nursing

FRESHMAN YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
NURS 101	7	NURS 102	8
BIO 221 & 221L	4	BIO 221 & 221L	4
ENG 101	3	ENG 102	3
PSY 201	3	PSY 352	3
MATH 110	1		
	18		18

SOPHOMORE YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
NURS 201	9	NURS 202	9
BIO 240 & BIO 240L	4	NURS 220	2
SOC 211	3	SPCH 220	3
		Humanities elective	2-3
	16		16-17

Course Descriptions

NURS 100A Preparation for Nursing (3). Designed to develop the cognitive skills needed to prepare students for admission to the AAS nursing program.

NURS 100B Preparation for Nursing (3). Continuation of NURS 100A.

NURS 100C Preparation for Nursing (2). Transition course for licensed practical nurses. Focus is on nursing diagnosis and process, nursing history and trends, and professional role development.

NURS 101 Fundamentals of Nursing (7). Introduction to the nursing process and the concepts of man, environment, and health needs throughout the life cycle. Basic nursing skills related to maintenance of normal functioning are emphasized. Four lecture, two laboratory, and six clinical hours each week.

NURS 102 Adult Health Nursing I (8). The study of nursing care required to assist the individual and his family in coping with commonly occurring health problems. The nursing process; assessing, planning, intervention, and evaluation is emphasized. Pharmacology, nutrition, psychosocial, and cultural aspects are integrated. Five lecture, two laboratory, and six clinical hours each week.

NURS 200 Special Topics (1-3). Student or faculty generated course. Scope of subject matter is determined by students/instructor with approval of the Program Director. RN transfer students register for course to meet program requirements. 1-3 seminar and/or laboratory hours each week.

NURS 201 Adult Health Nursing II (9). Emphasis is placed on the psychosocial, preventive, and rehabilitative aspects of caring for patients with complex and massive limitations. The student learns to assist the patient and family cope with changes in health status which require extended care. Five lecture and twelve clinical hours each week.

NURS 202 Family-Centered Approach to Maternal-Child Health (9). Using the nursing process, the student learns to assume increasing responsibility for judgments in patient situations requiring understanding of concepts and principles of maternal-child nursing. Five lecture and twelve clinical hours each week.

NURS 220 Nursing Seminar (2). The course focuses on current issues and trends in the practice of nursing and the relationships with past events. Legal aspects, nursing ethics, management, and adjustments related to making the transition from student to graduate nurse are presented. Two seminar hours each week.

BACCALAUREATE NURSING DEGREE PROGRAM

Barbara E. Brown, Ed.D.
Interim Program Director
328 Home Economics-Nursing Building

Faculty: T. Christenbery, G. Linn, J. Norman, M. Pleas, V. Vaughan, B. Wilson.

General Statement: Upon completion of the Bachelor of Science Degree in Nursing, the graduate will be able to:

1. Synthesize and use theoretical and empirical knowledge from the natural and behavioral sciences, the humanities, and nursing as a basis for making practice decisions.
2. Use the nursing process to promote, maintain, and restore health to individuals, families, and communities by providing management of care, health promotion, disease prevention instruction, counseling, and health and illness screening.
3. Demonstrate the leadership role in professional nursing by making relevant judgments and serving as a change agent.
4. Collaborate with multidisciplinary health team members to improve the health care delivery system.
5. Demonstrate involvement in activities related to continuing education and/or graduate education in order to maintain professional competency.

Admission, Progression, Retention Requirements

Students must be accepted into the University and meet with the School of Nursing faculty to assure they are completing the required general courses in the first two years of the program (lower division).

Admission Requirements for the Nursing Major

1. A cumulative GPA of at least 2.5 on a 4.0 scale.
2. A minimum grade of C in each course. Required courses, with grades of D, must be repeated before review for admission.
3. Completion of 60 hours of lower division required University and general education courses for Spring admission.
4. Completion of 69 hours of lower division required University and general education courses for Summer admission.
5. Completion of the required basic science courses.
6. Minimum scores in the 70th percentile in each area tested by the Pre-nursing examination.
7. Be in good academic standing in previous schools/colleges and nursing program (if a transfer nursing student).

Admission Process for the Nursing Major

Students who meet the admission requirements for the nursing major need to complete a School of Nursing application with copies of the following information attached:

a) Copies of all college transcripts
b) Current TSU transcript
c) TSU admission letter for new and newly re-admitted students
d) ACT (Enhanced) or SAT or AAPP placement examination scores
e) Pre-entrance nursing examination scores
f) Interview with BSN Program Director or Faculty

2. The Admissions Committee will consider students who have submitted their completed application materials by **SEPTEMBER 15th** for Spring admission and by **FEBRUARY 15th** for Summer admission.
3. Applications received after the deadlines will be returned to the applicants who can apply for the next admission cycle.
4. Students are notified of their admission status by December 1st for Spring admission or April 30th for Summer admission.
5. Students who are admitted must have a health examination which indicates satisfactory health and the required immunizations before starting the nursing courses.
6. Students must show evidence of current CPR certification and liability insurance in order to attend nursing classes.

Students are admitted to the program on a space available basis.

Progression and Retention Requirements

1. A grade of C or better in lecture and S (satisfactory) in laboratory and clinical evaluation is considered passing.
2. A grade of D or F is considered failing. A student who earns a failing grade in a nursing course is not eligible to progress in the BSN program and cannot transfer to the AAS program.
3. Pathophysiology courses (BIO 427, 427L, 428, & 428L) must be completed before the senior level nursing courses. All general, required courses must be completed before the senior year.
4. Upper level nursing courses are sequential and each level must be completed before progressing to the next level.

Re-admission Requirements and Process

Students who withdraw from a nursing course may be reviewed, (one time only), by the BSN faculty to determine, on an individual basis, if they are eligible for re-admission to the program.

1. Students must meet the same criteria for admission as all other students.
2. Once a student is re-admitted, the nursing courses must be completed in sequence. The student must progress to the next level of the program each semester.
3. A student who withdraws from the program, for any reason, will not be re-admitted a second time.

Admission Requirements for Registered Nurses

Registered nurses must meet the same admission requirements as generic students and are allowed to challenge nursing courses after they have completed all the general required courses.

All lower division University requirements and required courses must be completed with a cumulative GPA of 2.5 and a minimum grade of C in each course. Registered nurses do not take NURS 250.

Admission Process for Registered Nurses

RN students are admitted through the same process as regular students. Additionally, students are required to have a current Tennessee RN license. RN students must meet with the BSN Program Director to develop their plan of study before admission to the BSN program.

Progression Requirements for Registered Nurses

1. Complete the general required and elective courses.
2. Register for NURS 300 and take the challenge examinations.
3. Successful completion the challenge examinations and other course requirements at each level of the program before starting the next level of nursing courses.

Transfer of Nursing Courses

Transfer students from another four year school must meet the University and School of Nursing requirements for admission and graduation. Students must provide a current transcript, nursing course descriptions, evidence of satisfactory clinical performance, and a letter of good standing from their previous nursing school director **BEFORE** the course(s) are evaluated. Students who have earned a D, F, or WF, in a nursing course at another school, are not eligible for admission.

The BSN Program Director and faculty teaching the courses being evaluated will determine if the transfer courses are equivalent to TSU nursing courses. Students may be required to demonstrate lab and/or practicum competencies. Courses that are equivalent to required courses will be accepted if the student earned a minimum grade of C in the course(s) and have the required lab/practicum competencies. Students must meet the University residency degree requirements. Transfer students are accepted on a space available basis. Admission of transfer students is very limited.

Departmental Requirements For Bachelor of Science Degree in Nursing **54 Semester Hours**

MAJOR CORE: Fifty-four semester hours of nursing are required; NURS 250, 310, 325, 326, 328, 414, 416, 418, 422, 434, 436.

78 Semester Hours

GENERAL EDUCATION CORE: Seventy-eight semester hours of University and general education courses are required: Orientation, ENG 101, 102, 211, and 212; Hist 201 and 202; 2 PE; CHEM 121 & 121L; BIO 221, 221L, 222, 222L, 240, 240L, 427, 427L, 428, and 428L; MATH 111; PHIL 201; Humanities; SOC 211; CS 121; PSY 201, 311, 321, and 351;
Electives, 6 semester hours.

Suggested Four Year Plan:

Bachelor of Science Degree in Nursing

FRESHMAN YEAR

Fall Courses	HR	Spring Courses	HR
ENG 101	3	ENG 102	3
HIST 201	3	HIST 202	3
PE	1	PE	1
MATH 111	3	SOC 211	3
BIO 221 & 221L	4	BIO 222 & 222L	4
Humanities	2	PSY 201	3
NURS 110 Orientation	1		
	17		18

Summer Courses	HR
BIO 240 & 240L	4
CS 121	3
Elective	3
	10

SOPHOMORE YEAR

Fall Courses	HR	Spring Courses	HR
ENG 211	3	ENG 212	3
CHEM 121 & 121L	4	PSY 311	3
PHIL 201	3	NURS 250	6
PSY 321	3	Elective	3
PSY 351	3		
	16		15

Summer Courses	HR
NURS 300 (RN'S only) or NURS 250	1 to 3 6
	7-9

JUNIOR YEAR

Fall Courses	HR	Spring Courses	HR
NURS 310	6	NURS 326	3
NURS 325	3	NURS 328	6
BIO 427 & 427L	4	BIO 428 & 428L	4
	13		13

SENIOR YEAR

Fall Courses	HR	Spring Courses	HR
NURS 414	9	NURS 422	3
NURS 416	3	NURS 434	6
NURS 418	3	NURS 436	6
	15		15

Course Descriptions

NURS 110 Nursing Orientation (1). The course orients the student to the University and the School of Nursing resources, academic life polices and procedures, and the nursing major. One seminar hour each week.

NURS 250 Introduction to Nursing Practice (6). The course focuses on the introduction to the profession of nursing. Specifically, nursing theories, the nursing process, history of nursing, issues, and trends. Legal, moral, ethical, and social policy issues related to nursing are presented. Laboratory and clinical experiences provide opportunities to learn and apply essential nursing skills. Three lecture hours, two laboratory, and six clinical hours each week. Taught in the spring and semesters only.

NURS 300 Special Topics (1-8). Student or faculty generated course. Scope of subject matter is determined by students/instructor with approval of the Program Director. Minimum of 8 students is needed to offer a course. Registered nurse students enroll for a course when beginning the transition process to the BSN program and when challenging to earn credit for prior level nursing courses.

NURS 310 Basic Concepts of Chronic Care Nursing (6). Selected concepts of health and illness, as they relate to bio-psychosocial and cultural needs through the life cycle, are presented. Focus is on the delivery of care to individuals and families with common, chronic health problems. There is a special emphasis on the health and nursing needs of the aging population. Three lecture, two laboratory, and six clinical hours each week.

NURS 325 Health Assessment (3). Basic physical and health assessment techniques are taught. The focus is on the adult client with emphasis on expected findings. Appropriate modifications for different age-groups and selected unexpected findings are discussed. Relevance and application of findings to client needs and clinical decision-making are presented. Two lecture and two laboratory hours each week.

NURS 326 Gerontological Nursing Concepts (3). Selected concepts related to psychosocial, cultural, legal, ethical, social policy, and research issues of the aging population and their families are explored. The role of the nurse in meeting the needs of this population is stressed. Three lecture hours each week.

NURS 328 Maternal-Child Nursing (6). A family centered approach to maternal-child nursing, using the nursing process is presented. The focus is on the normal maternity client and clients with common health alterations from pre-conception through the post-partum period. Care and management the normal newborn, well children, and those with selected problems are explored. Three lecture and nine clinical hours each week.

NURS 414 Acute Crisis Nursing (9). Application of the nursing process in a variety of settings requiring nursing intervention for acute problems of adult patients in tertiary care settings. Concepts of leadership and management are integrated into clinical experiences. Students do comprehensive health assessments, provide care, and evaluate the care given to clients and families. Five lecture and twelve clinical hours each week.

NURS 416 Nursing Management (3). Introduction to the management process and the nurse's role in managing client care and supervising other health care workers. Selected legal, fiscal, ethical, and professional issues related nursing management are explored. Three lecture hours each week.

NURS 418 Professionalism in Nursing (3). Identification and discussion of professional and leadership processes as they relate to the emerging and changing roles of nurses. Selected legal, ethical, social policy, and research issues related the practice of professional nursing are explored. Three lecture hours each week.

NURS 422 Nursing Research (3). Introduction to the research process and the nurse's role in applying research to nursing practice and client care. Selected legal, ethical, and social policy issues related to research are explored. Three lecture hours each week.

NURS 434 Mental Health Nursing (6). Focus is on the application of the nursing process in the delivery of care to clients and families with commonly occurring psychiatric health problems. Emphasis is on environmental factors and the application of developmental systems and stress theories as they relate to the care of young middle and older age adults. Three lecture and nine clinical hours each week.

NURS 436 Community Health Nursing (6). Focus is on the application of the nursing process in the care of families in changing situations. Emphasis is on comprehensive family care, individual and community assessment, and using nursing skills in the home. The delivery of care to the aging and other high risk populations is emphasized. Three lecture and nine clinical hours each week.

AEROSPACE STUDIES (AFROTC)

Samuel Brown, Jr., Colonel, USAF
KEAN HALL, FLOYD-PAYNE STUDENT CENTER

GENERAL STATEMENT

The Air Force Reserve Officer Training Corps (AFROTC) provides precommission training for college men and women who desire to serve as commissioned officers in the United States Air Force. AFROTC is one of three different USAF commissioning programs, to include the Air Force Academy and Officer Training School. When combined with the academic disciplines offered at the college level, the program provides the student a broad based knowledge of management, leadership, and technical skills required for commission and subsequent active duty service in the Air Force. Graduates are commissioned as Second Lieutenants and called to active duty within one year. The duration of obligated active service is four years for those in a non-flying category, six years for navigator candidates after completing undergraduate navigator training, and eight years for undergraduate pilot training. Provisions are available for educational delays for graduates who desire to pursue advanced degrees prior to entry on active duty.

Air Force ROTC Aerospace Studies (AS) is a four-year program comprised of two major divisions: The General Military Course and the Professional Officer Course. The General Military Course (GMC) consists of freshmen (AS 100 classes) and sophomores (AS 200 classes); The Professional Officer Course (POC) consists of juniors (AS 300 classes) and seniors (AS 400 classes). Leadership Laboratory is mandatory each semester.

GMC

The General Military Course (GMC) is composed of the first four semesters of Aerospace Studies. Two courses in Aerospace Studies will be accepted for two activity courses in Physical Education. Any full-time student may participate in the AFROTC GMC providing they meet minimum age and citizenship requirements. Nonscholarship GMC cadets are under no service obligation whatsoever. GMC cadets comprise the primary staff, committee, and trainee groupings in cadet corps operations.

POC

The Professional Officer Course (POC) is composed of the last four semesters of Aerospace Studies. POC cadets fill the primary command, leadership, and training positions in cadet corps operations. Entry into the POC is competitive and students are selected based on exacting criteria, including but not limited to the following:

1. Complete either the four-week or six-week field training course.
2. Have two academic years of college remaining (either undergraduate or graduate). Students pursuing the two-year ROTC program must contact the Professor of Aerospace Studies or detachment recruiting officer early in the fall term to complete application and processing requirements.
3. Achieve a qualifying score on the Air Force Officer Qualifying Test (AFOQT).
4. Execute a written agreement to complete the program and accept an Air Force commission when tendered.
5. Meet specific age, fitness, and medical requirements.
6. Grade point average.

Seniors must arrange for early class, department, and university approval for graduation, to allow for USAF commissioning administration.

FIELD TRAINING COURSE

Before entering the POC cadets **must** attend Field Training. This is the cadet's first extended exposure to an actual Air Force Environment. Activities include survival training, aircraft/aircrew orientation, physical training, small arms familiarization, career orientation, first aid training, and a close look at the operations of an active Air Force base.

UNIVERSITY CREDITS AND CURRICULUM

Students must work with differing universities and departments to determine whether AFROTC classes will receive core, core elective, or general elective credits. A TSU minor in Aerospace Studies consists of 22 semester hours and is available to those students who successfully complete the General Military Course (GMC) and the Professional Officer Course (POC).

FRESHMAN–(GMC)	
AERO 151	1
AERO 152	1
	2
SOPHOMORE–(GMC)	
AERO 251	1
AERO 252	1
	2
JUNIOR–(POC)	
AERO 351	3
AERO 352	3
ELECTIVE*	3
	9
SENIOR–(POC)	
AERO 451	3
AERO 452	3
ELECTIVE*	3
	9

*Courses may be taken at any time during the junior or senior year and must be selected from 300 to 400 level Social Science offerings.

SCHOLARSHIP PROGRAM

High school seniors, college freshmen and sophomores are eligible to compete for scholarships. Limited scholarships may also be available for juniors and seniors. Technical and medical majors such as engineering, weather, nursing, and physical therapy are highly supported with scholarships. POC members are currently receiving locally approved $1,000.00 per semester scholarships, if under age 25. Scholarships provide payment of tuition and fees, and cost of required textbooks, plus a tax free $100 per month subsistence allowance during the school year. Interested individuals should contact the Professor of Aerospace Studies or department recruiting officer at (615) 320-3716/3723.

COURSE DESCRIPTIONS

AERO 151,152, – The U.S. Air Force Today (1). A survey course briefly teaching chief topics relating to the Air Force and defense. It focuses on the organizational structure and missions of Air Force organizations; officership and professionalism; and includes an introduction to communicative skills.

AERO 251,252 – The Development of Air Power (1). Focuses on factors contributing to the development of air power from its earliest beginnings through two world wars; the evolution of air power concepts and doctrine; and an assessment of communicative skills.

AERO 351,352 – Air Force Leadership and Management (3). A study of leadership and management fundamentals, professional knowledge, leadership ethics, and communicative skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied.

AERO 451, 452 – National Security Force in Contemporary American Society (3). An examination of the needs for national security, an analysis of the evolution and formulation of the American Defense policy and strategy; aerospace doctrine; and examination of the methods for managing conflict; and extensive study of alliances and regional security to preserve American interests around the world; and analysis of arms control and the threat of war and terrorism. Special topics of interest focus on the military justice system, and transition from civilian to military life. Within this structure, continued emphasis is given to the refinement of communicative skills.

AERO 151L THRU 452L – Leadership Laboratory (1). All cadets enrolled in the GMC or POC must take Leadership Laboratory each semester. The 1 1/2 hours per week is taken throughout the students' enrollment in AFROTC. Instruction is conducted within the framework of an organized cadet corps with a progression of experiences designed to develop each student's leadership potential. Leadership Laboratory involves a study of Air Force customs and courtesies; drill and ceremonies; career opportunities in the Air Force and the life and work of an Air Force officer. Students develop leadership potential in a practical, supervised laboratory. Corequisite: must be enrolled in equivalent Aerospace Studies class.

The School of Graduate Studies

C. McCurdy Lipsey, Ph.D., Dean
Hubert Crouch Hall (Graduate Building)

Graduate studies leading to the master's degree at Tennessee State University were authorized by the General Assembly in 1941, and programs in teacher education were initiated during the following year. The Graduate School was established in 1958.

Authorization to offer the doctorate in education and in public administration was granted in 1980 and 1986 respectively.

Currently, the following graduate degrees and major fields are offered:

MASTER OF ARTS
- English

MASTER OF ARTS IN EDUCATION
- Health, Physical Education, and Recreation
- Home Economics Education

MASTER OF BUSINESS ADMINISTRATION

MASTER OF EDUCATION
- Administration and Supervision
- CI/Adult Education
- CI/Secondary Education
- Curriculum and Instruction
- Elementary Education
- Home Economics Education
- Music Education
- Reading
- Special Education

MASTER OF SCIENCE
- Agricultural Sciences
- Biology
- Chemistry
- Guidance and Counseling
- Math Sciences
- Music Education
- Psychology

MASTER OF CRIMINAL JUSTICE
(Joint Program with MTSU)

MASTER OF ENGINEERING

MASTER OF PUBLIC ADMINISTRATION

DOCTOR OF EDUCATION
- Administration and Supervision
- Curriculum and Instruction
- Psychology and Guidance

DOCTOR OF PHILOSOPHY IN PUBLIC ADMINISTRATION

Requirements for these programs are described in the current Graduate School Bulletin. Further information may be obtained by writing to:

The Dean of the Graduate School
Tennessee State University
3500 John A. Merritt Boulevard
Nashville, TN 37209-1561

All applications, test scores, and transcripts should be mailed to the above address.

Doctoral degree applicants must submit all application materials at least six (6) weeks before the beginning of the term for which entry is intended.

Graduate Credit (Senior Status)

Seniors desiring enrollment in graduate level courses must meet these requirements:

1. be enrolled in the last semester of undergraduate work;
2. have a cumulative grade point average (GPA) of 3.00 or better;
3. be recommended by the major advisor. (The recommendation should be written to the Dean of Graduate Studies)

Courses for seniors are limited to first-year graduate level courses listed in the Graduate Catalog. Seniors will be permitted to take only six (6) semester-credit hours. Courses taken by a senior cannot be counted toward an advanced degree.

THE ACADEMIC INTERVENTION CENTER

John A. Williams, Ph.D., Director
Learning Resources Center

General Statement and Mission

The Academic Intervention Center is an academic support service designed to increase the retention and graduation rates of Tennessee State University students. Funded through the U.S. Department of Education's Title III Program, the Academic Intervention Center initiated its services in 1993. The Center offers programs designed to meet the individual needs of students utilizing counseling, tutoring and mentoring as its basic media for delivery. Other special approaches and programs are available on an "as needed" basis.

Counseling Services

All students re-admitted to the University by the Academic Appeals Committee (Academic II) are referred to the Academic Intervention Counselor for an assessment of their academic program and must have their schedule approved and course entry completed by the Counselor. In addition to assessing their academic program, the Counselor provides information and referrals to students needing assistance in such areas as: confronting and reducing test anxiety, acquiring academic survival skills, time management, goal setting, developing decision-making skills, enhancing self esteem, and balancing the demands of work, family and the classroom. Students requiring extensive psychological counseling or special testing are referred to the University Counseling Center or other campus/community resources.

Tutorial Services

The Academic Intervention Center offers peer as well as professional tutoring free of charge to all registered students in any college-level course. Students requiring assistance in remedial and/or developmental coursework are referred to the Division of Developmental Studies, Academic Advisement and Orientation. The Academic Intervention Center's tutorial programs are offered Monday through Thursday from 5:00 p.m. to 9:00 p.m. at five locations: Wilson Hall, Boyd Hall, Library (3rd Floor), Physics and Math Building (Room 318), and the Honors Program classroom (LRC Basement). In addition, study groups of five or more may be arranged at times and locations mutually convenient to the students and group leader(s). The AIC study halls are supervised by professional tutors, graduate assistants, and/or laboratory assistants.

Mentoring Services

The Mentoring Component of the Academic Intervention Center provides a supportive and nurturing experience to enhance the academic, intellectual, and personal development of students. This program links students with a concerned individual (mentor) who will listen, understand, negotiate, and encourage students to utilize all the resources available to achieve academic success. Mentors are available from the ranks of local alumni, retired faculty, current faculty and staff as well as businessmen/women from the community. All students are eligible to be placed with mentors as proteges.

CENTER OF EXCELLENCE FOR RESEARCH IN BASIC SKILLS

Barbara A. Nye, Ph.D.
Executive Director
Avon Williams Campus

The Center for Research in Basic Skills at Tennessee State University is one of Tennessee's accomplished Centers of Excellence. These Centers were established by action of the Tennessee General Assembly in 1984 to expand research and contribute to the overall economic and community development base of the state. The mission of the Center for Research in Basic Skills is to conduct multi-disciplinary research concerning the practices, policies and programs of institutions and communities which influence the educational, physical, social and psychological well-being of children and families. The Center produces and disseminates research and information to support the formation of public policy and the programmatic decisions of schools, agencies and communities in Tennessee and in the nation.

Center goals are:

- To provide an environment and facilities to conduct significant research studies.
- To disseminate research which has a policy impact on programs, contexts and practices that influence children and families.
- To demonstrate research capability at a state, regional, and national level which denotes the Center as accomplished among its peer institutions and in the broader research community.
- Center's scope supports the overall mission of the University in the areas of research, action and service.
- Center has three research departments:
- Academic Skills Acquisition
- Child and Family Studies
- School/Community Partnerships

The Center's research departments interface with the University's Bureau of Evaluation and Research Services (BERS). This unit administers projects and programs of a research, service and academic nature. These provide laboratories and demonstration sites for conducting and disseminating research, promoting innovation, and enhancing collaboration with various agencies and organizations. BERS also provides linkages with funding agencies for accessing additional Center research funding.

Bureau of Evaluation and Research Services (BERS)

Barbara A. Nye, Ph.D.
Executive Director

The Bureau of Evaluation and Research Services (BERS) administers centers, projects and programs which provide training, research demonstration projects and/or research services to education and human service agencies as well as to other organizations. BERS units encompass research demonstration, continuing education, academic instruction, inservice training, consultation, training and public service activities. Several types of activities are administered and conducted through BERS including activities related to specific grants and contracts, sponsored programs and projects. One state-wide project includes a resource center and provides hands-on science training and consultation on systemic change in K-12 science education. Another project manages the Tennessee Multi-age Research Network which provides professional development experiences in selected public schools. BERS also publishes research reports and educational/training materials. The units currently located in the Bureau are described as follows:

Comprehensive Child Development Program (CCDP): TENNESSEE CAREs Project

The Tennessee Comprehensive Area Resource Efforts Project is one of 32 national research and demonstration programs focusing on prevention and early intervention with families. The unique project provides/coordinates comprehensive, intensive, and continuous support services to enable families to attain self-sufficiency, while recognizing the integrity and unique needs of families and children. Tennessee CAREs Project goals encompass successful health, economic and educational outcomes, and long-term academic success. The Project is funded by the Administration for Children, Youth and Families for a five-year period with a national evaluation scope of six years.

Tennessee Early Childhood Training Alliance (TECTA) Program

The Tennessee Early Childhood Training Alliance (TECTA) Program provides management and technical assistance to Tennessee Board of Regents (TBR) institutions, who serve as subcontractors to implement a state-wide system for certificate and degree training programs for early childhood education teachers and administrators.

Science and Technology Programs

The Center administers a hands-on science and technology consortium involving several Tennessee school systems and the State Board of Education through the Tennessee Hands-on Science and Technology Consortium (TSTC). Areas of emphasis include teacher and administrator enhancement, material management and evaluation. Additional Center/TSTC projects include school-community and private sector partnerships, conferences, and coordination with state offices and federal projects.

State Employee Child Care Center (SECCC)

The state's employee child care center is administered by the BERS through a contract with the state of Tennessee. The Center serves 72 children from 6 weeks through 5 years of age. The Center meets national accreditation guidelines set by the National Academy of Early Childhood Professionals. SECCC provides qualified teachers and services to offer a quality early childhood education program. SECCC is located at 110 Stockyard Street, in the downtown area.

Head Start State Training Technical Assistance Center

The State Training Center has operated as the principal training resource for Head Start Programs in Tennessee for several years. A variety of academic and continuing education courses and programs as well as training and technical assistance programs are offered to Head Start personnel and parents through contractual arrangements. The Center also provides services on a contractual basis to Head Start agencies and their grantees throughout the United States.

Community and Private Sector Partnership Office

Efforts to produce public and private sector cooperation for the delivery of community services and educational programs are conducted through this office.

Child Development Associate Training Program

The Child Development Associate (CDA) Training Program is a national credentialing effort to improve the quality of performance of individual staff in their role as child caregivers. The program emphasizes competency-based instruction, including supervised field experiences. BERS administers the CDA program, and CDA Courses are offered through the Department of Home Economics. The CDA program is coordinated with the Tennessee Early Childhood Training Alliance.

Social Services Competency Based Training Program

The Social Services Competency Based Training Program (SSCBT) is a national training program for the development of generic competencies through the improvement of job practice skills of human service workers. The program was developed through the BERS during a three-year research and evaluation project which resulted in the publication of a competency-based curriculum. In conjunction with the Tennessee Conference on Social Welfare, a Social Service Practitioner's credential is awarded to interns enrolled in the SSCBT program. BERS was funded to implement the program throughout the southeast and also has program adopters in several other states.

Business, Youngsters, Technology, and Education Consortium

Barbara A. Nye, Ph.D.
Director

The Business, Youngsters, Technology, and Education (B.Y.T.E.) Consortium is a non-profit public service entity which provides the following services in the area of technology and learning: 1) teacher, parent and administrator training, 2) child enrichment classes, 3) research, 4) conferences, 5) technical assistance and 6) a variety of public-private partnership programs.

The Consortium is administered through the Bureau of Evaluation and Research Services. The B.Y.T.E. Consortium also sponsors programs which offer credit from the College of Education in the area of technology and learning and conducts statewide preschool projects with microcomputer demonstration sites in schools and preschool classrooms. The BERS has offered many services through its technology and learning laboratory supported through contributions to the B.Y.T.E. Consortium. An advisory committee works with the Consortium on local, state, regional, and national programs.

School-Age Child Care Technical Assistance Office

Originally initiated in 1981 through a grant from the Wellsley College Center for Research on Women, this office continues to provide assistance to schools, organizations and communities in Tennessee and the Southeast who are developing or conducting school-age child care programs. Special workshops, a library of resource material and on-site technical assistance are available to organizations and community agencies. The office works directly with the editor of **School-Age Notes** in disseminating information to interested individuals and organizations.

Center of Excellence Information Systems Engineering and Management

Michael R. Busby, Ph.D., PE
Director
Avon Williams Campus

Our society has moved into the Information Age in which computers and communication systems play an ever-increasing role in our daily lives. Recent advances in computer hardware and software have resulted in significant progress in the acquisition, manipulation, transmission and management of information. The outcome is the evolution of the emerging field of Information Systems Engineering and Management(ISEM).

With a concern to address relevant technical issues in this area, Tennessee State University and the State of Tennessee established the Center of Excellence in ISEM in 1986. The Center supports the mission of TSU in the areas of research, instruction, and service. Presently, there are externally and internally funded interdisciplinary research projects in astrophysics/robotics, robust or advanced control systems, expert systems, and management information systems.

The Center attempts to perform its service and instruction functions both within and outside the University by sponsoring technical seminars and by allowing students to play a significant role in the Center's research projects.

Center for Extended Education And Public Service

Ken J. Looney, Interim Dean
Avon Williams Campus

General Statement

Almost every institution of higher education today finds itself involved in an ever-increasing role for credit and non-credit public service and extended education courses, programs, and activities. More than ever before, adults are engaged in some type of planned continuing education activity. Credit and non-credit adult and continuing education programs have become a major component of America's educational systems. Tennessee State University is committed to playing a significant role in these activities by providing relevant extended education and public service programs of quality for professional and public agencies, business, industry, government, and the public in general.

Tennessee State University has a particular commitment to providing extended education and public service programs for a society confronted with problems of economic growth, energy, health care, civil rights, aging, high technology and many other issues. These issues demand the attention of special interest groups and the public who seek the University's support as they struggle to maintain professional competence and a sense of real worth in the midst of competing forces.

Mission

The Center for Extended Education and Public Service is the administrative unit of the University which is responsible for coordinating the institution's overall efforts to serve non-traditional students both on and off campus. The Center's responsibility for these students includes credit, non-credit, Continuing Education Units (CEU), special training, and technical assistance programs. The Center plans, conducts, and evaluates these programs in conjunction with the academic schools of the University.

Programs offered through the Center are designed to meet the professional, career development, personal, and civic awareness needs in the University's service area and among selected client groups on a statewide basis. In particular, programs are planned and coordinated to meet the needs of students who are unable to attend current academic programs of the University. Specific needs are identified, and instruction or assistance is provided on and off campus at times convenient to the learner or the sponsoring organization. All services are designed to facilitate individual adult participation, learning, achievement and/or organizational development.

The Center is responsible for managing those activities of the University which are identified in the accrediting standards for continuing education and public service of the Commission on Colleges; Southern Association of Schools and Colleges. The Center is also responsible for initiating new and innovative, self-supporting programs which may become part of the on-going institutional structure and effort of the University.

Student Population

The students served by the Center cover the widest range of age, professional and economic status. Efforts by the Center include special learning programs for children; continuing education and public service programs for high school students, working adults, senior citizens, professional organizations, state agencies, business, industry, government employees and managers.

Goals and Developmental Plans

1. Extend evening and daytime course offerings at the off-campus centers for adults who are unable to undertake regular full-time, or part-time study at the main campus.
2. Provide non-credit programs, courses, conferences and institutes for special groups and the general public.
3. Provide continuing education and public service programs designed to meet the occupational, vocational and avocational needs of adults in the community.
4. Provide opportunities for employment training to improve skills and knowledge needed in current and projected occupations.
5. Improve managerial skills of individuals employed in business, industry, and government.
6. Provide assistance in planning programs of community health, community development, family life and leisure-time activities.
7. Increase citizen participation in civic affairs through greater awareness of public affairs; community and national problems; local, state and national government.
8. Provide cultural enrichment for the community in such areas as art, literature, music, drama, speech and reading.
9. Seek and obtain external funding for public services and special projects of both short-term and long-term duration which can either supplement or be adopted into on-going programs and educational services of the University.
10. Increase cooperative planning and delivery of educational services with other state agencies and institutions and selected private institutions.
11. Provide outreach sites and centers for the delivery of credit classes and special programs.
12. Provide and coordinate necessary student support services for the adult learner.

Organization and Structure

Consistent with the University's commitment to public and community service, the Center offers assistance in the following major areas:

1. Off-campus centers and extended credit.
2. Academic Conferences and Institutes.
3. Non-credit instruction.
4. Center for Labor Management Relations.
5. Adult Services.

Standard IX of the Southern Association of Colleges and Schools is followed in the development, presentation and awarding of all continuing education units (CEU's). Additionally, public service programs and activities reflect local, state and national issues and trends identified by the National University Extension Association and the University's Continuing Education Council.

Off-Campus Centers And Extended Credit

Shelia Collier, Director

Special courses of study delivered on and off-campus have long been a distinct service of Tennessee State University. Presently, Continuing Education activities are also being fused with innovative, non-traditional, flexible modes through which credit and degrees may ultimately be earned.

In cooperation with other agencies and educational institutions as well as through its own initiatives, Tennessee State University provides a variety of undergraduate and graduate credit courses within the Middle Tennessee area. Some of the present locations where courses are offered include: Volunteer State Community College, Ransom Teachers Center, McGavock, Columbia State Community College, Lawrenceburg and other Middle Tennessee sites.

Academic Conferences And Institutes

Eunice Bell, Coordinator

The Department of Conferences and Institutes provides an opportunity for participants, members of the University community, and highly qualified resource persons to share new information and explore new ideas that will improve their job performance or complement their academic interest. These conferences are tailored to reflect the needs of the requesting client group.

The format used in short workshops and seminars varies with the type of program, but always is designed and tailored to meet expressed needs of the service groups. Whether credit or non-credit oriented, institutes and conferences are designed by the division to reflect the sponsorship of selected academic colleges of the University.

Special emphasis is also placed upon assisting potential students entering University life by offering preparatory workshops for ACT, AAPP, GRE, GMAT and MAT tests required for admission to the University.

Continuing Education And Non-Credit Instruction

Max J. Young, Director

One of the largest areas of instructional effort at the University occurs through the Department of Non-Credit Instruction. The Department of Non-Credit Instruction plans both on an academic term and in response to special needs of client groups and the public on and off-campus.

The instruction is supported by regular and part-time faculty alike and is designed to meet the special needs of learners, both vocationally and avocationally. Planning for such learning occurs with direct input from learners, and all instruction is based upon participatory evaluation rendered by those who enrolled. Most instructional activities are offered for enrollment on an individual fee basis, but selected activities are planned with client groups and delivered under special contracts. Standard IX of the Southern Association of Colleges and Schools is followed in the presentation of all instruction. Continuing Education Units (CEU), as provided by the Southern Association, are awarded to participants in that selected instruction planned within the Association's guidelines. Institutional records of such learning are maintained by the Admission and Records Office and are available upon student request.

The following is a selected listing of non-credit courses offered by the University. Other courses can be offered to meet specific needs expressed by the public.

Non-Credit Courses

1505 Professional Engineering License Review – Civil. (CEU 3.0) A review concentrating on the general areas covered on the Professional License exam. Topics covered will be environmental engineering, concrete, steel, soils, highway engineering, engineering economy, structural engineering, and some aspects of fluid mechanics.

1508 Professional Engineering License Review – Mechanical. (CEU 3.0) A review of topics in Mechanical Engineering to prepare students for the Professional Examination required for an engineering license.

1509 Engineer-In-Training Review. (CEU 3.0) A review concentrating on the general areas covered on the first day of the EIT exam. Topics include mathematics, statistics, dynamics, and strength of materials.

1511 Professional Engineering License Review – Electrical. (CEU 3.0) Designed to prepare electrical engineers for the Professional License Examination. Topics include: electronics, power, motors, and circuits.

1630 Introduction to Computers. (CEU 1.2) This four session workshop is designed to introduce the student to the world of computers, and to demonstrate the wide variety of projects which can be accomplished using a computer.

1632 Introduction to WordPerfect. (CEU 1.8) This six session workshop is designed to introduce the students to the basic features of this very popular word processing program, including editing, formatting, storage, retrieval, printing, etc. Prerequisite: prior experience and/or course on IBM/IBM compatible microcomputers.

1633 Introduction to LOTUS 1-2-3. (CEU 2.1) This seven session workshop is designed to introduce the students to the basic features of this very popular spreadsheet program, including: spreadsheet design, cell formatting, mathematical functions and formulas, replication, storage, retrieval, printing, etc. Prerequisite: prior experience and/or course on IBM/IBM compatible microcomputers.

163D Introduction to DOS. (CEU .4) This one session workshop is designed to familiarize the student with PC-DOS. Appropriate for both floppy and hard drive users. Used as a prerequisite for "Intermediate DOS".

163E Intermediate DOS. (CEU .4) This one session workshop is designed to familiarize the student with the use of DOS on hard drives. It includes the creation of batch files and subdirectories, plus copy, backup, restore and other DOS commands. Prerequisite: "Introduction to DOS" or similar workshop.

163H Advanced DOS. (CEU .4) This one session workshop is designed to familiarize the student with the use of DOS menus, macros, and utility programs. Prerequisite: "Intermediate DOS".

2822 Writing and Selling Magazine Articles. (CEU .6) Emphasis will be on magazine writing and selling one's articles, but authoring books may also be included. A critique session will be held after students write articles.

2827 Writing and Speaking Correctly. (CEU 2.5) This course is designed to help anyone who needs to improve in the area of writing and speaking correctly.

2828 Positive Communication. (CEU 2.5) This course is designed for those who wish to communicate in a positive and self-assured manner.

2836 Crafting the Novel. (CEU 3.0) In this course students will study establishment of character, structuring plot, and creating and developing suspense. Students will receive student and instructor criticisms on work produced in class.

4119 Court Reporting I. (CEU 3.0) First of a series designed to instruct students in the theory of the Touch Shorthand Machine. Enables persons to master dictation and transcription skills needed in court reporting, medical, legal, technical, scientific and executive secretary fields.

4120 Court Reporting II. (CEU 3.0) A continuing study of the basic theory of the Touch Shorthand Machine. Emphasis is on speed building and accurate transcription.

4121 Court Reporting III. (CEU 3.0) Further development of skills needed in the use of the shorthand machine. Intensive practice in specialized dictation, reading, and transcription.

4122 Court Reporting IV. (CEU 3.0) Emphasis on advanced theory of the Touch Shorthand Machine. Beginning advanced speed building.

4123 Court Reporting V. (CEU 3.0) A continuation of Court Reporting IV with emphasis on advanced speed building in machine shorthand using court testimony as dictation material.

4124 Court Reporting VI. (CEU 3.0) A continuation of Court Reporting V with emphasis on advanced speed building in machine shorthand using court testimony as dictation material.

4125 Court Reporting VII. (CEU 3.0) Advanced skill development on the Touch Shorthand Machine with emphasis on specialized court reporter vocabulary.

4126 Court Reporting VIII. (CEU 3.0) A continuation of Court Reporting VII with emphasis on advanced speed building in machine shorthand using court testimony as dictation material.

4140 Medical Terminology. (CEU 3.0) This course is for those persons studying, or working in the field of medicine, or the paramedical fields (medical secretaries, medical librarians, medical assistants, etc.) who feel the need to renew or increase their vocabulary; or people in the world of business (insurance, law, etc.) who have frequent contact with the world of medicine.

4167 Medical Dictation. (CEU 1.0) For advancement of dictation skills for medical secretaries and court reporters.

5800 Scriptwriting for Movies and TV Films. (CEU 3.0) A practical workshop on writing and selling the full-length film script. The course will emphasize proper script format and the use of the students own creativity, within the format, to write his/her own script.

6002 Graduate Record Examination (GRE) Special Test Preparation. (CEU 1.5) This course is designed to familiarize student with the GRE and reduce text anxiety. Participants will take sample tests during each class period, and learn types of questions, test format and test management.

Center for Labor/Management Relations

Douglas Davis, Director

The Center for Labor/Management Relations is a State of Tennessee Department of Labor funded educational unit. The Center, formerly known as the Tennessee Learning Center, is formed through a contract between the University and the State Department of Labor and is headquartered at the University's downtown campus. All its educational services to companies, labor union members and their organizations are delivered by and through a consortium of State Board of Regents and university of Tennessee institutions located throughout the state.

The programs of the Center provide instruction in all areas of labor studies, including labor/management relationships and negotiations, labor law, arbitration, grievance procedures and steward training, interpersonal communication and relationships, leadership and other related subject. These programs are conducted in classrooms of institutional consortium members throughout the state, in union halls or in other available meeting rooms conductive to the learning process.

Labor/Management Courses

Douglas Davis, Director

TRUST-Transactive Relational Union Supervision Training. A 2-day training program for union leaders/stewards and first-line supervisors/managers to improve communication through a rational approach to problem solving.

2605 Labor Law. (CEU 1.2) A survey of laws governing labor-management relations and the effect of the law on collective bargaining; working conditions, job security and fringe areas.

2606 Conflict Management. (CEU 1.6) The nature of human conflict, its causes, and approaches to managing conflict.

2607 Stewards Training. (CEU 0.4) The role of the individual union representative in the day-to-day challenges of the grievance procedure and work place problems.

2608 Grievance Procedures. (CEU 1.2) Enforcing the contract. Grievance investigation, grievance writing, steps in procedure, and case studies.

2609 Arbitration. (CEU 1.2) The place and function of arbitration, analysis of principles and practices. The laws of arbitration. The preparation and handling of materials in briefs or oral presentations. The rules of the arbitrator.

2612 Labor and Politics. (CEU 1.2) The lawmaking process including the impact of election and lobbying.

2613 Labor Economics. (CEU 1.2) A study of the fundamentals of labor economics as it pertains to industrialization and its relationship to collective bargaining.

2614 Collective Bargaining. (CEU 0.4) Designed to prepare union representatives for contract bargaining, techniques and strategies of negotiations, and arriving at agreement.

2615 Communications. (CEU 2.0) Public speaking and platform delivery. Interpersonal communications, public relations and the media, and union publications.

2616 Union Administration. (CEU 2.0) Administrative structure of the national and international union. The role of state councils and local union administration. The duties and functions of officers, committees, stewards and members.

2617 Labor History. (CEU 0.8) An overview of the history of the American and Tennessee labor movement in the last 150 years; the origins of organized labor; the rise of industrial unionism; and the modern growth of public and service employees.

2618 Union Leadership. (CEU 1.2) Psychology of leadership, motivation, communication, problem solving, organizational skills. Developing and implementing committees. Writing techniques and speaking methods. Parliamentary procedures.

Adult Services Center

The purpose of this center will be to recruit non-traditional students and provide services specific to the adult student population. These services will include: advisement coordination with academic departments, simplified admissions and registration services, workshops and programs designed to promote positive experiences for adults returning to college and enhance study skills and coordinate interpersonal counseling for both personal and professional growth. The adult Service office in cooperation with all components of the Center for Extended Education and Public service will coordinate services for adult students.

Public Service And Urban Affairs

Ken J. Looney, Director

The University, in its mission as the urban university for Middle Tennessee, seeks opportunities to form cooperative ventures and partnerships with the public and private sector of the Metro Nashville area. The Department of Public Service and Urban Affairs is charged with identification and development of these efforts. This unit will coordinate economic and community development goals of the University with internal academic schools and external entities. The unit will seek funding through grants and contracts for new projects and programs beneficial to the University and the community.

DEVELOPMENTAL STUDIES, ACADEMIC ADVISEMENT, AND ORIENTATION

Monetha R. Reaves, D.A., Director
Learning Resources Center

Faculty: J. Grimes, J. Mason, N. Minter, V. Owens.

General Statement

Developmental Studies, Academic Advisement, and Orientation administers the University's Developmental Studies Program, operates the University's academic support laboratories (the Writing Clinic, the Math Lab, the Tutorial Computer Lab, and the Reading Lab); plans and implements advisement strategies and enrichment programs; and manages the Advisement Center for students who are enrolled in Developmental Studies courses and those who have not decided on a major.

Orientation and the Academic Advisement Center

All full-time students who have not declared a major must enroll in ORN 100 or ORN 101. Orientation for Undecided Majors (ORN 100) introduces the student to University policies, exposes the student to career interests, and provides opportunities for departmental contact. Orientation for Non-Traditional Students (ORN 101) is designed for students who are 21 years of age or older who are returning to an academic setting and have not chosen a major. It also introduces the adult learner to the college community as well as to all facets of university life and acquaints them with other students in this age category.

The Developmental Studies Advisement Center is the academic counseling component of the Developmental Studies Program which handles the academic matters of students who take remedial/developmental courses or who have not yet chosen a major. Intrusive advisement is conducted by full-time academic counselors who staff the Center, and referrals to other University support services are made as needed. All services are provided daily on a first-come first-serve basis between the hours of 9:00 AM and 4:00 PM.

The Developmental Studies Program

The Tennessee Board of Regents of State University and Community College System required that, beginning in fall, 1985, freshman students seeking regular admission to a technical institute, community college, or university within the Tennessee State Board of Regents (TBR) who meet criteria listed below must participate in AAPP (Academic Assessment and Placement Program) as a condition of enrollment:

- all freshman applicants for regular admission who are 21 years of age or older who have not taken the ACT or SAT within the last three years must take the complete AAPP;
- all GED recipients who are seeking regular admission must take the complete AAPP;
- all freshman applicants for regular admission who are 20 years of age or younger and who have a composite ACT or an SAT equivalent of 18 or lower must take the reading portion of the AAPP;
- all freshman applicants for regular admission who are 20 years of age or younger and who have subscores on the math portion of the ACT/SAT of 18 or lower must take the math subtest of the AAPP;
- all freshman applicants for regular admission who are 20 years of age or less and who have a subscore of 18 or lower on the ACT or an SAT equivalent on the English/Verbal subtest must take the English portion of the AAPP;
- all students who after enrollment are found to be deficient in one or more basic academic skills must be referred for further assessment and placement;
- all transfer students with less than 60 hours of transfer credit must be tested unless they have taken college level English or Math.

No student may take remedial or developmental classes without AAPP assessment.

The AAPP Test has three (3) components to measure the student's readiness for college-level courses. The three components are Writing, Reading Comprehension, and Mathematics.

The Testing Center periodically offers the AAPP Test during each semester. Students may contact that office for dates and times.

Open Entry And Open Exit

The Developmental Studies Program at Tennessee State University provides students the opportunity for early completion of remedial and developmental courses and for early entry into these courses for students who have completed prior courses in the sequence. For details, the student should consult the course instructor or the Director of the Developmental Studies Program.

In order to qualify for early exit, however, students must complete all early exit requirements no later than the mid-term examination period. Requirements for diagnostic advancement must be completed within the first two weeks of the term.

Class Attendance

Class attendance in remedial and developmental studies courses is mandatory. For monitoring, each student must secure an excused-absence form from the Vice President for Student Affairs' office and have it stamped by the Director of Developmental Studies before presenting it to the instructor of the course. Any student who has excused absences must arrange with the course instructor to make up class and laboratory work immediately. This information becomes a part of the student's file.

Class Withdrawals

Students may not withdraw from a remedial or developmental studies course or laboratory, unless there are extenuating circumstances and the Director gives approval. The courses and laboratories are components in the holistic approach to acquiring the skills and competencies needed for college courses.

Readmission After Two Failures To Meet The Exit Criteria

A student who twice attempts a remedial or developmental studies course and fails to meet the minimum standards for progression will be suspended for a minimum of one term. Readmitted students must comply with all stipulations for readmission. In order to be readmitted, the suspended student must have the recommendation of the Director of Developmental Studies.

A student who believes that extenuating circumstances contributed to his/her suspension may appeal the case to the University's Review Committee on Suspension and Readmission.

Grading

Only grades of A, B, C, F, I, and IP will be used for classwork, tests, laboratory work, and final grades in the Developmental Studies Program. A student will be judged to have achieved minimum competency if he/she achieves an average of 70 percent.

Credit Hours Earned

All credit hours earned in courses preceded by the course prefix RS (RSEN, RSMA, RSRD, etc.) or DS (DSEN, DSMA, DSSK, DSRD, etc.) and numbered less than 100 will be in addition to the hours required for graduation. Grades earned in these courses, however, are computed in the student's grade point average.

Testing

All remedial and developmental studies courses include a pretest, a post test, and an exit examination. These tests are integral parts of the course design. Students must complete all required tests as well as other course assignments in order to pass remedial and developmental studies courses.

Transfer of Remedial And Developmental Credit

Remedial and developmental work successfully completed at another System institution (and shown on the student's transcript) will be accepted as equivalent to TSU courses and/or laboratories which cover the same skills and competencies as the courses or laboratories at the other institution. A student who transfers remedial or developmental work from another institution may, however, be referred to the Director of Developmental Studies by a classroom instructor if the student demonstrates deficiency or weakness in a college-level program. Forms for referral are available from the Director's office. If it is determined that the referred student is in need of coursework or laboratory assistance, the student will be required to enroll in the appropriate course or laboratory. The student, however, will not be required to enroll in a course if he/she has taken an equivalent course at another institution. Students who have been tested and have taken coursework in other states will be required to take the AAPP although consideration will be given for comparable courses taken in states other than Tennessee.

Academic Support Services

In addition to the remedial and developmental courses, the Developmental Studies Program provides academic support services. These services include the Writing Clinic, the Modularized Laboratories of the Reading Center, the Mathematics Laboratory and the Tutorial Computer Laboratory.

All faculty may refer students to the laboratories.

Course Descriptions

ORIENTATION

ORN 100 Orientation (1). A course required of all new students who have not declared majors. It is designed to aid in the adjustment of new students to the TSU community and explore occupations that lead to identifying a major field of study. It also introduces students to the various support services and effective study habits that are considered vital for success.

ORN 101 Orientation for Non-Traditional Students (1). A course for students 21 years of age or older who are returning to an academic setting and who have not yet chosen majors. It may be taken instead of the major orientation course and is designed to introduce the adult learner to the college community and to all facets of university life as well as to acquaint them with other students in this age category.

REMEDIAL STUDIES

RSEN 071 English Fundamentals (4). Development of language skills, with concentration on such matters as spelling, grammar, punctuation, and vocabulary, leading to writing proper sentences and brief paragraphs by the end of the semester. Students will spend three hours per week in the classroom and one hour per week in mandatory Writing Clinic.

RSMA 071 Essential Mathematics (4). An intensive study of the fundamental operations of addition, subtraction, multiplication, and division with natural numbers, integers, decimals, and rationals, leading to computation with reasonable accuracy using these number systems upon completion of the course. A student who enrolls in the course will spend three hours per week in the class and one hour in the laboratory.

RSRD 079 Reading (4). A course which develops basic reading skills and thinking skills, with emphasis on dictionary usage, structural and contextual analysis and interpretation, details, sequence, main ideas, drawing conclusions, relationships, and fact or opinion, leading to improvement of the student's college-level vocabulary, and his ability to read for specific purposes. The course involves pre and post testing. Students will spend three hours per week in the classroom and one hour per week in the laboratory.

DEVELOPMENTAL STUDIES

DSEN 081 Basic English Skills (3). A course designed to focus on the writing of sentences, paragraphs, and short essays, with attention to grammar, spelling, punctuation, vocabulary and similar matters as needed. Readings in current events and popular literature will provide the basis for written assignments. Students will spend three hours per week in the classroom and one hour in the Writing Clinic, where they will receive both group and individualized instruction, including computer-assisted instruction.

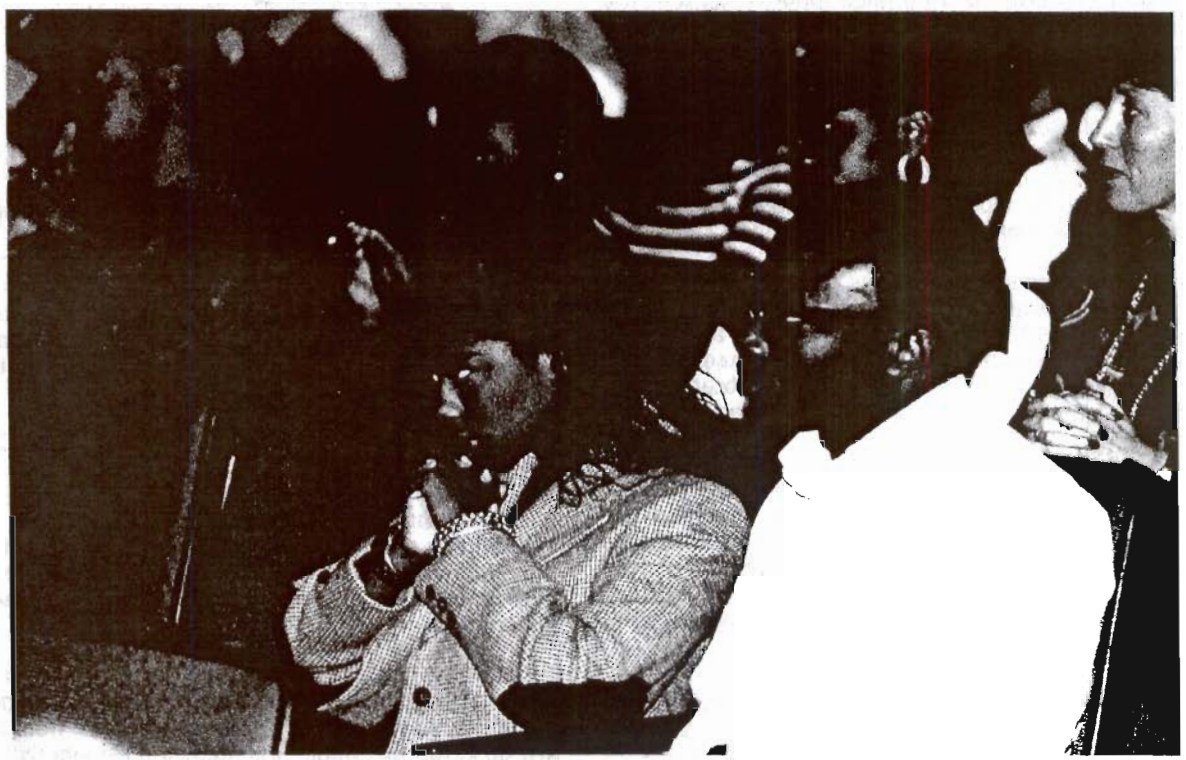
DSMA 081 Foundations of Mathematics I (3). Development of mathematical competencies prerequisite for studying college algebra. This course will provide the student with a foundation in the following topics for fulfilling the requirements of elementary algebra: fundamental operations and inequalities, graphing, exponents and polynomials. (Principal topics covered: integers, and rational numbers, introduction to algebra, equalities and inequalities, word problems, and polynomials.) A student who enrolls in the course will spend three hours per week in the classroom and one hour per week in the laboratory.

DSMA 082 Foundations of Mathematics II (3). A course designed to develop mathematics competencies prerequisite for studying college algebra. This course will provide the student with a foundation in the following topics for fulfilling the requirements for intermediate algebra: algebraic fractions, graphing equations, and inequalities, systems of equations, radical expressions and quadratic equations. The ability to select and to use appropriate approaches in solving problems that arise in everyday life and as a tool for thinking logically and reasoning critically in decision-making will be emphasized. Prerequisites: successful completion of DSMA 081, one year of high school algebra, or the equivalent. A student who enrolls in this course will spend three hours per week in the classroom and one hour per week in the laboratory.

DSMA 099 Geometry (3). A basic course in geometry for students who did not have geometry in high school. It may be used for removal of high school unit deficiency.

DSRD 081 Advanced Reading and Problem-Solving (3). A course designed as an experience in reception and processing of ideas in the evaluation, application, and retention of textual materials and designed to provide strategies, applying high-level reasoning skills to identify, formulate, and solve problems. Emphasis will be placed upon methods and procedures for use with interdisciplinary textbooks designed to provide a link across the disciplines for directive work in all fields of college study.

DSSK 081 Content Area Study Systems (3). A course designed to provide an integrated system of instruction, application and assessment in major college survival skills essential for success. Topics in this course include techniques for studying and test-taking, using the library, improving memory and concentration, learning styles, handling stress, establishing goals and managing time.



THE UNIVERSITY HONORS PROGRAM

Sandra W. Holt, Ph.D., Director
Learning Resources Center

Faculty: D. Broad, J. Byrdsong, F. Chen, D. Daniels, D. Elliott, P. Fields, L. Gaiters, D. Gendron, S. Holt, H. Houston, L. James, G. Johnson, P. Kahlon, L. Lane, N. Lovelace, J. Maddox, E. McClain, J. Mitchell, L. Powers, J. Railsback, L. Simpson, R. Vowels, L. Watkins, C. Williams

General Statement: What is the University Honors Program? It is a spirited exchange with classmates who thrive on ideas, an inspiring seminar, a demanding teacher. It is a hay-ride and cookout, an evening at the theater, or a jazz or Gospel concert.

The UHP is special challenges and opportunities for some of the most talented and highly motivated of the University s undergraduate students. It is a close, collaborative relationship between top students and distinguished faculty, small class sizes, and a chance to work at the cutting edge of an academic discipline.

Is it Difficult? The Honors student selects a major and carries a normal course load just as any other university student. However, a basic premise of the UHP is that special challenges and opportunities can help the academically advanced student excel. Honors students are encouraged to explore topics in greater breadth and depth—to develop initiative, take an active role in the teaching-learning process.

How Does the University Honors Program Work? Only a select group of new students are admitted to the UHP each year as freshmen, though it is also possible to join the program on an off-cycle basis, but no later than the beginning of the sophomore year. Honors students may be enrolled in any undergraduate curriculum. Those who meet our retention requirements continue as UHP students during their entire undergraduate career.

UHP course work is concentrated in the freshman and sophomore years, when students take small enriched versions of general education courses. At the junior and senior level, when students are necessarily and appropriately involved in their major area of specialization, they can continue to receive the benefits of the UHP by supplementing their specialized course work with interdisciplinary honors seminars. A final requirement is the Honors senior thesis, which is to be defended before a committee, or a recital or the like for those students in the performing arts. In short, the UHP is directed at students who want to combine the best of liberal education and professional specialization.

The Honors Program does not require additional courses beyond those required of other students.

Grades awarded in Honors courses coincide with those given for courses in the regular curriculum.

Benefits: While providing the advantages of a growing state university (low cost, vast resources, and cultural diversity), the UHP also harnesses the attractiveness of a liberal arts college (individual attention, small class size, and close interaction with faculty and fellow students.) Other benefits include:

- scholarships designated specifically for Honors students
- challenging courses designed especially for UHP students with enrollment usually limited to no more than 15 students
- intellectually-oriented faculty and peers
- grant opportunities to fund student research projects during the summer and to support student domestic international travel
- a variety of social and cultural activities
- notation on transcript of University Honors Program status
- use of the Honors Center which offers an atmosphere for study and relaxation
- special internship and graduate study opportunities

Admission/Retention Requirements: In addition to the general application for admission to the University, the prospective Honors student must also complete the application for admission to the UHP. There are no extra costs or additional fees associated with participation in the University Honors Program, not even an application fee.

Admission is made on the basis of the student s ACT score and/or the high school record.

Baccalaureate students who do not participate in the Honors Program as entering freshmen may be admitted later by recommendation of a University faculty member. The latest point for a student to enter the Honors Program is the first semester of the junior year.

To remain in good standing in the Program, a student must maintain a minimum cumulative grade-point average of 3.0, based on all course work. A student may withdraw from the Program at any time, but he should first notify the Honors Office.

Graduation with University Honors: At commencement, four-year students who complete the requirements of the Honors Program will be graduated with University Honors.

These requirements include: 1) taking required Honors courses, and 2) giving a recital or writing and defending a senior thesis. The student will select a topic for the Honors thesis with the approval of his or her major adviser and the instructor of the course. The topic may be related to his major field of interest or to a colloquium. Insofar as possible, advisers for the Honors thesis will be members of the Honors faculty. The student will select the topic in the fall semester of his or her senior year, complete the thesis before or during the spring semester, and defend it before the Honors Advisory Council and such other persons who may be invited to sit with the Council, and 3) attain a cumulative average of at least 3.25.

Honors Courses

	Semester Credit Hours
Freshman Year	
ENG 101-102H	3-3
BIO 111-112H	4-4
MATH 111H	3
THEA 120H	2
BIO 101-102H	3-3
CHEM 121H	3
CHEM 151H	3
HIST 201-202H	3-3
ART 133H	3
MUS 131H	2
Sophomore Year	
ENG 211-212H	3-3
SPCH 220H	3
ECON 211-212H	3-3
Junior Year	
HP 300H	3
Senior Year	
HP 400H	3
HP 410H	3

Course Descriptions

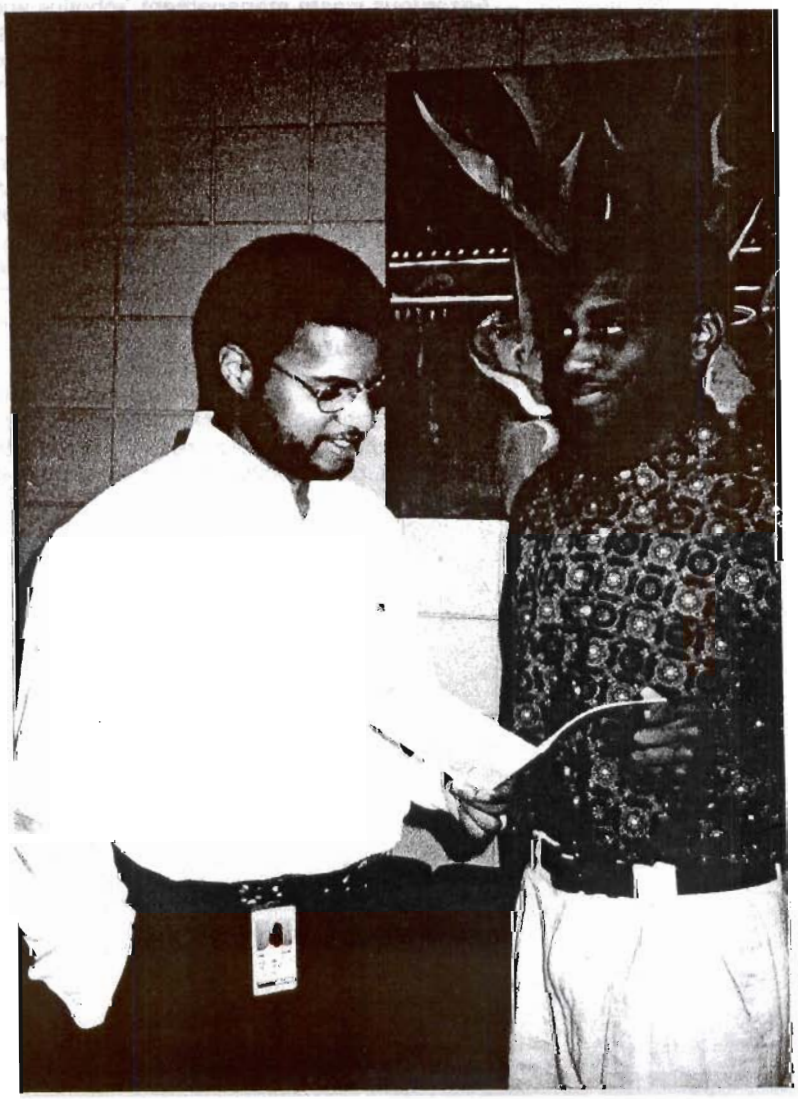
HP 300H Honors Junior Colloquium (3). Lectures, discussions, and student writing based upon a central theme—such as The Twentieth Century —which may vary from year to year. Original work and interpretations and adaptations of original works are bases for discussions. The faculty member who conducts the colloquium may invite outside experts to participate when he or she deems it advisable.

HP 400H Honors Senior Colloquium (3). Lectures, discussions, and student writing based upon a central theme—such as The Educated Person—which may vary from year to year. Original work and interpretations and adaptations of original works are bases for discussions. The faculty member who conducts the colloquium may invite outside experts to participate when he or she deems it advisable.

HP 401H Honors Special Topics (3). A course designed to expose students to current issues, personalities, activities, and career opportunities in various areas of study offered by the University, through guest speakers, field trips, and the study of selected topics that will prepare them for excellence upon graduation.

HP 403H Honors Summer Seminar (3-6). A course designed to expose students in the Honors Program to different cultures through the study of cultural norms, government, schools, current issues, and career opportunities, and through actual travel to a specific culture studied.

HP 410H Honors Senior Thesis (3). The student will be allowed freedom of choice in selecting a topic for his Honors thesis. The topic may, for example, be related to his major field of interest or to a colloquium. Insofar as possible, advisors for the Honors thesis will be members of the Honors faculty. The student will select his topic in the fall semester of his senior year, complete his thesis before or during the spring semester, and defend it before the Honors Advisory Council and such other persons who may be invited to sit with the Council.



OFFICE OF SPONSORED RESEARCH

Maurice Mills, Ph.D., Director
Administration Building

The Office of Sponsored Research (OSR) provides leadership, information and services to encourage faculty and staff to engage in research and creative activity through extramural funding. OSR seeks to provide the best environment for study and research through a creative association of faculty and students as a community of scholars in expanding the boundaries of the sciences, the arts and technology. It serves as a liaison between funding agencies, principal investigators (PIs) and administrative units of the University in providing the following:

- Locates potential funding sources
- Coordinates compliance on human subjects, animal care, and safety involving chemical and biological hazards with the university, state and federal regulations
- Coordinates research partnerships, collaborations and cooperative agreements
- Guides faculty and staff through the grant application process
- Routes proposals through proper administrative channels for approvals and endorsements
- Maintains university award files
- Assists in matters relating to patents, copyrights and publication agreements
- Maintains application kits, source materials, bulletins, announcements and guidelines
- Disseminates information on availability and deadlines on external funding opportunities in research
- Administers research grants, contracts, and cooperative agreements
- Coordinates RISE (Research, Initiation, Supplement and Enhancement) Program

Strengthening TSU's research infrastructure is a major priority of OSR. The level of creative thinking and the compilation of sponsored research projects is a reflection of the competitive grantsmanship of the faculty and research associates at TSU. The University displays a broad spectrum of sponsored research programs, ranging from basic to applied and from single PI projects to major team efforts. Research projects also range in scope from regional to international. Paramount among these activities are the centers of excellence, biomedical and agricultural research, the RCMI program, academic enhancement programs, extension services, Center for Neutral Engineering and the Center for Health Research. The long-range goals of sponsored research with special relevance to this priority are:

GOAL 1

To increase the capacity of TSU to conduct scientific and technical research, creative initiatives and service related activities

GOAL 2

To increase the Institution's capability to meet the objectives of "Healthy People 2000" as they relate to the health status of the United States through enhanced biomedical and biobehavioral research and related activities

GOAL 3

To improve the quality of education for all TSU students through their participation in research and special projects

Tennessee State University conducts research in computer modeling and simulations, biomedical applications of signal processing, hazardous waste management, robotics and machine vision, AI/expert systems, fuzzy logic, stress analysis, software engineering, microcircuit packaging and material processing, heat transfer, transportation planning and modeling, and hydraulics.

TSU also conducts research in large scale control and distributed computing systems under stochastic structural perturbations, light scattering of cylindrically shaped objects from the ocean, topology, biostatistics, harmonic analysis, ergodic theory, organic synthesis, theoretical chemistry, drug binding to DNA, polymer chemistry, neuroscience, plant genetics, radiation of mammalian cells, gene expression, biofeedback, molecular biology, nutrition, economics, identification of new germ plasm, plant protection and production, and animal physiology.

The University also provides research on family violence, statistical AIDS research, basic skills research, and international affairs. TSU in addition, provides creativity in the arts, foreign languages, journalism, public policy, and multicultural education.

University Personnel and Instructional Faculty

The Instructional Faculty

College of Arts and Sciences

Bobby L. Lovett, Ph.D., Professor of History, Dean

Clayton C. Reeve, Ph.D., Professor of English, Associate Dean

Africana Studies

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Mayibuye Mandela, Professor
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Art

Herman Beasley, Professor and Head
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Jane A. McKinney, Instructor and Curator
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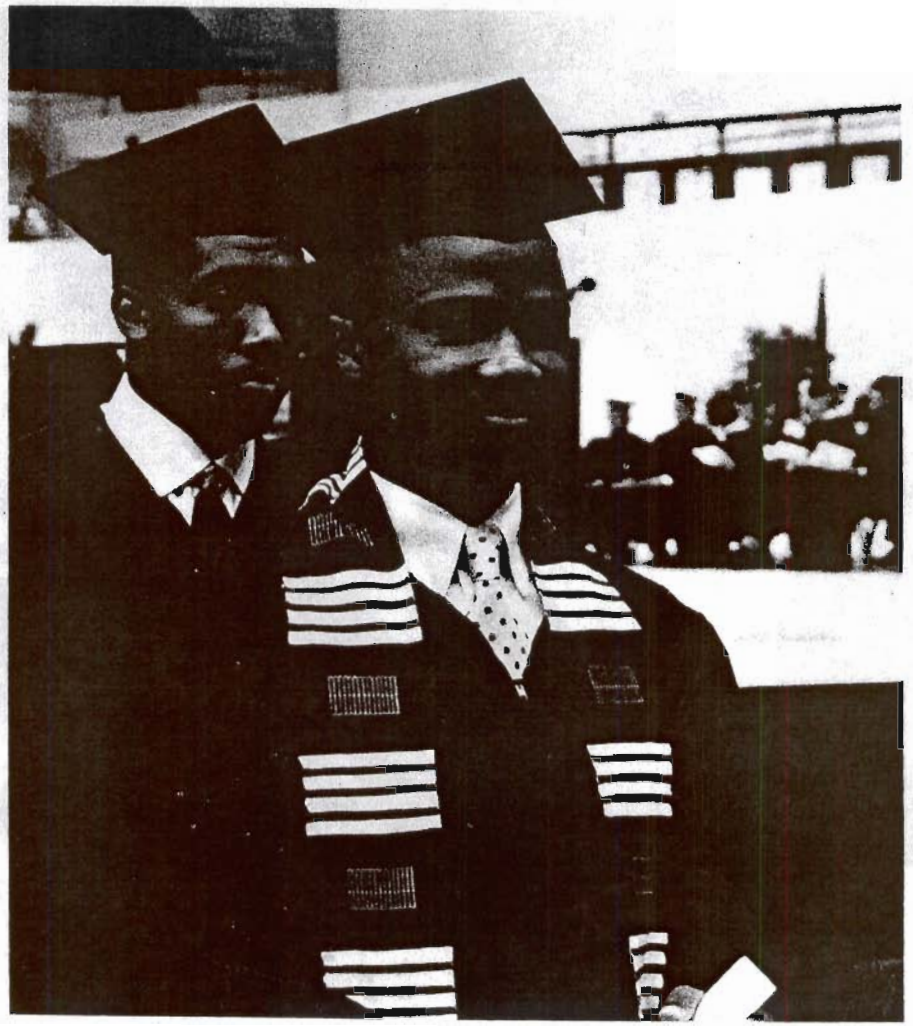

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Tennessee State University

MAIN CAMPUS

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TENNESSEE STATE UNIVERSITY

Application–Contract

Personal Data

Fall ( ) Spring ( ) Academic Year ( ) Summer I ( ) II ( ) 8 wks ( )

Name ..... S.S. No. .....
Last First Middle

Address ..... Telephone No. .....

....
City State Zip Code Major Marital Status

Birth Date ..... Sex ..... Student Classification ..... Dorm ..... Rm. No. .....

Parent/Guardian (for person to contact in case of emergency)

Name .....
First Middle Last Address

....
City State Zip Code Telephone and Area Code

Student Housing Agreement

THE AGREEMENT, entered into on the ..... and .....
Day Month, Date Year

hereinafter set forth, by and between Tennessee State University, and ..... ,a student of the University, and/or student's parents or legal guardian, who shall have the same obligations hereunder as student.
Student's Name Please Print

Witnesseth

1. University hereby agrees to provide student with the housing accommodations hereinafter referred to as the premises.
2. Student hereby agrees to pay in advance at the time of registration for semester during the term of this agreement, to the University for the privilege of residing in the premises. (amount listed under item 5)
3. The term of this agreement shall commence on ..... , and end on ..... , provided that the term shall not include the following: Christmas Recess, Spring Break, and Summer I & II.
4. This agreement is subject to the provisions of the State Board of Regents' Policy on Student Residence Regulations and Agreements, the provisions of the Student Handbook, and the Campus Living Booklet, all of which are incorporated herein by reference.
5. The following accommodations are available:

BOARD (Meal Plans)

19 Meals per week $650.00 (mandatory for freshman)
15 Meals per week . . $620.00 (Second year students may opt for 19 or 15 meals per week plan)
5 Meals per week . . . . .$210.00 (Students not living on campus)

ROOM FEES PER SEMESTER

For Men		For Women	
Watson Hall (Freshman)	$710.00	Mary Wilson Hall (Freshman)	$710.00
Boyd Hall (Sophomore)	$710.00	Hankal Hall (Junior)	$710.00
Eppse Hall (Jr., Sr., Grad)	$710.00	Hale Hall (Sr , Grad.)	$678.00

Single Occupancy Hale Hall . . . .$778.00 All Others. . . .$810.00

FEES ARE SUBJECT TO CHANGE WITHOUT NOTICE

The above fees area payable in advance for each semester during the period of this agreement to the University for the privilege of residing in the premises.

The following special conditions shall be applicable to this agreement.

1. Each resident shall be responsible for damage to or loss of any University property in his assigned room. Damage to the public areas in the residence hall will require a group assessment when the individual(s) responsible is (are) not identified.
2. KEY CHARGE: A charge of $58.00 wil be imposed if a room key is not turned in during check out. The cost for a replacement key is $10.00. It is illegal to have a Residence Hall key duplicated.
3. After rooms have been assigned moves requested within the halls may be made at the discretion of the Residence Director
4. All cooking in the residence hall will be restricted to the kitchen areas provided by the University.
5. Compact refrigerators may be used in all residence centers.
6. The student must have on file a Health Form, filled and signed by a Licensed Physician.
7. ROOM RESERVATION FEE. A $50.00 room reservation housing deposit is required of all students who apply for university housing. The deposit is paid only once and remains on file as long as the student matriculates at the University.
8. CANCELLATIONS FOR FRESHMAN AND NEW STUDENTS MUST BE MADE 14 DAYS PRIOR TO THE FIRST DAY OF REGISTRATION OR FORFEIT THE HOUSING DEPOSIT.
9. ALL UNCLAIMED RESERVATIONS IS SUBJECT TO BEING VOIDED AFTER THE LAST DAY OF REGULAR REGISTRATION
10. Application deadline is August. 1.
11. Return with deposit to the Bursar Office.

RESIDENT STUDENTS ARE REQUIRED TO PARTICIPATE IN THE UNIVERSITY MEAL PLAN.
IN WITNESS WHEREOF the parties have executed this Agreement on this the . . . . .day of . . . . . , 19 . . . . .

By ....
University Representative Parents or Guardian of Student Under Eighteen years of Age

Copies:
Original-Housing
No. 2-Housing

Tennessee State University

UNDERGRADUATE MAJORS AND DEGREES

COLLEGE OF ARTS AND SCIENCES

Art	BS
Arts and Sciences	BS
Biology	BS
Chemistry	BS
Computer Science	BS
Criminal Justice	BS
English	BA
Foreign Languages	BA
History	BA
Mathematics	BS
Music	BS
Physics	BS
Political Science	BS
Social Work	BS
Sociology	BS
Speech Communication and Theatre	BA
Speech Communication and Theatre	BS

SCHOOL OF AGRICULTURE AND HOME ECONOMICS

Agricultural Sciences	BS
Early Childhood Education	BS
Home Economics	BS
Hotel and Restaurant Administration	BS

SCHOOL OF ALLIED HEALTH PROFESSIONS

Dental Hygiene	AAS
Dental Hygiene	BS
Health Care Administration and Planning	BS
Health Information Management	BS
Medical Technology	BS
Occupational Therapy	BS
Physical Therapy	BS
Cardio-Respiratory Care Sciences	BS
Speech Pathology and Audiology	BS

SCHOOL OF BUSINESS

Accounting	BBA
Business Administration	BBA
Economics and Finance	BBA
Office Management	BBA

SCHOOL OF EDUCATION

Health, Physical Education and Recreation	BS
Psychology	BA
Psychology	BS
Special Education	BS

SCHOOL OF ENGINEERING AND TECHNOLOGY

Aeronautical and Industrial Technology	BS
Architectural Engineering	BS
Civil Engineering	BS
Electrical Engineering	BS
Mechanical Engineering	BS

SCHOOL OF NURSING

Nursing	AAS
Nursing	BSN

NOTE: Students who plan to pursue a major in Allied Health Professions, Business, Engineering and Technology, and Nursing must contact the dean of that school for additional information concerning specific requirements for admission to programs in the aforementioned schools

Application Deadlines:

Fall Semester	August 1
Spring Semester	December 1
Summer Semester	May 1

Tennessee State University is an affirmative action University. Applicants and candidates will be considered for program participation without discrimination for any non-merit reason such as race, color, national origin, sex, religion, age or handicap. Further, it is the policy of Tennessee State University not to discriminate on the basis of sex in the education programs or activities which it operates, including employment therein and the admission of students thereto, and Tennessee State University is required by Title IX of the Education Amendment of 1972, and regulations issued pursuant thereto (45 C.F.R. Part 86) / and by Sections 799A and 845 of the Public Health Service Act, and regulations issued pursuant thereto / not to discriminate in such manner. Inquiries concerning the application of the Acts and the regulations to Tennessee State University may be referred to: Office of Equal Employment Opportunity / Affirmative Action, Tennessee State University.

Publication No. TSU-93-0056(A)-2e-256/005

Tennessee State University
3500 John A. Merritt Blvd.
Nashville, Tennessee 37209-1561

Undergraduate Application For Admission and Readmission

INSTRUCTIONS

A $5.00 non-refundable fee is required of all applicants who have never attended Tennessee State University. Checks or money orders should be made payable to Tennessee State University and submitted with a completed application form to the TSU Office of Admissions and Records. An application will not be processed without the required fee. All supporting documents for admission must be received by the TSU Office of Admissions and Records before acceptance can be granted. **PLEASE DO NOT SEND CASH.**

FRESHMEN. All freshmen must:
(1) Forward an official high school transcript. If tentative acceptance is desirable, forward a high school transcript through the first semester of the 12th grade; a final transcript stating the date of graduation must be submitted the week following graduation.
(2) Submit an official report of the ACT (American College Test) or SAT (Scholastic Aptitude Test) scores. Freshman 21 years or older are required to take the ACT if they do not meet the required high school grade point average for admission to the University.
(3) Take the AAPP (Academic Assessment Placement Program) Test, if the composite ACT (Enhanced) Test score or the English and Mathematics subtest scores are 18 or below. Applicants whose ACT (Enhanced) composite score is 19 or higher but whose English subscore is 18 or lower **must** complete the AAPP Writing Sample. Applicants whose ACT Mathematics subscore is 18 or lower **must** take the AAPP Test in Arithmetic and the appropriate AAPP Algebra Test as determined by the applicant's level of high school preparation in Mathematics. Applicants 21 years or older will be required to complete the entire AAPP Test. **The AAPP Test is administered prior to registration for the Fall, Spring, and Summer Semesters.**

(4) Have a minimum composite score of 45 on the GED (General Education Development) Test, if 18 years or older and not a high school graduate, and
- —Request issuing institution to send GED results.
- —Request high school or record center to send official transcript.

(5) Have a 2.25 GPA or 19 ACT (Enhanced) or 720-770 SAT (Equivalent), if **in-state**.
(6) Have a 2.50 GPA or 19 ACT (Enhanced) or 720-770 SAT (Equivalent), if **out-of-state.**
(7) Meet the Admissions Unit Requirements, if high school graduation was after June 1989. (See the University catalog for information regarding high school unit requirements.)

TRANSFER STUDENTS. All transfer applicants must:
(1) Submit two official transcripts from each college/university attended.
(2) Submit an official **AAPP** report, if applicable.
(3) Submit official ACT or SAT scores.
(4) Have a GPA (based on all courses attempted at Tennessee Board of Regents colleges/universities) equal to TSU's retention standards.
(5) Have a minimum 2.00 GPA, for out-of-state college/university.
(6) Take the AAPP subtest in Mathematics and/or English if the ACT (Enhanced) subscore(s) in the subject(s) is not acceptable, and if college credit has not been earned in English and/or Mathematics.

AUDIT STUDENTS. All audit students must submit a transcript from the last college/university attended.

SPECIAL STUDENTS. All special students must:
(1) Submit an official high school transcript or equivalent or college transcript from the last college/university attended.
(2) Take the AAPP test in English and/or Mathematics prior to enrolling in these areas, if the first college-level course in English and/or Mathematics has not been completed.

TRANSIENT STUDENTS. All transient students must submit a letter of good standing from the college/university of current attendance.

INTERNATIONAL STUDENTS. All international students must submit the information at least 60 days prior to the beginning of the semester of admission:
(1) Official TOEFL (Test of English as a Foreign Language) scores.
(2) A financial statement.
(3) Official transcripts from each educational institution attended.
(4) Proof of a current physical examination and freedom from tuberculosis.
(5) Letter of good standing and official transcripts from colleges/universities attended in the United States.
(6) Copy of VISA.

READMISSION STUDENTS. These are former students who were not enrolled in TSU during the previous regular (fall or spring) semester. All readmission students must:
(1) Submit an application for readmission.
(2) Submit official transcripts from all colleges/universities attended since last enrollment at TSU.
(3) Consult the University catalog for eligibility, if suspended from TSU.

ACADEMIC FRESH START STUDENTS. These are persons who have not enrolled in a college/university for a period of four years and who, upon re-enrolling, satisfactorily complete 40 semester hours of classes. Upon completing the 40 semester hours, these persons may petition to have grades on all courses prior to the 40 semester hours disregarded in calculating the cumulative grade point average. The dean of the college/school in which the student is pursuing a major should be contacted for additional information.

If you are a former TSU student, see admission requirements for **Readmission Students.** If you are **not** a former TSU student, see admission requirements for **Transfer Students.**

Housing Note: A housing application cannot be processed until the admission application is approved.

Tennessee State University
3500 John A. Merritt Blvd.
Nashville, Tennessee 37209-1561

Undergraduate Application For Admission and Readmission

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— Request high school or record center to send official transcript.
(5) Have a 2.25 GPA or 19 ACT (Enhanced) or 720-770 SAT (Equivalent), if **in-state**.
(6) Have a 2.50 GPA or 19 ACT (Enhanced) or 720-770 SAT (Equivalent), if **out-of-state.**
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(1) Submit two official transcripts from each college/university attended.
(2) Submit an official **AAPP** report, if applicable.
(3) Submit official ACT or SAT scores.
(4) Have a GPA (based on all courses attempted at Tennessee Board of Regents colleges/universities) equal to TSU's retention standards.
(5) Have a minimum 2.00 GPA, for out-of-state college/university.
(6) Take the AAPP subtest in Mathematics and/or English if the ACT (Enhanced) subscore(s) in the subject(s) is not acceptable, and if college credit has not been earned in English and/or Mathematics.

AUDIT STUDENTS. All audit students must submit a transcript from the last college/university attended.

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(2) A financial statement.
(3) Official transcripts from each educational institution attended.
(4) Proof of a current physical examination and freedom from tuberculosis.
(5) Letter of good standing and official transcripts from colleges/universities attended in the United States.
(6) Copy of VISA.

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(2) Submit official transcripts from all colleges/universities attended since last enrollment at TSU.
(3) Consult the University catalog for eligibility, if suspended from TSU.

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If you are a former TSU student, see admission requirements for **Readmission Students.** If you are **not** a former TSU student, see admission requirements for **Transfer Students.**

Housing Note: A housing application cannot be processed until the admission application is approved.

TENNESSEE STATE UNIVERSITY

Application–Contract

Personal Data

Fall ( ) Spring ( ) Academic Year ( ) Summer I ( ) II ( ) 8 wks ( )

Name ..... S.S. No. .....
Last First Middle

Address ..... Telephone No. .....

.....
City State Zip Code Major Marital Status

Birth Date ..... Sex ..... Student Classification ..... Dorm ..... Rm. No. .....

Parent/Guardian (for person to contact in case of emergency)

Name .....
First Middle Last Address

.....
City State Zip Code Telephone and Area Code

Student Housing Agreement

THE AGREEMENT, entered into on the ..... and .....
Day Month, Date Year

hereinafter set forth, by and between Tennessee State University, and ....., a student of the University, and/or student's parents or legal guardian, who shall have the same obligations hereunder as student.
Student's Name Please Print

Witnesseth

1. University hereby agrees to provide student with the housing accommodations hereinafter referred to as the premises.
2. Student hereby agrees to pay in advance at the time of registration for semester during the term of this agreement, to the University for the privilege of residing in the premises. (amount listed under item 5)
3. The term of this agreement shall commence on ..... , and end on ....., provided that the term shall not include the following: Christmas Recess, Spring Break, and Summer I & II.
4. This agreement is subject to the provisions of the State Board of Regents' Policy on Student Residence Regulations and Agreements, the provisions of the Student Handbook, and the Campus Living Booklet, all of which are incorporated herein by reference.
5. The following accommodations are available:

BOARD (Meal Plans)

19 Meals per week $650.00 (mandatory for freshman)
15 Meals per week . . $620.00 (Second year students may opt for 19 or 15 meals per week plan)
5 Meals per week . . . . $210.00 (Students not living on campus)

ROOM FEES PER SEMESTER

For Men		For Women	
Watson Hall (Freshman)	$710.00	Mary Wilson Hall (Freshman)	$710.00
Boyd Hall (Sophomore)	$710.00	Hankal Hall (Junior)	$710.00
Eppse Hall (Jr., Sr., Grad.)	$710.00	Hale Hall (Sr., Grad.)	$678.00

Single Occupancy Hale Hall . . . $778.00 All Others. . . $810.00

FEES ARE SUBJECT TO CHANGE WITHOUT NOTICE

The above fees area payable in advance for each semester during the period of this agreement to the University for the privilege of residing in the premises.

The following special conditions shall be applicable to this agreement.

1. Each resident shall be responsible for damage to or loss of any University property in his assigned room. Damage to the public areas in the residence hall will require a group assessment when the individual(s) responsible is (are) not identified.
2. KEY CHARGE: A charge of $58.00 wil be imposed if a room key is not turned in during check out. The cost for a replacement key is $10.00. It is illegal to have a Residence Hall key duplicated.
3. After rooms have been assigned moves requested within the halls may be made at the discretion of the Residence Director.
4. All cooking in the residence hall will be restricted to the kitchen areas provided by the University.
5. Compact refrigerators may be used in all residence centers.
6. The student must have on file a Health Form, filled and signed by a Licensed Physician.
7. ROOM RESERVATION FEE. A $50.00 room reservation housing deposit is required of all students who apply for university housing. The deposit is paid only once and remains on file as long as the student matriculates at the University.
8. CANCELLATIONS FOR FRESHMAN AND NEW STUDENTS MUST BE MADE 14 DAYS PRIOR TO THE FIRST DAY OF REGISTRATION OR FORFEIT THE HOUSING DEPOSIT.
9. ALL UNCLAIMED RESERVATIONS IS SUBJECT TO BEING VOIDED AFTER THE LAST DAY OF REGULAR REGISTRATION.
10. Application deadline is August. 1.
11. Return with deposit to the Bursar Office.

RESIDENT STUDENTS ARE REQUIRED TO PARTICIPATE IN THE UNIVERSITY MEAL PLAN.
IN WITNESS WHEREOF the parties have executed this Agreement on this the ..... day of ....., 19 .....

By ....
University Representative Parents or Guardian of Student Under Eighteen years of Age

Copies:
Original-Housing

Tennessee State University

UNDERGRADUATE MAJORS AND DEGREES

COLLEGE OF ARTS AND SCIENCES

Art	BS
Arts and Sciences	BS
Biology	BS
Chemistry	BS
Computer Science	BS
Criminal Justice	BS
English	BA
Foreign Languages	BA
History	BA
Mathematics	BS
Music	BS
Physics	BS
Political Science	BS
Social Work	BS
Sociology	BS
Speech Communication and Theatre	BA
Speech Communication and Theatre	BS

SCHOOL OF AGRICULTURE AND HOME ECONOMICS

Agricultural Sciences	BS
Early Childhood Education	BS
Home Economics	BS
Hotel and Restaurant Administration	BS

SCHOOL OF ALLIED HEALTH PROFESSIONS

Dental Hygiene	AAS
Dental Hygiene	BS
Health Care Administration and Planning	BS
Health Information Management	BS
Medical Technology	BS
Occupational Therapy	BS
Physical Therapy	BS
Cardio-Respiratory Care Sciences	BS
Speech Pathology and Audiology	BS

SCHOOL OF BUSINESS

Accounting	BBA
Business Administration	BBA
Economics and Finance	BBA
Office Management	BBA

SCHOOL OF EDUCATION

Health, Physical Education and Recreation	BS
Psychology	BA
Psychology	BS
Special Education	BS

SCHOOL OF ENGINEERING AND TECHNOLOGY

Aeronautical and Industrial Technology	BS
Architectural Engineering	BS
Civil Engineering	BS
Electrical Engineering	BS
Mechanical Engineering	BS

SCHOOL OF NURSING

Nursing	AAS
Nursing	BSN

NOTE: Students who plan to pursue a major in Allied Health Professions, Business, Engineering and Technology, and Nursing must contact the dean of that school for additional information concerning specific requirements for admission to programs in the aforementioned schools

Application Deadlines:

Fall Semester	August 1
Spring Semester	December 1
Summer Semester	May 1

Tennessee State University is an affirmative action University. Applicants and candidates will be considered for program participation without discrimination for any non-merit reason such as race, color, national origin, sex, religion, age or handicap. Further it is the policy of Tennessee State University not to discriminate on the basis of sex in the education programs or activities which it operates, including employment therein and the admission of students thereto, and Tennessee State University is required by Title IX of the Education Amendment of 1972, and regulations issued pursuant thereto (45 C.F.R. Part 86), and by Sections 799A and 845 of the Public Health Service Act, and regulations issued pursuant thereto, not to discriminate in such manner. Inquiries concerning the application of the Acts and the regulations to Tennessee State University may be referred to Office of Equal Employment Opportunity, Affirmative Action, Tennessee State University.

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Facility Name and Location Number

MAIN CAMPUS

Administration Building 100

Agriculture Research and Extension Complex 302

Boswell Science Complex 105 & 106

Boyd Hall 120

Brown-Daniel Library 117

CARP Building 303

Central Power Plant 207

Clay Hall 103

Clement Hall 116

Crouch Hall 107

Davis Hall 301

Elliott Hall 206

Eppse Hall 122

Floyd-Payne Campus Center 118

Gentry Center Complex 211

Goodwill Manor 202

Hale Hall 112

Hale Stadium 306

Hankal Hall 204

Harned Hall 201

Holland Hall 109

Industrial Arts Building 101

Kean Hall 119

Lawson Hall 304

Learning Resources Center 200

McCord Hall 102

Operations Building 308

President's Home 300

Strange Music Hall 113

Temple Track 210

Torrence Hall 110

Washington Health Center 208

Watson Hall 121

Wilson Hall 212

HEIMAN STREET AREA

Broiler House 404

Central Receiving 407

Central Services 400

Maintenance/Storage Building 410

Poultry House 405

Read Hall 401

Young Poultry Plant 403