

Tennessee State University

Digital Scholarship @ Tennessee State University

Tennessee State University Undergraduate Catalogues

Tennessee State University Catalogues

2007

Undergraduate Catalogue 2005-2007

Follow this and additional works at: <https://digitalscholarship.tnstate.edu/undergraduatecatalogues>

Recommended Citation

"Undergraduate Catalogue 2005-2007" (2007). *Tennessee State University Undergraduate Catalogues*. 7. <https://digitalscholarship.tnstate.edu/undergraduatecatalogues/7>

This Book is brought to you for free and open access by the Tennessee State University Catalogues at Digital Scholarship @ Tennessee State University. It has been accepted for inclusion in Tennessee State University Undergraduate Catalogues by an authorized administrator of Digital Scholarship @ Tennessee State University. For more information, please contact XGE@Tnstate.edu.



Undergraduate Catalog 2005-2007

Tennessee State University

A Tennessee Board of Regents Institution

VOL. LXX-2005-2007

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.

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 admissions 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.
POSTMASTER—Send address changes to:
Tennessee State University
3500 John 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, 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 colleges and 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 department heads. 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 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.

Contents

General Information	4
Academic Information	18
The Division of Student Affairs	38
Academic Colleges, Schools and Programs	47
The College of Arts and Sciences	49
The College of Business	118
The College of Education	135
The College of Engineering, Technology, and Computer Science	150
The College of Health Sciences	171
The School of Agriculture and Consumer Sciences	195
The School of Nursing	207
Aerospace Studies	215
The School of Graduate Studies and Research	217
The University Honors Program	218
Academic Enrichment, Advisement, and Orientation	220
Center for Extended Education and Public Service	223
Testing Center	226
Institute of Environmental and Agricultural Research	228
Cooperative Extension Program	232
University Personnel and Instructional Faculty	234
University Administration	245
Index	248

Information Directory

Office of the President	963-7401	Campus Operators	
Academic Affairs		Main Campus	963-5000
Vice President	963-5301	Avon Williams Campus	963-5000
Academic Deans		Public Relations	963-5331
Agriculture and		Student Affairs	
Consumer Sciences	963-7561	Vice President	963-5644
Arts and Sciences	963-7516	Counseling Center	963-5611
Business	963-7121	Assistant Vice President for Student Affairs/	
Education	963-5451	Dean of Students	963-5648
Engineering, Technology and	963-5401	Health Services	963-5291
Computer Science		Housing	963-5361
Health Sciences	963-5924	University Relations and Development	
Graduate School	963-5901	Vice President	963-7451
Nursing	963-5253	Book Store	963-7511
Academic Enrichment,		Security 963-5171	
Advisement and Orientation	963-5521		
Admissions	963-5101		
Records	963-5131		
Air Force ROTC	963-5931		
Extended Education	963-7001		
Testing Center	963-7111		
Alumni Affairs	963-5831		
Athletic Department	963-5861		
Business and Finance			
Vice President	963-7411		
Bursar	963-7521		

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
- THE CAMPUS
- GENERAL FEE INFORMATION
- PROGRAM ACCREDITATION AND INSTITUTIONAL MEMBERSHIPS
- UNDERGRADUATE DEGREE PROGRAMS
- ACADEMIC INVENTORY
- ACADEMIC CALENDAR
- GLOSSARY



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 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 and a School of Business were created in 1974. Also, the School of Nursing was established in 1979.

Currently, the University consists of five colleges: The College of Arts and Sciences, The College of Business, The College of Education, The College of Engineering and Technology, The College of Health Sciences; and three schools: The School of Agriculture and Consumer Sciences, The School of Nursing, and The School of Graduate Studies.

On July 1, 1979, the former University of Tennessee at Nashville was merged with Tennessee State University as a result of a court order.

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 culminating with the merger of both institutions resulted in an expanded mission of the present-day Tennessee State University as a Tennessee Board of Regents Institution.

Statement of Mission

Tennessee State University, an 1890 land grant institution, is a major state-supported, urban and comprehensive university. This unique combination of characteristics differentiates the University from others and shapes its instructional, research, and service programs designed to serve Metropolitan Nashville, Middle Tennessee, the State of Tennessee, the nation, and the global community. The University is committed to maintaining its diverse student body, faculty, and staff.

Tennessee State University provides quality instruction through academic programs which are broadly comprehensive at the baccalaureate and masters levels. Doctoral programs are offered in select areas where the University exhibits strength in instruction and research and consistent with the University's unique mission. The University's educational programs are intended to increase the student's level of knowledge, enhance the student's skills, and expand the student's awareness.

Tennessee State University is committed to engaging in pure and applied research which contributes to the body of knowledge and which broadens the application of knowledge. Whenever possible, the University strives to provide its students with the opportunity to be involved in the research activities of the faculty and academic staff.

Tennessee State University serves its constituents through an array of programs and services which apply the knowledge, skills and discoveries of the instructional and research units at the institution. Those services are intended to broaden the perspectives and enhance the quality of life of the University's service constituents.

Tennessee State University expresses its commitment to students' overall development by promoting life-long learning, scholarly inquiry, and a commitment of service to others. Programs and services are geared toward promoting and nurturing students' growth and development as persons who are liberally educated, appreciate cultural diversity, and embody a sense of civic and social responsibility.

Tennessee State University projects itself to its students, faculty, and alumni and to the citizens of the State through the motto, "Think, Work, Serve."

Tennessee State University remains committed to the education of a non-racially identifiable student body and promotes diversity and access without regard to race, gender, religion, national origin, age, disability, or veteran status.

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 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 classes are available at the Williams campus.

Major Buildings—Main Campus

The **Walter S. Davis Humanities Building (“A” Building)**, originally occupied in 1933, was renovated and enlarged in 1967 and 1997. The building houses the Department of Languages Literature and Philosophy, and the Center for Administrative Computer Services.

The **Ned Ray McWherter Administration Building** at Tennessee State University encompasses nearly 25,000 square feet and includes the offices of the President, Vice Presidents for Academic Affairs, Business and Finance, and University Relations and Development, other administrators, and a number of auxiliary offices. Its architectural style complements that of the Otis L. Floyd-Joseph A. Payne Campus Center, dedicated in 1992, and the two buildings are connected by a colonnade.

The **James E. Farrell and Fred E. Westbrook Agricultural Complex (The Barn)** is located behind the Lawson Agriculture Building. Extensive renovations were completed in 1991. The building now houses the office of the Research Director, the 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 and Mathematics.

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. 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 College of Health Sciences, 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) 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 Criminal Justice; History, Geography, and Political Science. The program of Modern Foreign Languages, along with the language laboratory, is located in the building.

The **Frederick S. Humphries Family and Consumer Sciences 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 School of Nursing and the departmental offices, classrooms, and laboratories for the Department of Family and Consumer Sciences.

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 and 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, 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 **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.



8 General Information

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 **Tom Jackson Industrial Arts Building**, renovated in 1999, 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 offices of the Department of Biological Sciences and the Department of Computer Science, as well as the 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 and renovated in 2002 to include the new Performing Arts Building, contains the offices of the Department Heads and faculty of the Music and Communications Departments, classrooms, listening laboratories, studios for piano and instrumentation, an auditorium seating 400 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 **Harold M. Love (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 two nurses and three physicians. The University Counseling Center occupies the 2nd floor where staff is available to provide individual and group counseling. This facility is located north of Elliott Hall (the Women's Building).



General Fee Information

Tennessee State University reserves the right to increase the charges listed herein or to add new fees whenever such increases or additions become necessary. All fees and housing rents detailed below are those approved for the academic year 2004-2005 and are subject to change by action of the Tennessee Board of Regents. The listing of any fee or incidental charge 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 fees 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 Office of Admissions and Records 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, cashier's 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. Use "Tigers" or "Pipeline" to make payments by credit card (MasterCard or Visa only), unless otherwise specified.

Registration and Other Fees

NOTICE: The fee amounts listed below are those approved for the 2004-2005 academic year. Fees for the 2005-2006 and 2006-2007 academic years will be published on the University's website when approved by the Tennessee Board of Regents.

REGISTRATION FEES:

All fees are subject to change by the Tennessee Board of Regents. Changes, if made, will be effective July 1, 2005 and/or July 1, 2006.

	<u>In-State</u>	<u>Out-of State</u>
Full-time:		
Undergraduate (12+ hours)	\$2,019/semester	\$6,263/semester
Graduate (9+ hours)	\$2,593/semester	\$6,837/semester
Part-time:		
Undergraduate	\$147/hour	\$515/hour
Graduate	\$238/hour	\$606/hour

Additional Part-Time Registration Fees:

Student Government	\$3/semester
Student Activity	\$70/semester
Debt Service	\$6/hour (\$65 max)
Post Office Box	\$15 term for 7+ credit hours (Non-refundable)
Business Course Fee	\$20/hr (This fee is required for all business courses except Business Orientation, Principles of Economics and Introduction to Statistical Analysis)
General Access Fee:	
Undergraduate	\$10/hr.plus \$72.00
Graduate	\$14/hr.plus \$72.00

Regents On-Line Degree (RODP) Registration Fees:

	<u>In-State</u>	<u>Out-of State</u>
Undergraduate	\$147.00/hr	\$515/hr
Graduate	\$238.00/hr	\$606/hr

Additional Part-Time RODP Registration Fees:

Undergraduate	\$59/hour
Graduate	\$59/hour

RODP students must pay for every hour, even if their total hours exceed full-time status (i.e., twelve hours for undergraduates or nine for graduates). RODP students are not required to pay student government, post office, debt service, general access, or student activity fees. If RODP students desire to attend campus activities, they may request to pay the additional student activity fee.

Residence Facility Fees:

	<u>On-Campus Halls</u>	<u>On-Campus Apartments</u>
Single (per semester)	\$1,720	n/a
Double (per semester)	\$1,270	n/a
Triple (per semester)	\$ 830	n/a
Per Resident (per semester)	n/a	\$1,880

Meal Plans:

19 meals	\$905
10 meals	\$785
10 meals + 200	\$985
5 meals	\$370

Residents of on-campus apartments are not required to participate in any meal plan. The 19-meal plan is the minimum required for on-campus students with less than 30 hours earned. The 10-meal plan is the minimum required for on-campus students with 30 or more hours earned.

Other Fees:

Orientation Fee	\$40
International Student	\$30/semester; \$0 summer

Other Applicable Charges

FEES SUBJECT TO CHANGE WITHOUT NOTICE:

Application (non-refundable):	
Undergraduate	\$15.00
Graduate	\$25.00
Breakage Deposit (Chemistry course)	\$15.00
Child Care (per term):	
Main Campus	\$85.00/wk
Avon Williams Campus:	
First Child	\$2.00/hr
Each Additional Child	\$1.50/hr
Late Pick Up	\$1/minute
Application	\$5
Class Audit	same as for credit
Diploma Mailing Fee	\$7.00
Graduate Comprehensive Exam	\$15.00
Graduate Oral Exam	\$15.00
Housing/Room Deposit	\$100.00
I.D. Card Replacement (non-refundable)	\$10.00
Incomplete Project Writing (after three semester hours)	\$25.00
Incomplete Thesis Writing (after four semester hours)	\$25.00
Late Registration Fee	\$100.00

10 General Information

Music, Voice and Instrument Lessons	\$100.00/course
Parking Decal Replacement	\$2.00
Proctored Test Fees:	
Paper	\$20.00 (per test)
Computer: (RODP \$0.00)	
First Hour	\$20.00
Each additional quarter-hour	\$5.00
Returned Check Charge	\$20.00
Room and Board Deferment	\$15.00
Testing (non-refundable):	
ACT (Residual)	\$38.00
Credit by Exam	\$15.00/per hour
CLEP	\$67.00/test
GED:	
Test (\$65 for complete, \$13 for each part)	\$65.00
Re-Take	\$7.00
Score Report (per report)	\$3.00
Score Report Special Handling	\$5.00
DANTES	\$80.00
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	\$50.00
NET	\$30.00
Speech Pathology & Audiology Courses (per term):	
Diagnostic	\$0.00-\$65.00*
Therapeutic	\$0.00-\$60.00*
Thesis/Dissertation:	
Binding	\$52.00
Copyright	\$45.00
Microfilming:	
Thesis	\$45.00
Dissertation	\$55.00
Transcript (after 5 th copy)	\$1.00
TSU Deferment Plan	\$25.00

*No charge for employees/students. Some patients on sliding fee scale.

NOTE: Additional charges may be assessed for courses that require materials and supplies in excess of the average required for other courses within the department.

Application Fee

A one-time non-refundable fee of \$25.00 is charged to any individual who applies for undergraduate admission and \$25.00 for graduate admission. (Since these are one-time fees, there is no additional undergraduate reapplication fee and no additional graduate reapplication fee.)

New Student Orientation Fee - \$40.00

A one-time non-refundable fee of \$40.00 is charged to undergraduates enrolled for 12 or more hours for credit their first semester (or 6 credit hours if the first enrollment occurs in a summer term). All other undergraduates are charged this one-time fee after they have accumulated 36 semester hours.

Late Registration Fee - \$100.00

Students who complete registration during the late registration period will be charged a \$100.00 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.

General Access Fee

The General Access Fee consists of the Technology Access Fee, Graduation Fee, and Student Parking Permit Fee. (The Technology Access Fee provides computer labs, network access and other computer support to students.) No separate assessment for these items will be made. Parking is \$60.00 plus applicable taxes for faculty/staff.

Returned Check Charge - \$20.00 Per Check

Students with proper identification may pay fees by personal check. Personal checks will not be accepted for students who have returned checks. A \$20.00 returned check fee will be assessed on all returned checks in addition to a \$100.00 late fee, if applicable.

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 with the approval of the course instructor. Such persons must follow regular registration procedures and pay fees equivalent to those required for courses taken for credit.

Traffic Fines

All fines imposed by the University for parking and traffic violations must be remitted to the Bursar's Office.

65-Year-Old/Disabled Student Credit

In accordance with T.C.A. Section 49-7-113, persons 65 years of age or older and persons permanently and totally disabled who are domiciled in Tennessee may register for classes for credit on a space-available basis after regular registration is completed by paying a minimum registration fee. The fee is one-half the semester hourly rate, up to a maximum of \$75.00. No late fee is charged. An application fee 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.

FINANCIAL REGULATIONS

No student is allowed to register or obtain grades, diplomas, degrees or transcripts until all accounts are paid. A student is not officially enrolled until all fees are paid.

Refund of Fees

Registration fees will be refunded for canceled classes and in the 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

Students who withdraw from the University before the first day of classes will be refunded 100% of fees assessed. Those who withdraw 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

The 75% refund period and the 25% refund periods 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 the second Summer session, 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 of Classes](#).

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

Full rent will be refunded if:

1. The student is prevented from entering or returning to the University because of medical reasons confirmed in writing by a licensed physician.
2. The student 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 (a week is to consist of three days) when a student is forced to withdraw from a residence hall 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 \$100.00 Housing/Room deposit is 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 student maintains in active status, provided the following conditions are met:

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

If all the above conditions are not met, there will be an appropriate deduction from the \$100.00 deposit. Charges for damage, 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

A student may appeal the assessment, application calculation or interpretation of any University fee, charge, deposit or refund or any University action connected with fees or charges. Questions should be discussed with personal in the Bursar's Office. A written appeal can be made to the Office of the Vice President for Business Affairs. His/her determination may be appealed to the President of the University, whose decision will be final.

All Student Financial Aid Recipients

A student who received Federal Financial Aid assistance and withdraws officially or unofficially from the university must return any unearned funds to the Student Financial Aid Programs. The institution must calculate the amount of the funds that were unearned, up through the 60% point in each payment period or period of enrollment. A pro rata schedule will be used to determine how much SFA Program funds that a student has earned at the time of withdrawal. **NOTE:** The amount of refundable (or balance outstanding) institutional charges will be set by the University policy. If there is a balance owed from these adjustments, the student is responsible for payment.

THE UNIVERSITY

Tennessee State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097) to award the Associate, Bachelor's, Master's, Specialist in Education, and Doctor's degrees.

Program Accreditations

Art

Music

Social Work

Business

Education

National Association of Schools of Art & Design

National Association of Schools of Music

The Council on Social Work Education

AACSB-The International Association of Management Education

National Council for Accreditation of Teacher Education (NCATE)

American Psychological Association (APA)

Accreditation Board for Engineering and Technology

Architectural / Mechanical Engineering

Civil / Environmental Engineering

Electrical / Computer Engineering

Family & Consumer Sciences

Council for Accreditation of the American Association of Family and Consumer Services

Cardio-Respiratory Care Sciences

Dental Hygiene

Health Care Administration and Planning

Health Information Management

Accreditation of Allied Health Education Programs

Commission on Dental Accreditation

Association of University Programs in Health Administration

Commission on Accreditation of Allied Health Education Programs in collaboration with the Council on Education of the American Health Information Management Association

Medical Technology

Occupational Therapy

Speech Pathology and Audiology

Nursing

Physical Therapy

National Accrediting Agency for Clinical Laboratory Sciences

Accreditation Council for Occupational Therapy Education

Council of Academic Accreditation of the American Speech-Language-Hearing Association

National League for Nursing Accreditation Commission

Accreditation in Physical Therapy Education



INSTITUTIONAL MEMBERSHIPS

- American Council on Education
- American Psychological Association (APA)
- AACSB- The International Association for Management Education
- American Association of Family and Consumer Sciences-Higher Education Unit
- American Association of Colleges for Teacher Education
- American Association of Colleges of Nursing
- American Association of Collegiate Registrars and Admissions Officers
- American Association of State Colleges and Universities
- Association of Administrators of Human Sciences
- Association of Colleges and Schools of Education in State Universities and Land Grant Colleges (ACSESULAC)
- Association of Allied Health Professionals
- Council of Colleges of Arts and Sciences
- The College Board
- Council for Counseling Psychology Training Programs (CCPTP)
- Council of Graduate Schools
- Council of Historically Black Graduate Schools
- Council of 1890 Family and Consumer Sciences
- Council of 1890 Presidents
- Council of the Great City Colleges of Education
- Nashville Area Chamber of Commerce
- National Association for Business Teacher Education
- National Association of Collegiate Directors of Athletics
- National Association for Equal Opportunity in Higher Education (NAFEO)
- National Association for Multicultural Education (NAME)
- National Association of Schools of Art and Design
- National Association of Schools of Music
- National Association of State Directors of Teacher Education and Certification (NASDTEC)
- National Association of State Universities and Land-Grant Colleges
- National Collegiate Athletic Association
- National Council for Accreditation of Teacher Education
- National University Extension Association
- Ohio Valley Conference
- Southern Association of Colleges and Schools, Inc.
- Southern Business Administration Association
- Southern Regional Education Board
- Teacher Education Council of State Colleges and Universities
- Tennessee Association of Colleges for Teacher Education
- Tennessee College Association
- University Council for Educational Administration (UCEA Partner)
- World Council for Curriculum and Instruction (WCCI)

Undergraduate Degree Programs

Tennessee State University is authorized to grant the following undergraduate degrees:

School/College	Program	Degree(s)
Agriculture and Consumer Sciences	Agricultural Sciences	B.S.
	and Family Consumer Sciences	B.S.
	Early Childhood Education	B.S.
Arts and Sciences	Africana Studies	B.S.
	Art	B.S.
	Arts and Sciences	B.S.
	Biology	B.S.
	Chemistry	B.S.
	Criminal Justice	B.S.
	English	B.A.
	Foreign Languages	B.A.
	History	B.A.
	Interdisciplinary Studies	B.I.S.
	Mathematics	B.S.
	Music	B.S.
	Physics	B.S.
	Political Science	B.S.
	Professional Studies	B.P.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.
	Business Information Systems	B.B.A.
Education	Human Performance and Sport Sciences	B.S.
	Psychology	B.S.
	Special Education	B.S.
Engineering and Technology	Aeronautical & Industrial and Technology	B.S.
	Architectural Engineering	B.S.
	Civil Engineering	B.S.
	Computer Science	B.S.
	Electrical Engineering	B.S.
	Mechanical Engineering	B.S.
Health Sciences	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.
	Health Sciences	B.S.
	Medical Technology	B.S.
	Occupational Therapy	B.S.
Speech Pathology and Audiology	B.S.	
Nursing	Nursing	A.A.S., B.S.N.

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.

Deans: 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 course work 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 Family and Consumer Sciences, 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.

ACADEMIC CALENDARS

FALL SEMESTER, 2005

April	4-July 17	Early Registration for Fall 2005
July	1	Deadline for first time undergraduate applications for admissions for fall 2005
Aug	19	Watson & Wilson Halls Open
Aug	18-19	Faculty Institute
Aug	24	Residence Hall/Apartments open for returning students
Aug	22-23	Advisement and Registration for first-time freshmen and new students
Aug	24-26	Registration
Aug	29	Classes begin
Aug	29-Sept 2	Late Registration-Schedule Adjustment*
Sept	5	Holiday
Sept	13	Opening Convocation
Sept	30	Deadline for Undergraduate Students to file Intent to Graduate Form for Spring 2006 in Records Office
Sept	30	Deadline for Graduate Students to file Intent to Graduate Form for Spring 2006 in Graduate School
Oct	15-18	Fall Break**
Oct	22-28	Mid-term Examination Week
Nov	1	Deadline for first time undergraduate applications for admissions to University for Spring 2006
Nov	4	Last day to withdraw from fall courses-Office of Records
Nov	4	Last day to withdraw from University-Counseling Center
Nov	14	Early registration begins for Spring 2006
Nov	24-27	Holiday-Thanksgiving
Dec	8	Last day of classes
Dec	9-16	Final examinations for Fall 2005***
Dec	17	Commencement
Dec	20	Faculty must have posted all grades via "MyTSU"

*No registration or schedule adjustments will be allowed after September 2, 2005

**Departments will not schedule classes during Fall break weekend on Saturday, October 15 and Sunday, October 16, 2005.

***Final examination schedules will be posted via MyTSU and on TSU web page.

SPRING SEMESTER, 2006

Nov 1, 2005		Deadline for first time undergraduate application for admissions to University for Spring 2006
Nov	14	Early registration begins for Spring 2006
Jan 3, 2006		University Re-opens-8:00 a.m.
Jan	5-6	Faculty Institute
Jan	8	Residence Halls Open
Jan	9	Orientation-new students-Floyd-Payne Center
Jan	10	Advisement and registration for first time freshmen and new students
Jan	11-13	Registration ("Tigers" or the Web)
Jan	16	Holiday
Jan	17	Classes begin
Jan	17-20	Late registration/Schedule Adjustments*
February	28	Deadline for Undergraduate Students to file Intent to Graduate Form for Summer or Fall, 2006 in Records Office
February	28	Deadline for Graduate Students to file Intent to Graduate Form for Summer or Fall, 2006 in Graduate School
March	6-12	Spring Break**
March	13-19	Mid-term Examinations
March	17	Last day to withdraw from courses-Office of Records

March	17	Last day to withdraw from University-Counseling Center
April	14	Holiday
April		Deadline for Financial Aid Applications for Fall 2006
April	3	Early registration for Summer and Fall 2006 semesters begin
April	26	Last day of classes
April	27-May 5	Final examinations for Spring 2006***
May	1	Deadline for applications for first time undergraduate admission to University for all Summer sessions
May	6	Spring Commencement
May	9	Faculty must have posted all grades via "MyTSU"

*No registrations or schedule adjustments will be allowed after January 20

**Departments will not schedule Classes during Spring break weekend on Saturday, March 11 and Sunday, March 12, 2006

***Final examination schedules will be posted via MyTSU and on TSU web page.

SUMMER SEMESTER, 2006

10 week Session

April	3	Early registration begins for Summer and Fall 2006 semesters
May	29	Holiday
May	30	Residence Halls Open
May	31	Orientation-new students
June	1-2	Registration-All Summer Sessions
June	5	Classes begin
June	5	Late registration/Schedule Adjustments
July	1	Deadline for applications for first time undergraduate admission to University for fall 2006
July	4	Holiday
July	7	Last day to withdraw from 10 week courses-Office of Records
July	7	Last day to withdraw from University-Counseling Center
Aug	11	Last day of classes
Aug	12	Summer Commencement
Aug	15	Faculty must have posted all grades via "MyTSU"

1st Five Week Session

June	1-2	Registration-All Summer Sessions ("Tigers" OR THE WEB-See class Schedule for details)
June	5	Classes begin
June	5	Late registration/Schedule Adjustments
June	23	Last day to withdraw from First-session courses-Records
June	23	Last day to withdraw from University-Counseling Center
July	4	Holiday
July	7	Last day of classes
July	11	Faculty must have posted all grades via "MyTSU"

2nd Five Week Session

July	10	Classes begin
July	10	Late registration/Schedule Adjustments
July	28	Last day to withdraw from Second-session courses-Records
July	28	Last day to withdraw from University-Counseling Center
Aug	11	Last day of classes
Aug	12	Summer Commencement
Aug	15	Faculty must have posted all grades via "MyTSU"

Final examinations for all summer sessions will be scheduled during the last official meeting date for each class.

ACADEMIC CALENDAR, 2006-2007

FALL SEMESTER, 2006

July 1, 2006	Deadline for first time undergraduate applications for admissions for fall 2006
Aug 17-18	Faculty Institute
Aug 18	Watson & Wilson Halls open
August 23	Residence Hall/Apartments open for returning students
Aug 21-22	Advisement and Registration for first time freshmen and new students
Aug 23-25	Registration
Aug 28	Classes begin
Aug 28-Sept 1	Late registration/Schedule Adjustment
Sept 4	Holiday-Labor Day
Sept 12	Opening Convocation
Sept 29	Deadline for Undergraduate Students to file Intent to Graduate Form for Spring 2007 in Records Office.
Sept 29	Deadline for Graduate Students to file Intent to Graduate Form for Spring 2007 in Graduate School
Oct 14-17	Fall Break**
Oct 18-24	Mid-term Examination Week
Oct 31	Last day to withdraw from courses-Office of Records
Oct 31	Last day to withdraw from University-Counseling Center
Nov 1	Deadline for first time undergraduate applications for admissions for Spring, 2007
Nov 13	Early registration begins for Spring, 2007
Nov 23-26	Holiday-Thanksgiving
Dec 7	Last day of classes
Dec 8-15	Final examinations for Fall 2006 semester***
Dec 16	Commencement
Dec 19	Faculty must have posted all grades via "MyTSU"

*No registrations or schedule adjustments for Fall semester will be allowed after September 1, 2006.

**Departments will not schedule Classes during Fall break weekend on Saturday, October 14 and Sunday, October 15, 2006

***Final examination schedules will be posted via MyTSU and on TSU web page.

SPRING, 2007

Jan 2	University Re-opens-8:00 a.m.
Jan 4-5	Faculty Institute
Jan 7	Residence Halls Open
Jan 8	Orientation-New students
Jan 9	Advisement for new students
Jan 10-12	Registration
Jan 15	Holiday
Jan 16	Classes begin
Jan 16-19	Late registration/Schedule Adjustments
Feb 28	Deadline for Undergraduate Students file Intent to Graduate Form for Summer or Fall 2007 in Records Office
Feb 28	Deadline for Graduate Students file Intent to Graduate Form for Summer or Fall 2007 in Graduate School
Mar 5-11	Spring Break
Mar 12-18	Mid-term Examination Week
Mar 23	Last day to withdraw from courses-Office of Records
Mar 23	Last day to withdraw from University-Counseling Center
Apr 6	Holiday
Apr 2	Early registration begins for Summer and Fall, 2007 semesters
Apr 26	Last day of class

Apr 27-May 3	Final examinations for Spring 2007 semester
May 1	Deadline for first time undergraduate applications for admissions for all summer sessions
May 5	Spring Commencement
May 8	Faculty must have posted all grades via "MyTSU"

*No registrations or schedule adjustments for Spring 2007 will be allowed after January 19, 2007

**Departments will not schedule Classes during Spring break weekend on Saturday, March 10 and Sunday, March 11, 2007

***Final examination schedules will be posted via MyTSU and on TSU web page.

SUMMER SEMESTER, 2007

10 week Session

April 2	Early registration begins for Summer and Fall 2007 semesters
May 28	Residence Halls open
May 29	Orientation-new students (Floyd-Payne)
May 30-June 1	Registration-All Summer Sessions
June 4	Classes begin
June 4	Late registration/Schedule Adjustments
July 1	Deadline for applications for first time undergraduate admissions to University for fall 2007
July 4	Holiday
July 7	Last day to withdraw from 10 week courses-Office of Records
July 7	Last day to withdraw from University-Counseling Center
Aug 10	Last day of classes
Aug 11	Summer Commencement
Aug 14	Faculty must have posted all grades via "MyTSU"

1st Five Week Session- Summer 1

May 30-June 1	Registration-All Summer Sessions ("Tigers" OR THE WEB-See class Schedule for details)
June 4	Classes begin
June 4	Late registration/Drop/Add
June 22	Last day to withdraw from First-session courses-Records
June 22	Last day to withdraw from University-Counseling Center
July 4	Holiday
July 6	Last day of classes
July 10	Faculty must have posted all grades via "MyTSU"
Aug 11	Summer Commencement

2nd Five Week Session-Summer II

July 9	Classes begin
July 9	Late registration/Drop/Add for Summer II
July 27	Last day to withdraw from Second-session courses-Records
July 27	Last day to withdraw from University-Counseling Center
Aug 10	Last day of classes
Aug 11	Summer Commencement
Aug 14	Faculty must have posted all grades via "MyTSU"

Final examinations for summer semesters will be scheduled during the last official meeting date/ time for all courses.

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 such as official high school transcripts showing proof of graduation and receipt of a diploma 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 or Technology, chemistry, physics or Principles of Technology II	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 required. 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).

ADVANCED PLACEMENT CREDIT

The University will award advanced standing to entering freshmen based upon Advanced Placement Examination results. Scores of 3 to 5 will be awarded appropriate credit.

Official copies of the Examination scores must be submitted by the testing agency to the Office of Admissions and Records. Refer to the following chart for credits awarded:

SUBJECT	SCORE	CRS	RELATED COURSE(S)
History of Art	3,4	3	Art 1012
Biology	3	4	BIOL 1010, 1020 or 1030 w/lab
	4,5	8	BIOL 1110 & 1120 w/lab
Chemistry	3	3	CHEM 1010 w/lab
Lang & Comp.	3	3	ENGL 1010
	4,5	6	ENGL 1010 & 1020
French	3	3	FREN 1010
	4,5	6	FREN 1010 & 1020
Gov't Politics	3	3	POLI 2010
Comparative	4,5	6	POLI 2010 & 2040
European Hist	3	3	HIST Elective
	4,5	6	HIST Elective
United States	3	3	HIST 2010
	4,5	6	HIST 2010 & 2020
Calculus (ab)	3	3	MATH 1830
	4,5	6	MATH 1830 & 1140
Calculus (bc)	3	3	MATH 1830 & 1140
	4,5	9	MATH 1830, 114 & 1710
Theory	3,4,5	2	MUSC 1010
Listen & Lit.	3	3	MUSC 140
	4,5	5	MUSC 1010 & 1400
Physics	3	3	PHYS 2010 w/lab
(B) Mechanics	4,5	6	PHYS 2010 & 2030 w/lab
	3	3	PHYS 2010 w/lab
(C) Elect/Mag.	4,5	8	PHYS 3110 & 3120
Language	3	3	SPAN 1010
	4,5	6	SPAN 1010 & 1020
Computer Sci	3	3	COMP 1210
CS (A)	3	3	COMP 1210
CS (AB)	4,5	6	COMP 1210 & 2110
Economics	3	3	ECON 2010
	4,5	6	ECON 2010 & 2120
Spanish	3	3	SPAN 1010
	4,5	4,5	SPAN 1010,1020
Psychology	3	3	PSYC 2010
	4,5	6	PSYC 2010 & 2020

First-time Freshmen General Requirements

1. All students are required to submit an application for admission and a \$25 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 meet the following requirements for 2005-2007:

- A. ACT Score of 19 or 900 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 of 19.

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 meet the following requirements for 2005-2007.

- A. ACT Score of 19 or 900 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 19.

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. An ACT minimum composite score of 21 (or comparable SAT score of 970).

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. An ACT minimum composite score of 19 (or comparable SAT score of 900), **and**
 - b. A high school grade point average of at least 2.5

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

1. Applicants will be given consideration for admission on a regulated basis if they meet the following requirements:
 - a. completed all State Board of Regents high school units but do not meet the required grade point average and/or test score,
 - b. lacks no more than two State Board of Regents high school units but meet and/or exceed an acceptable grade point average and/or test score.
2. Applicants admitted under regulated status must complete courses specified 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.
3. Such regulated admissions must have the approval of the Dean of Admissions and Records. 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 GED Test

Any applicant desiring admission based on the General Education Development Test must meet the following requirements:

- A. Be 18 years of age.
- B. Submit a GED Report showing a composite score of 450/45 or above and an official High School Transcript.
- C. Take the ACT/SAT. Applicants who are 21 years of age or older and meet the required GED score are exempt from taking the ACT/SAT.
- D. Remove high school deficiencies within 64 hours after initial enrollment. (Applicants who received a GED in 1989 and thereafter are considered to have met all high school unit requirements except Foreign Language.)
- E. GED recipients must take the COMPASS and/or ACT test for placement purposes.

High School Deficiency Removal

The following courses/tests may be taken for deficiency removal. Any course(s) taken to remove High School deficiencies cannot be used to meet General Education Requirements.

High School	Requirements	TSU Deficiency Removal
English	4	Take COMPASS Test and abide by placement
Algebra I	1	Take COMPASS Test and abide by placement
Algebra II	1	Take COMPASS Test and abide by placement
Advanced Math	2	DSMA 099
Nat/Phy Sci.	2	BIOL 1010 & Lab, Chem 101+100 Lab CHEM 1010+1011, CHEM 1020+1021, BIOL 1110 & Lab, BIOL 1120 & Lab, BIOL 2210 & Lab, BIOL 2220 & Lab (1 or 2 courses may be needed)
U. S. History	1	History 2010
Social Studies	1	Enroll in HIST 1210, HIST 1220, HIST 1211, HIST 1221
Foreign Lang.	2	FREN 1010 & 1020, GR 1010 & 1020, SPAN 1010 & 1020 (1 or 2 courses may be needed)
Visual/ Performing Arts	1	ART 1012, ART 1350, HPER 1022, THTR 1010

Must earn grade of "C" or better.

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 sub-scores in Reading, Math and English are used to determine initial placement in college preparatory or college-level courses. Any student, regardless of age, who has a valid ACT will be placed according to that test. Students who place in college preparatory courses and who wish to challenge their initial ACT placement in Reading, Math and/or English may take the COMPASS adaptive computerized placement test for a fee of \$20. First-time students over twenty-one years of age who do not have a valid ACT will use COMPASS for placement purposes. There is no fee if COMPASS must be used as the placement test.

Transfer students who have not been previously assessed and who have not earned credits in college-level English composition or college-level, algebra-based mathematics must undergo COMPASS assessment in the appropriate area(s). Transfer students are not required to submit ACT/SAT scores, although they are encouraged to do so if they have valid scores.

Non-degree students who have not completed the first college-level course in English or mathematics must undergo COMPASS assessment in the appropriate subject area and must complete courses indicated by COMPASS 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 or college-level courses. Completion of remedial and developmental courses and labs is required before students can move to degree-credit courses for which developmental courses are prerequisite. Students who are placed according to their ACT scores are exempt from COMPASS 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 COMPASS 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.

Students must not be enrolled in an R/D English, mathematics, or reading course without a valid ACT or placement. The student must meet the exit criteria of the final R/D course in the subject area and complete the final subject-area examinations to meet all requirements for that area.

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

If there are extenuating circumstances, a student may retake the COMPASS for a fee of \$20, providing the student has taken no course work 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 of 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;
6. taken and passed the Tennessee Proficiency Test.

Re-Admission

1. Students who leave the University voluntarily and who do not enroll for courses during one or more regular semesters must submit an application for readmission to the university. 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's 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.

22 Academic Information

- 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's 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 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.

All transfer applicants must:

- (1) Submit two official transcripts from each college/university attended.
- (2) Submit an official COMPASS 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 COMPASS subtest in Mathematics and/or English if the ACT (Enhanced) subscore(s) in the subject(s) is not acceptable **or** 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 University Orientation if they have not attempted Math and/or English.
- (7) Students who have taken remedial and/or developmental courses at a non-TBR institution must undergo COMPASS assessment. However, if they transfer remedial and/or developmental course work which is equivalent to that offered at the University, the course(s) for which the transfer course is equivalent will be waived. Remedial and developmental courses transferred from other TBR institutions are automatically accepted.

To qualify for admission by transfer from a Tennessee Board of Regents 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 (Will be admitted as special students until GPA is at least 1.4)
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 colleges and universities (accredited/non-accredited) will be assigned by the Office of Admissions once the student is admitted. The University does not grant upper division credit (3000-4000 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 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 during the first semester of enrollment at the University. 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.

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 an official transcript and a letter of good standing from the college or university Registrar's Office 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 COMPASS at other TBR institutions and who have not yet completed required courses must abide by test placement results.

Advanced Standing

Students who are eligible may establish advanced standing through approved examination programs and educational experiences in the armed services. Students are awarded a grade of "P" for credit received. Transcripts, military documents, and original score reports must be submitted to the Office of Admissions and Records for evaluation and review. Approved programs are:

1. College Level Examination Programs (CLEP) of the College Entrance Examination Board
2. DANTES Standardized Tests administered by Educational Testing Service
3. Advanced Placement Program of the College Entrance Examination Board

4. Military training courses in the Armed Services of the United States as recommended by the Guide to the Evaluation of Educational Experiences in the Armed Services published by the Commission on Educational Credit of the American Council on Education. For evaluation purposes:

- A. U.S. Army Veterans should present the Army/ACE Registry transcript. (ARTS);
- B. U.S. Air Force Veterans should present a Community College of the Air Force transcript.

The DD214 or other official documentation should be submitted to support request for credits via A and B above.

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 and meet the requirement for admissions.
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 COMPASS sub-test in English and/or Math before enrolling in these college-level courses unless the applicant has been placed by a valid ACT/SAT. If the student's ACT places him/her in college preparatory courses rather than in college-level courses, the student may take the COMPASS to challenge such placement for a fee of \$20.

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. Registration is on a space available basis. Students cannot audit developmental 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 \$15 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 fee of \$15 is 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 have ACT/SAT equivalent score will be placed according to these scores. Students who have not had college-level English and/or Math must undergo COMPASS 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.
8. Take the ACT/SAT test.

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 \$15.

Course Numbering System

Degree level courses are numbered from 1000 to 8990. Undergraduate courses are numbered from 1000 to 4999; courses which are primarily masters' level are 5000 and 6000; doctoral level courses are 7000 and 8000. Remedial and developmental courses, numbered below 1000, 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	April 1
Fall Semester	July 1
Spring Semester	November 1

Students seeking a change in residency based on the "Work Rule" must:

- Complete the Change in Residency Application.
- Submit required documentation as outlined in the Residency Application.
- Submit most recent copy or copies of check stubs.
- Have a letter of verification relative to work status (full-time/part-time) forwarded on official letter head by employer.

Students seeking a change in permanent residency must:

- Complete the Change in Residency Application.
- Submit required documentation as outlined in the Residency Application.
- Submit copy of income taxes and proof of full-time employment in TN for at least 1 year prior to enrollment

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. Dean of Admissions and Records
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 and Records.

Credit by Examination

Students who have mastered knowledge and skills covered in a college level course may earn degree credit for that course through taking either standard or local examinations. Standard examinations offered are CLEP (College Level Examination Program) and DANTES (Defense Activities for Non-Traditional Education Support). Local examinations are generated by faculty in the department which offers the course. Local examinations are not generated where a department has adopted use of either CLEP or DANTES. A listing of adopted standard examinations and the equivalent TSU courses follows this narrative. Standard examinations are graded by the agency which supplies the test. Local examinations are graded by TSU faculty.

Each department determines for which of its courses credit by examination is appropriate. Each department also determines if it will accept credit by examination for its majors. Because of content, performance or other requirements, not all courses readily lend themselves to the credit by examination process.

A student who wishes to earn credit by examination begins the process through discussion with his/her department head. The department head will provide written instructions on the credit by examination process for both standard and locally generated examinations. The Testing Center (963-7111) may be contacted for additional information.

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 accompanying Credit by Standard Examination table.
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".

Examinations for credit may not be used for:

- a. research or independent study courses,
- b. any course work from which the student has been exempted
- c. repeating of courses
- d. removal of deficiency grades
- e. any course in which the student is currently enrolled
- f. any course which the student attempted or was enrolled in for four or more weeks prior to withdrawal

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.

MINIMUM SCORES REQUIRED ON CLEP AND DANTES EXAMINATIONS

University Course Title and Number	Credit Hours	CLEP Subject Exam Title	Minimum Score
Accounting 2110, 2120	6 hr. cr.	Accounting, Principles of	50
Biology 1110, 1110 and Labs	8 hr. cr.	Biology	50
Biology 1010, 1020 and Labs	8 hr. cr.	Natural Sciences	50
Business Law 3230	3 hr. cr.	Business Law	51
Chemistry 1030, 1040, and Labs	8 hr. cr.	Chemistry	50
Economics 2010	3 hr. cr.	Macroeconomics, Prin. of	50
Economics 2120	3 hr. cr.	Microeconomics, Prin. of	50
English 1010	3 hr. cr.	English Composition with Essay	50
English 1020	3 hr. cr.	Freshman College Composition (B or above on both essays) ..	50
English 2014, 2024	6 hr. cr.	English Literature	50
English 2010, 2020	6 hr. cr.	American Literature	50
French 1010, 1020	6 hr. cr.	French Language	50
French 2010, 2020	6 hr. cr.	French Language	62
History 2010	3 hr. cr.	History of the United States I: Early Colonization to 1877	50
History 2020	3 hr. cr.	History of the United States II: 1865 to the Present	50
Management 3010	3 hr. cr.	Management, Principles of	50
Marketing 3010	3 hr. cr.	Marketing, Principles of	50
Mathematics 1010	4 hr. cr.	College Algebra	55
Mathematics 1041	3 hr. cr.	College Algebra-Trigonometry	55
Mathematics 1050	3 hr. cr.	Trigonometry	55
Mathematics 1060, 1070	8 hr. cr.	Calculus	55
Political Science 2010	3 hr. cr.	American Government	50
Psychology 2010	3 hr. cr.	Introductory Psychology	55
Psychology 3730	3 hr. cr.	Educational Psychology	50
Spanish 1010, 1020	6 hr. cr.	Spanish Language	50
Spanish 2010, 2020	6 hr. cr.	Spanish Language	66
Sociology 2010	3 hr. cr.	Introductory Sociology	50

Students may earn college credit for the following Defense Activities for Non-Traditional Education Support (DANTES) tests.

University Course Title and Number	Credit Hours	DANTES Exam Title	Minimum Score
Accounting 2110	3 hrs.	Principles of Financial Accounting	50
Economics 3200	3 hrs.	Money and Banking	50
Finance 3300	3 hrs.	Principles of Finance	50
Economics 1010	3 hrs.	Introduction to Business	50
Management 3010	3 hrs.	Organizational Behavior	50

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
Suite C
963-7111

Academic Fresh Start Admission

Academic Fresh Start is available to re-admitted student who were formally enrolled in the institution as well transfer students who meet institutional requirements for admission and who have been separated from all institutions of higher education for a minimum of four (4) years. This program allows eligible students whose academic performance was unsatisfactory during earlier college attendance to disregard grades earned. A student who has not attended any institution of higher education for the past four years is eligible to participate in Academic Fresh Start and must declare an intent to do so at the time of making application to the University by checking "Yes" to Academic Fresh Start on his/her application. Upon acceptance, all previously earned grades must be disregarded. A student does not have the option of retaining "good" grades and disregarding "poor" grades. Past grades remain on the student's transcript, however, they will not be used in calculating the GPA.

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. It is the responsibility of the student to adhere to the process and must initiate this process upon successful completion of 40 semester hours.

To qualify for Academic Fresh Start, the applicant must:

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

Academic Common Market

The Academic Common Market is an interstate agreement among southern states for sharing academic in common programs. Participating states are able to make arrangements for their residents who qualify for admission to enroll in specific programs in other states on an in-state tuition basis.

To participate in the Academic Common market program, students must:

1. Be accepted for admission to the University and academic programs for which your state has obtained access for its residents through the Academic Common Market.
2. Obtain certification of residency from the Common Market Coordinator in your home state. Contact the State Coordinator in your state for Certification information.
3. Make sure that the program of which you intend to enroll is offered at TSU.
4. Submit certification information and/or form to the Office of Admissions and Records prior to the last day of registration of the semester in which you intend to enroll.
5. Students who take advantage of the Academic Common Market Program can not pursue a double major unless both majors are listed on an approved Academic Common Market Certification by the students' state of residency.

Students who are eligible for this program must pursue the appropriate major as designated on the Academic Common Market Certification that is submitted by the Department of Higher Education/Postsecondary Education of their state of residency. No other majors can be taken simultaneously with the selected major per academic common market. Students who violate this policy will be subject to payment of fees required of non-resident students

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 \$100.00. 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.
3. Former students must submit a re-admission application and settle all prior accounts in the Business Office before registering.

The following must be observed during the registration periods:

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. All freshmen and first-time transfer students must have I.D. pictures made and automobiles registered.

Academic Policies and Requirements

Retention Standards and Academic Probation

The minimum cumulative grade point average required by the University for awarding the baccalaureate or associate degree is 2.00 for all degree level 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 of "W" or "I", (see Adjusting Class Loads). 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 quality hours attempted	No minimum GPA
15-29 quality hours attempted	Not less than a 1.4 cumulative average
30-50 quality hours attempted	Not less than a 1.7 cumulative average
51-67 quality hours attempted	Not less than a 1.9 cumulative average
above 67 quality hours attempted	Not less than a 2.0 cumulative average; and 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 will be suspended. The first suspension may be appealed. If successfully appealed, the student must either earn a semester GPA of at least 2.00 or achieve the cumulative GPA required for the number of credit hours attempted as outlined in the preceding chart. Students failing to meet one of these standards must sit out for one semester, excluding summer sessions. Students must apply for re-admission for the semester in which they plan to return to the University.

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 on a form submitted to the Chairperson of the Review Committee on Suspension and Readmission immediately after receiving notification of suspension.

Auditing a Course

Students who plan to audit a course must report to the Records Office located in the Floyd-Payne Campus Center, Room 305 during registration in order for the audit to appear on his/or her schedule. The regular registration procedure is followed. Students are not held to attendance or evaluation requirements for the course and no credits are earned. Audits may not be used to meet degree requirements. The audit fee is the same as the credit fee.

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 or one semester hour credit of aerospace studies at the 100 or 200 level may be added to the normal load.

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. Course credits beyond the maximum load of 13 hrs. will be dropped from the student's schedule.

Maximum Class Loads

Freshmen may not register for hours in excess of their normal course 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 course load-up to a total of 21 credit hours.

Graduating seniors who have applied for graduation and 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 must 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.

Twelve semester hours constitute full time status for undergraduate students for the Fall and Spring semesters. Course loads of 18 hours in the Fall and Spring and 15 hours in the Summer are permitted without special approval for undergraduate students in good academic standing—not on probation.

A three-hour over load may be approved during the Fall and Spring for sophomores, juniors and seniors with cumulative degree averages of 3.00 and above. A three hour over load is permitted for graduating seniors (those who are certified by their advisors as prospective graduates for the current semester—not just senior classification). The maximum course load for any undergraduate student during the Fall and Spring is 21 hours, including courses being taken at TSU and any other institution.

All overloads must be approved prior to the student enrolling in the course. The maximum course load for undergraduate students for Summer, (including courses taken at TSU and other institutions), is 15 hours in regular sessions (6 Summer I, 6 Summer II, 3 full) combined. The three hour overload may be approved for sophomores, juniors and seniors with cumulative degree averages of 3.00 and above and for prospective Summer graduates.

Classification of Students

All undergraduates must be classified in one of the following categories:

Freshmen: Those who have completed less than 30 semester hours
Sophomores: Those who have completed between 30 and 59 semester hours

Juniors: Those who have completed between 60 and 89 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 degree-seeking students must demonstrate English Proficiency by successfully completing (i.e., with a grade of A, B, or C) English 1010 and 1020 (Freshman English). Students who earn a "D" grade in English 1010 or 1020 are required to repeat Freshman English and earn a "C" or better.

Students for whom transfer equivalence of A, B, or C in English 1010 and 1020 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 1010 or 1020 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.

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 are scheduled for 55 minutes with a 15 minute break between classes. Regular Tuesday and Thursday, classes are scheduled for 85 minute periods and are separated by 15 minute intervals. Classes scheduled for one day per work are scheduled for three hours. 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. Registration and payment of fees are required before classes are attended.

Students must not attend classes unless they have officially registered and paid for them. Grades will not be granted to students after the fact—retroactive registration and payment will not be accepted.

Policy on Excessive Absences

Students are expected to attend classes regularly and on time. Instructors will keep an accurate record of class attendance. "Excessive" absence is defined as no less than one more than the number of times a class meets per week. It is the student's responsibility to withdraw from a course in which excessive absences have been incurred. A student with excessive absences may only be readmitted to class by the instructor. A student, who has not been readmitted to a class by the official withdrawal date, may not be readmitted to that class and will receive a mandatory grade of F.

Academic and Classroom Conduct

- 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.
- 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 a written response from the instructor. The instructor will provide the department head with a written response within 10 working days. (Exceptions will apply when the instructor is not teaching, as in summer sessions, or when the instructor is on leave.) In instances where an instructor indicates to a student that a grade adjustment is warranted, and fails to make the adjustment within ten working days, the student should inform the instructor's department head.

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. After which the Vice President for Academic Affairs is the next level of appeal.

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 thirty days. Appeals made after this time will not be reviewed.

Regulations Regarding Grades of "I"

Inasmuch as the awarding of an Incomplete is the decision of the instructor, it is the instructor's responsibility to inform the student an Incomplete was awarded and make him/her aware of what assignments must be completed to remove the "I." This is accomplished through completing an I Contract on which the requirements to be met and the date by which they are to be met are given. It is the faculty member's responsibility to submit a copy of each contract with grades for the semester. The I Contract contains instructions for its execution. Adjunct faculty should also submit a copy of the "I" contract to the department head.

Students are NOT to be instructed to re-enroll in any course or laboratory to remove an Incomplete. If the extent of the work to be done is such that the student needs to attend class, the student should be awarded an appropriate grade and it becomes the student's decision, or requirement to re-enroll in the course.

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 automatically convert to a grade of “F.”

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

1. Contact the instructor who awarded the Incomplete, review and sign the “I” contract.
2. Secure from the Office of Admissions and Records the replacement grade card.
3. Take the replacement grade card to the teacher of the course in which the “I” was earned.
4. 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).

Withdrawing from a Course

Student wishing to withdraw from a course must do so via “myTSU”. Athletes wishing to withdraw from a must secure approval and signature from their Athletic Advisor and submit the proper form to the Records Office. 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 time period listed the Class Schedule and/or the Academic Calendar which is listed on the web at www.tnstate.edu.

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”. Administrative withdrawal from the University must be documented by the student and approved by the Vice President for Student and Academic 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 “F”.

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 the approval of the department head and dean. If the student repeats a course more than twice, the grade in the third and subsequent attempts is used in calculating the quality point average.

4. The last grade earned will stand even if the last grade received is an “F”. All repeated courses remain on the student’s transcript with repeat notations.
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 other institutions. 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.

Courses Taken at Other Institutions

Students who wish to take courses at other institutions while attending Tennessee State University must complete a **Permission To Enroll At Another Institution Form**. The courses must be approved and the form signed, in advance, by the Chairperson of the department in which the student expects a degree. The form must be submitted to the Office of Admissions and Records and validated by the Registrar. This also applies to registration in the summer at another institution. Students are to adhere to the following instructions and regulations:

Instructions

1. The student must submit the course description for which enrollment is desired.
2. The student must receive the approval, on this form, of the appropriate Department Head.
3. The student must sign the form.
4. The student must return the form to Records for verification of eligibility and signature of the Registrar.
5. Approval is only required when course equivalency information is not available on the web site.

Regulations

1. The student cannot be on academic probation while attending another institution.
2. The student must earn the last 30 hours needed for graduation at TSU. Six of these hours may be taken at another institution if prior permission is provided.
3. All courses/grades received will be posted on the student’s records at TSU.

The grade and quality points for those courses will be included in the calculation of the grade point average at Tennessee State. It is the student’s responsibility to request that a transcript be sent to the Office of Admissions and Records to the attention of the Registrar.

Course work in which a grade of “F” has been earned at Tennessee State University may not be repeated at non TBR institutions for the purpose of replacing the Tennessee State University grade. **Approval will not be provided for repeating courses with grade of “C” or better at another institution.**

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 a student is unable to complete required course work because of documented medical reason or catastrophic events beyond the control of the student.
"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.
"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.
"X"	0.0	Unofficial Withdrawal — Given when the student stops attending and/or never attended a course(s) and carries the same weight as "F".

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 if the course is a requirement for the major.

3. The following credit may not be used for course substitution:
 - CLEP
 - Correspondence Course
 - Remedial/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.
10. Substitutions will not be allowed in meeting requirements of the 41 hour general education core.

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 of 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 and Class Schedules.

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 and the program of study is still active.

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 **college level course** work during 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 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 pro-

gram, 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 is required.
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 world-wide 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.

Learning Outcomes and Courses

The General Education Core is designed to provide students with the opportunity to develop, practice, and demonstrate essential competencies, or learning outcomes, in the areas of: (1) oral and written communication, (2) the humanities and/or fine arts, (3) the social and behavioral sciences, (4) history, (5) the natural sciences, and (6) mathematics

General Education Courses

Approved Courses for General Education Requirements B.S. and/or B.A. Degrees Fall Semester, 2004 and After

<u>Discipline</u>	<u>Number</u>	<u>Credit Hours</u>	<u>Course Title</u>
Communication- Nine Hours Required			
*These three courses are required for all majors for the 120 hour curriculum.			
ENGL	1010*	3	Freshman English I
ENGL	1020*	3	Freshman English II
COMM	2200*	3	Public Speaking (formerly SPCH 220)
Humanities and/or Fine Arts- Nine hours required			
*Of nine required hours, three hours must be one of listed sophomore literature courses.			
ART	1010	3	Art Appreciation (formerly ART 1010)
ENGL	2110*	3	American Literature (formerly 2010)
ENGL	2310*	3	World Literature I (formerly 2011)
ENGL	2012*	3	Literary Genres I
ENGL	2013*	3	Black Arts and Literature I
ENGL	2210*	3	Survey of English Lit. I (formerly 2014)
ENGL	2120*	3	American Literature II (formerly 2020)
ENGL	2320*	3	World Literature II (formerly 2021)
ENGL	2022*	3	Literary Genres II
ENGL	2023*	3	Black Arts and Literature II
ENGL	2220*	3	Survey of English Lit. II (formerly 2024)
MUSC	1010	3	Music Appreciation
PHIL	1030	3	Introduction to Phil (formerly PHIL 010)
RELS	2010	3	Introduction to Religious Studies
THTR	1020	3	Appreciation of Drama
Social and Behavioral Sciences- Six hours required			
AFAS	2010	3	Intro. to Africana Studies
ANTH	2300	3	Intro. to Cultural Anthropology (formerly ANTH 230)
ECON	2010	3	Principles of Economics I
ECON	2020	3	Principles of Economics II (formerly EC 212)
GEOG	1010	3	World Regional Geography I
GEOG	1020	3	World Regional Geography II
HPSS	1510	3	Health and Wellness I (formerly HEA 151)
POLI	2010	3	American National Government
PSYC	2010	3	General Psychology
SOCI	2010	3	Introduction to Sociology
WMST	2000	3	Intro. To Women's Studies
History- Six hours required			
HIST	2010	3	American History I
HIST	2020	3	American History II
HIST	2030*	3	History of Tennessee
*HIST 2030 may be taken as a substitute for either American history course			

Natural Sciences- Eight hours required

ASTR	1010	4	Introduction to Astronomy I
ASTR	1020	4	Introduction to Astronomy II
BIOL	1010/1011	4/0	Introductory Biology I for Non-Science Majors
BIOL	1020/1021	4/0	Introductory Biology II for Non-science Majors
BIOL	1110/1111	4/0	General Biology I for Science majors (formerly BIOL 1030/1031)
BIOL	1120/1121	4/0	General Biology II for Science Majors (formerly BIOL1040/1041)
BIOL	2210/2211*	4/0	Human Anatomy and Physiology I/ Lab (formerly BIO 221/221L)
BIOL	2220/2221*	4/0	Human Anatomy and Physiology II/ Lab (formerly BIO 222/22L)
CHEM	1030/1031	3/1	General Chemistry I for Non-Science Majors
CHEM	1040/1041	3/1	General Chemistry II for Non-Science Majors
CHEM	1110/1111	3/1	General Chemistry I for Science Majors (formerly 1010/1011)
CHEM	1120/1121	3/1	General Chemistry II for Science Majors (formerly 1020/1021)
PHYS	2010/2011	3/1	College Physics I
PHYS	2020/2021	3/1	College Physics II
PHYS	2030/2031	3/1	General Physics I
PHYS	2040/2041	3/1	General Physics II

*BIOL 2210/2211 and BIOL 2220/2221 approved to meet General Education requirements only for students in Nursing and Health Sciences majors.

Mathematics- Three hours required

MATH	1013	3	Contemporary Mathematics
MATH	1110	3	College Algebra I
MATH	1120	3	College Algebra II
MATH	1410	3	Structure of the Number System I
MATH	1710	3	Pre-Calculus Mathematics I
MATH	1720	3	Pre-Calculus Mathematics II
MATH	1730	3	Pre-Calculus Mathematics
MATH	1830	3	Basic Calculus I
MATH	1910	4	Calculus I, Alternate
MATH	1915	4	Calculus and Analytical Geometry I

Honors sections of the above referenced courses may also be used to meet General Education requirements.

No course substitutions will be allowed in the approved general education core.

University Requirements for a Bachelor's Degree- For Students Entering Fall, 2004 Semester And After

A bachelor's degree is conferred on students who are officially enrolled for the intended semester of graduation and 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 120 semester hours (128 for College of Engineering-engineering programs only) 122 for Biology and 124 for Teacher Education Programs) with a minimum cumulative average of "C" (2.00 quality point average). Specific minimum hours for graduation will be as included in each program of study. Credit hours earned in Remedial or Developmental courses are accepted as institutional credit; however, they are not applicable to credit hours required for baccalaureate or associate degrees.
2. A minimum of 42 semester hours at the 3000 and 4000 level of courses
3. A minimum of 24 semester hours in a major with a minimum of 10 hours at the 3000 and 4000 level.
4. Nine semester hours in courses designated as Communication. Of these 9 hours, six semester hours must be in English composition (any ENGL 1010 and 1020 level course). Students must earn at least a "C" in each of these courses; if they earn less than a "C" in either course, they must enroll in that course the following semester and repeat it until they raise their grade to at least a "C." An additional requirement for Communication is a three semester hour in Speech (COMM 2200).
5. Nine semester hours in humanities, including at least three semester hours in sophomore literature, from the approved General Education list. The remaining six hours may include one other sophomore literature course and one other approved course from other humanities disciplines. Courses in the other disciplines include ART 1010, MUSC 1010, PHIL 1030, THTR 1020, or RELS 2010.
6. Six semester hours of introductory-level social behavioral science (AFAS 2010, ANTH 2010, ECON 2010, ECON 2020, GEOG 1010, GEOG 1020, POLI 2010, PSYC 2010, or SOCI 2010).
7. Six semester hours of a survey of American history (HIST 2010 and 2020). One semester of Tennessee history (HIST 2030) may be substituted for three of these hours.
8. Eight semester hours in natural sciences with accompanying laboratories (BIOL 1010 and 1020, BIOL 1110 and 1120, CHEM 1030 AND 1040, CHEM 1110 and 1120, PHYS 2010 and 2020, PHYS 2030 and 2040, ASTR 1010 and 1020, plus the appropriate laboratory components which must be taken with all of these classes during the same semester. Students may not take a sequence of BIOL 1010/BIOL 1110; BIOL 1020/BIOL 1120; CHEM 1030/CHEM 1110; CHEM 1040/CHEM 1120.
9. Three semester hours in mathematics from the approved list of General Education courses.
10. A Senior Project or Senior Seminar.

11. At least one academic year in residence and at least 30 semester hours of credit earned in residence with a minimum quality point average of "C" (2.00). A minimum of 25 percent of the total hours required for any specific degree must be taken in residence at Tennessee State University. Upon matriculation at the 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.
12. 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 the school. This applies to correspondence, extension, electronically delivered, 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.
13. All students must be admitted to the upper division or professional component of their major. This is normally done in the second semester of the sophomore year, or when approximately 60 hours of degree level credits have been accumulated. Students who change their majors must meet upper division admission requirements in effect for the new major at the time they seek admission to the upper division or professional component for the new major, as opposed to requirements in effect when they entered the University. Upper division admission requirements are specified by each department.
14. Students who entered the University prior to Fall 2004 may elect to matriculate under the new 120 hour (or hours required of each major); however they must understand that by doing so, they must meet all requirements of the 120 hour curriculum including specific courses required in the 41 hour general education core and specific departmental/program courses required by the major.
15. Students electing to change their major will be required to meet all general education and major requirements listed in the catalog effective at the time they officially change their major.
16. It is the student's responsibility to satisfy all degree requirements specified in his/her selected major, minor, or concentration. The University does not assume any responsibility for fees or charges based on a student's claim of misadvisement. Students are responsible for reading and following their catalogs.

*Students for whom transfer equivalence of "A", "B", or "C" in ENGL 1010 and 1020 has been accepted by the University will be determined to have satisfied the English Proficiency requirement. A transfer student with a grade of "D" or "F" 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.

Tennessee Board of Regents' Minimum Degree Requirements

All universities and community colleges in the Tennessee Board of Regents (TBR) system share a common set of minimum requirements for the baccalaureate degrees or associate degrees designed for transfer. Every TBR institution incorporates the 41 hour General Education core and accepts all courses designated as meeting these requirements from other TBR institutions. By insuring the transferability of course fulfilling the Minimum Degree requirements, the TBR has eliminated unnecessary repetition of courses by students transferring within the TBR system. A complete list of courses that satisfy the Minimum Degree Requirements at all TBR institutions is available on the TBR web page. (www.tbr.state.tn.us)

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 all candidates for the Bachelor of Arts must obtain equivalency through the intermediate level (courses numbered 2010 and 2020 or the equivalent) in a single foreign language at the college level. Students who achieve advanced placement in a foreign language as a result of previous competency must still meet the minimum 120 hour requirements of that program of study.

Second Bachelor's Degree

A student must complete all requirements for the first bachelor's degree before attempting to meet requirements for a 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.
4. Have a "C" (2.00) average on all work completed toward meeting the requirements for the second degree.
5. Complete application for admission to upper division in the second bachelor's degree program.

Second Major

A second major can be earned under the same degree by meeting the following requirements:

1. Meet all requirements for the major listed in the Catalog at the time of admission to the program.
2. Complete an application with the department chair of both majors requesting permission to pursue a second major.
3. Must complete all general education courses required for both majors when applicable.

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. The student must declare a second major and be advised by both departments.

Dual Degree Option

A student may pursue dual degree objectives (second or double major) through declaring a major in each department offering the degree sought. The student must have a major advisor assigned from both departments and must meet all requirements for both degrees. Both degrees will be posted on the student's transcript and a diploma will be issued for each degree. The dual degree objective should be declared as early as possible in the student's matriculation.

Advanced Graduate Admission for Undergraduates

An undergraduate senior student with a minimum total cumulative GPA of 3.0 who is enrolled in the last term of course work that will complete the requirements for a bachelor's degree, may request advanced graduate admission to enroll in 3 to 6 hours of graduate courses provided the total course load of graduate and undergraduate credit for the semester does not exceed twelve hours. Courses for seniors are limited to first-year graduate level courses. Graduate courses may not be used for credit toward an undergraduate degree. The Combination Senior is not considered a graduate student but may apply for admission to a graduate program upon completion of the bachelor's degree. However, advanced admission to take graduate courses does not guarantee subsequent admission to a graduate program. Courses taken for graduate credit may count toward a graduate degree when/if the student is admitted to a degree program at TSU and if approved by the program's graduate coordinator and departmental chairperson. The form for Advanced Graduate Admission and an Application to the Graduate School must be completed six weeks prior to the beginning of the semester in which advanced admission is sought.

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

No more than a total of 30 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 30 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.

Requirements for the Associate Degree

The University requirements for an associate degree are as follows:

1. Completion of at least 60 semester hours of credit. Students must meet the specific minimum hours as outline in the program of study. Remedial and Developmental courses may not be applied to meeting graduation requirements. Students must complete the minimum number of hours as stated in the departmental Program of Study.
2. Completion of 15-17 hours of approved general education core including a)ENGL 1010 and an approved course in b)Humanities, c)Math or Natural Science, d)Social Science e) another approved course from either of the five disciplines.
3. A minimum quality point average of "C" (2.00).
4. 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.
5. 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.

6. Students who entered the University prior to Fall 2004 may elect to matriculate under the new 60 hour (or hours required of each major);however they must understand that by doing so, they must meet all requirements of the 60 hour curriculum including specific courses required in the 15-17 hour general education core and specific departmental/program courses required by the major.

General Education Requirements for the Associate of Applied Science Degree

Communications	3 hours
English 1010 (3)	
Humanities	3 hours
Three Hours from Approved list	
Social Behavioral Sciences	3 hours
Three hours from the approved list	
Natural Science or Math	3 or 4 hours
Natural Sciences (4 hours) from approved list or 3-4 hours from approved Mathematics list	
Other	3-4 Hours
One additional course required from either of the categories list above. See departmental requirements.	
Total Required	15-17 hours

(No course substitutions will be allowed in the approved general education core.)



THE DIVISION OF STUDENT AFFAIRS

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. To develop and administer 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.

Student services at Tennessee State University include the following units and organizations:

Vice President for Student Affairs
 Associate Vice President for Student Affairs
 Dean of Students & Director of Residence Life
 Dean of Students for the Avon Williams Campus
 Counseling Center/New Student Orientation Program
 Career Center
 Cooperative Education & E-Business Opportunities
 Wellness Center & Floyd/Payne Campus Center
 Graduate & Professional Opportunities
 Health Center
 Student Activities
 International Student Affairs
 Minority Student Affairs
 Disabled Students Program
 TRIO Programs
 1st Year Students Program
 TSU Police Department

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 nine residence halls/centers/apartments on campus: two for men, four for women and three for co-ed. These residence facilities 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/center/apartment living. All residential facilities are staffed with a residence director/assistant director and student residence assistants. The staff is responsible for the operation of the hall/center/apartment 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 \$100.00 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 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 \$100.00 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 which seats 700 students and the Rudolph Residence Center which seats 180 students. There is a Snack Bar/Sub (Pizza Hut/Burger King/Taco Bell) on the second floor of the Campus Center.

Co-ed Residence Hall/Center

Harriett Hodgkins Hale Hall is a co-educational honors residence hall which houses upperclass men and women. It is a six-story, air conditioned facility; each room is semi-private. The hall is equipped with a card entry system, a combination barber/beauty salon, lounges, laundry room, computer lab, telephone services, an

elevator, and apartments for the residence hall director and assistant director.

Harold E. Ford and John N. Ford Residential Complex is a co-educational residence center which houses upperclass men and women. The center consists of 122, two and four bedroom apartments. The apartments have either a patio or balcony. Each unit has fully furnished living, dining, and kitchen areas. The rent includes water, heating, electricity and air with one full bath in the two bedroom units and two full baths in four bedroom units. Each student has his/her own bedroom with a personal phone line and computer data hook-up, a twin bed, desk, chair, a chest of drawers, and closet space. The complex is supervised by a director and two assistant directors. The complex includes a community center that houses the main office, computer lab, barber/beauty salon, and an exercise room. Outdoor basketball and volleyball courts are also available along with grilling areas for cook-outs. There are residential parking areas and bicycle racks. Fire safety and security measures are assured with the installation of fire alarms, a sprinkler system, and a security gate with card entry access that is monitored by the TSU Police Department.

New Residence Complex is a co-educational residence center which houses upperclass men and women. The center consists of 72 four bedroom apartments. The apartments have either a patio or balcony. Each unit has fully furnished living, dining, and kitchen areas. The rent includes water, heating, electricity and air with two full baths in each unit. Each student has his/her own bedroom with a personal phone line and computer data hook-up, a twin bed, desk, chair, a chest of drawers, and closet space. The complex is supervised by a director and an assistant director. The complex includes a community center that houses the main office, computer lab, barber/beauty salon, and an exercise room, outdoor basketball courts. There are residential parking areas. Fire safety and security measures are assured with the installation of fire alarms, a sprinkler system, and a security gate with card entry access that is monitored by the TSU Police Department.

Residence Halls For Men

Lena B. Watson Residence Hall for freshman men is a six-story, air conditioned facility with an elevator. This facility is equipped with a card entry system, a lounge, academic center, computer labs, a recreation/study area, laundry room, and telephone services, and apartments for the residence hall director and the assistant director.

Henry Allen Boyd Hall for upperclass men is a seven-story, air conditioned facility equipped with an elevator. This facility is equipped with a card entry system, a lounge, recreational/study area, laundry room, computer lab, and telephone services, and apartments for the residence hall director and assistant director.

Residence Halls For Women

Merl R. Eppse Hall for upperclass students is a six-story, air-conditioned facility with an elevator. This facility is equipped with a card entry system, a lounge, recreation/study area, laundry room, computer lab, and telephone services and apartments for the residence hall director and a graduate assistant.

Edna Rose Hankal Hall houses upperclass women. It is a three-story, air conditioned facility with an elevator and telephone services. This facility is equipped with a card entry system, a formal lounge, a beauty salon, laundry room, computer lab, and apartments for the residence hall director and graduate assistant.

Mary Wilson Hall is an air conditioned, six-story facility that houses freshman women. This facility is equipped with card entry

system, study lounges, cooking areas, academic center, computer lab, telephone services, as well as apartments for the residence hall director and two assistant directors.

Wilma Rudolph Residence Center is a six-story facility that houses upperclass women. The suite style rooms are arranged for double occupancy. This facility is equipped with a card entry system, study lounges, beauty salon, telephone services, and apartments for the residence hall director and assistant 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 without referral. Confidentiality is maintained and appointments can be made in person or by telephone.

Counseling services for disabled 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. A vocational rehabilitation counselor is available to provide individualized services in conjunction with the Office of Disabled Student Services.

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

NEW STUDENT ORIENTATION 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 targeted population of students. The programs also seek to assist them in developing creative thinking, effective expression, good study habits and positive attitudes toward 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: Frederick S. Humphries Consumer Sciences
and Nursing Education Complex
Lower Level
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, golf, track and field, cross country, tennis, softball and women volleyball.

The University is a member of the National Collegiate Athletic Association and 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 information which will help the student understand his/her privileges, rights, and responsibilities pertaining to student affairs.

CAMPUS POLICE

Mission Statement

Tennessee State University Police Department is charged with the mission of protecting the students, faculty, staff and property owned, leased or operated by the University.

Responsibilities

1. Provide 24-hour police services
2. Provide a pro-active environment for crime prevention
3. Promote an atmosphere conducive to learning and social diversity
4. Facilitate the community policing concept to encourage student involvement in the protection of property and life.

CAREER CENTER

The Career Center provides invaluable assistance in preparing students for the world of work. The Career Center has developed a variety of programs and services to help identify and meet career and personal goals. Its professional staff's commitment ensures that students are given adequate guidance throughout their career planning and job search process. Additionally, annual development and employment opportunities include the university-wide Career Fair, Technical Career Fair, Freshman Orientation & Career Planning Seminars, Nashville Area College-to-College Fair, Teacher Recruitment Fair, Student Motivation Task Force Sessions, and on-campus recruitment/interviews.

The services of the Career Center are free to recruiters, students, alumni, and faculty/staff of the university. The Career Center has a fully equipped computer lab to accommodate online services, i.e., resumé preparation, job announcements, and interviews at www.tnstate.edu/careers. The Career Center regularly disseminates significant information, job announcements, on-campus interview schedules, and seminar schedules. Annually, a calendar of events and a *Career & Student Development Guide*, which provides information on career planning and resumé writing, are published.

Career Counseling & Orientation Program

The Career Counseling and Orientation Program offers group and individual counseling in the career planning process. Career planning workshops/seminars are conducted weekly and at other announced times to assist students in securing career positions and employment while matriculating. Students may register with the Career Center by attending a career planning seminar and completing "CareerConnections" at sidebar Resumé/Registration. Before registering online, students must provide the Center with their name and social security number. From individual and group counseling/seminars/workshops, the following critical information and skills are acquired:

1. Resumé development
2. Interview skill development
3. Job search strategies
4. Career Center's resource utilization (computer lab, Web links, job announcements, resource library, on campus recruiters, interview schedules, staff assistance, etc.)
5. Alumni and relational networking
6. Fortune 500 corporate and professional presentations, information sessions, and interviews

The Career Center also offers DISCOVER, a computerized career/decision-making program designed to match students' interests, aptitudes and skills with available careers.

Student Employment/Internship Program (Off Campus)

The Student Employment/Internship Program (off campus) which is also known as Job Location & Development (JLD) provides for every student who desires to work, an opportunity to gain employment and valuable work experience (primarily career related). The program is designed to provide off-campus, part-time/full-time, summer employment, and internship opportunities for all students enrolled at TSU. The need to work to cover college expenses is a necessity for many college students and serves as an excellent experiential (career/discipline related) work opportunity.

Student Employment Program (On Campus)

The Student Employment Program (on campus) is a part of the Federal Work Study Program (FWS) which also includes the Community Learning Service (CLS) and Academic Work Scholarship (AWS) which provides part-time employment on campus and to off-campus community service agencies for currently enrolled eligible students. Eligibility for these federally funded, need-based programs (FWS and CLS) is determined by the financial aid office. These programs are designed to assist students in meeting educational expenses through part-time employment during the academic year and/or summer.

Placements for the FWS are coordinated by the Career Center. Students are required to attend a placement session where they are given information on general work ethics and job expectations. Students are required to fill out direct deposit, W-4, I-9, and work assignment notice forms before they are assigned a placement.

COOPERATIVE EDUCATION

Cooperative education is an academic support program that assists students in gaining practical work experience related to their academic major as an optional part of their academic program. The program permits students to get involved in the practical application of academic theory learned in the classroom. Students are awarded three hours of academic credit for each successfully completed co-op work experience.

Purpose

The world of work has changed radically in recent years. The downsizing and restructuring of corporate America have placed a premium on acquiring the necessary skills and education to be eligible for desired professional employment. On cooperative education work assignments students are exposed to the dynamics of the professional work place. They have an opportunity to enhance their social interaction skills, earn money to defray the cost of their education, and narrow their career choices.

Eligibility

Students who have completed at least thirty (30) semester hours with a minimum grade point average of 2.50 are eligible for the program. Transfer students who meet the above requirements may participate in the program immediately. Students are required to furnish the co-op office an up-to-date transcript, a résumé, and a completed co-op application. Co-op orientation seminar attendance is a must. Students will be interviewed by employers during a Co-op Interview Day held once a semester. Special employer interview schedules may be held after Co-op Interview Day activities for employers with special staffing needs.

Compensation

The jobs made available to co-op students will be in business, industry, government, and social agencies. The co-op student will receive full pay for the job that he or she performs. The average salary is dependent upon the student's major, the company involved, and the region of the country in which the position is located. Usually, a student can expect to earn no less than \$7 per hour. While financial reasons are secondary to the educational benefits, the center realizes that many students will seek participation in this program in order to meet the financial needs of completing their college education.

Length of Co-op Experience

The **Alternating plan** requires a minimum of 35 hours of work per week on a co-op assignment for the length of a semester. A minimum of two work semesters with a school semester in between is required. Academic credit is awarded for the learning objectives completed during a co-op work assignment. All participating students are required to enroll in the appropriate co-op course prior to beginning any co-op work assignment.

The **Parallel plan** requires 20 to 25 hours of work per week in a co-op assignment and a maximum of 13 hours of academic courses, including enrollment in the appropriate co-op course. These local area work assignments may continue throughout the school year.

Most students participate in the program in their sophomore and junior years and return to the university for their senior year of academic work on campus.

Advantages to the Student:

Permanent job placement for the co-op student is easy because of his/her background of work experience.

By coordinating work experience with the campus education program, theory and practice are more closely integrated and students find greater meaning in their studies. This coordination of work and study increases student motivation. As students see connections between the jobs they hold and the subjects they are learning on the campus, greater interest in academic work develops.

Cooperative education helps markedly to orient college students to the professional world of work.

GRADUATE & PROFESSIONAL OPPORTUNITIES

The Office of Graduate & Professional Opportunities which was established as a Presidential Initiative in August 1995, seeks to prepare, motivate, and support students who plan to pursue graduate and professional studies upon graduation from the University. The office targets students during their freshman year and tracks them throughout their matriculation. It is designed to equip students with the tools necessary to make informed decisions about opportunities for educational advancement. The office supports students through a variety of services and activities, including its annual Graduate & Professional School Fair; Graduate School Workshops, Personal Statement Workshops; Campus Visitation Programs; Standardized Tests Preparation Programs; sponsoring informational awareness in law, medicine, business, and graduate studies; and providing academic counseling to interested students and alumni. The office also houses a reference center on graduate and professional degree programs and maintains an active web site (<http://www.tnstate.edu/gpo>). The program functions as a departmental unit within the Division of Student Affairs and works closely with various departments at the university. For more information please call 963-5176 or visit the office in the Floyd-Payne Campus Center.

Tennessee Institutes for Pre-Professionals

The Tennessee Institutes for Pre-Professionals (TIP) is a state-supported summer enrichment program for African-American residents of Tennessee who wish to pursue a career in law, dentistry, medicine, pharmacy, or veterinary medicine. The program is designed to increase the number of African-American residents of Tennessee who pursue professional degrees in the state. The Pre-Professionals Fellowship Program (PFP) represent two independent, but parallel programs: one for aspiring lawyers (situated on the campuses of the University of Tennessee and East Tennessee State University, Johnson City). To be eligible to participate in the program you must: (1) be an African-American resident of Tennessee; (2) be currently enrolled in an accredited college of university; (3) show demonstrated evidence of involvement and leadership in school and/or community activities; and (4) submit completed application materials by the application deadline to the campus TIP advisor. For more information, please contact the Office of Graduate and Professional Opportunities at 963-5176 or visit the program in the Floyd/Payne Campus Center.

MINORITY STUDENT AFFAIRS

The Office of Minority Student Affairs' overall purpose is to provide programs and services for the Caucasian student at Tennessee State University. The goal of these programs and services is to promote the academic and personal growth and development of the minority student. Furthermore, these programs and services are reflective of the development and demographic profiles of the student population and responsive to the special needs of individuals. The Office of Minority Student Affairs is the liaison for the

minority student to University departments. The Office is committed to helping the University become sensitive to the needs of the minority population.

To accomplish the overall purpose, the Office of Minority Student Affairs goals encompass the following:

- access the needs of minority students in selected areas, set priorities among those needs, and respond to the extent that the numbers of students, facilities and resources permit;
- orient minority students to the culture of the institution;
- assist minority students to determine and assess their educational goals and academic skills;
- coordinate services to help minority students achieve educational goals and attain or refine academic skills necessary to perform adequately in the classroom;
- promote the intellectual, career, social, and moral development of the students;
- promote and deepen majority students' understanding of minority students' culture and heritages;
- provide training in leadership skills and other personal and social skills for minority students;
- offer or identify appropriate minority mentors and role models;
- provide educational efforts for both majority and minority students that focus on: an appreciation of aesthetic and cultural diversity; self-assessment of cultural awareness and possible prejudices; and changing prejudicial attitudes of behaviors.

POLICY ON ID CARDS

The T.S.U. Identification Card is your official University identification for library privileges, cafeteria plans, athletic events and any other University functions or services that you may be entitled to receive as a University student. The card also serves as a debit card for financial aid refunds and as a cash card for vending services on campus. The card must be carried at all times. Further information about this card is available in the brochure "TSU ID Card" available in the ID Center, McCord Hall 17.

The first card is provided to students after payment of the first semester tuition and fees. The procedure for lost/stolen cards is: 1) Student **MUST** first call the ID Center (963-5311) or drop by McCord Hall 17 to report the loss; this will initiate the canceling of the old card and creation of a new card. New cards take up to two hours to be created. 2) Pay a \$10.00 non-refundable fee to Cashier's Office to replace the lost card, a receipt will be issued. 3) Return to the ID Center with the receipt to receive the replacement card. The replacement card will not be available for up to two hours after initially reporting it lost/stolen. Damaged cards also require a \$10.00 non-refundable fee for replacement.

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 Affairs 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 brings to the University and the surrounding community. Students are assisted with all official communications to their respective home governments, 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 lifestyle 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. 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 Office in the Floyd/Payne Campus Center Room 308.

DISABLED STUDENT SERVICES

The Office of Disabled Student Services seeks to coordinate university-wide services available to students with current medical/psychological documented disabilities. Services range from providing physical accommodations on campus to helping students with learning disabilities succeed in classroom activities. Additionally, the office attempts to:

- Raise the level of educational development for students with disabilities.
- Improve understanding of and support from the University community for students with disabilities.
- Enhance and refine within the Office of Disabled Student Services, a basic service program focused on students with disabilities.
- Place emphasis on orientation and survival skills for new students and others who might benefit from these experiences.
- Monitor development of the physical plant to ensure accessibility and opportunity for students with disabilities.
- Help faculty and staff better understand physical and learning disabilities and provide them with effective methods of working with students with disabilities.
- Use of every available opportunity to advocate for special needs of students with disabilities and to seek a means to obtain those services.

Financial Aid

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

All students who wish to be considered for federal financial aid are required to complete the **Free Application for Federal Student Aid**. This application is available in the high school guidance counselor offices, the Student Financial Aid Office at the university, or online at www.fafsa.ed.gov. To be eligible 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 selective service and anti-drug requirements
- Not be in default on a loan or owe a repayment to a Federal Title IV Program
- Make Satisfactory Academic Progress

Sources of Federal Aid

Federal 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.

Federal Student Loan Program – Provides low interest loans from the Department of Education.

Tennessee Student Assistance Award – Provides grants to assist undergraduate Tennessee students in financing a post-secondary education. Must complete the Free Application for Federal Student Aid.

Parent Loans 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.

Tennessee Educational Lottery Scholarship - Provides scholarships to Tennessee residents who meet specific requirements (see our website www.tnstate.edu click on Financial Aid page for link to requirements). As a Tennessee Lottery Scholarship recipient you are required to remain in school on a continuous basis to stay eligible. If you enroll and withdraw or change your enrollment status anytime during the semester, you risk losing eligibility for the scholarship completely.

Scholarships

Minority Grant Program – Provides grants to eligible Caucasian undergraduate students who have a 2.50 GPA on a 4.0 scale, a 19 ACT score, and who are residents 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 score of 19 or equivalent SAT. The award is renewable if the student maintains a 2.90 GPA or above.

Presidential Scholarship – Provides scholarships which cover full maintenance fees plus room and board to African American Tennessee high school graduates who have a minimum ACT of 21 or equivalent SAT and a 3.0 GPA on a 4.0 scale; preference may be given to students with higher GPA or test scores. The award may be renewed if the student maintains a GPA of 3.0 or above.

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.

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

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

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.

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 120 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 U. S. Department of Education'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

	INCREMENT (Year)	EXPECTED HOURS	MINIMUM GPA
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 Family and Consumer Sciences 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 and the main campus, when feasible. 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 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 Frederick S. Humphries Consumer Sciences and Nursing Education Complex, is based upon 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

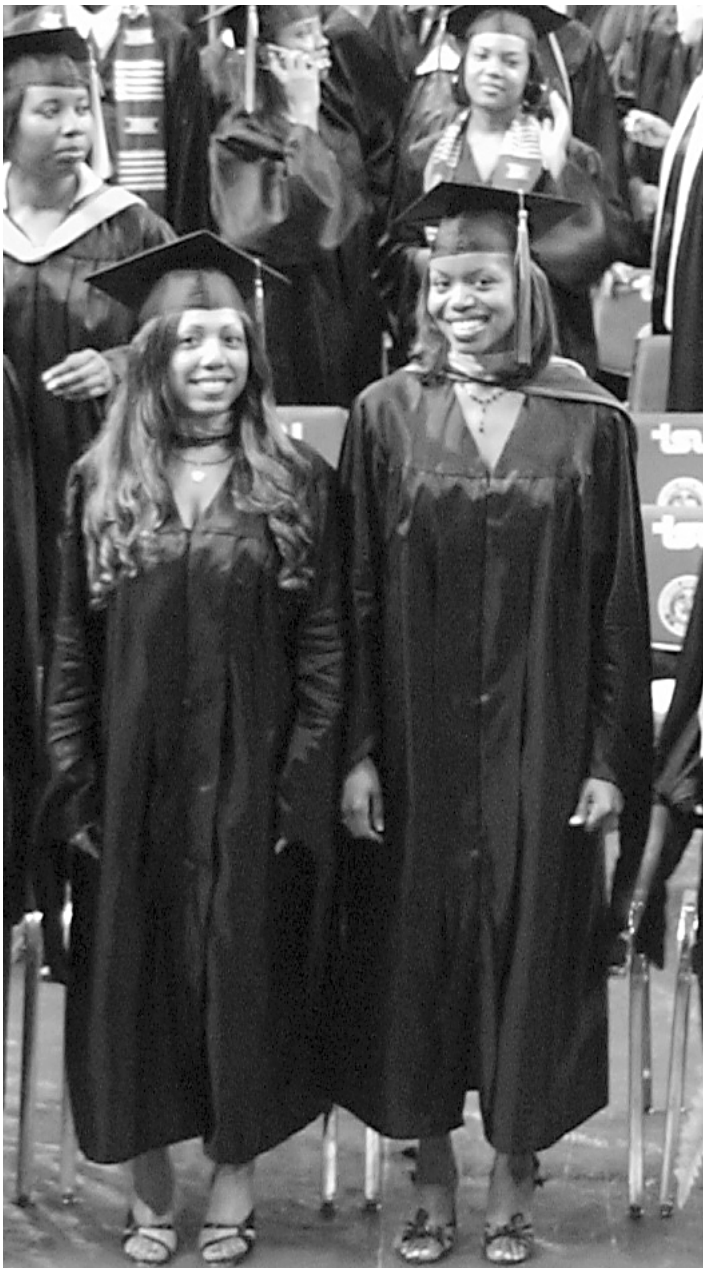
development: Jean Piaget for cognitive development; Erik Erikson and Burton White for social-emotional development. The program is based on the assumption that preparation for intelligent and independent thought begins in the preschool years, and practice in productive thinking is necessary for that to occur.

The program is also based upon the assumption that children are unique individuals developing in stages at different rates. The Center on the main campus 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 Family and Consumer Sciences 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, TECHNOLOGY,
AND COMPUTER SCIENCE
- COLLEGE OF HEALTH SCIENCES
- SCHOOL OF AGRICULTURE AND CONSUMER
SCIENCES
- SCHOOL OF NURSING
- AEROSPACE STUDIES
- THE SCHOOL OF GRADUATE STUDIES
- ACADEMIC ENRICHMENT, ADVISEMENT AND
ORIENTATION
- UNIVERSITY HONORS PROGRAM
- CENTER FOR EXTENDED EDUCATION
- INSTITUTE FOR AGRICULTURAL AND
ENVIRONMENTAL RESEARCH
- COOPERATIVE EXTENSION PROGRAM
- TESTING CENTER

ACADEMIC ABBREVIATIONS

ACCT	Accounting	GERM	German
AREN	Architectural Engineering	HCAP	Health Care Administration and Planning
AERO	Aerospace Studies	HIMA	Health Information Management
AFAS	Africana Studies	HIST	History
AGSC	Agricultural Sciences	HLSC	Health Sciences
HLSC	Allied Health Professions	HMGY	Home Management
AITT	Aeronautical and Industrial Technology	HONR	Honors Program
ANTH	Anthropology	HPSS	Human Performance Sport Sciences
ART	Art	COMM	Journalism
ASOR	Arts and Sciences Orientation	MATH	Mathematics
BISE	Business Information Systems Education	MEEN	Mechanical Engineering
BISI	Business Information Systems Industry	MFLA	Modern Foreign Languages
BIOL	Biology, Botany, Microbiology, Science	MGMT	Management
BLAW	Business Law	MKTG	Marketing
CRCS	Cardio-Respiratory Care Sciences	MSVU	Military Science, Vanderbilt University
CVEN	Civil Engineering	MEDT	Medical Technology
CHEM	Chemistry	MUSC	Music
CRMJ	Criminal Justice	NUFS	Nutrition
COOP	Cooperative Education	NURS	Nursing
COMP	Computer Science	AEAO	Orientation Undecided Majors
DHYG	Dental Hygiene	OCCT	Occupational Therapy
DIGN	Design	HPSS	Physical Education
DSPW	Developmental Studies English	PHIL	Philosophy
DSPM	Developmental Studies Mathematics	PHYS	Physics
DSRD	Developmental Studies Reading	POLI	Political Science
ECON	Economics	PSYC	Psychology
ECCD	Early Childhood, Child Development	PHTH	Physical Therapy
EDAD	Educational Administration	REUD	Real Estate
EDCI	Education, Curriculum and Instruction	RELS	Religious Studies
EDRD	Education Reading	COMM	Radio and Television
EDSE	Education, Special Education	SOCI	Sociology
EECE	Electrical Engineering	COMM	Speech
ENGL	English	SPAN	Spanish
ENGR	Engineering	SPTH	Speech Pathology and Audiology
FCS	Family and Consumer Sciences	STAT	Statistics
FINA	Finance	SOWK	Social Work
FREN	French	THTR	Theatre
GEOG	Geography	WMST	Women's Studies

THE COLLEGE OF ARTS AND SCIENCES

Gloria C. Johnson, Ph.D., Interim Dean
112 Hubert Crouch Hall (Graduate Building)
Telephone 615-963-5971

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 solving problems, communicating, 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 and Interdisciplinary Degree program, 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 Interdisciplinary Studies degree).

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. In addition, the College offers a growing number of courses through alternative means of delivery, such as videotape, compressed video, and the internet.

Accreditation

Individual academic programs in the College of Arts and Sciences are accredited by the national, regional, and state agencies which accredit programs. The Art program is accredited by the National Association of Schools of Art and Design (NASAD), the Music program is accredited by the National Association of Schools of Music (NASM), and the program in Social Work is accredited by the Council on Social Work Education (CSWE). All teacher certification programs in the College are approved by the Tennessee Department of Education. In addition, the teacher certification program of the University is accredited by the National Council on the Accreditation of Teacher Education (NCATE).

Teacher Education

The College of Arts and Sciences offers Teacher Certification curricula in the following endorsement areas: Art, Biological Sciences, Chemistry, Elementary Education (with concentrations in language arts and social studies, science and mathematics, and child development and learning), English, Government, History, Mathematics, Modern Foreign Languages (with a concentration in

either French or Spanish), Music, Speech Communication, and Theatre.

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 2.75 cumulative quality point average and a passing score on the Pre-Professional Skills Test (PPST) or the Computer-Based Academics Skills Assessments Test (CBT). Students who have previously earned a 21 on the ACT, a 22 on the Enhanced ACT, or a combined 990 on the verbal and mathematics portions of the SAT are exempt from the PPST and the CBT. For a complete list of admission and retention requirements in the Teacher Certification Program, see College of Education in 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.

General Education Core Requirements: Students in Arts and Sciences must satisfy all of the general education requirements. 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, students in the College of Arts and Sciences must take Arts and Sciences Orientation (ASOR) 1001,1002,1003 or the equivalent as part of their general education. Teacher certification students should take EDCI 1010 in place of ASOR 1001,1002,1003.

Admission to Upper Division of Programs: Student majors in all Arts and Sciences programs must be formally admitted to the upper-division components of their programs of study. Students must apply for this status through their department or program, and the department or program must give official admission to its upper division: students must initiate the process, and admission is not automatic.

For full admission to the upper division of a program, students must have achieved at least a grade point average of 2.0 on all college-level work. Some programs require a higher average; see individual programs in the Arts and Sciences portion of the Catalog, and consult departmental forms. Students must also have completed the following requirements:

1. Completed all basic and developmental requirements.
2. Removed all high school deficiencies.
3. Completed all general education requirements, including
 - a. an acceptable orientation course
 - b. six (6) semester hours of English composition (ENGL 1010, 1020), with a minimum grade of C in all courses, and three (3) semester hours of Speech (COMM 2200).
 - c. at least three (3) semester hours of sophomore literature
 - d. six (6) semester hours of American history (HIST 2010, 2020)
 - e. a college-level mathematics course (MATH 1013 or above)

50 The College of Arts and Sciences

- f. two (2) semesters (8 hours) of science from the approved General Education list, including the laboratories accompanying the lectures
 - g. two (2) social science courses from the approved general education list
 - h. two (2) humanities courses from the approved general education list
4. Completed the Rising Junior Examination administered by the University.

Some departments and programs may specify additional Other Requirements or introductory courses in the major discipline before students are admitted into the upper division of the degree program. For these other requirements, students should see statements in individual departments and programs in the Arts and Sciences portion of the Catalog, and should consult advisors.

For students seeking teacher certification, the requirements for admission are those for the Teacher Education Program, contained in the College of Education section.

Students may seek a temporary status of tentative admission to begin work on the upper division of their major in the same semester they are completing their general education and other introductory courses. Students must be enrolled in all remaining remedial-developmental, high school deficiency, and general education courses before tentative admission is granted. Tentative admission is valid only for the semester for which it is issued. Students who seek a second semester of tentative admission must re-apply for tentative status and will have their total course load restricted in that semester.

The College wants to assist students toward completing degree requirements as quickly as possible. It recognizes that it can best achieve this goal by insuring that students proceed toward the degree in a logical fashion, so that they first remove all deficiencies that prevent them from taking college-level courses, and then meet general education requirements and lower-level requirements in their major programs before embarking on their upper-division programs.

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 (ENGL 1010 and 1020).

All graduates of Tennessee Board of Regents institutions are required to take an examination or examinations in the academic year in which they graduate to measure the effectiveness of their core curriculum and/or their major program. At the present time, all students are required to take the ETS Academic Profile examination to evaluate the core curriculum (or general education program). Students should register for this test through their departments in the academic year in which they graduate. The test is a graduation requirement, and failure to take it will delay a student's graduation. Foreign-born students whose first language is not English are exempt from the test, but they must present documentation to support their claim to exemption.

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 Senior Standing Form and

an application for graduation with their advisors at least one semester before the semester of anticipated graduation, to determine what remains of their requirements. The deadline for filing this application is posted in departmental areas. Students should look for notice of this deadline and must meet the deadline. 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 for 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. **Students who intend to become licensed to teach should take EDCI 1010 for their orientation, rather than any of the courses listed below.**

ASOR 1001 Orientation for Science Majors (1) (Formerly ASOR 100A). 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 focuses on topics related to the sciences.

ASOR 1002 Orientation for Social Science Majors (1) (Formerly ASOR 100B). A required orientation and advisement class for new students in the social sciences, including Africana studies, communications, criminal justice, history, political science, social work, and sociology. The course focuses on topics related to the social sciences.

ASOR 1003 Orientation for Humanities Majors (1) (Formerly ASOR 100C). A required orientation and advisement class for new students in the arts and humanities, including art, English, foreign languages, interdisciplinary studies, music, and theatre. The course focuses on topics related to the humanities.

Minor in Liberal Arts and Business

The Liberal Arts and Business minor is 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 provides 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 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
ACCT 2110 or		
ACCT 2120	Principles of Accounting I or II	3
ECON 2010	Economic Principles I	3
MGMT 3010	Management and Organization Behavior	3

BISE 2150	Microcomputer Applications	3
BLAW 3000	Legal Environment of Business	3
MGMT 4030	Human Resources Management or or BISE 4300 Administrative Office Management	3

Elective Courses		3-9 semester hours
BISE 3150	Business Communication	3
HIST 3690	Economic History of the United States	3
PHIL 3350	Business Ethics	3
BISE 1210	Microcomputer Keyboarding	3

Minor in Women's Studies

Coordinating Committee:

Samantha A. Morgan-Curtis, Ph.D. (Chair)
121 Humanities Building
Telephone: 615-963-1536

Faculty: S. Browne, M. Evins, G. Johnson, R. Kimbrough, H. King, E. McClain, and L. Yan.

General Statement: The Minor in Women's Studies is open to any degree-seeking student at Tennessee State University. The Women's Studies Minor at Tennessee State University seeks to develop, enhance, and strengthen the University's general education program by providing an organizational structure for the focused study of women as serious academic inquiry. An 18-hour undergraduate minor, the Women's Studies Program brings together and integrates courses from across many departments of the University that explore issues of gender, sexuality, and inequality through examinations of the lives of women, the work of women, and the social representations of women, in contemporary and historic contexts, around the globe and within the U.S., and across differing races, ethnicities, classes, and social groups. The Women's Studies Program is expressly multidisciplinary and interdepartmental, and its purpose is to provide a framework for new scholarship about women—multiculturally, multidimensionally, and multinationally. Within a University community richly diverse in gender, age, race, nationality, ethnicity, faith, economic structures, and sexual orientation, the Women's Studies program provides another forum for students to consider the social construction of difference through analyses of literature, the arts, the media, social theory, histories, and cultures. The Women's Studies Program at TSU promotes integrative thinking, reevaluation, and new ideas about women, as a local contribution toward expanded global understanding and respect for women.

Participating students may major in any area or program leading to a bachelor's degree at the University while taking the minor (18 semester hours).

The goal of the Women's Studies minor is to enhance students' understanding of the complexity of our shared world through the analysis of the construction of gender identities. The students as citizens and educated members/leaders of their communities and the world need to know and appreciate their own gendered human cultural heritage and its development in historic and global contexts. Because of its implicit multidisciplinary and interdisciplinary approach, the Women's Studies Program borrows substantively from all fields of study, and Women's Studies paradigms will concomitantly serve to strengthen both the investigations and goals of students' major fields of study and their materials, and to deepen the students' appreciations of their own major fields.

Core Required

WMST 2000	Introduction to Women's Studies	3
WMST 4000	Independent Study/Capstone	3
12 hours (any 4 of the following— only one 2000 level class may be taken)		

AFAS 3000	African Male	3
AFAS 3050	African Female	3
AFAS 3600	African Extended Family	3
AFAS 3620	African American Family	3
ANTH 2300	Introduction to Cultural Anthropology	3
ECFS 4630	Family Relationships	3
ENGL 3010	Critical Approaches to Literature	3
ENGL 3860	Women in Literature	3
HIST 3100	American Women's History to 1890	3
HIST 3110	American Women's History 1890 to the Present	3
PSYC 3310	Principles of Human Sexuality	3
SOCI 2400	Courtship and Marriage	3
SOCI 3101	Sex, Gender, & Social Interaction	3
SOCI 3200	Anthropology	3
SOCI 3600	The Family	3
WMST 4100	Special Topics in Women's Studies	3
Students who took HIST 4325 (formerly 432B) Vital Topics: Women's History may count that course towards the minor requirements.		

WMST 2000. Introduction to Women's Studies. (3). Functioning as an overview to and integration of the women's studies courses available to TSU students across the University, this introductory course to the Women's Studies program and minor offers a conceptual and theoretical baseline from which each student may develop her/his trajectory of study. The course is expressly multidisciplinary and multicultural; it explores feminist theories and looks at women and gender as treated in the humanities, social sciences, and sciences. *This introduction may be team taught and may represent ideas from the perspectives of faculty within differing disciplines.* No prerequisites.

WMST 4000. Capstone/Independent Study. (3). This one-semester course acts as the capstone for the Women's Studies minor in that the individual student will produce an independent research work that synthesizes his/her major field with the required course work in the Women's Studies minor. This course will be monitored by the WS Coordinator/Coordinating Committee, but the student will also work with a faculty member from her/his major area. Enrollment by permission of the WMST Coordinator/Coordinating Committee. Prerequisite WMST 2000 or by permission.

WMST 4100. Special Topics. (3). This interdisciplinary course can be proposed by the instructor either based on individual or student interest. The course must be approved by the Women's Studies Coordinating Council/Committee and fulfill the competencies of the Women's Studies Program. Topics may include but are not limited to the history of Women's Studies, representations of women in music, a comparative study of women's movements and activism, feminism and racism, specific representations of women within different nationalities, etc. Permission of the instructor required.

INTERNATIONAL AFFAIRS MINOR

Coordinator: Dr. John Miglietta
211 Hubert Crouch Hall (Graduate Building)
615-963-5515

This program is open to students throughout the University regardless of major. The minor in International Affairs has a core component of Political Science, History, and Geography courses. In addition students are asked to specialize in a specific area of emphasis. These are Area studies (African, Asian, European, Latin American, and Middle Eastern studies); International Security, Law, and Organization; International Development; Foreign Policy Analysis and Comparative Politics; and International Peace and Justice, Cultural Studies. This minor offers a multidisciplinary approach to the study of international affairs. The International Affairs minor provides students with exposure to various disciplines (African Studies, Agriculture, Anthropology, Business, Communications,

History, Geography, Philosophy and Religious Studies, Political Science, and Sociology). By taking a menu of courses students develop an understanding of cultural, economic, historical, geographical, and political aspects of the international system.

Course Requirements

- | | |
|-----------------------|----------------|
| a. Required Courses | 12 |
| b. Emphasis Electives | 9 |
| c. Total Hours | 21 (7 courses) |
| d. Required Courses | |
- POLI 2200 Introduction to International Politics
 POLI 3690 Theoretical Approaches to International Relations
 One History Course: From the Following
- HIST 4520 Latin American History II
 - HIST 4820 Asian Civilizations II
 - HIST 4860 History of Africa II
 - HIST 4890 Modern Africa, 1960-Present
 - HIST 3030 Europe, 1871-1945
 - HIST 3040 Europe, 1945-Present
- One Geography Course: From the Following
- GEOG 4700 Political Geography
 - GEOG 4750 Economic Geography
 - GEOG 4640 Environmental Geography
 - GEOG 4440 Cultural Geography
 - GEOG 4300 Social Geography

Summary of the Core in International Affairs: 12 credits

POLI 2200: Provides an introduction to the various economic, political, and social issues in international affairs. 3 credits

POLI 3690: Provides a multi-perspective approach to the theoretical philosophies of international affairs. 3 credits

One upper-level History Course: Gives students exposure to a particular region of the world. 3 credits

One upper-level Geography Course: This provides students with a broad global geographical understanding. 3 credits

This core gives students a background in aspects of the politics, history, and geography of international affairs while also providing a theoretical and methodological foundation.

- b. Summary of Areas of Emphasis: Students will take three electives (9 credit hours) from one of the areas below, drawn from the following menus. (All courses are 3 credits.)
1. Area Studies (African, Asian, European, Latin America, and Middle East)
 2. International Security, Law, and Organizations
 3. International Development
 4. Foreign Policy Analysis/Comparative Politics
 5. International Peace and Justice Studies

1. Area Studies: 9 hours in a region: African, Asian, Europe, Latin American, and Middle East. These courses are drawn from the following departments: Africana Studies, History, Geography, and Political Science.

African Emphasis

- AFAS 3850 Caribbean Societies and Modernization
- AFAS 3920 Post Independent Africa
- AFAS 4120 Classical African Civilizations
- AFAS 4200 African Roots
- HIST 4850 History of Africa I
- HIST 4860 History of Africa II
- HIST 4890 Modern Africa, 1960-Present

Latin American Emphasis:

- GEOG 3720 Geography of Mexico and the Caribbean
- GEOG 3730 Geography of South America
- GEOG 4000 Geography of Latin America
- HIST 4510 Latin American History I
- HIST 4520 Latin American History II
- SPAN 3130 Latin America

Asian Emphasis:

- HIST 4810 Asian Civilizations I
- HIST 4820 Asian Civilizations II
- GEOG 4110 Geography of Asia

Middle East Emphasis: (Courses Being Developed)

European Emphasis:

- GEOG 3810 Geography of Europe
- HIST 3010 Europe, 1648-1789
- HIST 3020 Europe, 1789-1871
- HIST 3030 Europe, 1871-1945
- HIST 3040 Europe, 1945-Present

A History course taken in the core, cannot also be counted for elective credit.

2. International Security, Law and Organizations:

- POLI 3630 International Organizations
- POLI 3700 International Security Studies
- POLI 4350 International Law
- POLI 4050E Special Topics: Terrorism and Political Violence

3. International Development:

- AFAS 4000 Political Economy of African Nations
- AFAS 4450C Business Opportunities in Africa
- AGSC 4040 World Agriculture
- AGSC 4090 Community Development
- ECON 4100 International Economics
- ECON 4150 Economic Development
- POLI 3930 International Political Economy

4. Foreign Policy Analysis/Comparative Politics:

- HIST 4210 Diplomatic History of the United States I
- HIST 4220 Diplomatic History of the United States II
- POLI 3600 Introduction to Comparative Government and Politics
- POLI 3650 International Relations
- POLI 3680 Third World Politics
- POLI 3670 American Foreign Policy

5. International Peace and Justice, Cultural Studies:

- AFAS 4120 Classical African Civilizations
- ANTH 2300 Introduction to Cultural Anthropology
- ANTH 3100 Comparative Social Structures
- PHIL 4100 Philosophy of Religion
- RELS 4100 Contemporary Religious Thought
- RELS 4200 African Roots in Christianity
- COMM 4320 Intercultural Communications
- SOCI 3550 Social Movements

Courses can be substituted under different areas of emphasis with permission of the Coordinator of the International Affairs Minor. (Students should see Coordinator for additional courses to be added to areas of emphasis)

Arts and Sciences (Interdisciplinary Studies)

Hoyt A. King, Ph.D., Interim Coordinator
408 Hubert Crouch Hall (Graduate Building)
Telephone 615-963-5755

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, or 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 advisor. 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, Religious Studies, Spanish, and Theatre. 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.

A student may be allowed another combination of disciplines, provided he or she makes a reasonable case for it. This combination must be approved in advance by the Coordinator and the Dean's office.

The degree is especially useful for some pre-professional curricula, such as pre-law, pre-pharmacy, pre-medicine, and pre-dentistry, 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 **32 Semester Hours**
For Bachelor of Science
Arts and Sciences (Interdisciplinary Studies Degree)

General Education Core

Communications (9 hours)

ENGL 1010, 1020 Freshman English I, II 6
 (minimum grade of C in each)

COMM 2200 Public Speaking 3

Humanities and/or Fine Arts (9 hours)

ENGL 2110-2320 Sophomore Literature Course 3

Elective From approved list. 3

Elective From approved list. 3

Social and Behavioral Science (6 hours)

Elective From approved list. 3

Elective From approved list. 3

History (6 hours)

HIST 2010 American History I 3

HIST 2020 American History II 3

Natural Science (8 hours)

Two four-hour courses with labs from approved General Education list 8

Mathematics (3 hours)

One course from approved list. 3

Orientation (1 hour)

ASOR 1001, 1002

1003	Orientation for Education	1
Total General Education Hours		42

Other Requirements: COMP 1210 Introduction to Computing (3)

Upper-division Admission

For admission to the upper-division program of the Interdisciplinary Studies major, the student must complete all of the requirements listed above under General Education Core and Other Requirements. In addition, one must have removed all high school deficiencies, passed all required remedial/developmental courses, earned a cumulative grade point average of 2.0 on college-level course work, and completed the Rising Junior Examination.

Major Core: A minimum of 32 upper-level (3000- and 4000-level) hours must be completed in Arts and Sciences. For this purpose Economics, Computer Science, and Psychology are treated as Arts and Sciences disciplines, although they are administered through other colleges in the University. Students must earn at least a C in all 32 of these hours.

- Twenty-three upper-level hours must be completed in one of the three broad areas or families of disciplines: the arts and humanities, the social sciences, or 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.
- Nine additional upper-level hours must be completed in arts and sciences disciplines or in Economics, Computer Science, or Psychology.

Bachelor of Science Degree in Arts and Sciences

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENGL 1010	3	ENGL 1020	3
HIST 2010	3	HIST 2020	3
MATH 1110,1120,1013	3	Natural Sciences	4
Natural Sciences	4	ELECTIVE	3
ASOR 1001, 1002, 1003	1	COMP 1210	3
	14		16

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
Elective Intro. Disc. I	3	Humanities and/or Fine Arts	6
Sophomore Literature	3	Elective	3
SOCIAL SCIENCE	3	SOCIAL SCIENCE	3
COMM 2200	3	ELECTIVE Intro. Disc. II	3
HUMANITIES	3		
	15		15

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
1ST DISCIPLINE, 3000/4000	6	1ST DISCIPLINE, 3000/4000	3
2ND DISCIPLINE, 3000/4000	3	2ND DISCIPLINE, 3000/4000	3
ELECTIVE, 3000/4000	3	ELECTIVE, 3000/4000	3
ARTS AND SCIENCES		ARTS AND SCIENCES	
ELECTIVES, ANY LEVEL	3	ELECTIVES, UPPER LEVEL	6
	15		15

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
1ST DISCIPLINE, 3000/4000	3	1ST DISCIPLINE, 3000/4000	3
2ND DISCIPLINE, 3000/4000	3	ELECTIVE, 3000/4000	12
ELECTIVE, 3000/4000	3	ANY SCHOOL OR COLLEGE	
ARTS AND SCIENCES			
ELECTIVES, 3000/4000	3		
ANY SCHOOL OR COLLEGE			
ELECTIVE, ANY UPPER LEVEL	3		
	15		15

Arts and Sciences**Interdisciplinary Studies
Certification in Elementary Education,
Grades K-8**

William Cumming, M.A., Coordinator
407 Crouch Hall (Graduate Building)
Telephone 615-963-5759

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 the student the opportunity to prepare for a license to teach in grades Kindergarten through eighth grade. This 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 a given grade level means that the student is especially well prepared for those grades, but is also eligible to teach at whatever level the license includes. The concentration is child development and learning, with licensure for grades K-8. The specific requirements are listed below. The coordinator of the Elementary Education program is the advisor for students seeking this license.

**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 120 semester hours, to receive the B.S. degree in Arts and Sciences. These hours include a general education core (57 hours), a major concentration of content and knowledge courses (27 hours), and a professional education core (36 hours), including one semester of student teaching in primary and middle schools (9 hours). To be eligible for admission to any certification program in the University, students must have at least a 2.75 cumulative quality point average at the time of application and must earn acceptable scores on the Pre-Professional Skills Test (PPST) or the Computer-Based Academic Skills Assessment Test (CBT). Students who have previously earned a 21 on the ACT, 22 on the Enhanced ACT, or a combined 990 on the verbal and mathematics portions of the SAT are exempt from the PPST. Students must also make a written application through the College of Education before being formally admitted to the program, usually during the sopho-

more year. For a complete statement of admission and retention requirements in the Teacher Education Program, see the section in the college of Education in this catalog.

Accreditation: The teacher certification program in Elementary Education, with its concentration, is approved by the Tennessee Department of Education. In addition, the teacher education program is accredited by the National Council on the Accreditation of Teacher Education (NCATE).

Specific course requirements in General Education, Other Requirements, the Professional Education curriculum, and the concentration follow.

General Education Core**42 Semester Hours**

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

Required General Education CoreCommunications (9 hours)

ENGL 1010, 1020 Freshman English I, II 6
(minimum grade of C in each)

COMM 2200 Public Speaking 3

Humanities and/or Fine Arts (9 hours)

ENGL 2110-2320 Sophomore Literature Course 3

MUSC 1010 Music Appreciation 3

ART 1010 Art Appreciation 3

Social and Behavioral Science (6 hours)

SOCI 2010 Introduction to Sociology 3

PSYC 2010 Introduction to Psychology 3

History (6 hours)

HIST 2010 American History I 3

HIST 2020 American History II 3

HIST 2030 History of Tennessee 3

Natural Science (8 hours)

Two four-hour courses with labs from approved General Education list

Mathematics (3 hours)

MATH 1410 Structure of Number System I 3
(MATH 1010 or higher may be used.)

Orientation (1 hour)

EDCI 1010 Orientation for Education 1

Total General Education Hours 42

Other Requirements: 15Mathematics (3 hours)

MATH 1420 Structure of Number System II 3
(MATH 1013 or higher may be used.)

History (3 hours)

HIST 1210 or 1220 World History I or II 3

Psychology (3 hours)

PSYC 2420 Human Growth and Learning 3

Human Performance and Sports Sciences (6 hours)

HPSS 2060 First Aid and Cardio-Pulmonary Resuscitation 3

HPSS 3100 Concepts of Games and Play 3

15

Professional Education**36 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. Students must be officially admit-

ted to the Teacher Education Program before they can register for any of these courses, with the exception of EDCI 201.

EDAD 4000	Professional Rights and Responsibilities	3
EDCI 2010	History and Foundations of Education	3
EDCI 3870	Curriculum Development	3
EDCI 3905	Methods of Elementary Teaching: Humanities and Social Sciences	3
EDCI 3906	Methods of Elementary Teaching: Sciences	3
EDCI 4700	Educational Seminar Elementary	3
EDCI 4720	Enhanced Student Teaching in the Elementary School	9
EDRD 4240	Teaching Reading in the Elementary School	3
EDCI 3110	Classroom Behavior Management	3
PSYC 3120	Measurement and Evaluation in the Classroom	3
EDCI 4190	Technology	2
		<hr/>
		38

Child Growth and Development 27 Semester Hours

Licensure for Grades K-8

ECCD 2010	Principles and Concepts of Child Development	3
ECCD 3610	Early Childhood Curriculum I	3
EDCI 4900	Multicultural Education	3
ENGL 3730	Children's Literature	3
HIST 4910 or 4920	Afro-American History	3
PSYC 2010	General Psychology	3
EDSE 3330	The Exceptional Child	3
PSYC 3150	Principles of Learning	3
COMM 4490	Speech and Theatre for Children	3
		<hr/>
		27

Each teacher candidate, regardless of concentration, must complete EDCI 4724, Enhanced Student Teaching in the Elementary School (9 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 have field experiences in kindergarten in addition to elementary school and middle school.

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

**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
* ENGL 1010	3	* ENGL 1020	3
HIST 2010 OR 2020	3		
* MATH 1410	3	* MATH 1420	3
* BIOL 1010, 1011	4	* BIOL 1020, 1021	4
COMM 2200	3	GEOG 1010 OR 1020	3
EDCI 1010	1	ART 1010	3
	<hr/>		<hr/>
	17		16

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
HIST 1210 or 1220	3	ENGL 2010 to 2020, or ENGL 2020 to 2023	3
MUSC 1010	3	HIST 2030	3
ECCD 2010	3	SOCI 2010	3
ECCD 2010	3	HPSS 2060	3
* EDCI 2010	3	* PSYC 2420	3
PSYC 2010	3		
	<hr/>		<hr/>
	15		15

*Prerequisite for admission to Teacher Education (Apply to Teacher Education; a GPA of 2.75 is required and appropriate scores on the PPST or ACT)

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENGL 3730	3	HIST 4910 or 4920	3
COMM 4490	3	**PSYC 3120	3
**EDCI 3870	3	PSYC 3150	3
HPSS 3100	3	EDCI 4900	3
EDSE 3330	3	**EDCI 3110	3
EDCI 4190	2		
	<hr/>		<hr/>
	17		15

(Apply for Student Teaching)

SENIOR YEAR

FALL SEMESTER	HR	*SPRING SEMESTER	HR
ECCD 3610	3	**EDCI 4706	3
**EDCI 3905	3	**EDCI 4720	9
**EDCI 3906	3		
**EDRD 4240	3		
**EDAD 4000	3		
	<hr/>		<hr/>
	15		12

*(No other courses may be taken during this semester.)

**Must be admitted to Teacher Education to take this course.

Department of Africana Studies

**Amiri Y. Al-Hadid, Ph.D., Head
301 Jane E. Elliott Hall (Women's Building)
Telephone 615-963-5561**

Faculty: M. Monanabela, W. Yefru.

General Statement: The Africana Studies curriculum is based on an African paradigm. It seeks to restore the cultural, economic, political, social, and spiritual links between Africa and her Diaspora. The primary goal of the Department is the practical education of students in the cultures, history, knowledge, and skills of the global African experience.

The Africana Studies core curriculum is designed to give students a solid foundation in African culture, philosophy and worldview. It provides students with a general knowledge base and orientation which is essential for the mastery of the university's General Education Core and the specialized knowledge of the Africana Studies discipline. Senior seminar and research methods courses prepare students to participate in the community internship and write a senior project. Finally, students are taught how to apply African culture, knowledge and skills to develop the African world community and to remedy social problems that interfere with building institutions and community development.

Career Opportunities: Africana Studies prepares students for advanced studies in graduate and professional schools. It further prepares them for career opportunities in business, education, international affairs, law, the humanities, the behavioral and social sciences, and work in developing communities and nations.

Departmental Requirements For Bachelor of Science Africana Studies 33 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 120 semester hours in order to receive a B.S. degree. Forty-two of these hours must be in the general education core shown below. Thirty-three of these hours must be in the major core outlined below.

Students must earn at least a C in all thirty-three hours of the major core and nine hours of the concentration. If they earn less than a C in any of these courses, they must repeat them until they earn a C or better.

General Education Core

Communications (9 hours)

ENGL 1010, 1020 Freshman English I, II 6
(minimum grade of C in each)

COMM 2200 Public Speaking 3

Humanities and/or Fine Arts (9 hours)

ENGL 2013 Black Arts and Literature I 3

ENGL 2023 Black Arts and Literature II 3

MUSC 1010, or Music Appreciation, or 3
ART 1010 Art Appreciation

Social and Behavioral Science (6 hours)

ECON 2010 Principles of Economics I 3

HPSS 1510 Health and Wellness 3

History (6 hours)

HIST 2010 American History I 3

HIST 2020 American History II 3

Natural Science (8 hours)

Two four-hour courses with labs from approved General Education list

Mathematics (3 hours)

MATH 1110 College Algebra I 3

Orientation (1 hour)

ASOR 1002 Orientation for Social Science Majors 1

Total General Education Hours 42

Upper-division Admission

Before students are admitted to the upper division of the degree program, they must have completed all of the above general education courses, in addition to AFAS 2010 and two semesters of a single African language (Arabic, Kiswahili, or Yoruba). They must have earned at least a C in ENGL 1010 and 1020, AFAS 2010, and the African language classes. They must also have removed all high school deficiencies, passed all required remedial/developmental courses, completed the Rising Junior Examination, and earned a cumulative grade point average of at least 2.0 on college-level course work.

Major Core

AFAS 1010-1020, or Arabic I-II

1030-1040, or Kiswahili I,II

1050-1060 Yoruba I, II 6

AFAS 2010 Introduction to Africana Studies 3

AFAS 2020 Survey of Africa, or 3

AFAS 2030 African Diaspora

AFAS 3100	Psychological Impact of Enslavement and Colonization or	3
AFAS 3600	African Extended Family, or	
AFAS 3620	The African-American Family	
AFAS 3950	Great Debate	3
AFAS 3650	The African-American Community	3
PISI 4920	Black Politics	
AFAS 4400	Senior Seminar	3
AFAS 4500	Research Methods	3
AFAS 4510	Africana Studies Internship	3
AFAS 4900	Senior Project	3
TOTAL		33

Double Major in African Studies: Students can concurrently pursue a major in Africana Studies and a second major. Double major combinations can be Africana Studies and business, computer science, psychology, history or political science, or any other traditional discipline.

University Honors Program: The Africana Studies Department participates in the University Honors Program by offering AFAS 3952 Honors Great Debate (3) on a regular basis.

Bachelor of Science Degree in Africana Studies

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
AFAS 2010	3	MATH 1110	3
ENGL 1010	3	ENGL 1020	3
HIST 2010	3	HIST 2020	3
AFAS 1010, 1030, or 1050	3	AFAS 1020, 1040 or 1060	3
ART 1010 or		ART 2010 or MUSC 2300	3
MUSC 1010, HPSS 1510	3		
ASOR 1002 Orientation	1		
	16		15

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
AFAS 2020 or 2030	3	PHIL 2500 or RELS 2011	3
ENGL 2013	3	ENGL 2023	3
Natural Science	4	Natural Science	4
ECON 2010	3	Electives/ Double Major	6
COMM 2200	3		
	16		16

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
PSYC 3110 or SOC 3000	3	AFAS 4500	3
AFAS 3100	3	Electives/Double Major	9
Electives/Double Major	6	AFAS 4510	3
	12		15

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
AFAS 4450	3	AFAS 4320	3
AFAS 4900	3	HIST 4850 or 4860	3
HIST 4910 or 4920	3	ELECTIVES,	6
3000/4000 LEVEL		3000/4000 LEVEL	
Electives/Double Major	3	DOUBLE MAJOR	3
AFAS ELECTIVE	3		
	15		15

Course Descriptions

(AFAS)

AFAS 1010, 1020 Beginning Arabic I, II (3, 3). (Formerly AFAS 101, 102). 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.

AFAS 2000, 2001 Intermediate Arabic I, II (3, 3) (Formerly AFAS 201, 202). This two semester course in classical Arabic will focus on communication skills in every day life. It will enhance students' reading, writing and speaking skills through interactive teaching methods.

AFAS 3010, 3020 Advanced Arabic I, II (3, 3). This two semester course shall focus on conversation, comprehension and understanding of the Arabic language in the media and the internet. It will also enhance the students' ability to express ideas and share opinions in the language.

AFAS 1030, 1040 Beginning Kiswahili I, II (3, 3) (Formerly AFAS 103, 104). 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.

AFAS 1050, 1060 Beginning Yoruba I, II (3, 3) (Formerly AFAS 105, 106). 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.

AFAS 2010 Introduction to Africana Studies (3) (Formerly AFAS 2010). 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. Course may be used to satisfy the University's social science requirement. Required of all Africana Studies majors.

AFAS 2020 Survey of Africa (3). This course investigates patterns of state-society relations in 21st century Africa from three perspectives: pre-colonial; colonial and post-independence Africa. Surveys of these periods include conflict resolution; conflict management; ethnic politics; social and economic development.

AFAS 2030 African Diaspora: Cultures, Communities and Nations (3). The African Diaspora is a survey of African descendants living in Asia, the Caribbean, Europe, the Middle East, North America and South America.

AFAS 2110 Cultural Anthropology of Africa (3). The course focuses on the Paleolithic period of Africa in the Nile Valley. Special attention shall be given to the people of the Nile Valley areas and Northeast Africa, Upper Kemet, Nubia, the Fayum, Middle Kemet and the Libyan oasis.

AFAS 2120 Physical Anthropology of Africa (3). This course is a scientific study of the origin of modern Homo sapiens, the genetic reconstruction of human history based on paleontology research. Topics include the history of Austropithecus, Aegyptopithecus, Dryopithecus, Ramapithecus and Zinzthropus.

AFAS 3000 African Male: Identity, Culture, and Expressions (3) (Formerly AFAS 300). 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 3050 African Female: Identity, Socialization, and Status (3) (Formerly AFAS 305). A comparative study of the traditions, continuity, and changes affecting girls and women of African descent in the U.S., Africa, the Caribbean, and South America. Course uses both literary works and social science studies to explore the portrayals of and historical contexts for the lives of females of African descent, focusing on concepts

of girlhood, social status, and sexuality, as well as on discrimination experienced by these women.

AFAS 3100 Psychological Impact of Enslavement and Colonization (3) (Formerly AFAS 310). Critical examination of Enslavement and colonization on the minds and institutions of Africans throughout the world. Either this course, AFAS 3900 or AFAS 3950 is required of all Africana Studies majors.

AFAS 3600 African Extended Family (3) (Formerly AFAS 360). 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 is placed on the values of communalism, collective work, cooperative economics, and community self-reliance. Attention is given to the family as the basic unit of social organization in African cultures.

AFAS 3620 The African-American Family (3) (Formerly AFAS 362). An examination of the dynamics of the African-American family. The course studies the institution of marriage, customs, male/female relationships, and value orientation. Special attention is given to both the nuclear family and the extended family in the African-American community.

AFAS 3650 The African-American Community (3) (Formerly AFAS 365). 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 3700 Malik El-Shabazz Seminar (3). This course shall chronologically and systematically explore the transformations of Malcolm Little to Malcolm X and finally to El-Hajj Malik El-Shabazz. The primary focus of the course shall be the cultural, historical, political, social and spiritual dimensions of these transformations.

AFAS 3850 Caribbean Societies and Modernization (3) (Formerly AFAS 385). 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 3900 Black Nationalism (3) (Formerly AFAS 390). 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. Either this course AFAS 3100 or AFAS 3950 is required of all Africana Studies majors.

AFAS 3920 Post Independent Africa (3) (Formerly AFAS 392). 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. Either this course or PISI 4920 (Black Politics) is required of all Africana Studies majors.

AFAS 3950 The Great Debate: Martin Luther King, Jr., and Malcolm X (3) (Formerly AFAS 395). A critical examination of the philosophies of Dr. Martin Luther King, Jr., El-Hajj Malik El-Shabazz (Malcolm X), and a synthesis of these two perspectives. The climax of the course is a debate in which the students argue important issues from these three perspectives. Traditional African ceremonies and cultural vignettes are an integral part of this debate. Either this course or AFAS 3100 or AFAS 3900 is required of all Africana Studies majors.

AFAS 3952 Honors Great Debate (3) (Formerly AFAS 445H). Course examines the thoughts of Martin Luther King, Jr., and Malik El-Shabazz (Malcolm X). Students study how the teachings of the Prophet Muhammad (pbuh), Mohandas K. Gandhi, Henry David Thoreau, and Marcus Garvey influenced the epistemologies and paradigms of King and El-Shabazz. Enrollment is restricted to students in the University Honors Program.

AFAS 4000 Political Economy of African Nations (3) (Formerly AFAS 400). 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. Prerequisite: admission to upper level.

AFAS 4070 Political Economy of the African-American Community (3) (Formerly AFAS 407). An 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. Prerequisite: admission to upper level.

AFAS 4100 Mentorship in Africana Studies (3) (Formerly AFAS 410). Mentorship with professor in a well defined area of practice, such as assisting in the teaching of a specific course, a research project, or a community development project. May be repeated once for credit. Prerequisites: admission to upper level and permission of instructor.

AFAS 4200 Media, Social Change, and Mass Empowerment (3) (Formerly AFAS 420). 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. Prerequisites: AFAS 2010 and admission to upper level.

AFAS 4320 Spiritual Empowerment and Transformation (3) (Formerly AFAS 432). An introduction to the spiritual core of African cosmology and civilization. Exploration of selected classical and contemporary African spiritual paradigms and their potential to empower and transform. Prerequisite: admission to upper level.

AFAS 4400 Senior Seminar (3) (Formerly AFAS 440). 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. Prerequisite: admission to upper level. Required of all Africana Studies majors.

AFAS 4450 Classical African Civilizations (3) (Formerly AFAS 445). An advanced seminar to explore in depth some aspect of ancient civilizations of Africa. It concentrates on such topics as cosmology and primordial philosophy. Particular attention is given to Kemetic astronomy, mathematics, the solar calendar, and the writing system.

AFAS 4455 Advertising and Marketing in African Communities (3) (Formerly AFAS 445B). Emphasis on the principles and practices of African-centered advertising and marketing. Course focuses on market analysis and the design and implementation of culturally appropriate advertising and marketing strategies in African communities. The course may operate as an advertising and marketing firm, working with real clients in the African community. Course is taught from a liberal arts perspective.

AFAS 4456 Business Opportunities in Africa (3) (Formerly AFAS 445C). Students learn how to assess business opportunities in Africa. Emphasis is on meeting real needs of African people and on socially responsible business practices. Course includes an examination of cultural paradigms that undergird entrepreneurial philosophy and practice in Africa. Students draft comprehensive business opportunity reports. Course is taught from a liberal arts perspective.

AFAS 4500 Research Methods in Africana Studies (3) (Formerly AFAS 450W). 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. A writing-intensive course. Prerequisites: AFAS 2010 and admission to upper level. Required of all Africana Studies majors.

AFAS 4510 Africana Studies Internship (3-6) (Formerly AFAS 451). 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. Course may be repeated once for a maximum total of six hours of credit. Prerequisites: admission to upper level and permission of Department head.

AFAS 4600 Independent Studies and Research (3-6) (Formerly AFAS 460). Course designed to allow students to work independently or in groups on significant topics and projects not covered in other courses. Students carry out their work through a preceptorial arrangement with instructor. May be repeated once for a maximum total of six hours of credit. Prerequisites: admission to upper level and permission of instructor.

AFAS 4900 Senior Project: Theory, Practice, and Solutions (3) (Formerly AFAS 490). A scholarly and scientific project in which students bring to bear the knowledge and skills they have acquired in the Africana Studies major. Prerequisites: admission to upper level candidacy and AFAS 4500. Required of all Africana Studies majors.

Department of Art

Carlyle Johnson, Head
112 Jane Elliott Hall (Women's Building)
Telephone 615-963-5921

Faculty: H. Beasley, S. Dunson, P. Grigsby, X. Guo, N. Lovelace, M. McBride, J. McKinney, P. Zeppelin

General Statement: The department of art is a community of scholars, both faculty and students, engaged in a common pursuit of knowledge. Our goal is to be a facilitator of learning: to prepare competent and caring practitioners with multicultural perspectives. Aware that education and learning are life-long experiences, the research and service are all part of our function. The mission of the department at Tennessee State University is to:

1. provide a four year course of study for students desiring to enter the work force in the visual arts;
2. provide a four-year course of study for students desiring careers as elementary and/or secondary art teachers;
3. help students develop an attitude, which leads to continued study at a more advanced or professional level in the field, as well as to engage in life-long learning practices;
4. provide service courses for students engaged in study within other units of the university;
5. provide an opportunity for the campus and the community at large to gain exposure to the range and vitality of contemporary art and contemporary concerns in art education through exhibitions, lectures, visiting artists, and seminars;
6. provide a historical context for personal study and development in the visual arts and/or visual arts education.

Accreditation: The Art program is accredited by the National Association of Schools and Art and Design (NASAD), the Tennessee Department of Education, and the National Council on the Accreditation of Teacher Education (NCATE).

Departmental Requirements 58-66 Semester Hours for Bachelor of Science Degree

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 120, while the minimum in the Studio Art concentration is 120. The minimum number of hours required in Art courses for certification in Art is 64, while in the Studio Art concentration is 58.

Students who wish the Bachelor of Science Degree with licensure (teacher certification) to teach Art in grades K-12 must seek formal admission to the program through the College of Education, during the sophomore year. They must have a 2.75 cumulative quality point average at time of application for admission and must pass the Pre-Professional Skills Test (PPST) or the Computer-Based Academic Skills Assessments Test (CBT). Students who have previously earned a 21 on the ACT, 22 on the Enhanced ACT or a combined 990 on the verbal and mathematics portions of the SAT are exempt from the PPST or the CBT. For a full statement of admission and retention requirements see the Teacher Education Program under the College of Education section. Students are required to student teach at both elementary and secondary schools to fulfill the certification requirements. Satisfactory completion of the program results in licensure for teaching grades K-12 in Tennessee public schools.

General Education CoreCommunications (9 hours)

ENGL 1010, 1020	Freshman English I, II (minimum grade of C in each)	6
-----------------	--------------------------------------------------------	---

COMM 2200	Public Speaking	3
-----------	-----------------	---

Humanities and/or Fine Arts (9 hours)

ENGL 2110-2322	Sophomore Literature Course	3
----------------	-----------------------------	---

MUSC 1010	Music Appreciation	3
-----------	--------------------	---

PHIL 1030	Introduction to Philosophy	3
-----------	----------------------------	---

Social and Behavioral Science (6 hours)

SOCI 2010	Introduction to Sociology	3
-----------	---------------------------	---

Elective	Health and Wellness	3
----------	---------------------	---

History (6 hours)

HIST 2010	American History I	3
-----------	--------------------	---

HIST 2020	American History II	3
-----------	---------------------	---

Natural Science (8 hours)

BIOL 1010/1011	Introductory Biology I with lab	4
----------------	---------------------------------	---

BIOL 1020/1021	Introductory Biology II with lab	4
----------------	----------------------------------	---

Mathematics (3 hours)

MATH 1110	College Algebra I	3
-----------	-------------------	---

Orientation (1 hour)

ASOR 1003	Orientation for Humanities Majors	1
-----------	-----------------------------------	---

(Teacher certification students should take EDCI 1010.)

Total General Education Hours		42
-------------------------------	--	----

Upper-division Admission

For admission into the upper-division program of Art, students must complete all of the General Education Core and Major Core Requirements. They must have also removed all high school deficiencies; passed all remedial/developmental courses, earned a cumulative grade point average of 2.0 or above on college-level course work, and completed the Rising Junior Examination. Art majors must earn at least a "C" in courses used to satisfy department requirements. Any classes with grade below a C will have to be repeated.

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 1031	Freshman Seminar	1
----------	------------------	---

ART 1210	Fundamentals of Drawing	3
----------	-------------------------	---

ART 1220	Figure Drawing	3
----------	----------------	---

ART 1310	Design I	3
----------	----------	---

ART 1320	Design II	3
----------	-----------	---

ART 2010	African American	3
----------	------------------	---

ART 4490	Portfolio Seminar	3
----------	-------------------	---

ART 4500	Senior Project	3
----------	----------------	---

Additional Art courses are required, depending on the degree program one pursues. For these courses, see the following four-year plans. Students may count no more than 9 hours of Individual Problems courses (ART 4000)

**Bachelor of Science Degree in Art
Concentration in Studio Art****Suggested Four-Year Plan****FRESHMAN YEAR**

FALL SEMESTER	HR	SPRING SEMESTER	HR
ASOR 1003	1	ART 1220	3
ART 1210	3	ART 1320	3
ART 1301	3	MATH 1010	3
ENGL 1010	3	ENGL 1020	3
HIST 2010	3	HIST 2020	3
	<u>13</u>		<u>15</u>

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ART 2010	3	ART ELECTIVE	3
ART 2210	3	ART CONCENTRATION	3
BIOL 1010, 1011	4	BIOL 1010, 1011	4
ENGL 2010 or 2020	3	PHIL 1030	3
SOCI 2010	3	SOC/BEH SCI ELECTIVE	3
	<u>16</u>		<u>16</u>

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ART 3310	3	ART 3320	3
ART CONCENTRATION	3	ART CONCENTRATION	3
ART STUDIO ELECTIVE	3	ART STUDIO ELECTIVE	3
HUMANITIES ELECTIVE	3	COMM 2200	3
General Elective	3	GENERAL ELECTIVE	3
	<u>15</u>		<u>15</u>

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ART 4000	3	ART 4010	3
ART HIST ELECTIVE	3	ART 4500	3
ART STUDIO ELECTIVES	3	ART STUDIO ELECTIVE	3
ART 4490	3	GENERAL ELECTIVES	6
GENERAL ELECTIVE	3		
	<u>15</u>		<u>15</u>

**Bachelor of Science Degree in Art
With Teacher Certification
Licensure for Grades K-12****Suggested Four-Year Plan – Total 124****FRESHMAN YEAR**

FALL SEMESTER	HR	SPRING SEMESTER	HR
ART 1210	3	ART 1220	3
ART 1310	3	ART 1320	3
ENGL 1010	3	MATH 1010	3
HIST 2010	3	HIST 2020	3
EDCI 1010	1	ENGL 1020	3
	<u>13</u>		<u>15</u>

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ART 2010	3	PSYC 2420	3
ENG 2010 or 2020	3	EDCI 2010	3
BIOL 1010, 1011	4	BIOL 1020, 1021	4
SOCI 2010	3	SOC/BEH SCI ELECTIVE	3
ART 2210	3	PHIL 1030	3
	<u>16</u>		<u>16</u>

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ART 3310	3	ART 3710	3
ART 3310	3	ART 3600	3
ART 3500	2	ART 3410	3
PSYC 3120	3	ART 3310	3
COMM 2200	3	EDCI 3870	3
EDCI 4190	2	EDAD 4000	3
	16		18

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ART 4490	3	ART 4720	9
ART 4500	3	EDCI 4705	3
ART HIST ELECTIVE	3		
EDSE 3330	3		
EDRD 4910	3		
HUM ELECTIVE	3		
	18		12

*These courses should be in the student's declared studio concentration.

Course Descriptions**(ART)**

ART 1030 Freshman Seminar (1) (Formerly ART 103). Introduction to major disciplines in art and practical aspects of a career in art. Course covers such topics as art as a calling, building a resume and a portfolio, the job market, art awards, internships, grants, and graduate school. Required of all Art majors in the first semester of their enrollment in the University.

ART 1210 Fundamentals of Drawing I (3) (Formerly ART 121). 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 1220 Figure Drawing II (3) (Formerly ART 122). An exploration of formal and expressive potentials of the figure, with traditional and experimental approaches to drawing. Prerequisite: ART 121.

ART 1310 Design I (3) (Formerly ART 131). A basic approach to the visual elements and principles of design as they related to two-dimensional problems. Problem stating and problem solving are a vital part of the course with emphasis on design theory, materials and techniques.

ART 1320 Design II (3) (Formerly ART 131). An introduction on how to think outside the flat box utilizing three-dimensional media, design and design principles through creative projects dealing with simple construction techniques, mass, volume, space and variety of media. Applicable to art majors and students interested in design and three-dimensional media.

ART 1010 Art Appreciation (3) (Formerly ART 1010). 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. This course may be used towards satisfying the University's humanities requirement.

ART 1011 Honors Art Appreciation (3) (Formerly ART 1011). Honors section of ART 1010 emphasizing the visual arts for students including fundamentals and distinctions between Art Media and periods. This course includes videos of contemporary African American Artists and other 20th and 21st Century Artists. Art 1011 satisfied the University humanities requirements. Enrollment is limited to members of the University Honors Program.

ART 1012 Art History and Appreciation (3) (Formerly ART 1012). 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 used to remove high school deficiency in the visual and performing arts; if it is used for this purpose, it does not yield credit toward the college degree.

ART 2010 African-American Art I (3) (Formerly ART 201). A survey of African American visual arts beginning with African roots and influences in

the Americas and Caribbean Islands and highlighting the emergence of artists of African descent in the United States.

ART 2210 Painting I (3) (Formerly ART 221). An introduction of the study of color, composition and methodology. Students will learn how to prepare sound paintings, supports of canvas, panel and paper. The study of the versatile applications of oils and acrylics will be explored. Prerequisites: ART 110-120 or 121-122 or 132.

ART 2310 Painting II (3) (Formerly ART 231). This course will offer a combination of technical and conceptual fundamentals of painting. Students will explore spatial organization through observation and abstraction. The student will experiment with problem solving techniques which will advance the individual's personal artistic statement. Prerequisites – ART 221.

ART 2410 Crafts (3) (Formerly ART 241). An introduction to various media, methods, and techniques of creative art production in two and three-dimensional art making. This course is primarily designed for prospective K-12 art specialists whose desire is to improve their knowledge, skills, and understanding of art production. Curricular and field based experiences which call for active participation by students are part of the course requirements.

ART 2510 Lettering and Layout I (3) (Formerly ART 251). Technique of letter indication, finished lettering, letter design, typography and film lettering, usage, and adaptation of lettering skills to practical problems. Prerequisite: ART 131,132.

ART 2530 Illustration I (3) (Formerly ART 253). The art of illustration as used by the graphic designer/commercial artist. The course includes a study of the history of illustration, methods, tool and techniques. Prerequisite: ART 121, 122, 131, and 132.

ART 3000 Aesthetics (3) (Formerly ART 300). Problems in philosophy of art and art criticism; aesthetic experience; truth and art; aesthetic value.

ART 3010 Ceramics I (3) (Formerly ART 301). Emphasis on clay as a creative medium as African masks, cultural masks and various projects are explored through hand-forming techniques, utilizing functional and sculptural forms. Students explore surface decoration, extruded forms, kiln firings, clays, glazes and an introduction to the potter's wheel.

ART 3020 Ceramics II (3) (Formerly ART 302). Emphasis on the potter's wheel and wheel throwing techniques for traditional and non-traditional functional forms. Students explore kiln firings, clays and glazes. Hand forming methods may be maximized to express conceptual series.

ART 3030 Jewelry and Metalsmithing I (3) (Formerly ART 303). Introduction to basic techniques, design and concepts of jewelry, Metalsmithing and small sculptural forms. Techniques include African glass beadmaking, stone setting, soldering, sheet and wire forming. Students buy their own material: i.e., metal, stones, plastic or glass depending on the student's own design and budget. Prerequisites: ART 121, 122, 131, and 132, or permission of instructor.

ART 3040 Jewelry and Metalsmithing II (3) (Formerly ART 304). Advanced techniques in jewelry, Metalsmithing and small sculptural forms. Techniques include lost wax casting, chasing, repousse African glass beadmaking, bezel setting of stones, fabrication and design. Students buy their own material, i.e., metal, stones, plastic or glass, depending on the student's own design and budget. Prerequisite: ART 303 or permission of Instructor.

ART 3060 Illustration (3) (Formerly ART 306). Continuation of ART 253 with a focus on in depth work in any chosen medium including combinations of media. Prerequisite: ART 253

ART 3100 Advanced Drawing and Pictorial Design I (3) (Formerly ART 310). Advanced composition, stressing figure. Prerequisites: ART 210-220 or permission of the instructor.

ART 3110 Graphic Design (3) (Formerly Art 311). A problem-solving approach to visual communication, with a special concern for word and image. The course emphasizes the understanding of design principles, theories, and skills with a focus on the social and cultural dimensions of communication. Prerequisite: ART 251-252.

ART 3120 Production (3) (Formerly ART 312). 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 3130 Advanced Illustration (3) (Formerly ART 313). Study of advanced pictorial concepts, methods, and techniques. Prerequisite: ART 253.

ART 3200 Advanced Drawing and Pictorial Design II (3). Advanced composition, stressing figure. Prerequisite: ART 310 or permission of instructor.

ART 3210 Intermediate Painting (3) (Formerly ART 321). In this course, a conceptual, theoretical approach to painting will be emphasized; lectures, field trips and critical discussions on current directions in painting will be discussed. This course will challenge the student's personal artistic style through the introduction of a variety of new media painting styles. Prerequisite: ART 221 or permission of instructor.

ART 3260 Photography (3) (formerly ART 326). The fundamentals of photographic process, including the proper use and maintenance of the digital camera, photographic and related equipment.

ART 3300 Watercolor Painting (3) (Formerly ART 330). Composition in transparent and opaque watercolor.

ART 3310 Art History I (3) (Formerly ART 331). An introductory survey of the development of the visual arts from the Paleolithic periods through the Italian Renaissance.

ART 3320 Art History II (3) (formerly ART 332). An introductory survey of the development of the visual arts from the late sixteenth century through the contemporary periods.

ART 3410 Sculpture I (3) (Formerly ART 341). Study of the figure, modeling, casting and construction with a variety of media including metals in an introduction to sculptural techniques and conceptual ideas. Class includes videos and information about African American 20th and 21st century sculptors.

ART 3420 Sculpture II (3) (Formerly ART 342). Figurative and portrait sculpture projects using the model to express conceptual ideas. Continued development of sculptural techniques and concepts. Students complete several projects and work of the student's choice. Prerequisite: ART 3410.

ART 3500 Printmaking I (3) (Formerly ART 350). An introductory course in the art of printmaking, its history, methods, and techniques, including a comprehensive study of various printmaking processes with an emphasis on the less toxic approach. Prerequisites: 1210, 1220, 1310, 1320.

ART 3510 Printmaking II (3) (Formerly ART 351). A continuation of Printmaking I with an emphasis on advances techniques, focusing on the definition of imagery as well as exploring non-traditional techniques. Prerequisite: ART 3500.

ART 3520 Intermediate Printmaking I (3) (Formerly ART 352). In-depth work in any chosen medium, including combinations of media. Prerequisites: ART 3500 and 3510.

ART 3600 Public School Art (3) (Formerly ART 360). 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 3710 Art Education Methods (3) (Formerly ART 371). A course designed to give students experience and 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.

ART 4000 Individual Problems (3 to 9) (Formerly ART 400A, 400B, 400C). Prior to enrolling for individual problems, students must have a form signed by the instructor and the Department Head. Forms are available in the Art Office. Upper-level students only. Art students can count no more than 9 hours of courses in Individual Problems toward the major in Art.

ART 4090 Ceramics III (3) (Formerly ART 409). Advanced problems in specific technical and conceptual areas are assigned that relate to series of work dealing with the student's individual

ART 4120 Advanced Graphic Design (3) (Formerly ART 412). Primarily planned to coordinate graphics projects. Prerequisites: ART 3110, 4110.

ART 4150 Sculpture III (3) (Formerly ART 415). Students create a series of works intended to advance individual student expression of conceptual idea through sculptural media in consultation with the instructor. Students

develop work in one of the following areas: casting, mold making, figurative works, installations, clay, multi-media, wood, glass or metal fabrication. Prerequisites: ART 3410 and 3420.

ART 4170 Advanced Photography (3) (Formerly ART 417). Emphasis on individual approaches to the photographic process.

ART 4210 Advanced Painting I (3) (Formerly ART 4210). This is an open studio course which allows the student to identify the strengths and weakness in their paintings. The goal is to produce a self-defined body of work. Each student will create a contract stating the concept, material and amount of work that will be produced by the end of the semester. Student will sue the collective knowledge of the prerequisite courses to exhibit the relationships between form and content and the processes and materials explored. Prerequisites: ART 3210 and 3220, or permission of instructor.

ART 4400 Intro/Desktop Publishing (3) (Formerly ART 440). PageMaker basics, screen, menus, palettes, and other tools used together to create, modify, close, and open publications.

ART 4490 Portfolio Seminar (1) (Formerly ART 4490). Development of a resume, business card, portfolio, graduate school application, personal artistic statement, and interviewing techniques. Students must provide twenty slides of their best work as part of their final grade. Students must earn at least a B in the course to be eligible for the senior review and for graduation. Required of all Art majors in junior or senior year.

ART 4500 Senior Project I (3) (Formerly ART 450). 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 4520 Advanced Printmaking (3) (Formerly ART 452). An advanced printmaking course with emphasis on in-depth, individual approaches in various printmaking processes. Prerequisite: ART 3490 or permission of instructor.

ART 4550 African-American Art II (3) (Formerly ART 455). A study of the development of African American visual arts from the twentieth century to the present period.

ART 4720 Enhanced Student Teaching in Elementary and Secondary School (12) (Formerly ART 472). 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 4705, which is taken concurrently.

Department of Biological Sciences

Terrance L. Johnson, Ph.D., Head
110 McCord Hall
Telephone 615-963-5681

Faculty: M. Asson-Batres, M. Blackshear, C. Caudle, W. Cumming, A. Ejiofor, P. Ganter, C. Gardner, L. Harlston, A. Isa, M. Ivy, P. Kahlon, G. Komives, E. Martin, B. McAdory, E. Myles, A. Peterson, R. Newkirk, J. Robinson, M. Stratton, B. Washington, X. Wang, A. Young-Seigler

General Statement: The curriculum of the Department of Biological Sciences is designed to fulfill the pre-professional 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 backgrounds in biology. 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, diversity and beauty of nature.

The Department also offers the M.S. degree in Biology and the Ph.D. degree in Biological Science. For information about these programs, see the Graduate Catalog.

General Education Core

Communications (9 hours)

ENGL 1010, 1020 Freshman English I, II 6
(minimum grade of C in each)

COMM 2200 Public Speaking 3

Humanities and/or Fine Arts (9 hours)

ENGL 2110-2230 Sophomore Literature Course I 3

ENGL 2110-2230 Sophomore Literature Course II 3

Humanities One course from approved list. 3

Social and Behavioral Science (6 hours)

Elective One course from approved list. 3

Elective One course from approved list. 3

History (6 hours)

HIST 2010 American History I 3

HIST 2020 American History II 3

Natural Science (8 hours)

BIOL 1110/1111 General Biology I 4

BIOL 1120/1121 General Biology II 4

Mathematics (3 hours)

One course from approved list. 3

Orientation (1 hour)

ASOR 1001 Orientation for Science Majors 1
(Teacher certification students should take EDCI 1010.)

Total General Education Hours 42

Major Core 32

Mathematics (3 hours)

MATH 1730, or 1720 Pre-Calculus Mathematics II, or
Pre-Calculus Mathematics Alternative, or
MATH 1915 Calculus and Analytical Geometry (required for
Cellular and Molecular Biology
students.) Note: Students may need to pass
MATH 1710 or lower math if they
are unprepared for MATH 1720 or 1915.

Chemistry (16 hours)

CHEM 1110/1111 General Chemistry I with lab 4

CHEM 1120/1121 General Chemistry II with lab 4

CHEM 2010/2011 Organic Chemistry I with lab 4

CHEM 2020/2021 Organic Chemistry II with lab 4

Physics (8 hours)

PHYS 2010/2011 College Physics I with lab 4

PHYS 2020/2021 College Physics II with lab 4

Biology (8 hours)

BIOL 2110/2111 Cell Biology with lab 4

BIOL 2120/2121 Principles of Genetics with lab 4

Total Major Core 32

For Admission into the upper division of programs of the Biology major, students must complete all of the requirements listed above under General Education Core and the Major Core. In addition they must have removed all high school deficiencies, passed all required remedial/developmental courses, earned a cumulative grade point average of at least 2.0 on college-level coursework, and completed the Rising Junior Examination.

Upper-division Curricula

The undergraduate curricula for majors results in the Bachelor of Science degree. Students may select one of three curricula under the guidance of a major advisor. The programs are: 1) General Biology, which is recommended for pre-professional students; 2) Cellular and Molecular Biology, which is recommended for students who wish to pursue graduate training and/or careers in these fields; and 3) Teacher Certification in Biological Sciences, which leads to endorsement in biology and general science for teaching

grades 7 – 12. No grade of less than “C” in any 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 124 semester hours is required in the teacher preparation program including 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, although it is required in all other degree programs in the Department.

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 grade point average of 2.75 and a passing score on the Pre-Professional Skills Test (PPST) or the Computer-Based Academic Skills Assessment Test (CBT). Students who have previously earned a 21 on the ACT, 22 on the Enhanced ACT, or a combined 990 on the verbal and mathematics portions of the SAT are exempt from the PPST and the CBT. 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 the College of Education section, Teacher education Admission and Requirements.

A major in Biology with emphasis in General Biology or Cellular and Molecular Biology requires 122 semester hours, of which 33 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 4190, 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 1110-1111; 1120-1121; 2110-2111 (Cell Biology), and 2120-2121 (Genetics). General Chemistry 1110 and 1120, with laboratories, are required as a supporting related course and must precede BIOL 2110. The remaining eight hours of the minor must be on the 3000 or 4000 level and may be elected in the minor area desired by the student.

Accreditation: The teacher certification program in Biology is approved by the Tennessee Department of Education. In addition, the teacher education program is accredited by the National Council on the Accreditation of Teacher Education (NCATE).

Bachelor of Science Degree in Biology General Biology Emphasis

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
BIOL 1110, 1111	4	BIOL 1120, 1121	4
CHEM 1110, 1111	4	CHEM 1120, 1121	4
ENGL 1010	3	ENGL 1020	3
Social Science (Elective)	3	*MATH 1720 or Higher	3
ASOR 1001	1	Social Science (Elective)	3
	15		17

*Students will have to take MATH 1040 or lower if they are unprepared for these courses.

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
BIOL 2110, 2111	4	BIOL 2120, 2121	4
CHEM 2010, 2011 (FORMERLY CHEM 211, 211L)	4	CHEM 2020, 2021 (FORMERLY CHEM 212, 212L)	4
ENGL 2010	3	ENGL 2020	3
HIST 2010	3	HIST 2020	3
COMM 2200	3	HUMANITIES	3
	17		17

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
Physiology Elective (BIOL 3210/3211, 3400/3401, OR 4300/4301)	4	BIOL 4120, 4121 CHEM 3410, 3411	4
BIOL ELECTIVE, 3000/4000	4	PHYS 2020, 2021	4
PHYS 2010, 2011	4	Electives, 3000/4000	3
BIOL 3110 or AGSC 3120 or 3130	3		
	15		15

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
BIOL 4170	1	BIOL 4180	1
BIOL ELECTIVES, 3000/4000	4	BIOL ELECTIVES, 3000/4000	8
ELECTIVES, 3000/4000 LEVEL	9	ELECTIVES, 3000/4000 LEVEL	3
	14		12

Bachelor of Science Degree in Biology Cellular and Molecular Biology Emphasis

Suggested Four-Year Plan**FRESHMAN YEAR**

FALL SEMESTER	HR	SPRING SEMESTER	HR
BIOL 1110, 1111	4	BIOL 1120, 1121	4
CHEM 1110, 1111	4	CHEM 1120, 1121	4
ENGL 1010	3	ENGL 1020	3
Social Science (Elective)	3	*MATH 1915	3
ASOR 1001	1	Social Science (Elective)	3
	15		17

*Students will have to take MATH 1710 and 1720 if they are unprepared for 1915.

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
BIOL 2110, 2111	4	BIOL 2120, 2121	4
CHEM 2010, 2011 (FORMERLY CHEM 211, 211L)	4	CHEM 2020, 2021 (FORMERLY CHEM 212, 212L)	4
ENGL 2010	3	ENGL 2020	3
HIST 2010	3	HIST 2020	3
COMM 2200	3	HUMANITIES	3
	17		17

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
PHYSIOLOGY ELECTIVE (BIOL 3200/3201, 3210/3211, 3400/3401, OR 4300/4301)	4	BIOL 4120, 4121	4
CHEM 3410, 3411	4	CHEM 3420, 3421	4
PHYS 2010, 2011	4	PHYS 2020, 2021	4
BIOL 3110 or ABSC 3120 or 3130	3	Electives, 3000/4000	3
	15		15

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
BIOL 4170	1	BIOL 4180	1
BIOL ELECTIVES, 3000/4000	4	BIOL ELECTIVES 3000/4000	8
ELECTIVES, 3000/4000	9	ELECTIVES, 3000/4000	3
	14		12

Bachelor of Science Degree in Biology With Teacher Certification Licensure for Grades 7-12

Suggested Four-Year Plan – Total 124**FRESHMAN YEAR**

FALL SEMESTER	HR	SPRING SEMESTER	HR
BIOL 1110, 1111	4	BIOL 1120, 1121	4
CHEM 1110, 1111	4	CHEM 1120, 1121	4
ENGL 1010	3	ENGL 1020	3
Humanities Elective	3	*MATH 1720 OR HIGHER	3
HPSS 1510	3		
EDCI 1010	1		
	18		14

*Students will have to take MATH 1040 or lower if they are unprepared for 1720.

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
BIOL 2110, 2111	4	BIOL 2120, 2121	4
CHEM 2010, 2011 (FORMERLY CHEM 211, 211L)	4	CHEM 2020, 2021 (FORMERLY CHEM 212, 212L)	4
ENGL 2010	3	COMM 2200	3
HIST 2010	3	HIST 2020	3
PSYC 2420	3	EDCI 2010	3
	17		17

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
PHYSIOLOGY ELECTIVE (BIOL 3200/3201, 3210/3211, 3400/3401, OR 4300/4301)	4	BIOL 4120, 4121 BIOL 3010, 3011	4
ART 1010	3	SOCI 2010	3
PHYS 2010, 2011	4	PHYS 2020, 2021	4
PSYC 3120	3	EDCI 3870	3
	14		17

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
BIOL 3710	3	BIOL 4724	9
BIOL 4170 OR 4180	1	EDCI 4705	3
EDAD 4000	3		
(FORMERLY EDCI 419)			
EDCI 4190	2		
EDRD 4910	3		
EDSE 3330	3		
	15		12

Course Descriptions**Biology (BIOL)**

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

BIOL 1010, 1011 and 1020, 1021 Introductory Biology I, II and Laboratory (4, 4) (Formerly BIO 1010, 1011 and 1020, 1021). An interdisciplinary course for non-science majors involving the principles of mathematics,

chemistry, physics and biology. The objective of the course is to integrate the areas as they are related to living organisms. Three hours lecture and two hours laboratory per week.

BIOL 1012, 1013 and 1022, 1023 Honors Introductory Biology I, II and Laboratory (4, 4) (Formerly BIO 1012, 1013 and 1022, 1023). Honors version of BIOL 1010, 1011, 1020, 1021. Courses limited to students in University Honors Program.

BIOL 1110, 1111 and 1120, 1121 General Biology I, II and Laboratory (4, 4) (Formerly BIO 1110, 1111 and 1120, 1121). A general biology course for science majors that covers structure, function, and life characteristics of organisms. The objective of the course is to provide students a survey of living organisms and the processes required for life.

BIOL 1112, 1113 and 1122, 1123 Honors General Biology I, II and Laboratory (4, 4) (Formerly BIO 1032, 1033 and 1042, 1043). Honors version of BIOL 1110, 1111, 1120, 1121. Course limited to students in University Honors Program.

BIOL 2110, 2111 Cell Biology and Laboratory (4) (Formerly BIO 211, 211L). Structure and function of cells and their components. Prerequisites: BIOL 1110, 1111, 1120, 1121.

BIOL 2120, 2121 Principles of Genetics and Laboratory (4) (Formerly BIO 212, 212L). An introduction to genetics, including classical and modern approaches, the laws of heredity, the role of heredity in developmental physiology, and the relation between heredity and evolution. Prerequisites: BIOL 1110, 1111, 1120, 1121.

BIOL 2210, 2211 and 2220, 2221 Human Anatomy and Physiology and Laboratory (4, 4) (Formerly BIO 221, 221L and 222, 222L). The fundamentals of the structure, function, and organization of the organ systems of man. These courses should be taken in sequence.

BIOL 2400, 2401 Principles of Microbiology (4). Identification, culture, sterilization, and disinfectant procedures employed in studying certain microorganisms. Open to majors in Family and Consumer Sciences, HPER, and Nursing. Prerequisites: BIOL 1110, 1111 or CHEM 1110, 1011, 1120, 1121.

BIOL 3010, 3011 Earth and Space Science and Laboratory (3) (Formerly BIO 301, 301L). 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 will be given to space exploration, including stars, space, and time. Two lecture periods and one two-hour laboratory per week.

BIOL 3110 Biometrics (3) (Formerly BIO 311). An introduction to the methods of statistics that are of particular interest to biologists for experimental design and interpretation. Prerequisites: MATH 1720, BIOL 2110, 2111, 2120, 2121, or their equivalents.

BIOL 3185, 3186, 3187 Cooperative Education (3,3,3) (Formerly BIO 318A, B, C). Course generated by student and faculty coordinator of cooperative education. Scope of subject matter is determined by students and faculty coordinator. Prerequisites: Completion of all sophomore-level Biology degree requirements and permission of faculty coordinator.

BIOL 3200, 3201 Comparative Physiology (4) (Formerly BIO 320, 320L). Introduces the concepts of physiology, including topics from cellular and animal physiology. Prerequisites: Successful completion of BIOL 2120, 2121; CHEM 211-211L and/or concurrent enrollment in CHEM 212-212L and PHY 212-212L.

BIOL 3210, 3211 Mammalian Physiology and Laboratory (4) (Formerly BIO 321, 321L). 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: BIOL 1110, 1111, 1120, 1121 and CHEM 1110, 1111, 1120, 1121, or equivalents.

BIOL 3240, 3241 Comparative Anatomy and Laboratory (4) (Formerly BIO 324, 324L). The comparative anatomy and evolution of the organ system of chordate animals. Prerequisites: BIOL 1110, 1111, 1120, 1121.

BIOL 3300, 3301 Plant Morphology and Laboratory (4) (Formerly BIO 330, 330L). Consideration of the structure, embryology, and phylogeny of higher vascular plants. Prerequisites: BIOL 1110, 1111, 1120, 1121, BIOL 2120, 2121, 4110, 4111.

BIOL 3320, 3321 General Botany and Laboratory (4) (Formerly BIO 332, 332L). The anatomy, physiology, and taxonomy of plants. Prerequisites: BIOL 2110, 2111, 2120, 2121.

BIOL 3400, 3401 Introduction to Microbial Physiology and Laboratory (4) (Formerly BIO 340, 340L). 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: BIOL 3410, 3411 or CHEM 211, 211L concurrently.

BIOL 3410, 3411 Principles of General Bacteriology and Laboratory (4) (Formerly BIO 341, 341L). The isolation, identification, culture, nutrition, sterilization, and chemotherapeutic procedures employed in studying bacteria. Prerequisites: BIOL 2110, 2111, 2120, 2121; CHEM 1110, 1111, 1120, 1121.

BIOL 3710 Methods of Teaching Biology (3) (Formerly BIO 371). 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.

BIOL 4100 Special Topics (3) (Formerly BIO 410). Student- and faculty-generated course. Scope of subject matter is determined by students and instructor. Prerequisites: 12 hours upper-level Biology or permission of instructor. (Elective)

BIOL 4110, 4111 Molecular Genetics and Laboratory (4) (Formerly BIO 411, 411L). An introduction to molecular genetics in microorganisms, plants, and animals. Emphasis is placed on biotechnical advances and the methods and techniques used in these systems. Prerequisites: BIO 2110, 2111, 2120, 2121.

BIOL 4120, 4121 Principles of Ecology and Laboratory (4) (Formerly BIO 412, 412L). 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. Prerequisite: BIOL 1110, 1111, 1120, 1121, 2120, 2121, 4110, 4111.

BIOL 4130, 4140 Contemporary Problems in Ecology I, II (3, 3) (Formerly BIO 413, 414). A study of some of the contemporary problems constituting the environmental crisis, the hazards comprising such problems, and the complexity affecting their resolutions. (Elective)

BIOL 4150, 4151 Microtechnique and Laboratory (4) (Formerly BIO 415, 415L). Methods of microscopic study of tissues. Prerequisites: BIOL 1110, 1111, 1120, 1121, 2120, 2121 and CHEM 1110, 1111, 1120, 1121.

BIOL 4160 Evolution (3) (Formerly BIO 416). A study of current evolutionary theory, including systematics, with an examination of macroevolutionary patterns and microevolutionary processes. Prerequisites: BIOL 1110, 1111, 1120, 1121.

BIOL 4170 and 4180 Senior Seminar (1, 1) (Formerly BIO 417, 418). Current problems in biology. A minimum of one semester required of all seniors in the Department. Meets one hour per week.

BIOL 4190 Junior Honors Research (3) (Formerly BIO 419). 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 Department faculty. (Elective)

BIOL 4200, 4201 Invertebrate Zoology and Laboratory (4) (Formerly BIO 420, 420L). Study of the morphology, physiology, taxonomy, and life histories of the invertebrates. Emphasis is placed on the systemic developments of invertebrate types. Prerequisites: BIOL 1110, 1111, 1120, 1121, 2120, 2121. (Elective)

BIOL 4210, 4211 Embryology and Laboratory (4) (Formerly BIO 421, 421L). 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: BIOL 3240 and 3241 are strongly recommended.

BIOL 4220, 4221 Endocrinology and Laboratory (4) (Formerly BIO 422, 422L). 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: BIOL 4210, 4211. (Elective)

BIOL 4230, 4231 Histology and Laboratory (4) (Formerly BIO 423, 423L). Study of animal tissues. Prerequisites: BIOL 1110, 1111, 1120, 1121, 2120, 2121, 4110, and 4111. (Elective)

BIOL 4240, 4241 Introduction to Parasitology and Laboratory (4) (Formerly BIO 424, 424L). 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: BIOL 1110, 1111, 1120, 1121, 2120, 2121. (Elective)

BIOL 4260, 4261 Field Zoology and Laboratory (4) (Formerly BIO 426, 426L). Study of selected groups of animals. Methods of collecting, classifying, and preserving will be emphasized. Prerequisites: BIOL 1110, 1111, 1120, 1121, 2120, 2121. (Elective)

BIOL 4270, 4271 and 4280, 4281 Physiology and Pathophysiology I, II and Laboratory (4, 4) (Formerly BIO 427, 427L and 428, 428L). 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: BIOL 1110, 1111, 1120, 1121 or BIOL 2210, 2211, 2220 and 2221 and CHEM 211, 211L.

BIOL 4272, 4273 Physiology and Pathophysiology and Laboratory (4) (Formerly BIO 427A, 427K). An accelerated one-semester series of lectures and laboratory demonstrations which emphasize human physiology and pathophysiology. Immune response, gastrointestinal, cardiovascular, electrolytic, respiratory, renal, neurological, endocrinal, reproductive, and musculoskeletal disorders are considered. Both courses are required of Nursing majors. Prerequisites: BIOL 1110, 1111, 1120, 1121 or BIOL 2210, 2211, 2220 and 2221 and CHEM 211, 211L.

BIOL 4300, 4301 Introduction to Plant Physiology and Laboratory (4) (Formerly BIO 430, 430L). 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: BIOL 3320, 3321 and CHEM 1110, 1111, 1120, 1121.

BIOL 4320, 4321 Field Botany and Laboratory (4) (Formerly BIO 432, 432L). 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: BIOL 3320, 3321. (Elective)

BIOL 4400, 4401 Pathogenic Microorganisms and Laboratory (4) (Formerly BIO 440, 440L). 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: BIOL 3410, 3411.

BIOL 4410, 4411 Immunology and Serology and Laboratory (4) (Formerly BIO 441, 441L). Theories of immunity and training in serological methods and procedures for immunization. Prerequisites: BIOL 3410, 3411. (Elective)

BIOL 4420, 4421 Virology and Laboratory (4) (Formerly BIO 442, 442L). Survey of bacterial, plant, and animal viruses with emphasis on their infectious cycles. Prerequisite: BIOL 3410, 3411. (Elective)

BIOL 4724 Student Teaching (9) (Formerly BIO 427S). 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.

BIOL 3920 Scientific Communication (4) (Formerly BIO 392). Course designed to improve written, oral, and quantitative skills necessary to enhance career development in the sciences.

BIOL 4900, 4901 Cell Physiology and Laboratory (4) (Formerly BIO 490, 490L). Introduction to the interrelationships of biological, physical, and chemical aspects of the cell. Prerequisites: BIOL 1110, 1111, 1120, 1121, CHEM 1110, 1111, 1120, 1121.

BIOL 4911 Modern Scientific Methods (3) (Formerly BIO 491). Use and applications of modern laboratory equipment and techniques. Prerequisite: BIOL 4900, 4901.

BIOL 4920 Honors Undergraduate Research (4) (Formerly BIO 492). Intramural and extramural biomedical research experiences.

BIOL 4930 Current Biomedical Topics (0) (Formerly BIO 493). Training in critical analysis and oral presentations of current journal publications in selected biomedical fields. Ethical issues including plagiarism, falsification, fabrication, and misconduct in research are discussed. All MARC Trainees must register in this course each semester.

BIOL 4940, 4950 MARC Seminar Series (1-1&2) (Formerly 494, 495). Exposure to current presentations by eminent scientists in biomedical research.

Department of Chemistry

Mohammad R. Karim, Ph.D., Head
201 Chemistry Building
Telephone 615-963-5321

Faculty: M. Ar-Masum, W. Boadi, D. Domin, T. Duello, S. Guha, J. Mensah, J. Moore, C. Okoro, N. Phambu, K. Vercruysse, M. Whalen.

General Statement: The purpose of the Department of Chemistry is the advancement, interpretation, dissemination, and preservation of chemical concepts and knowledge. Chemistry itself is the science of the nature, composition, and property of material substances, as well as their transformations and interactions. It is thus basic to natural phenomena and modern technology alike. Chemistry is traditionally divided into five major parts: organic chemistry, inorganic chemistry, analytical chemistry, biochemistry, and physical chemistry.

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 students and the general public in 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. Six different undergraduate curricula are available to students according to their individual interests. For details of the M.S. in Chemistry, see the Graduate Catalog.

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

Accreditation: The teacher certification program in Chemistry is approved by the Tennessee Department of Education. In addition, the teacher certification program of the University is accredited by the National Council on the Accreditation of Teacher Education (NCATE).

Departmental Requirements For Bachelor of Science Chemistry **32-53 Semester Hours**

Requirements for a Minor **20 or More Semester Hours**

General Education Core

Communications (9 hours)

ENGL 1010, 1020 Freshman English I, II (minimum grade of C in each) 6

COMM 2200 Public Speaking 3

Humanities and/or Fine Arts (9 hours)

ENGL 2110-2230 Sophomore Literature Course 3

Elective One course from approved list. 3

Elective One course from approved list. 3

Social and Behavioral Science (6 hours)

Elective One course from approved list. 3

Elective One course from approved list. 3

History (6 hours)

HIST 2010 American History I 3

HIST 2020 American History II 3

Natural Science (8 hours)

PHYS 2010/2011 College Physics I 4

PHYS 2020/2011 College Physics II 4

OR

BIOL 1110/1111 General Biology I 4

BIOL 1120/1121 General Biology II (Not required in Professional Chemistry concentration.) 4

Mathematics (3 hours)

Professional Chemistry, Pre-Professional, and Biochemistry concentrations require MATH 1915 3
(Students will need lower level math if they are unprepared for 1915.)

Orientation (1 hour)

ASOR 1001 Orientation for Science Majors (Teacher certification students should take EDCI 1010.) 1

Total General Education Hours 42

Upper-division Admission

For admission into the upper-division programs of the Chemistry major, students must complete all of the requirements listed above under General Education Core. In addition, they must have removed all high school deficiencies, passed all required remedial/developmental courses, earned a cumulative grade point average of at least 2.0 on college-level coursework, and completed the Rising Junior Examination. In addition, they must have earned a grade of C or better in CHEM 1110 or 1112, 1111 or 1113, 1120 or 1122, 1121 or 1122, 2100, 2101, 2010 or 2012, 2011 or 2013, 2020 or 2022, and 2021, or 2023.

Curriculum 1-Professional Chemistry Curriculum 53 Hours

This program requires 120 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 53 semester hours in Chemistry is required, 33 of which must be in 3000- or 4000-level courses. The required courses are 1112, 1113, 1122, 1123, 2100, 2101, 2012, 2013, 2022, 2023, 3210, 3211, 3220, 3221, 3410, 4100, 4200, 4201, 4210, 4320, 4321, 4505, 4506, 4910, and 4920, plus one additional course to be chosen from CHEM 4000, 4600, and 4830. CHEM 4600 is strongly recommended. MATH 2115 is also highly recommended during the sophomore year. This curriculum is based upon recommendations by the American Chemical Society.

Curriculum 2-Biochemistry Concentration 49 Hours

This program requires 120 hours for graduation and is designed for students pursuing a professional career in medicine, dentistry, pharmacy, or veterinary medicine. Students following this curriculum will receive a minor in Biology.

A minimum of 49 semester hours in Chemistry is required, 29 of which must be in 3000- and 4000-level courses. The required courses are: 1112, 1113, 1122, 1123, 2100, 2101, 2012, 2013, 2022, 2023, 3000, 3210, 3220, 3410, 3411, 3420, 3421, 4100, 4505, 4506, 4700, 4701, 4910, and 4920.

Curriculum 3-Chemistry Concentration 35 Hours

This program of study requires 120 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 or her career goals and is monitored carefully by an advisor.

This degree requires 35 hours of Chemistry with 15 hours of 3000- and 4000-level courses, and is designed for students whose career objectives are in fields where chemistry has indirect applications. The required courses are: 1110, 1111, 1120, 1121, 2100, 2101, 2010, 2011, 2020, 2021, 3000, 3210, 3211, 3220, 3221, 4100, 4910, and 4920.

Curriculum 4-Major in Chemistry with Teacher Certification, Licensure for Grades 7-12 32 Hours

All candidates for certification in secondary education must complete a minimum of 123 semester hours, which includes a general education core (42 hours), a professional education core (36 hours, including a 9-hour course in enhanced student teaching), and a major concentration of content and knowledge courses (32 hours). The required courses in Chemistry are 1110, 1111, 1120, 1121, 2100, 2101, 2010, 2011, 2020, 2021, 3210, 3220, 3211, 3410, 3411, 3710, and 4910. Successful completion of this program provides one with a license to teach Chemistry in grades 7-12 in Tennessee public schools.

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 2.75 cumulative quality point average at time of application and must pass the Pre-Professional Skills Test (PPST) or the Computer-Based Academic Skills Assessments Test (CBT). Students who have previously earned a 21 on the ACT, 22 on the Enhanced ACT, or a combined 990 on the verbal and mathematical portions of the SAT are exempt from the PPST and the CBT. 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 the College of Education section.

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. 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 Biochemical concentration and the pre-pharmacy requirements for Howard University. Required Chemistry courses are: 1112, 1113, 1122, 1123, 2100, 2101, 2012, 2013, 2022, 2023, 3210, 3211, 3220, 3221, 4100, 4910, and 4920. Students must complete all TSU requirements in the program, including the general education requirements, before matriculating at Howard.

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 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.

Curriculum 6-Degree in Chemistry While Earning Advanced Degree at Another Institution

Besides the special program in pharmacy with Howard University, Chemistry majors are sometimes admitted to dental, medical, or pharmacy school before completing their undergraduate degrees, thus shortening the time required to earn the advanced degree. TSU and the Department of Chemistry desire to cooperate with students who pursue such a path, and they are willing to allow such students to use their advanced work at the other institution to complete undergraduate degree requirements at TSU. These students must complete all of TSU's requirements—the general education requirements, the requirements for total number of hours, and the requirements for the Chemistry major. Before embarking on such a course, students must declare in writing to their Department their intent to do so, and they must file a study plan showing that they will have completed all TSU requirements except for elective courses and acknowledging the number of hours remaining. The plan must be approved in writing by both the head of the Department of Chemistry and the Dean of Arts and Sciences before students begin study at the other institution. Students cannot apply for the degree from TSU until they have applied for the advanced degree at the other institution. In most cases the students would follow the four-year program spelled out below for the cooperative program with Howard University; departures from that program must be agreed to in advance by the Department head.

Bachelor of Science Degree in Chemistry

Curriculum 1-Professional Chemistry Curriculum

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CHEM 1112, 1113	4	CHEM 1122, 1123	4
ENGL 1010	3	ENGL 1020	3
* MATH 1915	4	MATH 1925	4
HUMANITIES ELECTIVE	3	SOC/BEH SCI	3
ASOR 1001	1	COMM 2200	3
SOC/BEH SCI	3		
	18		17

*Students will have to begin with lower-level MATH if they are unprepared for this course.

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CHEM 2100, 2101	4	CHEM 2022, 2023	4
CHEM 2012, 2013	4	HUMANITIES ELECTIVE	3
ENGL 2110	3	HIST 2020	3
HIST 2010	3	PHYS 2120, 2121	4
PHYS 2110/2111	4		
	18		14

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CHEM 3210, 3211	4	CHEM 3220, 3221	4
CHEM 4200, 4201	4	CHEM 4100	2
MATH/SCIENCE ELECTIVE, 3000-4000 LEVEL	3	CHEM 4210	3
ELECTIVE, ANY LEVEL	2	MATH/SCIENCE ELECTIVE, 3000-4000 LEVEL	3
	13		12

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CHEM 3410	3	CHEM 4320, 4321	4
CHEM 4505	2	CHEM 4506	2
CHEM 4910	1	CHEM 4920	1
ELECTIVE, 3000-4000 LEVEL	6	CHEM ELECTIVE, 3000-4000 CHEM 3420	6 3
	12		16

Bachelor of Science Degree in Chemistry

Curriculum 2-Professional Biochemistry Concentration

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CHEM 1112, 1113	4	CHEM 1122, 1123	4
ENGL 1010	3	ENGL 1020	3
BIOL 1110, 1111	4	BIOL 1120, 1121	4
*MATH 1915	4	COMM 2200	3
ASOR 1001	1		
	16		14

*Students will have to begin with lower-level MATH if they are unprepared for this course.

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CHEM 2100, 2101	4	CHEM 2022, 2023	4
CHEM 2012, 2013	4	HUM ELECTIVE	3
SOC/BEH SCI	3	HIST 2020	3
ENGL 2110	3	HUMANITIES	3
HIST 2010	3	SOC/BEH SCI	3
	17		16

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CHEM 3210	3	CHEM 3220	3
CHEM 3410, 3411	4	CHEM 3420, 3421	4
PHYS 2010, 2011	4	CHEM 4100	2
ELECTIVE, ANY LEVEL	1	PHYS 2020, 2021	4
	12		13

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CHEM 3000	3	CHEM 4506	2
CHEM 4505	2	CHEM 4920	1
CHEM 4700, 4701	4	BIOL ELECTIVE, 3000-4000	4
CHEM 4910	1	ELECTIVES, 3000-4000 LEVEL	8
BIOL ELECTIVE, 3000-4000	4		
ELECTIVE, 3000/4000 LEVEL	3		
	17		15

Bachelor of Science Degree in Chemistry**Curriculum 3-Chemistry Concentration****Suggested Four-Year Plan****FRESHMAN YEAR**

FALL SEMESTER	HR	SPRING SEMESTER	HR
CHEM 1110, 1111	4	CHEM 1120, 1121	4
ENGL 1010	3	ENGL 1020	3
HIST 2010	3	HIST 2020	3
* MATH 1915	4	SOC/BEH SCI	3
ASOR 1001	1	HUMANITIES	3
	15		16

*Students will have to begin with lower-level MATH if they are unprepared for this course.

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CHEM 2100, 2101	4	CHEM 2020, 2021	4
CHEM 2010, 2011	4	SOC/BEH SCI	3
COMM 2200	3	HUMANITIES	3
ENGL 2110	3	BIOL 1120, 1121	4
BIOL 1110, 1111	4	ELECTIVE, ANY LEVEL	1
	18		15

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CHEM 3210, 3211	4	CHEM 3220, 3221	4
PHYS 2010, 2011	4	PHYS 2020, 2021	4
ELECTIVES, 3000/4000 LEVEL	6	CHEM 4100	2
		ELECTIVES, 3000/4000 LEVEL	6
	14		16

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CHEM 3000	3	CHEM 4920	1
CHEM 4910	1	ELECTIVES, 3000/4000 LEVEL	12
ELECTIVES, 3000/4000 LEVEL	6		
ELECTIVES, ANY LEVEL	3		
	13		13

Bachelor of Science Degree in Chemistry**Curriculum 4-Major in Chemistry with Teacher Certification, Licensure for Grades 7-12****Suggested Four-Year Plan****FRESHMAN YEAR**

FALL SEMESTER	HR	SPRING SEMESTER	HR
CHEM 1110, 1111	4	CHEM 1120, 1121	4
ENGL 1010	3	ENGL 1020	3
HIST 2010	3	HIST 2020	3
* MATH 1915	4	ART 1010	3
MUSC 1010	3	COMM 2200	3
EDCI 1010	1		
	18		16

*Students will have to begin with lower-level MATH if they are unprepared for this course.

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CHEM 2100, 2101	4	CHEM 2020, 2021	4
CHEM 2010, 2011	4	SOCI 2010	3
ENGL 2110	3	EDCI 2010	3
PHYS 2010, 2011	4	SOC/BEH ELEC	3
PSYC 2420	3	PHYS 2020, 2021	4
	18		17

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CHEM 3210, 3211	4	CHEM 3410, 3411	4
BIOL 1110, 1111	4	BIOL 1120, 1121	4
BIOL 3010, 3011	4	EDCI 3870	3
		ASTR 1100	4
	12		15

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CHEM 3710	3	CHEM 4720	9
CHEM 4910	1	EDCI 4705	3
EDAD 4000	3		
EDSE 3330	3		
PSYC 3120	3		
EDCI 4190	2		
	15		12

Bachelor of Science Degree in Chemistry**Curriculum 5-Cooperative Program In Pharmacy Concentration****Suggested Three-Year Plan****FRESHMAN YEAR**

FALL SEMESTER	HR	SPRING SEMESTER	HR
CHEM 1112, 1113	4	CHEM 1122, 1123	4
ENGL 1010	3	ENGL 1020	3
* MATH 1915	4	BIOL 1120, 1121	4
BIOL 1110, 1111	4	HUMANITIES	3
ASOR 1001	1		
	16		14

*Students will have to begin with lower-level MATH if they are unprepared for this course.

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CHEM 2100, 2101	4	CHEM 2022, 2023	4
CHEM 2012, 2013	4	ENGL 2120/HUM ELECTIVE	3
ENGL 2010	3	HIST 2020	3
HIST 2010	3	SOC/BEH SCI	3
SOC/BEH SCI	3	COMM 2200	3
	17		16

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CHEM 3210, 3211	4	CHEM 3220, 3221	4
CHEM 4910	1	CHEM 4100	2
PHYS 2010, 2011	4	CHEM 4920	1
BIOL 2110, 2111	4	PHYS 2020, 2021	4
BIOL 2210, 2211	4	SOCI ELECTIVES	3
	17		14

All of these courses must be completed before the student begins work at Howard University.

Course Descriptions**(CHEM)**

CHEM 1000 (3) and 1001 (1) Basic Chemistry and Laboratory (Formerly CHEM 100 and 100L). A study of the fundamentals of chemistry. Topics include the metric system, atomic theory, inorganic nomenclature, chemical stoichiometry, properties of gases, liquids and solutions, and acid/base chemistry. Laboratory component emphasizes basic qualitative and quantitative measurements and data interpretation. Three lectures and one three-hour laboratory per week. Offered in fall and spring.

CHEM 1100 (3) and 1101 (1) Fundamentals of Organic and Biological Chemistry (Formerly CHEM 101 and 101L). A study of the fundamentals of organic chemistry, biochemistry and environmental chemistry. Topics include the nature of organic compounds, and the chemistry and metabolism of biochemical macromolecules and current environmental issues. Laboratory emphasizes principles learned in lecture. Three lectures and one three-hour laboratory per week. Prerequisites: high school chemistry or CHEM 100/100L and two years of high school algebra or MATH 1010. Offered in fall and spring.

CHEM 1110 (3) and 1111 (1) General Chemistry I and Laboratory (Formerly CHEM 1010 and 1011). A comprehensive study of chemical principles designed for students pursuing a career in chemistry or other scientific areas. Topics include the metric system and scientific notation, structure of matter, nomenclature, composition and reaction stoichiometry, types of chemical reactions, atomic structure, chemical bonding, gases and the kinetic molecular theory, liquids, solids, and thermodynamics. Laboratory complements lecture topics and emphasizes qualitative and quantitative measurements and data interpretation. Prerequisites: high school chemistry or CHEM 1000, 1001, and two years high school algebra or MATH 1010. Three lectures and one three-hour laboratory per week. Offered in fall, spring, and summer.

CHEM 1112 (3) and 1113 (1) Honors General Chemistry I and Laboratory (Formerly CHEM 1012 and 121K). For Chemistry majors and University Honors Program students only. Topics covered are similar to CHEM 1110, 1111, but the depth of understanding expected is greater. Prerequisites: high school chemistry or CHEM 1000, 1001, and two years high school algebra or MATH 1010. Three lectures and one three-hour laboratory per week. Offered only in fall.

CHEM 1120 (3) and 1121 (1) General Chemistry II and Laboratory (Formerly CHEM 1020 and 1021). A continuation of CHEM 1110, 1111. Topics include solutions, acid/base reactions, chemical thermodynamics, chemical kinetics, gaseous equilibria, acid/base and solubility equilibria, electrochemistry, nuclear chemistry, and descriptive organic and inorganic chemistry. Laboratory complements lecture topics and emphasizes qualitative and quantitative measurements, and data interpretation and manipulation. Prerequisites: CHEM 1110, 1111. Three lectures and one three-hour laboratory per week. Offered in fall, spring, and summer.

CHEM 1122 (3) and 1123 (1) Honors General Chemistry II and Laboratory (Formerly CHEM 1022 and 122K). A continuation of CHEM 1112,

1113. Topics covered are similar to CHEM 1120, 1121, but the depth of understanding expected is greater. Prerequisites: CHEM 1112, 1113. Three lectures and one three-hour laboratory per week. Offered only in spring.

CHEM 1030 (3) and 1031 (1) General Chemistry for Non-Science Majors I and Laboratory (Formerly CHEM 1030 and 1031) A course for non-science majors that focuses on the application of chemistry to society. Topics such as air and water pollution, ozone depletion, global warming, energy, acid rain, and other current environmental issues will be surveyed and implications for personal and societal decisions explored. Laboratory component focuses on the principles learned in lecture. Three lectures and one three-hour laboratory per week. Offered in fall and spring.

CHEM 1040 (3) and 1041 (1) General Chemistry for Non-Science Majors II and Laboratory. A continuation of CHEM 1030, 1031. Prerequisites: CHEM 1030, 1031. Three lectures and one three-hour laboratory per week. Offered in fall and spring.

CHEM 1510 (4) and 1511 (1) General Chemistry and Laboratory for Engineers (Formerly CHEM 151 and 151L). A comprehensive study of chemical principles designed for students pursuing a career in engineering. Topics include atomic and molecular structure, chemical stoichiometry, gas laws, liquids, solids, solutions, kinetics, chemical equilibria, thermodynamics, and electrochemistry. Laboratory complements lecture topics and emphasizes qualitative and quantitative analysis procedures. Prerequisites: high school chemistry or CHEM 1000, 1001, and two years high school algebra or MATH 1110. Four lectures and one three-hour laboratory per week. Offered in fall and spring.

CHEM 1512 (3) Honors General Chemistry for Engineers (Formerly CHEM 151H). Honors Program version of CHEM 1510. Students must also register for CHEM 1511, which is the laboratory component of the course. Prerequisite: membership in University Honors Program. Offered only in fall.

CHEM 2010 (3) and 2011 (1) Organic Chemistry I and Laboratory (Formerly CHEM 211 and 211L). A systematic study of the physical and chemical properties of hydrocarbons and their derivatives. Topics include chemical bonding, structural formula and physical properties, nomenclature, stereochemistry, synthesis and reactions of alkanes, alkenes, alkynes, alkyl halides, and alcohols. Reaction mechanism is emphasized. Laboratory component focuses on reaction set-ups, recrystallization, melting point, distillation, extraction, chromatography, and reactions. Prerequisites: CHEM 1120, 1121, or CHEM 1122, 1123. Three lectures and one three-hour laboratory per week. Formerly CHEM 211, 211L. CHEM 2010, 2011 is required of all Chemistry majors. Offered in fall, spring, and summer.

CHEM 2012 (3) and 2013 (1) Honors Organic Chemistry I and Laboratory (Formerly CHEM 211H and 211K). For Chemistry majors and University Honors Program students only. Topics are similar to CHEM 2010, 2011, but covered in greater detail. Prerequisites: CHEM 1122, 1123. Three lectures and one three-hour laboratory per week. Offered only in fall.

CHEM 2020 (3) and 2021 (1) Organic Chemistry II and Laboratory (Formerly CHEM 212 and 212L). A continuation of CHEM 2010, 2011. Emphasis is on the synthesis, reactions, and spectroscopic identification of aromatic compounds, carbonyl compounds, and amines. Reaction mechanism is strongly emphasized. Laboratory component exposes students to multi-step synthesis, and spectroscopic and chromatographic characterization of reaction products. Prerequisites: CHEM 2010, 2011. Three lectures and one three-hour laboratory per week. Formerly CHEM 212, 212L. CHEM 2020, 2021 is required of all Chemistry majors. Offered in fall, spring, and summer.

CHEM 2022 (3) and 2023 (1) Honors Organic Chemistry II and Laboratory (Formerly CHEM 212H and 212K). A continuation of CHEM 2012, 2013. Topics covered are similar to CHEM 2020, 2021, but covered in greater detail. Prerequisites: CHEM 2012, 2013. Three lectures and one three-hour laboratory per week. Offered only in spring.

CHEM 2100 (3) and 2101 (1) Introduction to Analytical Chemistry and Laboratory (Formerly CHEM 210 and 210L). Quantitative methods of chemical analysis. Topics include data manipulation, error analysis and statistical methods; chemical equilibria; acid/base, complexometric and precipitation titrimetry; spectrometric methods; chemical separations and chromatography; analytical glassware, equipment, and instrumentation; and use of computer spreadsheet programs. Laboratory component directly parallels lecture topics. Prerequisites: CHEM 1120, 1121, or CHEM

1122, 1123. Three lectures and one three-hour laboratory per week. Formerly CHEM 210, 210L. Required of all Chemistry majors. Offered in fall and spring.

CHEM 2500 (3) Introduction to Pharmacology (Formerly CHEM 250). An introductory study of mechanisms, dosages, and side effects of pharmacological classes of medication. Three lectures per week. Offered only in fall.

CHEM 3000 (3) Introduction to Inorganic Chemistry (Formerly CHEM 300). An introduction to descriptive inorganic chemistry. Emphasis is on periodicity in structure and reactivity. Topics include bonding, boron chemistry, catalysis, coordination compounds and reaction mechanisms, electronic spectroscopy, and bio-inorganic chemistry. Prerequisites: CHEM 1120, 1121. Offered only in the fall.

CHEM 3185, 3186, 3187 (3, 3, 3) Cooperative Education I, II, III (Formerly CHEM 318A, B, C). 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. Offered in fall, spring, and summer.

CHEM 3200 (3) and 3201 (1) Physiological Biochemistry and Laboratory (Formerly CHEM 320 and 320L). The fundamentals of human physiological chemistry. Required of majors in foods and nutrition. Prerequisites: CHEM 3600, 3601. Not available for students having credit for CHEM 4700. Three lectures and one three-hour laboratory per week. Offered only in spring.

CHEM 3210 (3) and 3211 (1) Physical Chemistry I and Laboratory (Formerly CHEM 321 and 321L). Topics covered include the laws of thermodynamics and their application to physical processes and chemical systems, ideal and real gases, single and multi-component phase equilibrium, solutions of non-electrolytes and electrolytes, and electrochemistry. Laboratory component emphasizes the material covered in lecture. Prerequisites: MATH 1925 CHEM 2100, 2101, and either CHEM 2020, 2021 or CHEM 2022, 2023. Three lectures and one three-hour laboratory per week. Offered only in fall.

CHEM 3220 (3) and 3221 (1) Physical Chemistry II and Laboratory (Formerly CHEM 322 and 322L). A continuation of CHEM 3210, 3211. Topics include kinetic molecular theory, transport processes, reaction kinetics, quantum mechanics, atomic structure, molecular electronic structure, spectroscopy, and photochemistry. Prerequisites: CHEM 3210, 3211. Three lectures and one three-hour laboratory per week. Offered only in spring.

CHEM 3310 (3) and 3311 (1) Fundamentals of Physical Chemistry I and Laboratory (Formerly CHEM 331 and 331L). A survey of physical chemistry. Topics include states of matter and the properties of gases; the laws of thermodynamics; phase equilibria; chemical equilibrium; and electrochemistry. Prerequisites: CHEM 2100, 2101, 2020, 2021, MATH 1720. Not available to students having credit for CHEM 3210, 3211. Students interested in attending graduate school should enroll in CHEM 3210, 3211. Laboratory component emphasizes the material covered in lecture. Three lectures and one three-hour laboratory per week. Offered only in fall.

CHEM 3320 (3) and 3321 (1) Fundamentals of Physical Chemistry II and Laboratory (Formerly CHEM 322 and 322L). A continuation of CHEM 3310, 3311. Topics include the rates of reactions and processes; atomic structure; chemical bonding; intermolecular forces; and molecular spectroscopy. Prerequisites: CHEM 3310, 3311. Not available to students having credit for CHEM 3220, 3221. Students interested in attending graduate school should enroll in CHEM 3220, 3221. Laboratory component emphasizes the material covered in lecture. Three lectures and one three-hour laboratory per week. Offered only in spring.

CHEM 3410 (3) and 3411 (1) General Biochemistry I and Laboratory (Formerly CHEM 341 and 341L). A study of the chemical and physical properties and biological functions of proteins, carbohydrates, lipids, and nucleic acids. Topics include cell membranes, enzyme kinetics and mechanisms, replication, transcription, and translation. Prerequisites: CHEM 2010, 2011. Laboratory component emphasizes ionization of acids and bases, pH and buffers, important biochemical techniques, and the chemistry of the major classes of biological compounds. Three lectures and one three-hour laboratory per week. Offered in fall, spring, and summer.

CHEM 3420 (3) and 3421 (1) General Biochemistry II and Laboratory (Formerly CHEM 342 and 342L). A continuation of CHEM 3410, 3411. Study of the major catabolic and anabolic pathways, including their chemical reactions, energetics, and regulation. Additional topics include hormones, vitamins, and biochemical function of various organs. Prerequisites: CHEM 3410, 3411. Laboratory emphasizes biochemical and molecular techniques associated with the study of metabolism. Three lectures and one three-hour laboratory per week. Offered in fall, spring, and summer.

CHEM 3600 (3) and 3601 (1) Organic Chemistry and Organic Survey Laboratory (Formerly CHEM 360 and 360L). 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. Prerequisites: CHEM 1120, 1121. Not available for students having credit for CHEM 2010, 2020. Three lectures and one three-hour laboratory per week. Offered only in fall.

CHEM 3710 (3) Methods of Teaching High School Chemistry (Formerly CHEM 371). 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. Offered on demand.

CHEM 4000 (3) Special Topic (Formerly CHEM 400). 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. Offered on demand.

CHEM 4100 (2) Scientific Communications (Formerly CHEM 410). A focus on writing, oral, and library skills involving scientific information. Writing skills include the preparation of laboratory notebooks, term papers, and research papers. Oral skills concentrate on presentations of scientific results. Library skills include on-line and library literature search for chemical information. Prerequisites: CHEM 2100, 2101, or 2020, 2021. Two one-hour lectures per week. Offered only in spring.

CHEM 4200 (3) and 4201 (1) Inorganic Chemistry I and Laboratory (Formerly CHEM 420 and 420L). Topics include atomic and molecular structure, quantum mechanics, atomic and group theory, solid state chemistry, acid/base and oxidation/reduction chemistry, and the chemistry of metal complexes. Laboratory provides experience in the synthesis and characterization of inorganic compounds. Prerequisites: CHEM 2020, 2021. Three lectures and one three-hour laboratory per week. Offered only in fall.

CHEM 4210 (3) Inorganic Chemistry II (Formerly CHEM 421). A continuation of CHEM 4200. Course provides a systematic survey of the descriptive chemistry of the elements, building on the theories presented in CHEM 4200. Prerequisites: CHEM 4200, 4201. Offered only in spring.

CHEM 4320 (3) and 4321 (1) Instrumental Analysis and Laboratory (Formerly CHEM 432 and 432L). Principles and applications of analytical instrumentation, including electrometric, spectrometric, and chromatographic principles. Prerequisites: CHEM 2100, 2101, 3220, 3221. Three lectures and one three-hour laboratory per week. Offered only in spring.

CHEM 4400 (3) Organic Reaction Mechanisms (Formerly CHEM 440). A selective treatment of theoretical and mechanistic aspects of organic chemistry. Course includes an introduction to molecular orbital theory and its application to bonding. Aromatic, pericyclic elimination, and addition reactions are thoroughly treated. Emphasis is on reaction mechanism. Prerequisites: CHEM 2020, 2021, 3220, 3221. Three lectures per week. Offered only in fall.

CHEM 4505, 4506 (2, 2) Senior Project I, II (Formerly CHEM 450A, 450B). A special laboratory investigation carried out under the direction of the instructor. Emphasis is on scientific research and report writing. Must be taken in sequence. Students are expected to spend at least ten hours per week on their research project(s). Prerequisites: CHEM 3220, 3221 or 3320, 3321. Corequisites: CHEM 4910, 4920. CHEM 4505 offered only in fall, 4506 only in spring.

CHEM 4600 (3) Spectroscopic Methods in Chemistry (Formerly CHEM 460). Various spectroscopic methods in chemistry, concentrating on the practical aspect of using spectroscopic techniques to solve structural

problems. Techniques include ultraviolet spectroscopy, infrared spectroscopy, nuclear magnetic resonance (NMR) spectroscopy, including Two Dimensional (2-D) NMR in solving problems, mass spectroscopy (MS), and x-ray crystallography. Prerequisites: CHEM 2020, 2021, 3220, 3221. Three lectures per week. Offered only in fall.

CHEM 4610, 4620 (3, 3) and 4621 (1) Introduction to Polymer Chemistry I, II and Laboratory (Formerly CHEM 461, 462 and 462L). Organic chemical reactions leading to high polymers, physical properties and physical behavior of polymers, polymer processing, and end uses. Prerequisites: CHEM 2020, 2021, or permission of instructor. Three lectures and one three-hour laboratory per week. CHEM 4610 offered only in fall, 4620 and 4621 only in spring.

CHEM 4700 (3) and 4701 (1) Biochemical Analysis and Laboratory (Formerly CHEM 470 and 470L). Designed to familiarize the student with the principles and practices involved in the analysis of biological and biochemical materials. Topics include separation systems, molecular spectroscopy, radioactivity, ionic strength, and analysis of macromolecules. Laboratory component emphasizes the topics covered in the lectures. Prerequisites: CHEM 2100, 2101, 3320, 3321, 3420, 3421. Three lectures and one three-hour laboratory per week. Offered only in fall.

CHEM 4720 (9) Student Teaching in Chemistry (Formerly CHEM 472S). 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 4705, which is taken concurrently. Offered on demand.

CHEM 4830 (3) Advanced Physical Chemistry (Formerly CHEM 483). A systematic survey of classical transport processes, kinetic molecular theory, statistical mechanics, and absolute reaction rate theory. Prerequisites: CHEM 3220, 3221. Offered only in spring.

CHEM 4910, 4920 (1, 1) Seminar (Formerly CHEM 491, 492). Required of all senior Chemistry majors. Must be taken in sequence. Prerequisites: CHEM 3220, 3221 or 3320, 3321. CHEM 4910 offered only in fall, 4920 only in spring.

Department of Communications

Lawrence James, Ph.D., Interim Head
105 Performing Arts Center
Telephone 615-963-5741

Faculty: V. Duncan-Walters, P. Foster, S. Holt, P. Idoe, H. Insignares, C. Jackson, L. James, K. LaMarque, J. Mitchell, D. Page, V. Sturgeon, L. Yan.

Professional Staff: M. Collino, C. Hooper, B. Scott

General Statement: The Department of Communications offers programs leading to the Bachelor of Arts and the Bachelor of Science degrees with a major in Speech Communication and Theatre. Within the major, the Department offers concentrations in Speech Communication, Speech and Theatre, Theatre, and Mass Communication (radio, television, and journalism), as well as programs leading to teacher certification in Speech and in Theatre. A minor in Speech Communication and Theatre is also offered, with requirements varying by area of interest.

The programs for the Bachelor of Science and the Bachelor of Arts degrees require a minimum of 120 semester hours with 42 of these hours being courses numbered on the 3000 and 4000 levels. The Bachelor of Science degree with teacher certification requires, in addition to the general education core and major course requirements, additional courses in the professional education core.

The teacher certification program in Speech Communication yields licensure to teach in grades 7-12 in Tennessee public schools, and the certification program in Theatre yields licensure to teach in grades K-12 in Tennessee public schools. 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 2.75 cumulative quality point average at the time of application and must pass the Praxis I Test, formerly the Pre-Professional Skills Test (PPST) or the Computer-Based Academic Skills Assessments Test (CBT). Students who have previously earned a 21 on the ACT, 22 on the Enhanced ACT, or a combined 990 on the verbal and mathematics portions of the SAT are exempt from the Praxis I/PPST and the CBT. 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. Students must pass the Praxis II before beginning student teaching. For a complete list of requirements for admission to, and retention in, the Teacher Education Program, see the College of Education section of this Catalog.

Majors in the Department of Communications are encouraged to pursue a second major or a minor.

Students must earn grades of C or better in all courses used to satisfy requirements for the major. This includes COMM 2000, COMM 2200 and THTR 1020. Students receiving D or F grades in major core courses must repeat those courses to obtain a C or better. In addition, students seeking certification in Teacher Education are required to maintain an average of 2.75 or better.

The Department encourages participation in co-curricular organizations and activities, including the National Broadcasting Society/Alpha Epsilon Rho, WTST Campus Radio, Tiger TV News, the Forensics team, Pi Kappa Delta, *The Meter* student newspaper, and annual theatre productions.

Accreditation: The teacher certification programs in Speech Communication and in Theatre are approved by the Tennessee Department of Education. In addition, the National Council on the Accreditation of Teacher Education (NCATE) has extended national accreditation to the entire teacher certification program of the University.

Departmental Requirements For Bachelor of Arts And Bachelor of Science

Major Core Courses

Speech and Theatre Emphasis: 47 Semester Hours

COMM 2000	Introduction to Mass Communication	3
COMM 3200	Argumentation and Debate	3
COMM 3220	Advanced Public Speaking	3
COMM 3540	Oral Interpretation	3
COMM 3620	Radio TV Communication	3
COMM 4210	Small Group Communication	3
COMM 4500	Senior Project	3
THTR 1110 or 1120	Theatre Practice I or II	2
THTR 2400	Elementary Acting	3
THTR 3410 or 3420	Children's Theatre I or II	3
THTR 3510 or 3520	Modern Drama	3
THTR 4000	Scene Design & Stagecraft	3
THTR 4010	History of Drama I	3
THTR 4020	Stage Lighting /Make-Up	3
THTR 4030	History of Drama II	3
THTR 4220	Contemporary Black Drama	3

Speech Communication Emphasis: 41 Semester Hours

THTR 1110 or 1120	Theater Practice	2
THTR 2400	Elementary Acting	3
COMM 2000	Introduction to Mass Communication	3
SPTH 3050	Voice and Diction	3
COMM 3200	Argumentation and Debate	3

COMM 3220	Advanced Public Speaking	3
COMM 3540	Oral Interpretation	3
COMM 3620	Radio TV Communications	3
COMM 4210	Small Group Communication	3
COMM 4220	Persuasion	3
COMM 4300	Psychology of Speech Communication	3
COMM 4340	Contemporary Black Speakers	3
COMM 4480	Principles of Public Relations	3
COMM 4500	Senior Project	3
<u>Theatre Emphasis: 44 Semester Hours</u>		
THTR 1110 or 1120	Theatre Practice	2
THTR 2400	Elementary Acting	3
COMM 2000	Introduction to Mass Communication	3
SPTH 3050	Voice and Diction	3
THTR 3000	Play Production	3
THTR 3030	Directing	3
THTR 3040	Playwriting	3
THTR 3520	Modern Drama	3
THTR 4000	Scene Design and Stagecraft	3
THTR 4010	History of Drama I	3
THTR 4020	Stage Lighting and Makeup	3
THTR 4030	History of Drama II	3
THTR 4900	Performance Seminar	3
COMM 3540	Oral Interpretation	3
COMM 4500	Senior Project	3
<u>Mass Communication Emphasis: 35 Semester Hours</u>		
COMM 2000	Introduction to Mass Communication	3
COMM 3000	Mass Communication Seminar	2
COMM 3011	Survey of Journalism	3
COMM 3020	Newswriting	3
COMM 3600	Broadcasting in America	3
COMM 3640	Radio-TV Production	3
COMM 3700 or 3040	Radio-TV Writing (for broadcasting) or Advanced Reporting (for journalism)	3
Practicum course	COMM 3900, Newspaper Workshop, or COMM 3910, Communication Lab, or COMM 4420, Internship	3
Any three of:	For Journalism: COMM 4050, 4100, 4200, 4310, 4415, 4460, 4480, 4520, 4530, 4540, 4580, 4600	9
	For Radio-TV: COMM 4200, 4240, 4380, 4400, 4440, 4460, 4480, 4520, 4580, 4600	9
COMM 4500	Senior Project	3

General Education Course Requirements

For general education courses, students may take any of the courses listed in this catalog in the section on University General Education Requirements as satisfying that category requirement, except that the Department does require that THTR 1020, Appreciation of Drama, be one of the required Humanities courses. An orientation course, preferably ASOR 1002, is also required and must be taken in the student's first semester at Tennessee State University.

Students seeking the B.A. degree must include 12 semester-hours of a single foreign language in their General Education requirements. The number of hours in the foreign language may be reduced by advanced standing in the language at the time of admission, but the B.A. candidate must earn at least 6 college-level hours of credit in the language and complete course work at least through the intermediate level (2010, 2020).

General Education Core

<u>Communications (9 hours)</u>		
ENGL 1010, 1020	Freshman English I, II (minimum grade of C in each)	6
COMM 2200	Public Speaking	3
<u>Humanities and/or Fine Arts (9 hours)</u>		
ENGL 2110-2230	Sophomore Literature Course	3
THTR 1020	Appreciation of Drama	3
Elective	One course from approved list.	3
<u>Social and Behavioral Science (6 hours)</u>		
Elective	One course from approved list.	3
Elective	One course from approved list.	3
<u>History (6 hours)</u>		
HIST 2010	American History I	3
HIST 2020	American History II	3
<u>Natural Science (8 hours)</u>		
BIOL 1010/1011	Introductory Biology I with lab	4
BIOL 1020/1021	Introductory Biology II with lab	4
<u>Mathematics (3 hours)</u>		
Elective	One course from approved list.	3
<u>Orientation (1 hour)</u>		
ASOR 1002	Orientation for Social Science Majors (Teacher certification students should take EDCI 1010.)	1
Total General Education Hours		42

Electives, Minor, Second Major

In addition to the general education core courses and required major courses, students must take additional courses to make a total of at least 120 semester-hours. These may be electives taken inside or outside of the department, a minor outside the department plus electives, or a second major. A minor or second major is encouraged.

Upper Division Hours

At least 42 of the 120 hours required for graduation must be taken at the junior-senior level – courses numbered in the 3000-4000 range.

Teacher Education

Students interested in pursuing teacher's certification must consult the catalog and the teacher education advisor.

Upper-Division Admission

For admission into the upper-division programs of the Speech Communication and Theatre major, students must complete all of the requirements listed under the General Education Core. In addition, they must have removed all high school deficiencies, passed all required developmental courses, earned a cumulative grade point average of at least 2.0 on college-level course work, and completed the Rising Junior Examination. They must have earned grades of C or better in COMM 2000, 2200, and THTR 1020. Students pursuing the B.A. degree must have completed the foreign language requirement before applying for upper-level admission.

Most 3000-4000 level courses are offered only once a year; in consultation with an advisor, students will need to plan ahead in order to graduate in a timely fashion.

Minor

The Department offers a minor in Speech Communication and Theatre, requiring 18 semester hours. A minor with a concentration

in Speech Communication includes SPTH 3050, COMM 3200 or 4210, 3540, 4220, 3220, or COMM 3011 or 3020. A minor with a concentration in Speech Communication and Theatre includes COMM 3600; COMM 3220, 3540; THTR 2400, 3030, 3410. The requirements for a minor in Mass Communication include COMM 2000, 3011, 3020, 3040; 3600, 3640. A minor with a concentration in Theatre includes THTR 2400, 3000, 3030, 3520, 4000 or 4020, 4010 or 4030.

B.A. Degree

Students pursuing the **BA Degree** (recommended) must include 12 hours of a single foreign language. It is possible to test out of up to six hours; 120 total hours are still required for graduation.

Bachelor of Science Degree in Speech Communication and Theatre

Suggested Four-Year Plans

Option 1

SPEECH COMMUNICATION AND THEATER

FRESHMAN YEAR

Fall Semester		Spring Semester	
ASOR 1002	1	ENGL 1020	3
ENGL 1010	3	BIOL 1020, 1021	4
MATH 1013 or 1110	3	COMM 2200	3
BIOL 1010, 1011	4	THTR 1020	3
COMM 2000	3	THTR 1110 or 1120	2
	<u>14</u>		<u>15</u>

SOPHOMORE YEAR

Fall Semester		Spring Semester	
Sophomore Literature	3	ART 1010, MUSC 1010, PHIL 2010	
Any elective	3	or RELS 2010	3
HIST 2010	3	HIST 2020	3
Social/Behavior Science I	3	Social/Behavior Science II	3
THTR 2400	3	COMM 3220	3
		COMM 3200	3
	<u>15</u>		<u>15</u>

JUNIOR YEAR

Fall Semester		Spring Semester	
SPTH 3050	3	THTR 3410 or 3420	3
COMM 3620	3	COMM 3540	3
THTR 4000	3	THTR 3510 or 3520	3
THTR 4010	3	THTR 4020	3
Any electives	4	COMM 4210	3
	<u>16</u>		<u>15</u>

SENIOR YEAR

Fall Semester		Spring Semester	
THTR 4030	3	COMM 4500	3
Any electives	12	THTR 4220	3
		Any electives	9
	<u>15</u>		<u>15</u>

Option 2

SPEECH COMMUNICATION

FRESHMAN YEAR

Fall Semester		Spring Semester	
ASOR 1002	1	ENGL 1020	3
ENGL 1010	3	BIOL 1020, 1021	4
MATH 1013 or 1110	3	COMM 2200	3
BIOL 1010, 1011	4	THTR 1020	3
Any electives	4	THTR 1110 or 1120	2
	<u>15</u>		<u>15</u>

SOPHOMORE YEAR

Fall Semester

Sophomore Literature	3
COMM 2000	3
HIST 2010	3
Social/Behavior Science I	3
THTR 2400	3
	<u>15</u>

Spring Semester

ART 1010, MUSC 1010, PHIL 2010	
Or RELS 2010	3
HIST 2020	3
Social/Behavior Science II	3
Any electives	6
	<u>15</u>

JUNIOR YEAR

Fall Semester

SPTH 3050	3
Elective 3000-4000 level	3
COMM 3620	3
COMM 4220	3
COMM 4340	3
	<u>15</u>

Spring Semester

COMM 3200	3
COMM 3540	3
COMM 4210	3
COMM 3220	3
Any elective	3
	<u>15</u>

SENIOR YEAR

Fall Semester

COMM 4300	3
COMM 4480	3
Elective 3000-4000 level	3
Any electives	6
	<u>15</u>

Spring Semester

COMM 4500	3
Elective 3000-4000 level	3
Any electives	9
	<u>15</u>

**Option 3
THEATER**

FRESHMAN YEAR

Fall Semester

ASOR 1002	1
ENGL 1010	3
MATH 1013 or 1110	3
BIOL 1010, 1011	4
Any electives	4
	<u>15</u>

Spring Semester

ENGL 1020	3
BIOL 1020, 1021	4
COMM 2200	3
THTR 1020	3
Elective	3
	<u>16</u>

SOPHOMORE YEAR

Fall Semester

Sophomore Literature	3
COMM 2000	3
HIST 2010	3
Social/Behavior Science I	3
THTR 1110 or 1120	2
	<u>14</u>

Spring Semester

ART 1010, MUSC 1010, PHIL 2010	
Or RELS 2010	3
HIST 2020	3
Social/Behavior Science II	3
THTR 2400	3
Elective	3
	<u>15</u>

JUNIOR YEAR

Fall Semester

THTR 3000	3
THTR 3040	3
THTR 3520	3
THTR 4010	3
Any elective	3
	<u>15</u>

Spring Semester

THTR 4000	3
SPTH 3050	3
COMM 3540	3
Any electives	6
	<u>15</u>

SENIOR YEAR

Fall Semester

THTR 4020	3
THTR 4030	3
COMM 4500	3
3000-4000 level electives	.6
	<u>15</u>

Spring Semester

THTR 3030	3
THTR 4900	3
Any electives	9
	<u>15</u>

**Option 4
MASS COMMUNICATION — Journalism****FRESHMAN YEAR**

Fall Semester		Spring Semester	
ASOR 1002	1	ENGL 1020	3
ENGL 1010	3	BIOL 1020, 1021	4
MATH 1013 or 1110	3	COMM 2200	3
BIOL 1010, 1011	4	THTR 1020	3
Foreign Language I or elective*	3	Foreign Language II or elective*	3
	14		16

SOPHOMORE YEAR

Fall Semester		Spring Semester	
Sophomore Literature	3	ART 1010, MUSC 1010, PHIL 2010 or RELS 2010	3
COMM 2000	3	HIST 2020	3
HIST 2010	3	Social/Behavior Science II	3
Social/Behavior Science I	3	COMM 3000	2
Foreign Language III or elective*	3	Foreign Language III or elective*	3
	15		14

JUNIOR YEAR

Fall Semester		Spring Semester	
COMM 3011	3	COMM 3040	3
COMM 3020	3	COMM 3900 or 4420	3
COMM 3600	3	Journalism 4000-level***	3
COMM 3640	3	Electives 3000-4000 level	6
Any electives**	4		
	16		15

SENIOR YEAR

Fall Semester		Spring Semester	
Journalism 4000-level***	3	COMM 4500	3
Journalism 4000-level***	3	Elective 3000-4000 level	3
Elective 3000-4000 level	1	Any electives	9
Any elective	8		
	15		15

**A minor or a second major is recommended.
***Choose from: COMM 4050, 4100, 4200, 4300, 4400, 4460, 4480, 4520, 4530, 4540, 4580, 4600 (if a journalism topic).
Suggested electives include further journalism, radio-TV, and other Communication courses, SPTH 3050, ENGL 3000, 3110, 3120, ART 3260, political science, foreign language.

MASS COMMUNICATION B Radio-TV**FRESHMAN YEAR**

Fall Semester		Spring Semester	
ASOR 1002	1	ENGL 1020	3
ENGL 1010	3	BIOL 1020, 1021	4
MATH 1013 or 1110	3	COMM 2200	3
BIOL 1010, 1011	4	THTR 1020	3
Foreign Language I or elective*	3	Foreign Language II or elective*	3
	14		16

SOPHOMORE YEAR

Fall Semester		Spring Semester	
Sophomore Literature	3	ART 1010, MUSC 1010, PHIL 2010 or RELS 2010	3
COMM 2000	3	HIST 2020	3
HIST 2010	3	Social/Behavior Science II	3
Social/Behavior Science I	3	COMM 3000	2
Foreign Language III or elective*	3	Foreign Language III or elective*	3
	15		14

JUNIOR YEAR

Fall Semester		Spring Semester	
COMM 3011	3	COMM 3700	3
COMM 3020	3	COMM 3910 or 4420	3
COMM 3600	3	Radio-TV 4000-level***	3
COMM 3640	3	Electives 3000-4000 level	6
Any electives**	4		
	16		15

SENIOR YEAR

Fall Semester		Spring Semester	
Radio-TV 4000-level***	3	COMM 4500	3
Radio-TV 4000-level***	3	Electives 3000-4000 level	3
Electives 3000-4000 level	1	Any electives	9
Any electives	8		
	15		15

**A minor or a second major is recommended.
***Choose from: COMM 4200, 4240, 4380, 4400, 4440, 4460, 4480, 4520, 4580, 4600 (if a radio-TV topic).
Suggested electives include further radio-TV, journalism, and other Communication courses, THTR 1110 or 1120, 2400, 3000, 3030, 3040, 3520, 4000, 4020, 4220, SPTH 3050, 3760, ENGL 3000, 3110, 3120, ART 3260, foreign language.

**Bachelor of Science Degree in Speech Communication and Theatre
Speech Communication Emphasis
With Teacher Certification
Licensure for Grades 7-12****Suggested Four-YEAR Plan****FRESHMAN YEAR**

Fall Semester		Spring Semester	
EDCI 1010	1	COMM 2000	3
COMM 2200	3	THTR 1020	3
MATH 1013 or 1110	3	ENGL 1020	3
ENGL 1010	3	HIST 2020	3
HIST 2010	3	BIOL 1020, 1021	4
BIOL 1010, 1011	4		
	17		16

SOPHOMORE YEAR

Fall Semester		Spring Semester	
SPTH 3050	3	COMM 3540	3
ENGL 2010 or 2020	3	COMM 3600	3
ART 1010 or MUSC 1010	3	EDCI 2010	3
POLI 2010	3	PSYC 3120	3
PSYC 2420	3	HPSS 1510	3
	15		15

JUNIOR YEAR

Fall Semester		Spring Semester	
COMM 3640	3	COMM 3220	3
COMM 4300	3	COMM 4210	3
EDCI 3870	3	COMM 3200	3
EDSE 3330	3	EDRD 4910	3
Communications elective	3		
	15		12

SENIOR YEAR

Fall Semester		Spring Semester	
COMM 3710	3	COMM 4720	12
COMM 4320	3	EDCI 4700	3
COMM 4500	3		
Communications elective	2		
EDAD 4000	3		
EDCI 4190	2		
	16		15

**Bachelor of Science Degree in Speech Communication and Theatre
Theatre Emphasis
With Teacher Certification
Licensure for Grades K-12**

Suggested Four-YEAR Plan

FRESHMAN YEAR

Fall Semester		Spring Semester	
COMM 2200	3	COMM 2000	3
MATH 1013 or 1110	3	THTR 1020	3
ENGL 1010	3	ENGL 1020	3
HIST 2010	3	HIST 2020	3
BIOL 1010, 1011	4	BIOL 1020, 1021	4
EDCI 1010	1		
	17		16

SOPHOMORE YEAR

Fall Semester		Spring Semester	
THTR 2400	3	Communications elective	3
POLI 2010	3	THTR 3520	3
ENGL 2010 or 2020	3	HPSS 1510	3
ART 1010 or MUSC 1010	3	EDCI 2010	3
PSYC 2420	3	PSYC 3120	3
	15		15

JUNIOR YEAR

Fall Semester		Spring Semester	
THTR 3000	3	THTR 3030	3
THTR 4010	3	THTR 4000	3
THTR 4020	3	COMM 3540	3
EDCI 3870	3	EDRD 4910	3
Elective	3	EDSE 3330	3
	15		15

SENIOR YEAR

Fall Semester		Spring Semester	
COMM 3710	3	COMM 4720	9
COMM 4490	3	EDCI 4700	3
COMM 4500	3		
Communications elective	2		
EDAD 4000	3		
EDCI 4190	2		
	16		12

Course Descriptions

Communications (COMM)

COMM 2000 Introduction to Mass Communication (3). A survey of the mass media and their impact on the ideas, attitudes, and impressions of society. Formerly SPCH 200.

COMM 2100 Fundamentals of Speech Communication (3). Fundamentals of the various types of speech communication, including interpersonal, small group, and non-verbal communication process. Formerly SPCH 210.

COMM 2200 Public Speaking (3). Principles of speech composition and delivery with emphasis on preparing and presenting the various forms of oral communication. Formerly SPCH 220.

COMM 2202 Honors Public Speaking (3). Honors section of COMM 2200. Enrollment limited to students in University Honors Program. Formerly SPCH 220H.

COMM 2300 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 communications. Formerly SPCH 230.

COMM 3000 Mass Communication Seminar (2). An introductory course exploring "the real world" of mass communications through a combination

of guest speakers and field trips. The class visits stations, production facilities, and publications, and hears a variety of working mass communication professionals. Formerly RTV 300.

COMM 3011 Survey of Journalism (3). Emphasis upon the organization and function of daily and weekly newspapers, community publicity, school publications, and news writing. Formerly JOUR 301.

COMM 3020 Newswriting (3). Introduction to reporting techniques, with emphasis on news writing. Formerly JOUR 302.

COMM 3040 Advanced Reporting (3). Practice in advanced newswriting with emphasis on news features and beat reporting. Formerly JOUR 304. Prerequisite: COMM 3020 (JOUR 302).

COMM 3060 Investigative Reporting (3). Special problems and assignments in in-depth investigative reporting. Formerly JOUR 306. Prerequisite: COMM 3020 (JOUR 302).

COMM 3200 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. Formerly SPCH 320.

COMM 3220 Advanced Public Speaking (3). Study of standards of criticism and techniques involved in effective public address. Formerly SPCH 322. Prerequisite: COMM 2200 (SPCH 220).

COMM 3540 Oral Interpretation (3). Understanding of and appreciation for literature through the oral re-creation or performance of poetry, prose, and drama. Recommended for prospective teachers of literature. Formerly SPCH 354.

COMM 3560 Forensics Practicum (3). Practical experience through active class participation in individual events and performance activities. Formerly SPCH 356. Prerequisite: COMM 2200 (SPCH 220).

COMM 3580 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. Formerly SPCH 358. Prerequisite: COMM 3540 (SPCH 354).

COMM 3600 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. Formerly RTV 360.

COMM 3620 Radio and Television Communication (3). A course covering all types of non-dramatic broadcast performance, with practical application in a laboratory situation. Formerly RTV 362.

COMM 3640 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. Formerly RTV 364.

COMM 3700 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. Formerly RTV 370. Prerequisite: COMM 3640 (RTV 364) or permission of instructor.

COMM 3710 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. Formerly SPCH 371. Prerequisite: official admission to the Teacher Education Program.

COMM 3900 Newspaper Workshop (3). Practical experience in writing, editing, photography, layout, and advertising sales for the TSU Meter (student newspaper). Formerly JOUR 390. Prerequisite: upper-level status or permission of instructor. May be taken three times for credit.

COMM 3910 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. Formerly RTV 391. Prerequisite: COMM 3620 (RTV 362) or permission of instructor. May be taken twice for credit.

COMM 4050 News Editing (3). Editing copy, writing headlines, designing newspaper layout. Formerly JOUR 405. Prerequisite: COMM 3020 (JOUR 302).

COMM 4100 Editorial Writing (3). Critical analysis of structure and content of newspaper editorials. Course also includes practice in writing editorials and columns. Formerly JOUR 410.

COMM 4200 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. Formerly JOUR 420. Prerequisites: COMM 3020 and COMM 3640 (JOUR 302 and RTV 364), or permission of instructor.

COMM 4210 Small Group Communication (3). Communication in small groups, emphasizing principles, practices, and patterns in practical situations. Formerly SPCH 420.

COMM 4220 Persuasion (3). Psychology of attitude formation and change, including theories of persuasion and principles of persuasive communication. Formerly SPCH 422. Prerequisite: COMM 2200 (SPCH 220).

COMM 4240 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. Formerly RTV 424. Prerequisite: COMM 3640 (RTV 364).

COMM 4300 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 and purposes of speech are analyzed. Formerly SPCH 430.

COMM 4310 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. Formerly JOUR 430.

COMM 4320 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. Formerly SPCH 432.

COMM 4340 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. Formerly SPCH 434. Prerequisite: COMM 2200 (SPCH 220).

COMM 4380 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. Formerly RTV 438. Prerequisite: COMM 3600 (RTV 360) or permission of instructor.

COMM 4400 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. Formerly RTV 440. Prerequisite: COMM 3600 (RTV 360) or permission of instructor.

COMM 4415 Feature Writing (3). Instruction and practice in writing feature articles. Formerly JOUR 440. Prerequisite: COMM 3020 (JOUR 302) or permission of instructor.

COMM 4420 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. Formerly SPCH 442. Prerequisites: introductory courses in area related to internship (COMM 3600/RTV 360 and COMM 3640/RTV 364 for electronic media, COMM 3011/JOUR 301 and COMM 3020/JOUR 302 for journalism, and two junior-senior-level course in area of internship for students in other areas of the Department) and permission of instructor.

COMM 4425 Communication Cooperative (3). Supervised and approved program of learning experiences undertaken by students in governmental, business, or industrial setting. Formal proposals, project objectives, and learning plans are reviewed and approved by faculty. Student activities and progress are monitored, evaluated, and graded by a full-time faculty member. Formerly SPCH 442A. Prerequisite: permission of Department Head.

COMM 4440 Advanced Television Production (3). In-depth experience in producing and directing television programs. Formerly RTV 444. Prerequisite: COMM 3640 (RTV 364).

COMM 4460 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. Formerly SPCH 446.

COMM 4480 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. Formerly SPCH 448.

COMM 4490 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. Formerly SPCH 449. Prerequisite: admission to Teacher Education Program.

COMM 4500 Senior Project (3). Completion of individual research or project through application of the research methodology process. Required of all Departmental majors. Students must register for this course during the term they plan to graduate, unless they are engaged in practice teaching, in which case they must take the course earlier. Formerly SPCH 450.

COMM 4520 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. Formerly SPCH 452. Prerequisite: COMM 3600 (RTV 360) or COMM 3011 (JOUR 301), or permission of instructor.

COMM 4530 Reviewing and Criticism (3). Instruction and practice in reviewing entertainment and the arts. Emphasis on film criticism and one or more of the following: theatre, literature, music, dance, art. Formerly JOUR 452. Prerequisite: COMM 3020 (JOUR 302).

COMM 4540 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. Formerly JOUR 454. Prerequisite: COMM 3020 (JOUR 302).

COMM 4580 Advanced Public Relations (3). Practical exercises in public relations, stressing campaigns, schedules, budgets, and media strategies. Formerly SPCH 458. Prerequisite: COMM 4480 (SPCH 448).

COMM 4600 Special Topics (3). Scope of subject matter to be determined by instructor. Formerly JOUR 460. Prerequisite: Permission of instructor.

COMM 4720 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. Formerly SPCH 472S. Prerequisite: successful completion of all certification courses except EDCI 4700, which is taken concurrently.

COMM 4800 Independent Study (3). Individual study and research under faculty guidance. May be taken twice for up to six hours of credit. Formerly SPCH 480.

Theatre (THTR)

Prerequisite to all upper-division (3000- or 4000-level) Theatre courses (excluding THEA 3440) without stated prerequisites: THTR 1110 or 1120 (THEA 111 or 112) and THTR 1020.

THTR 1010 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. This course may be taken to remove high school deficiency in the visual and performing arts. If it is used for this purpose, it does not yield degree credit.

THTR 1020 Appreciation of Drama (3). Introduction to dramatic principles through the study of major periods and representative plays from the Greek period to the present. Course may be used toward satisfying University humanities requirement.

THTR 1021 Honors Appreciation of Drama (2). Honors section of THTR 1020. Enrollment limited to students in University Honors Program. Course may be used toward satisfying University humanities requirement.

THTR 1110 Theatre Practice (2). Introduction to theatre technology, stage terms, building of scenery. Laboratory experience. Formerly THEA 111.

THTR 1120 Theatre Practice (2). Fundamentals of floor plans and perspective drawings, introduction to make-up, and continuation of theatre technology. Laboratory experience. Formerly THEA 112.

THTR 2400 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. Formerly THEA 240.

THTR 3000 Play Production (3). Study of the major components 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. Formerly THEA 300.

THTR 3030 Directing (3). Analyzing scripts and directing one-act plays, with attention to casting, blocking, and rehearsal styles through practicum. Formerly THEA 303. Prerequisites: THTR 2400 and 3000 (THEA 240 and 300).

THTR 3040 Playwriting (3). Theory and practice of writing one-act plays for the stage. Formerly THEA 304. Prerequisite: THTR 3510 or 3520 (THEA 351 or 352).

THTR 3410 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. Formerly THEA 341.

THTR 3420 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. Formerly THEA 342.

THTR 3430 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. Formerly THEA 343.

THTR 3440 Drama Workshop (1-2). Credit given for acting, crew, or committee work in a production. Non-majors may repeat for maximum of 4 hours; majors may repeat for maximum of 6 hours. Formerly THEA 344.

THTR 3510 Classical Drama (3). Study of western world's masterpieces from the Greeks to the Restoration. Readings and reports. Formerly THEA 351.

THTR 3520 Modern Drama (3). Extensive study of world-famous plays from 1880's to the present day. Readings and reports. Formerly THEA 352.

THTR 4000 Scene Design and Stagecraft (3). Advanced scene design and advanced stagecraft. Construction of three-dimensional scenery required. Practicum with current productions. Formerly THEA 400. Prerequisite: THTR 1110 or 1120 (THEA 111 or 112).

THTR 4010 History of Drama I (3). Development, literature, and staging practices of the theatre from the Egyptians to the Restoration Period. Formerly THEA 401.

THTR 4020 Stage Lighting and Make-up (3). Advanced make-up and lighting practicum in major productions and laboratory productions. Formerly THEA 402. Prerequisites: THTR 1110 or 1120 (THEA 111 or 112); THTR 1020.

THTR 4030 History of Drama II (3). Development, literature, and staging practices of the theatre from the Restoration through the nineteenth century. Formerly THEA 403.

THTR 4200 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. Formerly THEA 420. Prerequisite: THTR 2400 (THEA 240), or permission of instructor.

THTR 4220 Contemporary Black Drama (3). Study of dramas by representative contemporary black playwrights. Formerly THEA 422.

THTR 4900 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. Formerly THEA 490. Prerequisites: Any two of THTR 2400, 3000, 3030 (THEA 240, 300, 303). Required of students with a concentration in Theatre.

Department of Criminal Justice

C. Bruce Mallard, Ph.D., Head
308 Hubert Crouch Hall (Graduate Building)
Telephone 615-963-5571

Faculty: D. Burris-Kitchen, R. Craig, G. Kakoti, R. Smith, 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. The major also provides a broad background in the social sciences with a wide variety of courses in Psychology and Sociology. Any student admitted to the University at the undergraduate level is eligible to major in Criminal Justice. It is an excellent pre-law major.

The Department also offers the Master of Criminal Justice (MCJ) degree jointly with Middle Tennessee State University. For details of the program, see the Graduate Catalog.

Departmental Requirements 45 Semester Hours For Bachelor of Science Criminal Justice

General Education Core

Communications (9 hours)

ENGL 1010, 1020 Freshman English I, II 6
 (minimum grade of C in each)

COMM 2200 Public Speaking 3

Humanities and/or Fine Arts (9 hours)

ENGL 2110-2230 Sophomore Literature Course 3

Elective One course from approved list. 3

Elective One course from approved list. 3

Social and Behavioral Science (6 hours)

PSYC 2010 General Psychology 3

SOCI 2010 Introduction to Sociology 3

History (6 hours)

HIST 2010 American History I 3

HIST 2020 American History II 3

Natural Science (8 hours)

BIOL 1010/1011 Introductory Biology I 4

BIOL 1020/1021 Introductory Biology II 4

Mathematics (3 hours)

MATH 1110	College Algebra I	3
<u>Orientation (1 hour)</u>		
ASOR 1002	Orientation for Social Science Majors	1
Total General Education Hours		42

Other Requirements: COMP 1210 Introduction to Computing (3)

Upper-division Admission

For admission into the upper-division program of the Criminal Justice major, students must complete all of the requirements listed above under General Education Core and Other Requirements. In addition, they must have removed all high school deficiencies, passed all required remedial/developmental courses, earned a cumulative grade point average of at least 2.0 on college-level course work, and completed the Rising Junior Examination. They must also have earned a minimum grade of C in CRMJ 2000, 2010, 2020, and 2030.

Major Core: A minimum of 45 semester hours with at least 33 hours at the 3000-4000 level. The required courses in the major core are:

CRMJ 2000	Introduction to Criminal Justice Studies	3
CRMJ 2010	Introduction to Law Enforcement	3
CRMJ 2020	The American Legal System	3
CRMJ 2030	Introduction to Corrections	3
CRMJ 3000	Research Methods	3
CRMJ 4000	Senior Practicum	12
CRMJ 4500	Senior Project	3

Students must also complete a minimum of 15 hours of CRMJ electives at the 3000-4000 level. Police or correctional officers who have completed basic training at a city or state academy receive credit for the Senior Practicum (CRMJ 4000) by registering for it and completing a research paper. All other students must complete a semester of work in a criminal justice agency to gain practical experience. 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: PSYC 2010, 2100, 2180, 3210, 3410 or 3510 and two Upper Division electives.

Bachelor of Science Degree in Criminal Justice

Suggested Four-Year Plan**FRESHMAN YEAR**

FALL SEMESTER	HR	SPRING SEMESTER	HR
CRMJ 2000	3	PSYC 2010	3
ENGL 1010	3	ENGL 1020	3
HIST 2010	3	HIST 2020	3
MATH 1110	3	BIOL 1020, 1021	4
BIOL 1010, 1011	4	HUMANTIES ELECTIVE	3
ASOR 1002	1		
			16
		17	

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CRMJ 2010	3	CRMJ 2020	3
SOCI 2010	3	CRMJ 2030	3
ENGL 2010	3	ENGL 3107	3
COMM 2200	3	HUMANTIES ELECTIVE	3
PSYC 2100	3	COMP 2010	3
			15
		15	

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CRMJ 3000	3	CRMJ ELECTIVE, 3000/4000	3
PSYC 2180	3	SOCI 3300	3
PSYC 3210	3	SOCI ELECTIVE, 3000/4000	3
PSYC 3410 or 3510	3	PSYC ELECTIVE, 3000/4000	3
SOCI ELECTIVE, 3000/4000	3		
		15	12

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
CRMJ 4000	12	CRMJ ELECTIVES, 3000/4000	12
CRMJ 4500	3	PSYC ELECTIVE	3
		15	15

Course Descriptions**(CRMJ)**

CRMJ 2000 Introduction to Criminal Justice Studies (3) (Formerly CJ 200). 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.

CRMJ 2010 Introduction to Law Enforcement (3) (Formerly CJ 201). 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.

CRMJ 2020 The American Legal System (3) (Formerly CJ 202). 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.

CRMJ 2030 Introduction to Corrections (3) (Formerly CJ 203). 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 is included. Required of all CJ majors.

CRMJ 3000 Research Methods (3) (Formerly CJ 300). 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 1010 and PSY 2118 or SOC 300. Required of all CJ majors.

CRMJ 3010 Court Procedure and Methods (3) (Formerly CJ 301). 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)

CRMJ 3020 Constitutional and Criminal Law (3) (Formerly CJ 302). 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)

CRMJ 3030 Incidence of Crime (3) (Formerly CJ 303). 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)

CRMJ 3040 Criminal Typology (3) (Formerly CJ 304). 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)

CRMJ 3050 Deviance and Control (3) (Formerly CJ 305). 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 is discussed. The relationship of deviance to crime is also considered. (Elective)

CRMJ 3060 Introduction to the Philosophy of Law (3) (Formerly CJ 306). 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)

CRMJ 3070 Introduction to the Study of Law (3) (Formerly CJ 307). 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)

CRMJ 3080 Police and Patrol Service (3) (Formerly CJ 308). 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)

CRMJ 3090 Traffic Investigation and Control (3) (Formerly CJ 309). A study of the need for and development of traffic laws with primary attention focussed 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)

CRMJ 3100 Criminal Theory (3) (Formerly CJ 310). 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)

CRMJ 3130 Counseling (3) (Formerly CJ 313). 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. (Elective)

CRMJ 3210 Juvenile Delinquency (3) (Formerly CJ 321). 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)

CRMJ 3220 Penal Institutions and Treatment Methods (3) (Formerly CJ 322). 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)

CRMJ 3230 Community-Based Treatment Methods (3) (Formerly CJ 323). Intensive study of probation, parole, work-release, and other correctional methods which involve the inmate in his or her community rather than incarceration. Merits and defects of such programs are examined. (Elective)

CRMJ 3300 Police Administration I (3) (Formerly CJ 330). 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)

CRMJ 3310 Police Administration II (3) (Formerly CJ 331). Advanced study of the organization, administration, and functioning of police departments. The designing of policies and a study of the arrangement within a department of specific operations and commands are emphasized. (Elective)

CRMJ 4000 Senior Practicum (12) (Formerly CJ 400). 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.

CRMJ 4010 Independent Study (3) (Formerly CJ 401). 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)

CRMJ 4050 Introduction to Criminalistics (3) (Formerly CJ 405). 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)

CRMJ 4100A, 4100B Cooperative Education I, II (3, 3) (Formerly CJ 410A, 410B). 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. (Electives)

CRMJ 4200 Seminar in Law Enforcement (3) (Formerly CJ 420). 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)

CRMJ 4220 White Collar Crime (3) (Formerly CJ 422). 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)

CRMJ 4300, 4310, 4320 Special Topics I, II, III (3, 3, 3) (Formerly CJ 430, 431, 432). 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)

CRMJ 4500 Senior Project (3) (Formerly CJ 450). 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

Joel H. Dark, Ph.D., Head
216 Hubert Crouch Hall (Graduate Building)
Telephone 615-963-5471

Faculty: M. Bertrand, R. Brooks, S. Browne, J. Burchett, T. Corse, E. Dachowski, D. Gibran, J. Haney, H. King, B. Lovett, E. McClain, C. McGinnis, J. Miglietta, A. Oyebade, D. Padgett, J. Paruchuri, E. Schmeller.

General Statement: The Department of History, Geography, and Political Science seeks to expand students' awareness of their world, its history, and its political institutions. The Department offers general education courses for all students of the University, minor concentrations in each of its three disciplines, and full undergraduate degree programs in History and Political Science.

The undergraduate degree in History is a Bachelor of Arts degree, which means that History majors complete at least one foreign language at the intermediate level. The undergraduate degree in Political Science is a Bachelor of Science degree and does not include the requirement of a foreign language. Students pursuing either degree must obtain a grade of C or better in all courses used to satisfy major requirements. The minor in Geography consists of 18 hours including physical, systematic, and regional geography courses.

Majors in History and Political Science who wish to seek teacher licensure for middle and secondary education should apply in writing to the College of Education for admission to the Teacher Education Program, usually during their sophomore year. Applicants must have a cumulative grade point average of 2.75 or better and must pass the Praxis Series Pre-Professional Skills Test

(PPST) or the Computer-Based Academic Skills Assessment Tests (CBT). Students who have previously earned a score of 21 on the ACT, a score of 22 on the Enhanced ACT, or a combined score of 990 on the verbal and mathematical portions of the SAT are exempt from the PPST and the CBT. Admission to the Teacher Education Program is a prerequisite to all upper-level courses in the professional education curriculum. For a complete description of admission and retention requirements for the Teacher Education Program, see the College of Education section.

Accreditation: The teacher licensure programs in the Department are approved by the Tennessee Department of Education. The University's teacher education program is accredited by the National Council on the Accreditation of Teacher Education (NCATE).

History

Departmental Requirements For Bachelor of Arts History 39 Semester Hours

The major in History is designed to familiarize students with important events, developments, and themes of the human past while also training them in the skills of history as an intellectual discipline. While students are welcome to focus their studies regionally or topically, the curriculum and degree requirements reflect the goal of providing students with a broad understanding of their field at the local, national, and international levels.

Degree Competencies

Students awarded a Bachelor of Arts in History should be able to:

- (1) recognize the characteristic features of history as an academic discipline;
- (2) evaluate claims about the past critically with sensitivity to the importance of historical and cultural contexts;
- (3) conduct thorough historical research with recourse to both primary and secondary sources;
- (4) advance original historical arguments in well-written essays with appropriate citation of sources;
- (5) identify the major periods of the human past and recognize alternative approaches to periodization;
- (6) compare patterns of continuity and change in the history of world civilizations;
- (7) explain major themes and events in the history of the North America and the United States; and
- (8) explore the differences and relationships between political, social, economic, and cultural history.

General Education Core

The following courses are recommended in order to satisfy the requirements of the General Education Core. For a complete listing of all courses satisfying these requirements, please refer to the General Education section of the catalog.

<u>Communications (9 hours)</u>		
ENGL 1010, 1020	Freshman English I, II (minimum grade of C in each)	6
COMM 2200	Public Speaking	3
<u>Humanities and/or Fine Arts (9 hours)</u>		
ENGL 2110-2124	Sophomore Literature Course	3
Elective	One course from approved list.	3
Elective	One course from approved list.	3
<u>Social and Behavioral Science (6 hours)</u>		
Elective	One course from approved list.	3
Elective	One course from approved list.	3

<u>History (6 hours)</u>		
HIST 2010	American History I	3
HIST 2020	American History II	3
<u>Natural Science (8 hours)</u>		
Two courses with labs from the approved list.		8
<u>Mathematics (3 hours)</u>		
MATH 1013, or	Contemporary Mathematics	
MATH 1110	College Algebra I	3
<u>Orientation (1 hour)</u>		
ASOR 1001	Orientation for Science Majors (Teacher certification students should take EDCI 1010.)	1
Total General Education Hours		<u>42</u>

Other Requirements: Six hours in a single foreign language; French, German, or Spanish through the intermediate level (2010, 2020)

Upper-level Admission

For admission to the upper-level program of the History major, students must complete all of the requirements listed above under General Education Core and Other Requirements. In addition, they must have removed all high school deficiencies, passed all required developmental courses, earned a cumulative grade point average of at least 2.0 on college-level course work, and completed the Rising Junior Examination. Students must also have earned minimum grades of C in HIST 1210 and 1220.

Major Core

The requirements for a major in History include HIST 1210 and 1220, World History I, II (6 hours); GEOG 1010 and 1020, World Regional Geography I, II (6 hours); two 3000 or 4000-level United States history courses (6 hours); at least 6 hours at the 3000 or 4000 level in non-U.S. history); HIST 3500, History Workshop (3 hours); HIST 4500, Senior Project (3 hours); and 9 additional upper-level hours in History. All History courses must be completed with a grade of C or better.

Minor Requirements: A minimum of 18 semester hours in History, including HIST 2010 and 2020.

Political Science

Departmental Requirements For Bachelor of Science Political Science 39 Semester Hours

The major in Political Science is designed to familiarize students with both American and international politics while also training them in the skills of political science as an intellectual discipline. The program's upper-level curriculum encourages a broad exposure to the discipline while also allowing students to specialize in areas such as international relations, public policy, and the American legal system.

Degree Competencies

Students awarded a Bachelor of Science in Political Science should be able to:

- (1) recognize the characteristic features of Political Science as an academic discipline;
- (2) conduct thorough research according to the standard methods of political scientists;
- (3) advance original arguments in well-written essays with appropriate citation of sources;

- (4) explain and distinguish between alternative philosophies of government;
- (5) describe and compare different political systems and forms of government;
- (6) describe the American political systems, including the federal government, state and local governments, and the relationships among branches and levels of government;
- (7) explain the institutions and processes through which governments interact with one another across international political boundaries; and
- (8) describe the ways in which individuals organize to influence politics and effect political change.

General Education Core

The following courses are recommended in order to satisfy the requirements of the General Education Core. For a complete listing of all courses satisfying these requirements, please refer to the General Education section of the catalog.

Communications (9 hours)

ENGL 1010, 1020 Freshman English I, II 6
(minimum grade of C in each)

COMM 2200 Public Speaking 3

Humanities and/or Fine Arts (9 hours)

ENGL 2110-2124 Sophomore Literature Course 3

Elective One course from approved list. 3

Elective One course from approved list. 3

Social and Behavioral Science (6 hours)

Elective One course from approved list. 3

Elective One course from approved list. 3

History (6 hours)

HIST 2010 American History I 3

HIST 2020 American History II 3

Natural Science (8 hours)

Two courses with labs from the approved list. 8

Mathematics (3 hours)

MATH 1013, or Contemporary Mathematics 3

MATH 1110 College Algebra I 3

Orientation (1 hour)

ASOR 1001 Orientation for Science Majors 1

(Teacher certification students should take EDCI 1010.)

Total General Education Hours 42

Upper-level Admission

For admission into the upper-level program of the Political Science major, students must complete all of the requirements listed above under General Education Core. In addition, they must have removed all high school deficiencies, passed all required remedial/developmental courses, earned a cumulative grade point average of at least 2.0 on college-level course work, and completed the Rising Junior Examination. They must also have earned a minimum grade of C in POLI 1010 and POLI 2010.

Major Core: The requirements for a major in Political Science include POLI 1010, Introduction to Political Science (3 hours); POLI 2010, American National Government (3 hours); POLI 2200, Introduction to International Politics; POLI 2220, State and Local Government (3 hours); POLI 3100, Research Methodology (3 hours); POLI 4500, Senior Project (3 hours); and 21 additional upper-level hours in Political Science. All Political Science courses must be completed with a grade of C or better.

Pre-Law Studies

The Political Science program provides pre-law courses both for Political Science majors and for students in other disciplines considering law school. The following fifteen hours are recommended as the Political Science portion of a pre-law curriculum: POLI 2010, American National Government; POLI 4300, Introduction to American Law; POLI 4310, 4320 Constitutional Law I, II; and POLI 4340, Legal Research and Writing. Students interested in law school should take courses from a variety of disciplines that help to develop their analytical and communication skills. Upper-level courses in English, History, and Business are highly recommended, as are PHIL 2500, Logic and Critical Thinking, and PHIL 4300, Philosophy of Law.

Minor Requirements: A minimum of 18 semester hours in Political Science, including POLI 2010.

Departmental Requirements

Bachelor's Degree with Teacher Certification History, Government, and Geography

Students majoring in History or Political Science may pursue teaching licensure for grades 7-12 in History, Government, and Geography. The curriculum for this program includes the University's general education requirements, the requirements for the major, and series of professional education courses culminating in a student teaching internship during the second semester of the senior year. Students wishing to participate in the program should declare History or Political Science as their major field and apply during their sophomore year for admission to the teacher education program. For a complete description of the teacher education program, including admission requirements, please refer to the College of Education section of the catalog.

Geography

Departmental Requirements

18 Semester Hours

For Minor in Geography

The Department provides an opportunity for students to enrich their education by obtaining a minor in Geography, composed of 18 semester hours of courses, including two semesters of World Regional Geography (GEOG 1010 and 1020) and a minimum of one course from each of the three components of the program: physical geography, systematic geography, and regional geography.

World Geography

6 HRS

GEOG 1010 World Regional Geography I 3

GEOG 1020 World Regional Geography II 3

Students must select at least one course from each of the following areas.

A. Physical Geography

3-6 HRS

GEOG 3010 Physical Geography I 3

GEOG 3020 Physical Geography II 3

GEOG 3500 Weather and Climate 3

GEOG 4990 Special Topics in Geography 3

B. Systematic Geography

3-6 HRS

GEOG 4300 Social Geography 3

GEOG 4440 Cultural Geography 3

GEOG 4640 Environmental Geography 3

GEOG 4700 Political Geography 3

GEOG 4750 Economic Geography 3

GEOG 4850 Urban Geography 3

GEOG 4990 Special Topics in Geography 3

C. Regional Geography 3-6 HRS

GEOG 3710	Geography of the United States and Canada	3
GEOG 3720	Geography of Mexico and the Caribbean	3
GEOG 3730	Geography of South America	3
GEOG 4000	Geography of Latin America	3
GEOG 4100	Geography of Asia	3
GEOG 4120	Geography of Africa	3
GEOG 4250	Historical Geography of the United States and Canada	3
GEOG 4990	Special Topics in Geography	3

Bachelor of Arts Degree in History**Suggested Four-Year Plan****FRESHMAN YEAR**

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENGL 1010	3	ENGL 1020	3
Natural Science	4	Natural Science	4
HIST 1210	3	HIST 1220	3
ASOR 1002	1	Humanities	3
Foreign Language 1010	3	Foreign Language 1020	3
	14		16

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
Sophomore Literature	3	Humanities	3
HIST 2010	3	HIST 2020	3
GEOG 1010	3	GEOG 1020	3
MATH 1013 or 1110	3	COMM 2200	3
Foreign Language 2010	3	Foreign Language 2020	3
	15		15

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
HIST 3500	3	Upper-Div. U.S. History	3
Upper-Div. U.S. History	3	Upper-Div. Non-U.S. History	3
Upper-Div. Non-U.S. History	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
	15		15

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
Upper-Div. History	3	HIST 4500	3
Upper-Div. History	3	Upper-Div. History	3
Upper Division Elective	3	Upper Division Elective	3
Upper Division Elective	3	Upper Division Elective	3
Upper Division Elective	3	Upper Division Elective	3
	15		15

**Bachelor of Arts Degree in History
With Teacher Certification
Licensure for Grades 7-12****Suggested Four-Year Plan****FRESHMAN YEAR**

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENGL 1010	3	ENGL 1020	3
NATURAL SCIENCE	4	NATURAL SCIENCE	4
HIST 1210	3	HIST 1220	3
EDCI 1010	1	HUMANITIES ELECTIVE	3
*Foreign Language 2010	3	*Foreign Language 2020	3
	14		16

*Students not prepared for the sophomore level of foreign language must begin at the level for which they are prepared, but must complete the language through 2020.

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
SOPHOMORE LITERATURE	3	HUMANITIES ELECTIVE	3
HIST 2010	3	HIST 2020	3
GEOG 1010	3	GEOG 1020	3
MATH 1013 or 1110	3	COMM 2200	3
EDCI 2010	3	PSYC 2420	3
	15		15

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
HIST 3500	3	Upper-Div. U.S. History	3
Upper-Div. U.S. History	3	Upper-Div. Non-U.S. History	3
Upper-Div. Non-U.S. History	3	EDSE 3330	3
PSYC 3120	3	EDAD 4000	3
EDCI 3870	3	Upper-Div. History Elective	3
	15		15

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
Upper-Div. History	3	HIST 4720	9
Upper-Div. History	3	EDCI 4705	3
HIST 3710	3		
EDCI 4190	2		
HIST 4500	3		
EDRD 4910	3		
ELECTIVE	1		
	18		12

Optional endorsement in Government requires 15 additional hours including American Government, International Politics, State and Local Government, Contemporary Political Philosophy, and an upper-division Political Science elective.

Optional endorsement in Geography requires 12 additional hours including Physical Geography, Geography of North America, either Social, Political, or Cultural Geography, and an upper division Geography elective.

Bachelor of Science Degree in Political Science**Suggested Four-Year Plan****FRESHMAN YEAR**

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENGL 1010	3	ENGL 1020	3
NATURAL SCIENCE	4	NATURAL SCIENCE	4
POLI 1010	3	POLI 2010	3
ASOR 1002	1	HUMANITIES ELECTIVE	3
HUMANITIES ELECTIVE	3	MATH 1013 or 1110	3
	14		16

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
SOPHOMORE LITERATURE	3	HIST 2020	3
HIST 2010	3	POLI 2220	3
POLI 2200	3	SOC SCI	3
COMM 2200	3	ELECTIVE	3
ELECTIVE	3	ELECTIVE	3
	15		15

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
POLI 3100	3	Upper-Div. Political Science	3
Upper-Div. Political Science	3	Upper-Div. Political Science	3
Upper-Div. Political Science	3	Upper-Div. Political Science	3
ELECTIVE	3	ELECTIVE	3
ELECTIVE	3	ELECTIVE	3
	15		15

Course Descriptions

Geography (GEOG)

GEOG 1010, 1020 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. Courses are designed to provide general background in world geography; they are required for History majors, Geography minors, and some teacher education programs. Both courses may be applied toward the Social Science requirement of the General Education Core.

GEOG 3010, 3020 Physical Geography I, II (3, 3) (Formerly GEOG 301, 302). 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 3100 Cartography (3) (Formerly GEOG 310). 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 laboratories.

GEOG 3500 Weather and Climate (3) (Formerly GEOG 350). 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 3710 Geography of the United States and Canada (3) (Formerly GEOG 371). 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 3720 Geography of Mexico and the Caribbean (3) (Formerly GEOG 372). A study of Mexico, Central America, and the islands of the Caribbean: their historical geography, cultural patterns, economic resources, and role among the nations of the world.

GEOG 3730 Geography of South America (3) (Formerly GEOG 373). 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 4000 Geography of Latin America (3) (Formerly GEOG 400). 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 4100 Geography of Asia (3) (Formerly GEOG 410). 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 4120 Geography of Africa (3) (Formerly GEOG 412). The regions, resources, and peoples of the African continent with special attention to Africa south of the Sahara desert, its development and potential.

GEOG 4250 Historical Geography of the United States and Canada (3) (Formerly GEOG 425). The changing physical and cultural geography of Anglo-America during four centuries of settlement and development.

GEOG 4300 Social Geography (3) (Formerly GEOG 430). 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 4440 Cultural Geography (3) (Formerly GEOG 444). 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 4640 Environmental Geography (3) (Formerly GEOG 464). Exploration of the world's natural environment and physical landscapes,

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
Upper-Div. Political Science	3	POLI 4500	3
Upper-Div. Political Science	3	Upper Division Elective	3
Upper Division Elective	3	Upper Division Elective	3
Upper Division Elective	3	Upper Division Elective	3
Upper Division Elective	3	ELECTIVE	3
	15		15

Bachelor of Science Degree in Political Science With Teacher Certification in Government Licensure for Grades 7-12

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENGL 1010	3	ENGL 1020	3
NATURAL SCIENCE	4	NATURAL SCIENCE	4
POLI 1010	3	POLI 2010	3
EDCI 1010	1	EDCI 2010	3
HUMANITIES	3	MATH 1013 or 1110	3
	14		16

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
SOPHOMORE LITERATURE	3	HIST 2020	3
HIST 2010	3	POLI 2220	3
POLI 2200	3	HUMANITIES	3
COMM 2200	3	SOC SCI	3
PSYC 2420	3	Upper-Div. Pol. Sci. Elective	3
	15		15

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
POLI 3100	3	Upper-Div. Political Science	3
Upper-Div. Political Science	3	Upper-Div. Political Science	3
Upper-Div. Political Science	3	Upper-Div. Political Science	3
PSYC 3120	3	EDSE 3330	3
EDCI 3870	3	EDAD 4000	3
	15		15

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
Upper-Div. Political Science	3	HIST 4720	9
HIST 3710	3	EDCI 4705	3
EDCI 4190	2		
EDRD 4910	3		
POLI 4500	3		
ELECTIVE	3		
ELECTIVE	1		
	18		12

Optional endorsement in History requires 12 additional hours including Tennessee History, upper-division U.S. History, upper-division non-U.S. History, and an upper-division History elective.

Optional endorsement in Geography requires 12 additional hours including Physical Geography, Geography of North America, either Social, Political, or Cultural Geography, and an upper-division Geography elective

and the challenges presented by modern man. Course also includes study of the conservation and environmentalist movements.

GEOG 4700 Political Geography (3) (Formerly GEOG 470). 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 4750 Economic Geography (3) (Formerly GEOG 475). An examination of the geography of world economic systems, including an analysis of the principles of resource utilization and location theory.

GEOG 4850 Urban Geography (3) (Formerly GEOG 485). 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 4990 Special Topics in Geography (3) (Formerly GEOG 499). An in-depth examination of selected areas of geography through readings, research projects, and oral and written presentations. Prerequisites: GEOG 1010 and 1020, or permission of instructor.

History (HIST)

HIST 1210, 1220 World History I, II (3, 3) (Formerly HIST 121, 122). A survey of the major societies and civilizations of Asia, Africa, the Middle East, and the West—their geography, major economic and social structures, political systems, religions, and philosophies. The first semester covers from pre-history to about 1500 CE, and the second semester covers from 1500 to the present. Required of all History majors.

HIST 2010, 2020 American History I, II (3, 3). 3A study of the development of cultural, economic, and political institutions in America from pre-Columbian times to the present. HIST 2010 covers the period from pre-Columbian times to 1877. HIST 2020 covers the period from 1877 to the present. Both courses are required to satisfy the History requirement of the General Education Core, with the exception that HIST 2030 may be substituted for either course.

HIST 2011, 2021 Honors American History I, II (3, 3). A study of American history from pre-Columbian times to the present. Limited to students in University Honors Program. Both courses may be used to satisfy the History requirement of the General Education Core.

HIST 2030 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. Course may be substituted for either HIST 2010 or 2020 in satisfying the History requirement of the General Education Core.

HIST 2040 Introduction to Public History (3) (Formerly HIST 203). 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 3010 Europe, 1648-1789 (3) (Formerly HIST 301). A survey of early modern Europe from the end of the Thirty Years' War to the beginning of the French Revolution. Themes include the rise of the modern state system in Europe, the creation of colonial empires, the development of global commerce, and the impact of scientific revolution and the Enlightenment.

HIST 3020 Europe, 1789-1871 (3) (Formerly HIST 302). A survey of European history from the French Revolution to the unification of Italy and Germany. This course examines the transformation of Europe through the influence of revolutionary movements and modern ideologies as well as the social and economic forces of urbanization and industrialization.

HIST 3030 Europe, 1871-1945 (3) (Formerly HIST 303). A survey of Europe from the height of its power and influence to the crisis of its civilization in the First and Second World Wars. The course examines the nature of European imperialism, the growth of international rivalry, the history of fascism and communism, and the great military conflicts of the early twentieth century.

HIST 3040 Europe since 1945 (3) (Formerly HIST 304). A survey of European history during and after the Cold War. This course examines the end of European empire, the division of Europe in the struggle between the

Soviet Union and the United States, and quest for European unity, the collapse of communism, and the challenges of the new century.

HIST 3100 American Women's History to 1890 (3). An introduction to American women's history and historiography from the colonial period to 1890 focusing on the diversity of women's experiences. The course analyzes the connections between gender, race, class, and sexuality in various cultural, economic, legal, and political contexts.

HIST 3110 American Women's History 1890 to the Present (3). An introduction to American women's history and historiography from 1890 to the present day focusing on the diversity of women's experiences. The course analyzes the connections between gender, race, class, and sexuality in various cultural, economic, legal, and political contexts.

HIST 3185, 3186 Cooperative Education (3, 3) (Formerly HIST 318A, B). Supervised and approved program of learning experiences undertaken by students in governmental, business, or industry setting. Formal proposals, project objectives, and 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 3310 American Colonial History (3) (Formerly HIST 331). A study of the economic, social, cultural, and political history of North America and the early United States from 1492 to 1789.

HIST 3320 The Early Republic, 1789-1836 (3) (Formerly HIST 332). An in-depth study of the American Republic from its beginnings under George Washington through the presidency of Andrew Jackson.

HIST 3330 The Late Republic, 1836-1860 (3) (Formerly HIST 333). The history of the United States during the mid-nineteenth century. Topics include territorial expansion, sectional conflict, the debate over slavery, and the coming of the Civil War.

HIST 3340 Civil War and Reconstruction (3) (Formerly HIST 334). 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 3350 United States 1877 to 1920 (3) (Formerly HIST 335). 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 3360 United States 1920 to 1945 (3) (Formerly HIST 336). 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.

HIST 3370 America Since 1945 (3) (Formerly HIST 337). An 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 3380 The Cultural History of the United States (3) (Formerly HIST 338). 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, and fads.

HIST 3500 History Workshop (3) (Formerly HIST 350). An introduction to history as an academic discipline and professional vocation. The course traces the development of history as specialized field, explores its philosophical foundations, and introduces students to the methods, practices, and career opportunities of professional historians. Students should typically take the course during the fall semester of their junior year. Required of all History majors.

HIST 3630 History of Science and Technology (3) (Formerly HIST 363). 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, and technology.

HIST 3690 Economic History of the United States (3) (Formerly HIST 369). An investigation of selected economic issues in American history from the colonial period to the present. Topics include mercantilism, capitalism, industrialism, labor-management relations, corporatism, and multi-national organizations.

HIST 3710 Teaching of History and Social Science (3) (Formerly HIST 371). 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 3840 Ancient History (3) (Formerly HIST 384). 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 3860 The Middle Ages and Renaissance (3) (Formerly HIST 386). 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 4210, 4220 Diplomatic History of the United States (3, 3) (Formerly HIST 421, 422). An analysis of American foreign affairs, 1776 to the present. HIST 4210 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 1870. HIST 4220 treats the further expansion of the United States' role as a dominant world power by covering the years 1870 to the present, including foreign policies preceding and during the world wars, containment and anti-communist policies, the Vietnam dilemma, detente, and the collapse of the Soviet empire.

HIST 4250, 4260 American Social and Intellectual History (3, 3) (Formerly HIST 425, 426). Analysis of social, cultural, and intellectual thought. The first semester covers the period to the Civil War and focuses on such topics as Puritanism, the Enlightenment, romanticism, individualism, Social Darwinism, urbanism, and popular culture. HIST 4260 covers the period from 1865 to the present.

HIST 4320, 4325, 4326 Vital Topics in History (3, 3, 3) (Formerly HIST 432A, 432B, 432C). 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 4500 Senior Project (3) (Formerly HIST 450). A one-semester research and writing project for seniors majoring in History. The course represents the culmination of the undergraduate program in History and should be taken during the fall or spring semester of a student's senior year. Students wishing to enroll under other circumstances must seek prior approval by the Department. Required of all History majors. Prerequisite: HIST 3500.

HIST 4510, 4520 Latin American History I, II (3, 3) (Formerly HSIT 451, 452). An examination of the general history of the civilization of Latin America to the present. HIST 4510 covers Indian times through the Portuguese-Spanish colonization period. HIST 4520 covers the period from 1800 to the present, including revolution, independence, nationhood, and international relations.

HIST 4580 Public History Administration Internship (3) (Formerly HIST 458). 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 2040.

HIST 4720 Student Teaching (12) (Formerly HIST 472S). 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 4705, which is taken concurrently.

HIST 4810, 4820 Asian Civilizations I, II (3, 3) (Formerly HIST 481, 482). 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 4850, 4860 History of Africa I, II (3, 3) (Formerly HIST 485, 486). 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 4880 Africa and the Trans-Atlantic Slave Trade (3) (Formerly HIST 488). A study of the trans-Atlantic slave trade from its beginnings in the fifteenth century to its suppression in the 1800s. The course examines the origins of the slave trade, its extent, and its impact on the African continent and the African diaspora.

HIST 4890 Modern Africa, 1960-Present (3) (Formerly HIST 489). A study of Africa in the post-independence period. Topics include the challenges of economic development, issues of the environment and population, the dilemmas of democratic nation building, and the impact of international politics on emerging African states.

HIST 4910, 4920 Afro-American History I, II (3, 3) (Formerly HIST 491, 492). A study of the integral role and contributions of African-Americans to the history and development of the United States. HIST 4910 covers the period from the history of African kingdoms to the end of American slavery. HIST 4920 covers the period from 1865 to the present.

HIST 4930 The Civil Rights Movements in the United States (3) (Formerly HIST 493). A study of movements in America from 1900 to the present, including African-American, Mexican-American, Native American, and women's organizations.

Political Science (POLI)

POLI 1010 and POLI 2010 are prerequisites to all upper-level Political Science courses.

POLI 1010 Introduction to Political Sciences (3) (Formerly PISI 101). The crucial ideas, questions, problems, and methods involved in human 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. POLI 1010 is a prerequisite for all upper-level Political Science courses. Course does not satisfy the Social Science requirement of the General Education Core.

POLI 2010 American National Government (3) (Formerly PISI 2010). 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 citizen. Required of all Political Science majors. POLI 2010 is a prerequisite for all upper-level Political Science courses. Course may be applied toward the Social Science requirement of the General Education Core.

POLI 2200 Introduction to International Politics (3) (Formerly PISI 220). The basic concepts and elementary theories of international politics. Tracing the establishment of the modern nation-state system from 1648, the course examines the early historical development of the discipline and the many fundamental power, nation-state, sovereignty, nationalism, interdependence, and integration are explored in depth. Required of all Political Science majors.

POLI 2220 State and Local Government (3) (Formerly PISI 222). 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.

POLI 3000 History of Political Philosophy (3) (Formerly PISI 300). Selected political philosophers from classical Greece to 1900, including Plato, Aristotle, Machiavelli, Locke, and Rousseau.

POLI 3010 Contemporary Political Philosophy (3) (Formerly PISI 301). Twentieth-century works on the central issues in political philosophy, economic justice, rights, and political authority.

POLI 3100 Research Methodology (3) (Formerly PISI 310). An introduction to social science research methodology, which involves data collection and processing procedures, computer usage, surveys, statistical analysis, and research design. This course is a prerequisite to POLI 4500. Required of all Political Science majors.

POLI 3150 Public Opinion and Voting Behavior (3) (Formerly PISI 315). 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.

POLI 3600 Introduction to Comparative Government and Politics (3) (Formerly PISI 360). Theoretical frameworks which have been used to compare different types of political systems. Course focuses on the issue of what constitutes a valid comparison.

POLI 3630 International Organizations (3) (Formerly PISI 363). 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).

POLI 3650 International Relations (3) (Formerly PISI 365). Contemporary relations and problems among states of the world and the major factors which underlie and influence these relations.

POLI 3670 American Foreign Policy (3) (Formerly PISI 367). The forces and factors involved in American foreign policy and the processes through which it is developed.

POLI 3680 Third World Politics (3) (Formerly PISI 368). An introduction to political and 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.

POLI 3690 Theoretical Approaches to International Relations (3) (Formerly PISI 369). An in-depth analysis of international relations theory, beginning with the institutionalization of the discipline in 1919 and on to the current state of the subject. The discourses and controversies dominating the field are examined from a paradigmatic perspective, drawing heavily on epistemological approaches to knowledge and focusing on current theoretical debates.

POLI 3700 International Security Studies (3) (Formerly PISI 370). Analysis of U.S. national and international security affairs in contemporary world politics. While focused on the international system as a whole, course places special emphasis on the U.S. and the evolution of its security policy from both a national and an international perspective. Course is interdisciplinary in approach, drawing from theories, concepts, ideas, and literature from political science, history, philosophy, economics, and law.

POLI 3910 Urban Politics (3) (Formerly PISI 391). 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.

POLI 3930 International Political Economy (3) (Formerly PISI 393). A rigorous analysis of the global political economy with emphasis on international trade, balance of payments, theories of development and underdevelopment, the role of multinational corporations, and issues related to migration, the debt crisis, and the environment. The course draws on the extensive literature currently available from a wide range of sources.

POLI 4055, 4056, 4057, 4058, 4059 Special Topics (3) (Formerly PISI 405, 405A, 405B, 405C). Student- or faculty-generated courses. Scope of subject matter is determined by students and instructor. POLI 4055 examines black political thought from 1850 to 1920, and 4057 examines the philosophy of Dr. Martin Luther King, Jr.

POLI 4200 Legislative Process (3) (Formerly PISI 420). The structure and methods of transacting business in the American Congress and state legislatures: the role of legislatures in the American political system.

POLI 4220 Parties and Elections (3) (Formerly PISI 422). The structure and functions of the party system, including nominations, campaigns, and elections. The course examines the role of parties in the political process.

POLI 4230 The Presidency (3) (Formerly PISI 423). The office of the President of the United States in terms of both the institution and the men who have held that office. Emphasis is placed on the study of the presidency as it has developed in the last half century.

POLI 4240 Government, Public Opinion, and the Press (3) (Formerly PISI 424). An exploration of the mutual dependence between journalists

and public officials and candidates for office. 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.

POLI 4300 Introduction to American Law (3) (Formerly PISI 430). 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.

POLI 4310 Constitutional Law: The Federal Government and Separation of Powers (3) (Formerly PISI 431). 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 powers of the legislative, executive, and judiciary; and the relations between the federal government and the states.

POLI 4320 Constitutional Law: The Bill of Rights (3) (Formerly PISI 432). The sources, principles, and powers of government in the United States as embodied in the Constitution, especially the Bill of Rights, as well as judicial decisions in leading cases. The course covers freedom of speech, press, and religion; due process; privacy; and equal protection of the laws.

POLI 4340 Legal Research and Writing (3) (Formerly PISI 434). 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.

POLI 4350 International Law (3) (Formerly PISI 435). 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.

POLI 4400 Introduction to Public Administration (3) (Formerly PISI 440). 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 POLI 4400 series.

POLI 4460 Intergovernmental Relations and Regionalism (3) (Formerly PISI 446). 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: POLI 2220 and 4400.

POLI 4480 Internship (3-12) (Formerly PISI 448). A supervised internship allowing students to experience firsthand the workings of government and private agencies involved in legal and political processes. Students may receive up to 12 hours of credit for the internship. Only 3 hours, however, may be counted toward the requirements for a major in Political Science. Prerequisites: Junior or Senior standing and at least 12 hours of upper-level Political Science courses.

POLI 4500 Senior Project (3) (Formerly PISI 450). 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: POLI 3100.

POLI 4510 Independent Study (3) (Formerly PISI 451). A supervised project of research or course of guided readings. Topics are selected by enrolled students in consultation with the supervising faculty member. The course may be repeated with faculty approval for up to 6 hours of credit. Prerequisites: Junior or Senior standing and at least 12 hours of upper-level Political Science courses.

POLI 4920 Black Politics (3) (Formerly PISI 492). 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

Warren B. Westcott, Ph.D., Head
104 Humanities Building
Telephone 615-963-5641

Faculty: D. Daniels, R. Dixon, S. Etheridge-Logan, W. Hardy, J. Head, H. Houston, J. Irby, G. Johnson, R. Lee, L. Lewis, C. Maddux, M. Mazzone, C. Mojica-Diaz, J. Montmarquet, S. Morgan-Curtis, E. Orlando, N. Pearson, E. Phillips, L. Powers, T. Quain, A. Rueda-Garcia, M. Singer, A. Springfield, G. Valencia-Serna, W. Westcott.

General Statement: The Department of Languages, Literature, and Philosophy contains the University's degree programs in English and Foreign Languages; it also offers courses in Philosophy and Religious Studies. Since all of these disciplines have distinct 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.

Accreditation: The teacher education programs in English and foreign languages are approved by the Tennessee Department of Education. In addition, the University's teacher education program is accredited by the National Council on the Accreditation of Teacher Education (NCATE).

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 required to complete the English major. English majors are also expected to take ENGL 2310 and 2320, World Literature I and II (or ENGL 2312 and 2322, Honors World Literature I and II), as part of the general education core. Since English offers only the B.A. degree, students must complete at least twelve semester hours of work in a single foreign language. This number of hours cannot be reduced by advanced placement in the language. For example, if a student is initially placed in the sophomore level because of competence in the language, he or she must take twelve hours at the sophomore, junior, and/or senior level of the language. (Students are not allowed to take freshman-level courses in the language once they have earned at least a C in the sophomore level of that language.) Ideally these hours should build upon the foreign language learned in high school, in order for the student to develop a high level of proficiency in a language other than English. Other requirements for the major are listed in the four-year curriculum.

Students may earn secondary school certification in English by completing the requirements of the general education and professional education cores, as well as ENGL 3710, Methods of Teaching

High School English, and ENGL 3720, Adolescent Literature. The other certification requirements are spelled out in the four-year curriculum. Successful completion of the certification program results in licensure for grades 7-12. Students ordinarily enter the certification program in their sophomore year. They must pass the Pre-Professional Skills Test (PPST) or the Computer-Based Academic Skills Assessments Test (CBT), as well as have a cumulative quality point average of 2.75, before they are officially admitted and become eligible to enroll in upper-level certification courses. Students who have previously earned a 21 on the ACT, a 22 on the Enhanced ACT, or a combined 990 on the verbal and mathematics portions of the SAT are exempt from the PPST and the CBT. Students must apply in writing to the College of Education for formal admission to the certification program. Certification candidates in English 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 College of Education section.

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 36 Semester Hours

General Education Core

Communications (9 hours)

ENGL 1010, 1020	Freshman English I, II (minimum grade of C in each)	6
-----------------	--------------------------------------------------------	---

COMM 2200	Public Speaking	3
-----------	-----------------	---

Humanities and/or Fine Arts (9 hours)

ENGL 2310	World Literature I	3
-----------	--------------------	---

ENGL 2320	World Literature II (Minimum grade of C in each.)	3
-----------	------------------------------------------------------	---

Elective	One course from approved list.	3
----------	--------------------------------	---

Social and Behavioral Science (6 hours)

Elective	One course from approved list.	3
----------	--------------------------------	---

Elective	One course from approved list.	3
----------	--------------------------------	---

History (6 hours)

HIST 2010	American History I	3
-----------	--------------------	---

HIST 2020	American History II	3
-----------	---------------------	---

Natural Science (8 hours)

Two courses with labs from the approved list.	8
-----------------------------------------------	---

Mathematics (3 hours)

MATH 1110, or	College Algebra I, or	
MATH 1710	Pre-Calculus Mathematics I	3

Orientation (1 hour)

ASOR 1003	Orientation for Humanities Majors (Teacher certification students should take EDCI 1010.)	1
-----------	----------------------------------------------------------------------------------------------	---

Total General Education Hours		42
-------------------------------	--	----

OTHER REQUIREMENTS:

FOREIGN LANGUAGE	12 hours of a single language (See statement above about the level of these courses.)	12
------------------	------------------------------------------------------------------------------------------	----

COMP 1210	Introduction to Computing	3
-----------	---------------------------	---

Upper-division Admission

For admission into the upper-division program of the English major, students must complete all of the requirements listed above under General Education Core and Other Requirements. In addition, they must have removed all high school deficiencies, passed all required developmental courses, earned a cumulative grade point average of at least 2.0 on college-level course work, and completed the Rising Junior Examination.

Major Core

ENGL 3010	Critical Approaches to Literature	3
ENGL 4000	Senior Seminar	3
ENGL 4310 or 4320	Shakespeare Comedies or Shakespeare Tragedies	3
American Literature		
6 hours from ENGL 3610, 3620, 3630, 3640, 3680, 3690, 4810		6
British Literature	6 hours, 3 hours before 1800 (ENGL 3290, 3310, 3320, 3330, or 4230) and 3 hours after 1800 (ENGL 3300, 3420, 3510, 3530, or 4210)	6
Literature and Culture	6 hours from ENGL 3150, 3640, 3650, 3720, 3730, 3800, 3860, 4810, 4850, 4860	6
Genre	3 hours from genre courses (ENGL 3530, 3630, 3650, 3680, 3670, 3690, 4210) or major author courses (ENGL 4200, 4310, 4320, 4340)	3
Language and Theory	3 hours from ENGL 4100, 4110, 4120, 4130, 4800	3
Writing	3 hours from ENGL 3000, 3100, 3110, 3120, 4140, 4150, 4160, 4910, 4920, 4950	3

No course can satisfy more than one of the above requirements: e.g., ENGL 4310 can be used to satisfy the requirement in either Shakespeare or a major author, but cannot satisfy both. Teacher education students must take ENGL 3720 as one of their literature and culture requirements.

Requirements for Minor: A minimum of 18 upper-level semester hours including ENGL 3010, 3610 or 3620, 4120 or 4130, 4310 or 4320.

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 concentrations 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 Teacher Education program through the College of Education, ordinarily in the sophomore year. Admission to this program requires a 2.75 cumulative quality point average and a passing score on the Pre-Professional Skills Test (PPST) or the Computer-Based Academic Skills Assessments Test (CBT). Students who have previously scored at least 21 on the ACT, 22 on the Enhanced ACT, or a combined 990 on the verbal and mathematics portions of the SAT are exempt from the PPST and the CBT. Admission to the Teacher Education Program is a prerequisite for upper-level teacher education courses. Students are required to complete twelve semester hours of enhanced student teaching, with an eight-week placement in secondary school and seven-week placement in middle school. For a com-

plete list of requirements for admission to and retention in Teacher Education Program, see the College of Education section. Successful completion of the program earns licensure to teach grades 7-12.

The program offers a minor in French, Spanish, or German.

Departmental Requirements

For Bachelor of Arts

Foreign Languages (French or Spanish)

General Education Core

Communications (9 hours)

ENGL 1010, 1020	Freshman English I, II (minimum grade of C in each)	6
-----------------	-----------------------------------------------------	---

COMM 2200	Public Speaking	3
-----------	-----------------	---

Humanities and/or Fine Arts (9 hours)

ENGL 2310	World Literature I	3
-----------	--------------------	---

ENGL 2320	World Literature II	3
-----------	---------------------	---

Elective	One course from approved list.	
----------	--------------------------------	--

Social and Behavioral Science (6 hours)

Elective	One course from approved list.	3
----------	--------------------------------	---

Elective	One course from approved list.	3
----------	--------------------------------	---

History (6 hours)

HIST 2010	American History I	3
-----------	--------------------	---

HIST 2020	American History II	3
-----------	---------------------	---

Natural Science (8 hours)

Two courses with labs from the approved list.		8
-----------------------------------------------	--	---

Mathematics (3 hours)

MATH 1110, or MATH 1710	College Algebra I, or Pre-Calculus Mathematics I	3
-------------------------	--------------------------------------------------	---

Orientation (1 hour)

ASOR 1003	Orientation for Humanities Majors (Teacher certification students should take EDCI 1010.)	1
-----------	-------------------------------------------------------------------------------------------	---

Total General Education Hours		42
-------------------------------	--	----

OTHER REQUIREMENTS:

Foreign Language (6-12 hours) French or Spanish through intermediate level (Number of hours may be reduced through advanced status.) (minimum grade of C in all courses)

Computer Science (3 hours) COMP 1210 Introduction to Computing

Upper-division Admission

For admission into the upper-division program of either the French or Spanish concentration of the Foreign Language major, students must complete all of the requirements listed above under the General Education Core and Other Requirements. In addition, they must have removed all high school deficiencies, passed all required developmental courses, earned a cumulative grade point average of at least 2.0 on college-level course work, and completed the Rising Junior Examination.

Major Core: French Concentration

FREN 3000	French Phonetics and Phonology	3
FREN 3010, 3020, 3030	Advanced French Grammar, French Pronunciation and Conversation, Reading and Pronunciation (Students must take two of the three.)	6

FREN 3100	Introduction to Literary Studies	3
FREN 3120	Culture and Civilization of France	3
FREN 3130	Francophone Culture and Civilization	3

FREN 3200 or 3210	Survey of French Literature or Survey of Francophone Literature	3
-------------------	-----------------------------------------------------------------	---

FREN 4010 or 4020	Literary Masterpieces of France or Topical Readings in Literature of France	3
-------------------	-----------------------------------------------------------------------------	---

FREN 4100 or 4110 Literary Masterpieces of Francophone Literature or Topical Readings in Francophone Literature	3
MFLA 4500 Senior Seminar	3
Students seeking teacher certification in French must take only one of FREN 4010, 4020, 4100, or 4110. In addition, they must take the following courses:	
FREN 3110 Introduction to French Linguistics	3
MFLA 3710 Methods of Teaching Foreign Languages	3
MFLA 4724 Student Teaching in the Secondary Schools	9

French Minor: Eighteen hours in French courses at the 3000/4000 level. FREN 3000, 3010, 3020, 3030, and 3100 required.

Major Core: Spanish Concentration

SPAN 3000 Spanish Phonetics and Phonology	3
SPAN 3100 Introduction to Literary Studies	3
SPAN 3010, 3020, 3030 Advanced Spanish Grammar, Spanish Pronunciation and Conversation, Reading and Composition (Students must take two of the three.)	6
SPAN 3120 Culture and Civilization of Spain	3
SPAN 3130 Culture and Civilization of Latin America	3
SPAN 3200 or 3210 Survey of Peninsular Literature or Survey of Latin American Literature	3
SPAN 4010 or 4020 Literary Masterpieces of Spain or Topical Readings in the Literature of Spain	3
SPAN 4100 or 4110 Masterpieces of Latin American Literature or Topical Readings in Latin American Literature	3
MFLA 4500 Senior Seminar	3
Students seeking teacher certification in Spanish must take only one of SPAN 4010, 4020, 4100, or 4110. In addition, they must take the following courses:	
SPAN 3110 Introduction to Spanish Linguistics	3
MFLA 3710 Methods of Teaching Foreign Languages	3
MFLA 4724 Student Teaching in the Secondary Schools	9

Spanish Minor: Eighteen hours in Spanish courses at the 3000/4000 level. SPAN 3000, 3010, 3020, 3030, and 3100 required.

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 3100, 3110, 3120) and Logic and Critical Thinking (PHIL 2500). Other courses should be selected in consultation with a Philosophy advisor.

Departmental Requirements 18 Semester Hours For Minor in Philosophy

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

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENGL 1010	3	ENGL 1020	3
FREN, GERM, or SPAN	3	FREN, GERM, or SPAN	3
HIST 2010	3	HIST 2020	3
HUMANITIES ELECTIVE	3	HUMANITIES ELECTIVE	3
MATH 1110, 1013, or 1710	3	COMP 1210	3
ASOR 1003	1		
	16		15

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENGL 2310 or 2312	3	ENGL 2320 or 2322	3
WRITING, UPPER-LEVEL	3	COMM 2200	3
FREN, GERM, or SPAN	3	FREN, GERM, or SPAN	3
BIO/CHEM/PHY AND LAB	4	BIO/CHEM/PHY AND LAB	4
SOCIAL/BEHAV SCI	3	SOCIAL/BEHAV SCI	3
	16		16

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENGL 3010	3	AMERICAN LITERATURE	3
LANGUAGE AND THEORY	3	BRITISH LITERATURE	3
BRITISH LITERATURE	3	LITERATURE AND CULTURE	3
AMERICAN LITERATURE	3	ELECTIVES, ANY LEVEL	6
ELECTIVE, ANY LEVEL	3		
	15		15

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENGL 4000	3	GENRE OR MAJOR AUTHOR	3
ENGL 4310 or 4320	3	LITERATURE AND CULTURE	3
ELECTIVES, 3000/4000 LEVEL	9	ELECTIVES, 3000/4000 LEVEL	6
	15		12

Bachelor of Arts Degree in English With Teacher Certification Licensure for Grades 7-12

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENGL 1010	3	ENGL 1020	3
FREN, GERM, or SPAN	3	FREN, GERM, or SPAN	3
HIST 2010	3	HIST 2020	3
MATH 1110, 1013, or 1710	3	MUSC 1010 or ART 1010	3
EDCI 1010	3	COMM 2200	3
	15		15

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENGL 2310 or 2312	3	ENGL 2320 or 2322	3
FREN, GERM, or SPAN	3	FREN, GERM, or SPAN	3
BIO/CHEM/PHY AND LAB	4	BIO/CHEM/PHY AND LAB	4
EDCI 2010	3	SOCIAL/BEHAV SCI	3
SOC/BEHAV SCI	3	PSYC 2420	3
	16		16

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENGL 3010	3	ENGL 3710	3
AMERICAN LITERATURE LANGUAGE AND THEORY	3	AMERICAN LITERATURE	3
BRITISH LITERATURE	3	BRITISH LITERATURE	3
ENGL 3720	3	PSYC 3120	3
Genre/Major Author	3	EDCI 3870	3
	18		15

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENGL 4000	3	ENGL 4724	9
ENGL 4310 or 4320	3	EDCI 4700	3
LITERATURE AND CULTURE	3		
EDCI 4190	2		
EDRD 4910	3		
EDSE 3330	3		
	17		12

Bachelor of Arts Degree in Foreign Languages Concentration in French

Suggested Four-Year Plan**FRESHMAN YEAR**

FALL SEMESTER	HR	SPRING SEMESTER	HR
* FREN 2010	3	* FREN 2020	3
ENGL 1010	3	ENGL 1020	3
HIST 2010	3	HIST 2020	3
MATH 1110, 1013 or 1710	3	COMP 1210	3
HUMANITIES ELECTIVE	3	HUMANITIES ELECTIVE	3
ASOR 1003	1		
	16		15

*Students need not take these courses if they demonstrate equivalent proficiency. Additional credits must be earned to replace hours for these language courses. A minimum of 120 hours must be earned.

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
FREN 3000	3	FREN 3010, 3020, or 3030	3
FREN 3010, 3020, or 3030	3	GEOG 1010 or 1020	3
ENGL 2310 or 2312	3	ENGL 2321 or 2322	3
BIOL/CHEM/PHYS AND LAB	4	BIOL/CHEM/PHYS AND LAB	4
COMM 2200	3	SOC/BEHAV SCI	3
	16		16

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
FREN 3100	3	FREN 3130	3
FREN 3120	3	FREN 3200 or 3210	3
ELECTIVES, ANY LEVEL	9	ELECTIVES, 3000/4000 LEVEL	9
	15		15

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
FREN 4010 or 4020	3	MFLA 4500	3
FREN 4100 or 4110	3	ELECTIVES, 3000/4000 LEVEL	9
ELECTIVES, 3000/4000 LEVEL	9		
	15		12

Bachelor of Arts Degree in Foreign Languages Concentration in French With Teacher Certification Licensure for Grades 7-12

Suggested Four-Year Plan**FRESHMAN YEAR**

FALL SEMESTER	HR	SPRING SEMESTER	HR
* FREN 2010	3	* FREN 2020	3
ENGL 1010	3	ENGL 1020	3
HIST 2010	3	HIST 2020	3
MATH 1110, 1013, or 1710	3	COMP 1210	3
SOC/BEHAV SCI	3	ART 1010 or MUSC 1010	3
EDCI 1010	1	HUMANITIES ELECTIVE	3
	16		18

*Students need not take these courses if they demonstrate equivalent proficiency. Additional credits must be earned to replace hours for these language courses. A minimum of 120 hours must be earned.

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
FREN 3000	3	FREN 3010, 3020, or 3030	3
FREN 3010, 3020, or 3030	3	GEOG 1010 or 1020	3
BIO/CHEM/PHY AND LAB	4	BIO/CHEM/PHY AND LAB	4
COMM 2200	3	PSYC 2420	3
EDCI 2010	3	HPSS 1510	3
	16		16

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
FREN 3100	3	FREN 3130	3
FREN 3110	3	FREN 3200 or 3210	3
FREN 3120	3	PSYC 3120	3
MFLA 3710	3	EDCI 3870	3
EDAD 4000	3	EDCI 4190	2
	15		14

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
FREN 4010, 4020, 4100, or 4110	3	MFLA 4724	9
MFLA 4500	3	EDCI 4705	3
EDRD 4910	3		
EDSE 3330	3		
ENGL 2310 or 2312	3		
	15		12

Bachelor of Arts Degree in Foreign Languages Concentration in Spanish

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
* SPAN 2010	3	* SPAN 2020	3
ENGL 1010	3	ENGL 1020	3
HIST 2010	3	HIST 2020	3
MATH 1110, 1013, or 1710	3	COMP 1210	3
HUMANITIES ELECTIVE	3	HUMANITIES ELECTIVE	3
ASOR 1003	1		
	16		15

*Students need not take these courses if they demonstrate equivalent proficiency. Additional credits must be earned to replace hours for these language courses. A minimum of 120 hours must be earned.

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
SPAN 3000	3	SPAN 3010, 3020, or 3030	3
SPAN 3010, 3020, or 3030	3	GEOG 1010 or 1020	3
ENGL 2310 or 2312	3	ENGL 2320 or 2322	3
BIOL/CHEM/PHYS AND LAB	4	BIOL/CHEM/PHYS AND LAB	4
COMM 2200	3	SOC/BEHAV SCI	3
	16		16

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
SPAN 3100	3	SPAN 3130	3
SPAN 3120	3	SPAN 3200 or 3210	3
ELECTIVES, ANY LEVEL	9	ELECTIVES, ANY LEVEL	9
	15		15

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
SPAN 4010 or 4020	3	ELECTIVES, 3000/4000 LEVEL 12	12
SPAN 4100 or 4110	3	MFLA 4500	3
ELECTIVES, 3000/4000 LEVEL 6	6		
	12		15

Bachelor of Arts Degree in Foreign Languages Concentration in Spanish With Teacher Certification Licensure for Grades 7-12

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
* SPAN 2010	3	* SPAN 2020	3
ENGL 1010	3	ENGL 1020	3
HIST 2010	3	HIST 2020	3
MATH 1110, 1013, or 1710	3	COMP 1210	3
SOC/BEHAV SCI	3	ART 1010 or MUSC 1010	3
EDCI 1010	1	GEOG 1010	3
	16		18

*Students need not take these courses if they demonstrate equivalent proficiency. Additional credits must be earned to replace hours for these language courses. A minimum of 120 hours must be earned.

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
SPSN 3000	3	SPAN 3010, 3020, or 3030	3
SPAN 3010, 3020, or 3030	3	HUMANITIES ELECTIVE	3
BIO/CHEM/PHY AND LAB	4	BIO/CHEM/PHY AND LAB	4
COMM 2200	3	PSYC 2420	3
EDCI 2010	3	HPSS 1510	3
	16		16

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
SPAN 3100	3	SPAN 3130	3
SPAN 3110	3	SPAN 3200 OR 3210	3
SPAN 3120	3	PSYC 3120	3
MFLA 3710	3	EDCI 3870	3
EDAD 4000	3	EDCI 4190	2
	15		14

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
SPAN 4010, 4020, 4100, or 4110	3	MFLA 4724	9
MFLA 4500	3	EDCI 4700	3
EDRD 4910	3		
EDSE 3330	3		
ENGL 2310 or 2312	3		
	15		12

Course Descriptions

English (ENG)

English 1010 and 1020 are prerequisites to all upper-level English classes.

ENGL 1010 Freshman English I (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 Center. Successful completion of 1010 is a prerequisite for English 1020. All degree-seeking students must earn at least a C in this course.

ENGL 1020 Freshman English II (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 Center. Prerequisite: successful completion of English 1010. All degree-seeking students must earn at least a C in this course.

ENGL 1012, 1022 Honors Freshman English I, II (3, 3). An Honors Course in Freshman Composition designed for students able to work at an advanced level. Enrollment is restricted to students in the University Honors Program. All degree-seeking students must earn at least a C in each of these courses.

ENGL 2000 Advanced Composition (1-3) (Formerly ENG 200). A workshop approach to written composition through group and individual project production. The focus is to demonstrate well formed expository communications through critical analysis, writing skill, technical development, all brought to bear in a final paper. Collaborative learning and writing models in a seminar approach support the coursework.

All of the following 2110-2322 courses satisfy the sophomore literature and/or Humanities requirement of the General Education Core.

ENGL 2110, 2120 American Literature (3, 3) (Formerly ENGL 2010, 2020). 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.

ENGL 2310, 2320 World Literature (3, 3) (Formerly ENGL 2011, 2021). 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 (approximately 1650), and the second treats the Renaissance to the present.

ENGL 2012, 2022 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.

ENGL 2013, 2023 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.

ENGL 2210, 2230 Survey of English Literature I, II (3, 3) (Formerly ENGL 2014, 2024). 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.

ENGL 2312, 2322 Honors World Literature I, II (3, 3) (Formerly ENGL 2018, 2028). 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 (approximately 1650 CE), and that of the second from the Age of Classicism and Reason through the twentieth century. Limited to students in the University Honors Program.

ENGL 3000 Expository Writing (3) (Formerly ENG 300). 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.

ENGL 3010 Critical Approaches to Literature (3) (Formerly ENG 301). A writing-intensive introduction to major critical theories with emphasis on application to interpretation of literary works. Students interpret a number of literary works drawn from different genres and periods, applying several different theoretical perspectives, such as feminism, new historicism, Marxism, psychoanalysis, and cultural and gender studies. Prerequisites: ENG 1010, 1020, 2011 (or 2018), and 2021 (or 2028). The course is required of all English majors and is a prerequisite or co-requisite for English majors to all upper-division courses in literature.

ENGL 3100, 3101, 3102 Technical Report Writing (3) (Formerly ENG 310E, 310S, 310C). 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. 3100 focuses on reports required in professional engineering. 3101 is the study and preparation of forms and reports required of social workers. 3102 is the study and preparation of forms and reports required of students majoring in Criminal Justice. Acquaintance with documents of various agencies is stressed.

ENGL 3110 Creative Writing: Short Story (3) (Formerly ENG 311). 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.

ENGL 3120 Creative Writing: Poetry (3) (Formerly ENG 312). 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.

ENGL 3150 The Film (3) (Formerly ENG 315). A study of films: their makers, their message, and their appeal. Students not only view films but also read articles and books about movies.

ENGL 3290 Survey of British Literature I (3) (Formerly ENG 329). A survey of important British writers beginning with the Old English tradition and continuing to the Romantic Period.

ENGL 3300 Survey of British Literature II (3) (Formerly ENG 330). A continuation of ENG 3290 beginning with the Romantic Period and concluding with the twentieth century.

ENGL 3310 British Literature from the Renaissance to the Restoration (3) (Formerly ENG 331). A study of representative selections from 1500 to 1660 with concentration on non-dramatic literature.

ENGL 3320 Poetry and Drama of the Restoration and Eighteenth Century (3) (Formerly ENG 332). A study of selected poetry, prose, and drama from the ages of Dryden, Pope, and Johnson.

ENGL 3330 Prose of the Eighteenth Century (3) (Formerly ENG 333). 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.

ENGL 3410 Literature of the Romantic Movement (3) (Formerly ENG 341). A study of representative selections from 1798 to 1832. Attention is given both to poetry and prose.

ENGL 3420 The Victorian Era (3) (Formerly ENG 342). 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.

ENGL 3510 Twentieth-Century British Literature (3) (Formerly ENG 351). A study of the major trends in poetry, drama, and the novel of the twentieth century. Emphasis is placed on themes, techniques, and social criticism. Representative British, Irish, and Commonwealth writers are included.

ENGL 3530 Modern British Poetry (3) (Formerly ENG 353). Selections from works of Hopkins, Yeats, Eliot, Thomas, and others.

ENGL 3610 American Literature I (3) (Formerly ENG 361). A study of major American writers and literary movements, including such writers as Edwards, Franklin, Emerson, Thoreau, Hawthorne, Melville, Douglass, Dickinson, and Whitman, and such movements as Puritanism, the Enlightenment, Romanticism, and Transcendentalism.

ENGL 3620 American Literature II (3) (Formerly ENG 362). 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.

ENGL 3630 The American Novel (3) (Formerly ENG 363). A study of representative works designed to reflect formal developments in the novel, as well as intellectual and moral concerns of the American people.

ENGL 3640 Literature of Black Life in America (3) (Formerly ENG 364). 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.

ENGL 3650 The Contemporary Black Novel (3) (Formerly ENG 365). 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.

ENGL 3670 The Short Story (3) (Formerly ENG 367). Emphasis on the origin and growth of the short story as a literary form.

ENGL 3680 Contemporary American Poetry (3) (Formerly ENG 368). Poetry from 1960 to the present.

ENGL 3690 Contemporary American Fiction (3) (Formerly ENG 369). Novels, short stories, and experimental fiction, 1950 to present, by such authors as Ellison, Barth, Heller, Nabokov, and Pynchon.

ENGL 3710 Methods of Teaching High School English (3) (Formerly ENG 371). 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.

ENGL 3720 Adolescent Literature (3) (Formerly ENG 372). A survey of literature relevant to the interest and concerns of young adults. Required of English majors enrolled in the Teacher Education Program.

ENGL 3730 Children's Literature (3) (Formerly Eng 373). 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. Required of all candidates for certification in Elementary Education.

ENGL 3800 African and West Indian Literature (3) (Formerly ENG 380). 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.

ENGL 3810 Greek and Roman Literature (3) (Formerly ENG 381). 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.

ENGL 3820 The Literature of the English Bible (3) (Formerly ENG 382). The Bible considered as literature, with attention to historical backgrounds and textual problems.

ENGL 3860 Women in Literature (3) (Formerly ENG 386). 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.

ENGL 3900 Languages and Linguistics (3) (Formerly ENG 390). 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 other 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 MFLA 3900.

ENGL 4000 Senior Seminar (3) (Formerly ENG 400). 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.

ENGL 4010 Special Topics (3) (Formerly ENG 401). Student- or faculty-generated course, with subject matter to be determined by students and instructor.

ENGL 4100 History of the English Language (3) (Formerly ENG 410). 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.

ENGL 4110 Current English (3) (Formerly ENG 411). 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.

ENGL 4120 Modern English Grammar (3) (Formerly ENG 412). An introduction to the recent theories as a tool for analyzing literature and composition.

ENGL 4130 Advanced English Grammar (3) (Formerly ENG 413). Traditional approaches to grammar. The course addresses the needs of student writers and student teacher interns who need review of traditional grammar in light of their present and future professional goals.

ENGL 4140 Software Technical Writing I (3) (Formerly ENG 414). A basic course in the writing of computer software manuals. ENG 310E is recommended as preparation. Prerequisite: permission of instructor.

ENGL 4150 Software Technical Writing II (3) (Formerly ENG 415). Advanced documentation techniques for computer software. Prerequisite: successful completion of ENG 4140.

ENGL 4160 Writing for Publication (3) (Formerly ENG 416). A workshop in the various forms of writing that are marketable.

ENGL 4200 Chaucer (3) (Formerly ENG 420). An introduction to the works of Chaucer, with emphasis on the background of the age and on development of Chaucer as a literary artist.

ENGL 4210 The English Novel (3) (Formerly ENG 421). A selection of English novels from the eighteenth century to the present.

ENGL 4220 The Continental Novel (3) (Formerly ENG 422). A study of selected Continental novels with attention to the social background in which they were written.

ENGL 4230 Literature of the Middle Ages (3) (Formerly ENG 423). Studies in prose and poetry of the Middle Ages, including Beowulf and works of the Pearl poet, Langland, and Malory.

ENGL 4310 Shakespeare Comedies (3) (Formerly ENG 431). A study of the principal comedies of Shakespeare, with attention to the cultural background of the Elizabethan Period. ENG 4310 or 4320 is required of all English majors.

ENGL 4320 Shakespeare Tragedies (3) (Formerly ENG 432). A study of the principal tragedies of Shakespeare, with some attention to the history plays. ENG 4310 or 4320 is required of all English majors.

ENGL 4340 Milton and Bunyan (3) (Formerly ENG 434). A study of John Milton's major prose tracts and poems, including Paradise Lost, Paradise Regained, and Samson Agonistes, as well attention to major works by John Bunyan.

ENGL 4410 Nineteenth-Century English Novel (3) (Formerly ENG 441). A selection from the major writers of the period, such as Scott, Dickens, Eliot, Thackeray, Trollope, the Brontes, Hardy, and Galsworthy.

ENGL 4510 The English Novel: Twentieth Century (3) (Formerly ENG 451). Selections from the works of Conrad, Forster, Lawrence, Joyce, Woolf, and others.

ENGL 4724 Student Teaching in the Secondary Schools (12) (Formerly ENG 472). 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 4705, which is taken concurrently.

ENGL 4800 Introduction to Literary Criticism (3) (Formerly ENG 480). Major critical doctrines from antiquity to the present, with emphasis on twentieth-century movements.

ENGL 4810 Southern Literature (3) (Formerly ENG 481). Survey of Southern literature from William Byrd to the Fugitives to more recent figures such as Eudora Welty, Flannery O'Connor, and Walker Percy.

ENGL 4850 Masterpieces of African World Literature (3) (Formerly ENG 485). Study of classics of African and Caribbean literature in the context of cultural revolution in Africa. Issues of cultural determinism are examined, as well as the possibility of creating a synthesis out of the disparate forces that mold African and Caribbean reality.

ENGL 4900 Undergraduate Readings and Research (3) (Formerly ENG 490). Individual study and research under faculty guidance. May be repeated once, for a total of six hours.

ENGL 4910 Advanced Story Writing (3) (Formerly ENG 491). 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.

ENGL 4920 Advanced Poetry Writing (3) (Formerly ENG 492). 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.

ENGL 4950 Research Writing (3) (Formerly ENG 495). A course designed for liberal arts and technical/professional majors to extend investigative and research skills necessary for senior projects and other major papers in the various disciplines. Final projects focus on details in information management and articulation through a variety of documentation styles. Electronic writing for data and production is required. A writing-intensive course.

ENGL 4990 Internship in Professional Writing (3-9) (Formerly ENG 499). Professional experience in a writing or publishing position. Students must write a report on their experience, and work supervisors must also submit a report. Open only by prior arrangement with instructor.

French (FREN)

FREN 1010 Elementary French I (3). A beginning course in French. The four skills of listening comprehension, speaking, reading, and writing are taught, with an emphasis on oral proficiency in everyday situations. For students with no previous knowledge of the language. This course may be

applied toward removing a high school deficiency in foreign languages, in which case it does not yield credit toward the undergraduate degree.

FREN 1020 Elementary French II (3). Continuation of FREN 1010, with further development of the four skills of listening comprehension, speaking, reading, and writing. Emphasis is on oral proficiency in everyday situations. Prerequisite: FREN 1010 or an equivalent placement examination score. Course may be applied toward removing a high school deficiency in foreign languages, in which case it does not yield credit toward the undergraduate degree.

FREN 1210 Intensive French Review (3) (Formerly FR 121). Intensive review of the language to continue the development of the four skills of listening comprehension, speaking, reading, and writing. Emphasis is on oral proficiency in everyday situations. Prerequisite: two years of high school French or equivalent placement examination score.

FREN 2010 Intermediate French I (3). Development of vocabulary, syntax, grammar, and oral and writing skills to incorporate these elements into a satisfactory intermediate level of performance in the language. Prerequisite: FREN 1020, 1210, or equivalent placement examination score.

FREN 2020 Intermediate French II (3). Further development of the listening comprehension and speaking skills with an emphasis on reading and writing. Course incorporates vocabulary, syntax, and grammar to bring the student to an intermediate level of performance in French. Prerequisite: FREN 2010 or equivalent placement examination score.

FREN 3000 French Phonetics and Phonology (3) (Formerly FR 300). An introduction to the study of French sounds in isolation and in connected speech. Primary focus is on the development of good articulatory habits through an understanding of the physiology of speech organs, the description of speech sounds, and the system underlying natural speech of native speakers of French. Prerequisite: FREN 2020 or equivalent placement examination score. Required of all students with a concentration in French.

FREN 3010 Advanced French Grammar (3) (Formerly FR 301). An intensive review of French grammar with emphasis on the application of grammar rules to the four skills needed in the acquisition of the French language. Prerequisite: FREN 2020 or equivalent placement examination score. Course may be taken concurrently with FREN 3020 or 3030.

FREN 3020 French Pronunciation and Conversation (3) (Formerly FR 302). Intensive practice in the development of oral skills in French through discussion of a wide variety of topics and common situations. Prerequisite: FREN 2020 or equivalent placement examination score. Course may be taken concurrently with FREN 3000, 3010, or 3030.

FREN 3030 Reading and Composition (3) (Formerly FR 303). Further development of reading and writing skills through the use of authentic cultural and literary texts aimed at improving the student's mastery of written French. Prerequisite: FREN 2020 or permission of the instructor. Course may be taken concurrently with FREN 3000, 3010, or 3020.

FREN 3040 French for Specific Purposes (3) (Formerly FR 304). An intensive course with emphasis on grammar and vocabulary as it applies to a profession. Specific topics are announced in advance. Prerequisite: FREN 2020 or permission of the instructor.

FREN 3100 Introduction to Literary Studies (3) (Formerly FR 310). Introduction to the techniques and theories of literary analysis, with application to all genres and selected literary texts. Prerequisite: FREN 3010, 3020, 3030, or permission of the instructor. Required of all students with a concentration in French.

FREN 3110 Introduction to French Linguistics (3) (Formerly FR 311). Introduction to linguistic analysis of the French language. Prerequisite: FR 300 or permission of instructor. Required of all students seeking teacher certification in French.

FREN 3120 Culture and Civilization of France (3) (Formerly FR 312). A study of the development of the culture and civilization of metropolitan France, examining art, geography, history, customs, music, and politics. Prerequisite: FREN 3010, 3020, 3030, or permission of the instructor. Required of all students with a concentration in French.

FREN 3130 Francophone Culture and Civilization (3) (Formerly FR 313). A study of the development of the cultures and civilizations of Francophone areas outside metropolitan France, examining art, geogra-

phy, history, customs, music, and politics. Prerequisite: FREN 3120. Required of all students with a concentration in French.

FREN 3200 Survey of French Literature (3) (Formerly FR 320). A chronological overview of the main periods in French literature, from the Middle Ages to the present. Prerequisite: FREN 3100 or permission of the instructor.

FREN 3210 Survey of Francophone Literature (3) (Formerly FR 321). A chronological overview of the development of Francophone literature outside metropolitan France, covering the period from the Seventeenth Century to the present. Prerequisite: FREN 3100 or permission of the instructor.

FREN 4010 Literary Masterpieces of France (3) (Formerly FR 401). An introduction to the major works of French literature through selected texts and authors. Prerequisite: FREN 3100, 3200, or permission of the instructor.

FREN 4020 Topical Readings in the Literature of France (3) (Formerly FR 402). A specific author, genre, period, or theme is chosen for study. Topic is announced in advance. Prerequisite: FREN 4010 or permission of instructor.

FREN 4100 Literary Masterpieces of Francophone Literature (3) (Formerly FR 410). An introduction to the major works of Francophone literature through selected texts and authors. Prerequisite: FREN 3100, 3200, or permission of the instructor.

FREN 4110 Topical Readings in Francophone Literature (3) (Formerly FR 411). A specific author, genre, period, or theme is chosen for study. Topic announced in advance. Prerequisite: FR 4100 or permission of instructor.

FREN 4300 Special Topics on the Contemporary French World (3) (Formerly FR 430). Rotating topics of special interest relating to the French world. Specific topics announced in advance. Usually taught in English. Prerequisites: FREN 3120, 3130.

FREN 4310 Special Topics in Language (3) (Formerly FR 431). Rotating topics of special interest relating to the French language. Specific topics announced in advance (e.g., history of the French language, dialects in the French-speaking world, sociolinguistics, etc.) Prerequisites: FREN 3000, 3010.

FREN 4900 On-Site(s) French Culture (3-7) (Formerly FR 490). Cultural and linguistic enrichment through travel and study in a French-speaking country.

International Student Exchange Program (ISEP)

The following courses are limited to students who have entered into contractual agreement with the International Student Exchange Program to study abroad. After the students have completed their foreign study, the actual courses they have completed at the foreign university will be substituted for the ISEP courses. For details of program, consult Department head.

ISEP 1010, 1020, 1030, 1040, 1050, 1060 Student Exchange Program (3, 3, 3, 3, 3, 3) (Formerly ISEP 101, 102, 103, 104, 105, 106.)

Modern Foreign Languages (MFLA)

MFLA 3710 Methods of Teaching Foreign Languages (3) (Formerly MFL 371). A course which acquaints students 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 teaching a foreign language.

MFLA 3900 Languages and Linguistics (3) (Formerly MFL 390). 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 other 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 ENGL 3900.

MFLA 4500 Senior Project (3) (Formerly MFL 450). Individual research and project-writing. Prerequisites: at least 12 upper-level hours in French or Spanish, or permission of instructor. Required of all students majoring in Foreign Languages.

MFLA 4700 Independent Study (3) (Formerly MFL 470). 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. May be repeated once, for a total of six hours.

MFLA 4724 Student Teaching in the Secondary Schools (12) (Formerly MFL 472). 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 French or Spanish. Prerequisite: successful completion of all certification courses except EDCI 4705, which is taken concurrently.

Philosophy (PHIL)

PHIL 1030 Introduction to Philosophy: Moral Issues (3) (Formerly PHIL 2010). 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. May be used toward satisfying University humanities requirement.

PHIL 2020 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. May be used toward satisfying University humanities requirement.

PHIL 2021 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 of 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 2022 History of Film (3). An historical study of the development of film as an art medium.

PHIL 2500 Logic and Critical Thinking (3) (Formerly PHIL 250). Informal fallacies in ordinary life; e.g., politics, editorials, advertising; language and its uses; analyzing extended arguments; introduction to deductive logic. May be used toward satisfying University humanities requirement.

PHIL 2510 Symbolic Logic (3) (Formerly PHIL 251). Modern deductive logic, propositional and quantificational; philosophy of logic.

PHIL 3100 History of Philosophy, Ancient (3) (Formerly PHIL 310). Development of philosophic thought from the Greeks to the thirteenth century.

PHIL 3110 History of Philosophy, Modern (3) (Formerly PHIL 311). Modern philosophy from Descartes through Kant.

PHIL 3120 History of Philosophy, Contemporary (3) (Formerly PHIL 312). Philosophy from Hegel to the present.

PHIL 3300 Ethical Theory (3) (Formerly PHIL 330). Traditional and contemporary ethical theories; the meaning and justification of ethical language.

PHIL 3350 Business Ethics (3) (Formerly PHIL 335). 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 3360 Medical Ethics (3) (Formerly PHIL 336). 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 3600 African-American Philosophy (3) (Formerly PHIL 360). Issues in ethics and social philosophy, including foundational arguments of the civil rights movement, cultural diversity, and African-American approaches to philosophy.

PHIL 4100 Philosophy of Religion (3) (Formerly PHIL 410). The rationality of religious beliefs and practices, religious experience, the role of faith, religious language.

PHIL 4200 Philosophy of Law (3) (Formerly PHIL 420). Problems in the nature and justification of legal systems; natural law and legal positivism; theory of punishment.

PHIL 4400 Special Topics (3) (Formerly PHIL 440). Student- or faculty-generated course, with scope of subject matter to be determined by students and instructor.

PHIL 4500 Undergraduate Readings and Research (3) (Formerly PHIL 450). Individual study and research under faculty guidance. Prerequisites: 12 hours of upper-level philosophy and permission of instructor.

Religious Studies (RELS)

RELS 2010 Introduction to Religious Studies (3). Current issues in religious studies: ethics, theology, and history of religion. May be used toward satisfying the University humanities requirement.

RELS 2011 World Religions (3). Introduction to selected themes in world religions. May be used toward satisfying the University humanities requirement.

RELS 3100 The Old Testament (3) (Formerly RS 310). A study of the origins, literature, beliefs, and ethics of the Hebrew Bible/Old Testament, along with the ancient Near Eastern cultural environment of Israel, Africa, Asia, and southern Europe which had major impact on its development. Formerly RS 210.

RELS 3110 The New Testament (3) (Formerly RS 311). An exploration of the history, literature, and ethics of the early Christian movement in its Greco-Roman environment, using Koine Greek-English translation of the biblical text as foundation.

RELS 3300 Religion in America (3) (Formerly RS 330). The role of religious institutions and practices in American history.

RELS 4100 Contemporary Religious Thought (3) (Formerly RS 410). Major themes, issues, and thinkers.

RELS 4200 African Roots in Christianity (3) (Formerly RS 420). The literary, historical, cultural, philosophical, and biblical contributions from the African continent to Christianity. Prerequisite: RELS 3100, or RELS 3110, or permission of instructor.

Spanish (SPAN)

SPAN 1010 Elementary Spanish I (3). A beginning course in Spanish. The four skills of listening comprehension, speaking, reading, and writing are taught with emphasis on oral proficiency in everyday situations. For students with no previous knowledge of the language. This course may be applied toward removing a high school deficiency in foreign languages, in which case it does not yield credit toward the undergraduate degree.

SPAN 1020 Elementary Spanish II (3). Continuation of Spanish 1010. The four skills of listening comprehension, speaking, reading, and writing are taught with emphasis on oral proficiency in everyday situations. Prerequisite: two years of high school Spanish or equivalent placement examination score. This course may be applied toward removing a high school deficiency in foreign languages, in which case it does not yield credit toward the undergraduate degree.

SPAN 1210 Intensive Spanish Review (3) (Formerly SPN 121). Intensive review of the language to continue the development of the four skills of listening comprehension, speaking, reading, and writing. Emphasis on oral proficiency in everyday situations. Prerequisite: two years of high school Spanish or equivalent placement examination score.

SPAN 2010 Intermediate Spanish I (3). Development of vocabulary, syntax, grammar, and oral and writing skills to incorporate these elements into a satisfactory intermediate level of performance in the language. Prerequisite: SPAN 1020, 1210, or equivalent placement examination score.

SPAN 2020 Intermediate Spanish II (3). Further development of listening comprehension and speaking skills with emphasis on reading and writing. Course incorporates vocabulary, syntax, and grammar to bring the students to an intermediate level of performance in Spanish. Prerequisite: SPAN 2010 or equivalent placement examination score.

SPAN 3000 Spanish Phonetics and Phonology (3) (Formerly SPN 300). An introduction to the study of Spanish sounds in isolation and in connected speech. Primary focus is on development of good articulatory habits through an understanding of the physiology of speech organs, the description of speech sounds, and the system underlying natural speech of native speakers of Spanish. Prerequisite: SPAN 2020 or equivalent placement examination score. Required of all students with a concentration in Spanish.

SPAN 3010 Advanced Spanish Grammar (3) (Formerly SPN 301). An intensive review of Spanish grammar with emphasis on the application of grammar rules to the four skills needed in the acquisition of the Spanish language. Prerequisite: SPAN 2020 or equivalent placement examination score. Course may be taken concurrently with SPN 3020 or 3030.

SPAN 3020 Spanish Pronunciation and Conversation (3) (Formerly SPN 302). Intensive practice in the development of oral skills in Spanish through discussion of a wide variety of topics and common situations. Prerequisite: SPAN 2020 or equivalent placement examination score. Course may be taken concurrently with SPN 3000, 3010, or 3030.

SPAN 3030 Reading and Composition (3) (Formerly SPN 303). Further development of reading and writing skills through the use of authentic cultural and literary texts aimed at improving the student's mastery of written Spanish. Prerequisite: SPAN 2020 or equivalent placement examination score. Course may be taken concurrently with SPAN 3000, 3010, or 3020.

SPAN 3040 Spanish for Specific Purposes (3) (Formerly 304). An intensive course with emphasis on grammar and vocabulary as it applies to a profession. Specific topics are announced in advance. Prerequisite: SPAN 2020 or equivalent placement examination score.

SPAN 3100 Introduction to Literary Studies (3) (Formerly SPN 310). Introduction to the techniques and theories of literary analysis, with application to all genres and selected literary texts. Prerequisite: SPAN 3010, 3020, 3030, or permission of the instructor.

SPAN 3110 Introduction to Spanish Linguistics (3) (Formerly SPN 311). Introduction to linguistic analysis of the Spanish language. Prerequisite: SPAN 3000 or permission of instructor. Course required of all candidates for teacher certification in Spanish.

SPAN 3120 Culture and Civilization of Spain (3) (Formerly SPN 312). A study of the development of the culture and civilization of Spain, examining art, geography, history, customs, music, and politics. Prerequisite: SPAN 3010, 3020, 3030, or permission of the instructor. Course required of all students with a concentration in Spanish.

SPAN 3130 Culture and Civilization of Latin America (3) (Formerly SPN 313). A study of the development of the culture and civilization of Latin America, examining art, geography, history, customs, music, and politics. Prerequisite: SPAN 3120 or permission of the instructor. Course required of all students with a concentration in Spanish.

SPAN 3200 Survey of Peninsular Literature (3) (Formerly SPN 320). A chronological overview of the main periods in Spanish literature, from the Middle Ages to the present. Prerequisite: SPAN 3100 or permission of instructor.

SPAN 3210 Survey of Latin American Literature (3) (Formerly SPN 321). A chronological overview of the main periods in Latin American literature, from pre-Columbian times to the present. Prerequisite: SPAN 3100 or permission of instructor.

SPAN 4010 Literary Masterpieces of Spain (3) (Formerly SPN 401). An introduction to the major works of Spanish literature through selected texts and authors. Prerequisite: SPAN 3100, 3200, or permission of instructor.

SPAN 4020 Topical Readings in the Literature of Spain (3) (Formerly SPN 402). A specific author, genre, period, or theme is chosen for study. Topic announced in advance. Prerequisite: SPAN 4010 or permission of instructor.

SPAN 4100 Masterpieces of Latin American Literature (3) (Formerly SPN 410). An introduction to the major works of Latin American literature through selected texts and authors. Prerequisite: SPAN 3100, 3210, or permission of instructor.

SPAN 4110 Topical Readings in Latin American Literature (3) (Formerly SPN 411). A specific author, genre, period, or theme is chosen for study. Topic announced in advance. Prerequisite: SPAN 4100 or permission of instructor.

SPAN 4300 Special Topics in the Contemporary Hispanic World (3) (Formerly SPN 430). Rotating topics of special interest relating to the Hispanic U.S., Latin America, or Spain. Specific topics (e.g., African influences in Latin American music, art, food) announced in advance. Prerequisite: SPAN 3120, 3130, or permission of instructor.

SPAN 4310 Special Topics in Language (3) (Formerly SPN 431). Rotating topics of special interest relating to the Spanish language.

Specific topics (e.g., history of the Spanish language, dialects in the Spanish-speaking world, sociolinguistics) announced in advance. Prerequisite: SPAN 3000, 3110, or permission of instructor.

SPAN 4900 On-Site(s) Hispanic Culture (3-7) (Formerly SPN 490). Cultural and linguistic enrichment through travel and study in a Spanish-speaking country.

Department of Music

Robert L. Elliott, D.M.A., Head
104 Performing Arts Center
Telephone 615-963-5341

Faculty: M. Crawford, T. Davis, O. Dismuke, C. Gafford, E. Graves, R. McDonald, D. Nettles, C. Perkey, D. Poe, J. Sexton, G. Simpson, R. Todd.

General Statement: The objectives of this nationally accredited program are (1) to equip the music major with basic skills, techniques, pedagogical and technological concepts and perspectives needed to succeed as an artist or teacher of music in K-12 schools; (2) to interpret, maintain and create the highest level of individual and group performance; and (3) to enhance the cultural and aesthetic climate for the general student by providing artistic experiences and a dynamic program of music education.

The Department offers a Bachelor of Science in Music Education with teacher certification. The minimum number of semester hours required for this degree is 128. The minimum number of semester hours required in Music courses is 60, apart from Music certification courses. Successful completion of the teacher certification program results in licensure to teach in grades K-12, either in vocal or instrumental music.

Programs with concentrations in Commercial Music and the Liberal Arts are also available. Both concentrations lead to the Bachelor of Science degree; they require 120 semester hours each. The concentrations in the Liberal Arts require two semesters of foreign language.

Accreditation: The Department of Music is accredited by the National Association of Schools of Music, the official accrediting agency for schools of music in the United States. The teacher certification programs in Music are approved by the Tennessee Department of Education. In addition, the National Council on the Accreditation of Teacher Education (NCATE) has extended national accreditation to the teacher certification program of the University.

Departmental Requirements 60 Semester Hours for Bachelor of Science in Music degree

General Education Core

Communications (9 hours)

ENGL 1010, 1020 Freshman English I, II 6
 (minimum grade of C in each)

COMM 2200 Public Speaking 3

Humanities and/or Fine Arts (9 hours)

ENGL 2110-2230 Sophomore Literature 3

ART 1010 Art Appreciation 3

MUSC 1010 Music Appreciation 3
 (Minimum grade of C.)

Social and Behavioral Science (6 hours)

SOCI 2010 Introduction to Sociology 3

PSYC 2010 General Psychology 3

<u>History (6 hours)</u>		
HIST 2010	American History I	3
HIST 2020	American History II	3
<u>Natural Science (8 hours)</u>		
Two courses with labs from the approved list.		
<u>Mathematics (3 hours)</u>		
MATH 1110, or	College Algebra I, or	
MATH 1710	Pre-Calculus Mathematics I	3
<u>Orientation (1 hour)</u>		
ASOR 1003	Orientation for Humanities Majors	1
(Teacher certification students should take EDCI 1010.)		
Total General Education Hours		42

Upper-level Admission

For admission into the upper-level program of the Music major, students must complete all of the requirements listed above under General Education Core. In addition, they must have removed all high school deficiencies, passed all required remedial/developmental courses, earned a cumulative grade point average of at least 2.0 on college-level course work, and completed the Rising Junior Examination. They must also have earned at least a C in MUSC 1100, 1101, 2100, 2101, 1210, 1211, 1250, 1260, 2211, 2212, four semesters of the applied major, and four semesters of ensemble. (Commercial Music students do not take MUSC 3370).

Major Core

All music majors must take a minimum of 60 semester hours in the discipline, including MUSC 1100, 1101, 2100, 2101; 1210, 1211, 1250, 1260; 2211, 2212; 3020; 3110, 3111, 3120, 3130, 3140 (any four); 3370, 3380, 4210, 4220, 4310, 4510; eight semesters of applied voice or instrument for Liberal Arts and Commercial Music students, seven for Music Education students. Within the 60 hours, students with a concentration in instrumental music must take 7 hours from 0041 and 2010; students concentrating in vocal/piano music must take 7 hours of 3070. Teacher certification candidates must also take MUSC 3711, 3712 or 3713, and 4720. Music majors must earn at least a C in all Music courses used to satisfy departmental requirements.

Music majors must also meet these requirements:

- 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. 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 project is required of students in Commercial Music.
- Each music major is required to participate in a primary ensemble: seven semesters for Music Education majors, eight semesters for Liberal Arts majors, and two semesters for Commercial Music majors. 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 at the end of the sophomore year. They must have a minimum 2.75 cumulative quality point average

at the time of application and must pass the Pre-Professional Skills Test (PPST) or the Computer-Based Academic Skills Assessments Test (CBT). Students who have earned a 21 on the ACT, 22 on the Enhanced ACT, or a combined 990 on the verbal and mathematics portions of the SAT are exempt from the PPST and the CBT. Formal admission to the Teacher Education Program is a prerequisite to enrolling in all upper-level certification courses. Enhanced Student Teaching is required of all candidates for certification. Placement for Enhanced Student Teaching is at both the elementary and secondary school levels. For a complete list of requirements for admission to and retention in the Teacher Education Program, see College of Education section.

It is mandatory that students confer with departmental advisors prior to registering each semester. The degree with teacher certification requires completion of the general education requirements, the above major core, plus the following courses.

EDAD 4000	Professional Rights & Responsibilities	3
EDCI 2010	History and Foundations of Education	3
PSYC 2420	Human Growth and Learning	3
PSYC 3120	Measurement and Evaluation for the Classroom in the Public School	3
MUSC 3711	Music Education	3
MUSC 3712 or	Vocal Methods or	3
MUSC 3713	Instrumental Methods	
EDCI 4705	Educational Seminar, Secondary	3
MUSC 4720	Enhanced Student Teaching	9

Minor Requirements: A minimum of 18 semester hours including MUSC 1200, 1250, 3380, 3710; two hours of applied voice or instrument ensemble; MUSC 1210, 1260 or 3050-3060, or MUSC 3100, 3110, 3120, 3130, or 3140; or four semesters of ensemble participation.

Bachelor of Science Degree in Music Education Concentration in Instrumental Music Licensure for Grades K-12

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
MUSC 1100	1	MUSC 1101	1
* MUSC 1210	3	MUSC 1211	3
* MUSC 1250	1	MUSC 1260	1
MUSC 2010	1	MUSC 0041	1
MAJOR INSTRUMENT	1	MAJOR INSTRUMENT	1
MUSC 1010	3	MUSC 3020	0
ENGL 1010	3	ENGL 1020	3
HIST 2010	3	HIST 2020	3
EDCI 1010	1	ART 1010	3
MUSC 3020	0		
	17		16

*Students must pass the theory entrance examination or pass MUSC 1011 before enrolling in these classes.

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
MUSC 2100	1	MUSC 2101	1
MUSC 2211	3	MUSC 2212	3
MUSC 3020	0	MUSC 3020	0
MUSC 2010	1	MUSC 0041	1
MAJOR INSTRUMENT	1	MAJOR INSTRUMENT	1
ENGL 2012-2322 (Choose 1)	3	EDCI 2010	3
BIOL 1010, 1011	4	BIOL 1020, 1021	4
MATH 1013	3	PSYC 2010	3
	16		16

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
MUSC 3020	0	MUSC 3020	0
MUSC 2010	1	MUSC 3050	2
PSYC 2420	3	MUSC 0041	1
MUSC 3711	3	MUSC 3120	1
MAJOR INSTRUMENT	1	MUSC 3713	3
COMM 2200	3	MUSC 3110-3150 (Techniques)	1
MUSC 4210	3	MAJOR INSTRUMENT	1
MUSC 3370	3	EDAD 4000	3
		SOCI 2010	3
		MUSC 3380	3
	17		18

*Technique classes must be outside applied major.

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
MUSC 3060	2	MUSC 4720	9
MUSC 3020	0	EDCI 4705	3
MUSC 2010	1		
MUSC 4310	3		
MUSC 4510	2		
MUSC 3110-3150 (Techniques)	2		
MAJOR INSTRUMENT	1		
PSYC 3120	3		
EDCI 4190	2		
	16		12

*Technique classes must be outside applied major.

**Bachelor of Science Degree in
Music Education
Concentration in Voice or Piano
Licensure for Grades K-12**

Suggested Four-year Plan

Piano majors must take 8 hours of piano; **Voice** majors must take 8 hours of voice. MUSC 3120-Vocal Techniques must be included in technique class choices for piano majors.

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
MUSC 3020	0	MUSC 1101	1
EDCI 1010	1	MUSC 1401	1
MUSC 1100	1	MUSC 1211	3
MUSC 1400	3	MUSC 1260	1
*MUSC 1210	1	MUSC 3020	0
*MUSC 1250	1	MUSC 3070	1
MUSC 3070	1	ART 1010	3
MUSC 1010	3	ENGL 1020	3
ENGL 1010	3	HIST 2020	3
HIST 2010	3		
	17		16

*Students must pass the theory entrance examination or pass MUS 1011 before enrolling in these classes.

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
MUSC 2100	1	MUSC 2101	1
MUSC 2400	1	MUSC 2401	1
MUSC 2211	3	MUSC 2212	3
MUSC 3020	0	MUSC 3020	0
MUSC 3070	1	MUSC 3070	1
ENGL 2012-2032 (Choose 1)	3	EDCI 2010	3
BIOL 1010, 1011	4	BIOL 1020, 1021	4
MATH 1013	3	PSYC 2010	3
	16		16

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
MUSC 3100 or 3400	1	MUSC 3101 or 3401	1
MUSC 3020	0	MUSC 3020	0
MUSC 3070	1	MUSC 3050	2
MUSC 3711	3	MUSC 3070	1
MUSC 4210	3	MUSC 3110-3140 (Techniques)	2
PSYC 2420	3	MUSC 3712	3
COMM 2200	3	EDAD 4000	3
MUSC 3370	3	SOCI 2010	3
		MUSC 3380	3
	17		18

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
MUSC 3060	2	MUSC 4720	9
MUSC 4100 or 4400	1	EDCI 4705	3
MUSC 3020	0		
MUSC 3070	1		
MUSC 3110-3150 (Techniques)	2		
MUSC 4310	3		
MUSC 4510	2		
PSYC 3120	3		
EDCI 4190	2		
	16		12

*Technique classes must be outside applied major.

**Bachelor of Science Degree in Liberal Arts
Concentration in Vocal or Piano Music**

Suggested Four-Year Plan**FRESHMAN YEAR**

FALL SEMESTER	HR	SPRING SEMESTER	HR
MUSC 3020	0	MUSC 3020	0
MUSC 1100	1	MUSC 1101	1
*MUSC 1400	1	MUSC 1401	1
*MUSC 1210	3	MUSC 1211	3
MUSC 1250	1	MUSC 1260	1
MUSC 3070	1	MUSC 3070	1
ASOR 1002	1	MATH 1013	3
ENGL 1010	3	ENGL 1020	3
HIST 2010	3	HIST 2020	3
	14		16

*Students must pass the theory entrance examination or pass MUS 1011 before enrolling in these classes.

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
MUSC 2100	1	MUSC 2101	1
MUSC 2211	3	MUSC 2212	3
MUSC 2400	1	MUSC 2401	1
MUSC 3020	0	MUSC 3020	0
MUSC 3070	1	MUSC 3070	1
MUSC 1010	3	ART 1010	3
ENGL 2012-2322 (Choose 1)	3	SOCI 2010	3
COMM 2200	3	PSYC 2010	3
	15		15

*Technique class must be outside applied major.

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
MUSC 3020	0	MUSC 3020	0
MUSC 3070	1	MUSC 3050	2
MUSC 3370	3	MUSC 3070	1
MUSC 3400	1	MUSC 3380	3
MUSC 2350	3	MUSC 3401	1
FOREIGN LANGUAGE	3	MUSC 3110-3140 (Techniques)	1
BIOL 1010, 1011	4	FOREIGN LANGUAGE	3
		BIOL1020, 1021	4
	15		15

*Technique class must be outside applied major instrument.

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
MUSC 3060	2	MUSC 3110-3140	1
MUSC 3020	0	MUSC 3020	0
MUSC 3070	1	MUSC 3070	1
MUSC 4210	3	MUSC 4220	3
MUSC 4400	1	MUSC 4310	3
MUSC 4522	3	MUSC 4401	1
*MUSC 3110-3140 (Techniques)	1	MUSC 4510	2
ELECTIVE, LIB ARTS	4	ELECTIVE, LIB ARTS	3
	15		14

*Technique classes must be outside applied major instrument.

**Bachelor of Science Degree in Liberal Arts
Concentration in Instrumental Music**

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
MUSC 3020	0	MUSC 3020	0
MUSC 1100	1	MUSC 1101	1
* MUSC 1210	1	MUSC 1211	3
* MUSC 1250	3	MUSC 1260	1
* MUSC 2010	1	MUSC 0041	1
MAJOR INSTRUMENT	1	MAJOR INSTRUMENT	1
ASOR 1002	1	ENGL 1020	3
ENGL 1010	3	HIST 2020	3
HIST 2010	3	MATH 1013	3
	14		16

*Students must pass the theory entrance examination or pass MUS 1011 before enrolling in these classes.

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
MUSC 2100	1	MUSC 2101	1
MUSC 2211	3	MUSC 2212	3
MUSC 3020	0	MUSC 3020	0
MUSC 2010	1	MUSC 0041	1
MUSC 1010	3	MAJOR INSTRUMENT	1
MAJOR INSTRUMENT	1	PSYC 2010	3
ENGL 2012-2322 (Choose 1)	3	SOCI 2010	3
COMM 2200	3	ART 1010	3
	15		15

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
MUSC 2010	1	MUSC 0041	1
MUSC 3020	0	MUSC 3020	0
MUSC 3060	2	MUSC 3050	2
MUSC 3370	3	MUSC 3380	3
*MUSC 3110-3140 (Techniques)	1	VOCAL TECHNIQUE	1
MAJOR INSTRUMENT	1	MAJOR INSTRUMENT	1
BIOL 1010, 1011	4	BIOL 1020, 1021	4
FOREIGN LANGUAGE	3	FOREIGN LANGUAGE	3
	15		15

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
MUSC 2010	1	MUSC 0041	1
MUSC 3020	0	MUSC 3020	0
MUSC 2350	3	MUSC 4220	3
MUSC 4210	3	MUSC 4310	3
MUSC 4520	3	MUSC 4510	2
MAJOR INSTRUMENT	2	MAJOR INSTRUMENT	1
*MUSC 3110-3150 (Techniques)	1	*MUSC 3110-3150	1
ELECTIVES (Liberal Arts)	3	ELECTIVES (Liberal Arts)	3
	16		14

*Technique classes must be outside applied major.

**Bachelor of Science Degree in
Commercial Music
Concentration in Vocal or Piano Music**

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
MUSC 1100	1	MUSC 1101	1
* MUSC 1210	3	MUSC 1211	3
* MUSC 1250	1	MUSC 1260	1
MAJOR APPLIED	1	MAJOR APPLIED	1
ENGL 1010	3	ENGL 1020	3
HIST 2010	3	HIST 2020	3
MUSC 1010	3	ART 1010	3
ASOR 1002	1		
	16		15

*Students must pass the theory entrance examination or pass MUS 1011 before enrolling in these classes.

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
MUSC 2100	1	MUSC 2101	1
MUSC 2211	3	MUSC 2212	3
MUSC 3030	1	MUSC 2710	3
MUSC 3070	1	MUSC 2711	2
MAJOR APPLIED	1	MAJOR APPLIED	1
BIOL 1010, 1011	4	MUSC 3030	1
ENGL 2012-2322 (Choose 1)	3	BIOL 1020, 1021	4
	3	MUSC 3070	1
	14		16

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
MUSC 2350	3	MUSC 3030	1
MUSC 2610	3	MUSC 3190	2
MUSC 3030	1	MUSC 3380	3
MUSC 3710	2	MUSC 3610	3
MAJOR APPLIED	1	MAJOR APPLIED	1
COMM 2200	3	PSYC 2010	3
SOCI 2010	3	MATH 1013	3
	<u>16</u>		<u>16</u>

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
MUSC 3030	1	MUSC 3030	1
MUSC 4011	3	MUSC 4012	3
MUSC 4310	3	MUSC 4522	3
MAJOR APPLIED	1	MAJOR APPLIED	1
ELECTIVE (3000-4000 Level)	6	ELECTIVES (3000-4000 Level)	5
	<u>14</u>		<u>13</u>

Bachelor of Science Degree in Commercial Music Concentration in Instrumental Music

Suggested Four-Year Plan**FRESHMAN YEAR**

FALL SEMESTER	HR	SPRING SEMESTER	HR
MUSC 1100	1	MUSC 1101	1
* MUSC 1210	3	MUSC 1211	3
* MUSC 1250	1	MUSC 1260	1
MAJOR APPLIED	1	MAJOR APPLIED	1
MUSC 1010	3	ART 1010	3
ENGL 1010	3	ENGL 1020	3
HIST 2010	3	HIST 2020	3
ASOR 1002	1		
	<u>16</u>		<u>15</u>

*Students must pass the theory entrance examination or pass MUSC 1011 before enrolling in these classes.

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
MUSC 2100	1	MUSC 2101	1
MUSC 2211	3	MUSC 2212	3
MUSC 2010	1	MUSC 2710	3
MUSC 3030	1	MUSC 0041	1
MAJOR APPLIED	1	MAJOR APPLIED	1
BIOL 1010, 1011	4	MUSC 3030	1
ENGL 2010-2014 (Choose 1)	3	BIOL 1020, 1021	4
		MUSC 2711	2
	<u>14</u>		<u>16</u>

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
MUSC 2350	3	MUSC 3030	1
MUSC 2610	3	MUSC 3190	2
MUSC 3030	1	MUSC 3380	3
MUSC 3710	2	MUSC 3610	3
MAJOR APPLIED	1	MAJOR APPLIED	1
COMM 2200	3	PSYC 2010	3
SOCI 2010	3	MATH 1013	3
	<u>16</u>		<u>16</u>

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
MUSC 3030	1	MUSC 3030	1
MUSC 4011	3	MUSC 4012	3
MUSC 4310	3	MUSC 4522	3
MAJOR APPLIED	1	MAJOR APPLIED	1
ELECTIVES (3000-4000 Level)	6	ELECTIVES (3000-4000 Level)	5
	<u>14</u>		<u>13</u>

Course Descriptions**(MUSC) Applied Music Courses**

Enrollment in all applied music courses is by permission of instructor only. The laboratory fees are for each semester. The stated periods are the number of times each week the student has an individual practice session with the instructor.

MUSC 1000, 1001 First-Year Percussion (1, 1) (Formerly MUS 10A, 10B). 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 \$100.00.

MUSC 2000, 2001 Second-Year Percussion (1, 1) (Formerly MUS 20A, 20B). Continuation of percussion studies, with attention to bass drum and timpani. One full-hour lesson per week. Prerequisite: MUSC 1001. Laboratory fee \$100.00.

MUSC 3000, 3001 Third-Year Percussion (1, 1) (Formerly MUS 30A, 30B). 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 lesson per week. Prerequisite: MUSC 2001. Laboratory fee \$100.00.

MUSC 4000, 4001 Fourth-Year Percussion (1, 1) (Formerly MUS 40A, 40B). Advanced technique and literature for solo percussion instruments and percussion ensemble. Emphasis is on recital literature in preparation for Senior Recital. Prerequisite: MUSC 3001. Laboratory fee \$100.00.

MUSC 1100, 1101 First-Year Piano (1, 1) (Formerly MUS 11A, 11B). 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 each. Laboratory fee \$100.00. Both courses required of all Music majors.

MUSC 2100, 2101 Second-Year Piano (1, 1) (Formerly MUS 21A, 21B). Selected works of Bach and other composers. Prerequisite: MUSC 1101. Two one-half-hour periods each. Laboratory fee \$100.00. Both courses required of all Music majors.

MUSC 3100, 3101 Third-Year Piano (1, 1) (Formerly MUS 31A, 31B). Larger compositions and other exacting materials requiring excellent musicianship, skills, and techniques. Prerequisite: MUSC 2101. Two one-half-hour periods each. Laboratory fee \$100.00.

MUSC 4100, 4101 Fourth-Year Piano (1, 1) (Formerly MUS 41A, 41B). The study of advanced piano materials. Prerequisite: MUSC 3101. Two one-half-hour periods each. Laboratory fee \$100.00.

MUSC 1200, 1201 First-Year Organ (1, 1) (Formerly MUS 12A, 12B). Pedal studies, major and minor scales, legato studies, little preludes and fugues of Bach, trios by Stainer, Rheinberger, and others; selected books of Guillemant, Mendelssohn, and other reputable composers. Prerequisites: the highest non-credit level of piano and permission of instructor. Two one-half-hour periods each. Laboratory fee \$100.00.

MUSC 2200, 2201 Second-Year Organ (1, 1) (Formerly MUS 22A, 22B). Advanced pedal studies and scales. Prerequisites: MUSC 1201 and permission of instructor. Two one-half-hour periods each. Laboratory fee \$100.00.

MUSC 3200, 3201 Third-Year Organ (1, 1) (Formerly MUS 32A, 32B). A continuation of technical studies and major works, some from modern composers. Prerequisites: MUSC 2201 and permission of instructor. Two one-half-hour periods each. Laboratory fee \$100.00.

MUSC 4200, 4201 Fourth-Year Organ (1, 1) (Formerly MUS 42A, 42B). A continuation of Music 3201 with special emphasis on representative works from the various schools of composition, including twentieth-century composers. Two one-half-hour periods each. Prerequisite: MUSC 3201 and permission of instructor. Laboratory fee \$100.00.

MUSC 1300, 1301 First-Year Violin (1, 1) (Formerly MUS 13A, 13B). Instruction with standard elementary violin or viola materials. Two one-half-hour periods each. Laboratory fee \$100.00.

MUSC 2300, 2301 Second-Year Violin (1, 1) (Formerly MUS 23A, 23B). Instruction with standard intermediate violin or viola materials. Prerequisite: MUSC 1301. Two one-half-hour periods each. Laboratory fee \$100.00.

MUSC 3300, 3301 Third-Year Violin (1, 1) (Formerly MUS 33A, 33B). Instruction with standard advanced violin or viola materials. Prerequisite: MUSC 2301. Two one-half-hour periods each. Laboratory fee \$100.00.

MUSC 4300, 4301 Fourth-Year Violin (1, 1) (Formerly MUS 43A, 43B). Advanced instruction with standard violin or viola materials. Prerequisite: MUSC 3301. Two one-half-hour periods each. Laboratory fee \$100.00.

MUSC 1400, 1401 First-Year Voice (1, 1) (Formerly MUS 14A, 14B). The study of breath control and voice placement in tone production. Two one-half-hour periods each. Laboratory fee \$100.00.

MUSC 2400, 2401 Second-Year Voice (1, 1) (Formerly MUS 24A, 24B). The study of voice drills in voice placement, intonation, breathing, phrasing, and diction. Prerequisite: MUSC 1400. Two one-half-hour periods each. Laboratory fee \$100.00.

MUSC 3400, 3401 Third-Year Voice (1, 1) (Formerly MUS 34A, 34B). Continuation of the study of drills, vocal techniques, and appropriate repertoire. Prerequisite: MUSC 2401. Two one-half-hour periods each. Laboratory fee \$100.00.

MUSC 4400, 4401 Fourth-Year Voice (1, 1) (Formerly MUS 44A, 44B). Advanced study of drills, vocal techniques, and appropriate repertoire. Prerequisite: MUSC 3401. Two one-half-hour periods each. Laboratory fee \$100.00.

MUSC 1500, 1501 First-Year Cornet (1, 1) (Formerly MUS 15A, 15B). Instruction with standard elementary materials. Two one-half-hour periods each. Laboratory fee \$100.00.

MUSC 2500, 2501 Second-Year Cornet (1, 1) (Formerly MUS 25A, 25B). The study of standard intermediate materials. Prerequisite: MUSC 1501. Two one-half-hour periods each. Laboratory fee \$100.00.

MUSC 3500, 3501 Third-Year Cornet (1, 1) (Formerly MUS 35A, 35B). Instruction with standard advanced materials. Two one-half-hour periods each. Prerequisite: permission of instructor. Laboratory fee \$100.00.

MUSC 4500, 4501 Fourth-Year Cornet (1, 1) (Formerly MUS 45A, 45B). Instruction with standard advanced materials. Two one-half-hour periods each. Prerequisite: permission of instructor. Laboratory fee \$100.00.

MUSC 1600, 1601 First-Year Trombone (1, 1) (Formerly MUS 16A, 16B). Instruction with standard elementary materials. Two one-half-hour periods each. Laboratory fee \$100.00.

MUSC 2600, 2601 Second-Year Trombone (1, 1) (Formerly MUS 26A, 26B). The study of standard intermediate materials. Prerequisite: MUSC 1601. Two one-half-hour periods each. Laboratory fee \$100.00.

MUSC 3600, 3601 Third-Year Trombone (1,1) (Formerly MUS 36A, 36B). Instruction with standard advanced materials. Two one-half-hour periods each. Prerequisite: MUSC 2601. Laboratory fee \$100.00.

MUSC 4600, 4601 Fourth-Year Trombone (1, 1) (Formerly MUS 46A, 46B). Instruction with standard advanced materials. Two one-half-hour periods each. Prerequisite: MUSC 3601. Laboratory fee \$100.00.

MUSC 1700, 1701 First-Year Clarinet (1, 1) (Formerly MUS 17A, 17B). Instruction with standard elementary materials. Two one-half-hour periods each. Laboratory fee \$100.00.

MUSC 2700, 2701 Second-Year Clarinet (1, 1) (Formerly MUS 27A, 27B). The study of standard intermediate materials. Two one-half-hour periods each. Prerequisite: MUSC 1701. Laboratory fee \$100.00.

MUSC 3700, 3701 Third-Year Clarinet (1, 1) (Formerly MUS 37A, 37B). Instruction with standard advanced materials. Two one-half-hour periods each. Prerequisite: MUSC 2701. Laboratory fee \$100.00.

MUSC 4700, 4701 Fourth-Year Clarinet (1, 1) (Formerly MUS 47A, 47B). Instruction with standard advanced materials. Two one-half-hour periods each. Prerequisite: MUSC 3701. Laboratory fee \$100.00.

MUSC 1800, 1801 First-Year Oboe or Bassoon (1, 1) (Formerly MUS 18A, 18B). The study of standard elementary materials. Two one-half-hour periods each. Laboratory fee \$50.00.

MUSC 2800, 2801 Second-Year Oboe or Bassoon (1, 1) (Formerly MUS 28A, 28B). Instruction with standard intermediate materials. Prerequisite: MUSC 1801. Two one-half-hour periods each. Laboratory fee \$100.00.

MUSC 3800 3801 Third-Year Oboe or Bassoon (1, 1) (Formerly MUS 38A, 38B). Individual instruction with advanced materials. Two one-half-hour periods each. Prerequisites: MUSC 2801 and permission of instructor. Laboratory fee \$100.00.

MUSC 4800, 4801 Fourth-Year Oboe or Bassoon (1, 1) (Formerly MUS 48A, 48B). Individual instruction with advanced materials. Two one-half-hour periods each. Prerequisites: MUSC 3801 and permission of instructor. Laboratory fee \$100.00.

MUSC 1900, 1901 First-Year Saxophone (1, 1) (Formerly MUS 19A, 19B). The study of standard elementary materials. Two one-half-hour periods each. Laboratory fee \$100.00.

MUSC 2900, 2901 Second-Year Saxophone (1, 1) (Formerly MUS 29A, 29B). The study of standard intermediate materials. Prerequisite: MUSC 1901. Two one-half-hour periods each. Laboratory fee \$100.00.

MUSC 3900, 3901 Third-Year Saxophone (1, 1) (Formerly MUS 39A, 39B). Instruction with standard advanced materials. Two one-half-hour periods each. Laboratory fee \$100.00.

MUSC 4900, 4901 Fourth-Year Saxophone (1,1) (Formerly MUS 49A, 49B). Instruction with standard advanced materials. Two one-half-hour periods each. Laboratory fee \$100.00.

MUSC 3020 Performance Seminar (0) (Formerly MUS 302). Required of Music Education and Liberal Arts majors only. A satisfactory grade (P) is obtained by attending a minimum of 75% of all faculty and student recitals in a given semester, and by at least two performances in the seminar for upperclassmen. Open to Music majors only.

MUSC 3050 Orchestral Conducting (2) (Formerly MUS 305). 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 Music Education and Liberal Arts majors only.

MUSC 3060 Choral Conducting (2) (Formerly MUS 306). 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 Music Educ/Lib Arts majors only.

MUSC 3110 Brass Techniques (1) (Formerly MUS 310). Fundamentals of care, construction, minor repair, and performance. Not for brass majors. Prerequisite: MUSC 1210.

MUSC 3111 Woodwind Techniques (1) (Formerly MUS 311). Fundamentals of tone production, technique, care, construction, and minor repair. Not for woodwind majors. Prerequisite: permission of instructor. Two one-hour periods.

MUSC 3120 Vocal Techniques (1) (Formerly MUS 312). The study of techniques of vocal tone production, breathing, articulation, enunciation, and pronunciation as applied to the training of choral groups. Not for vocal majors. Course is required of students majoring in an instrument.

MUSC 3130 String Techniques (1) (Formerly MUS 313). The study of the fundamentals of bowing, fingering, construction, and care of string instruments, including fretted instruments. Not intended for string majors.

MUSC 3140 Percussion Techniques (1) (Formerly MUS 314). Fundamentals of care and minor repair; study of technique of performance on most percussion instruments with emphasis on the snare drum. Not for percussion majors. Two one-hour periods.

MUSC 3160 Opera Workshop (3) (Formerly MUS 316). 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)

MUSC 2010 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. All instrumental majors must have a combination of 7 semesters of MUSC 2010 and 0041. Music majors may repeat this course for up to 7 hours of credit; non-majors may repeat it for up to 4 hours of credit.

(Spring Semester)

MUSC 0041 Concert Band I (1) (Formerly MUS 004B). 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. All instrumental majors must have a combination of 7 semesters of MUSC 2010 and 0041. Course may be repeated for up to 4 hours of credit.

(Fall and Spring Semesters)

MUSC 3070 University Choir (1) (Formerly MUS 307). The study and performance of a variety of the finest choral literature, including non-western music. Prerequisite: permission of the Director of the University Choir. Three or more periods per week. Requirements for vocal or piano majors are as follows: Commercial Music majors (2) semesters, Music Education majors (7) semesters, and Liberal Arts majors must have (8) semesters of MUSC 3070.

MUSC 3090 Show Choir (1). The show choir, of the university performs literature from Broadway shows and popular music styles with fully staged choreography. The official name is TSU Showstoppers. The group performs frequently and tours in the spring semester. Students are selected by audition only. Class meets four days per week for two hours. Prerequisite: audition, and permission of instructor.

MUSC 0020 String Ensemble (1) (Formerly MUS 002). 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. May be repeated for up to 7 hours of credit.

MUSC 0050 Stage Band/Jazz Ensemble (1) (Formerly MUS 005). 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. May be repeated for up to 4 hours of credit.

MUSC 0060 Percussion Ensemble (1) (Formerly MUS 006). Course intended for percussion majors, who are exposed to definitive literature from all periods and cultures. Special emphasis is placed on the performance of scores suitable for public concerts. Prerequisite: permission of instructor. May be repeated for up to 4 hours of credit.

Music Education

MUSC 3711 Music Education (3) (Formerly MUS 371A). A study of principles, methods, 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.

MUSC 3712 Vocal Methods (3) (Formerly MUS 371B). 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 certifica-

tion in Music who wish an emphasis in teaching voice. Prerequisite: permission of instructor and official admission to the Teacher Education Program. Three lectures.

MUSC 3713 Instrumental Methods (3) (Formerly MUS 371C). 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.

MUSC 4720 Enhanced Student Teaching in Elementary and Secondary Schools (9) (Formerly MUS 472). 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 4705, which is taken concurrently.

Theory and Composition

MUSC 1011 Materials of Music (3) (Formerly MUS 101). A course designed to prepare students, through instruction and practical application of knowledge, to read, write, and hear music. A student may be exempted from this course and move directly to MUSC 1210 by passing the entrance examination in theory. This course does not count towards the degree.

MUSC 1210, 1211 Freshman Theory I, II (3, 3) (Formerly MUS 120, 121). Basic notation, intervals, scales, and modes; rhythms; contrapuntal harmony, written and keyboard; sight singing; ear training; harmonic and form analysis. Five lectures. Both courses required of all Music majors. Prerequisite: MUSC 1010 or passing score on entrance examination in theory.

MUSC 1250 Freshman Aural Skills I (1) (Formerly MUS 125). Practical training for the ear. Emphasis is on gaining the ability to write down rhythms, melodies, and harmonic progressions. To be taken concurrently with MUSC 1210. Prerequisite: MUSC 1011 or passing score on entrance examination in theory.

MUSC 1260 Freshman Aural Skills II (1) (Formerly MUS 126). Continuation of MUSC 1250, to be taken concurrently with MUSC 1211. Prerequisite: MUSC 1250.

MUSC 2210, 2212 Sophomore Theory I, II (3, 3) (Formerly MUS 220, 221). Aural and written harmony; keyboard harmony; figured bass; counterpoint; sight singing; ear training; analysis. Prerequisite: MUSC 1211. Three lectures. Both courses required of all Music majors.

MUSC 4010 Practicum in Arranging (2) (Formerly MUS 401). Individual projects supervised by a practicing professional arranger. Prerequisites: permission of instructor and junior standing in Music.

MUSC 4210, Form and Analysis I, (3) (Formerly MUS 420). A study of compositions in the smaller and larger forms. Prerequisite: MUS 2212. Three lectures.

MUSC 4310 Orchestration (3) (Formerly MUS 430). A systematic study and application of the techniques for using the capabilities of orchestral and band instruments in music composition. Prerequisite: MUSC 2212. Three lectures.

MUSC 4350 Composition (3) (Formerly MUS 435). Exploration of techniques of composition. Close attention is given to style, texture, and creating by synthetic means. Prerequisite: MUSC 2212.

MUSC 4510 Senior Recital (2) (Formerly MUS 451). Credit given only upon successful completion of public senior recital. Prerequisite: permission of major applied instructor. Required of all Music Education and Liberal Arts 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, along with writing lyrics within standard and atypical song forms.

MUSC 1410, 1420 Elements of Popular Song I, II (3, 3) (Formerly MUS 141, 142). 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.

MUSC 1590, 1591 Beginning Guitar I, Advanced Guitar I (1, 1) (Formerly MUS 159A, 159B). 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.

MUSC 1640 Country Fiddle (3) (Formerly MUS 164). Emphasis on folk (including Bluegrass) violin performance. Prerequisite: permission of instructor.

MUSC 2410, 2420 Intermediate Songwriting I, II (2-3, 3) (Formerly MUS 241, 242). Skills and techniques of crafting original material. Creative writing, analysis of standard songs, and critiquing works performed in class. Prerequisite: MUSC 1420. MUSC 2410 may be repeated once for credit.

MUSC 2590 Solo Guitar II(2) (Formerly MUS 259). A continuation of MUS 1590, which is a prerequisite for the course.

MUSC 2610 Introduction to Computers in Music (3) (Formerly MUS 260). Introduction to computer music workstation environments. Fundamentals of MIDI (Musical Instrument Digital Interface), sequencing, signal routing, synthesis, and notation. Required of all commercial music students.

MUSC 2710 Introduction to Commercial Music (3) (Formerly MUS 270). Overview of the practices and procedures of the music industry, including such topics as development of artists, songwriting, publishing, recording, record companies, record marketing and promotion, and legal issues. A general introduction to the commercial music program. No prerequisites.

MUSC 2711 History of Popular Music (2) (Formerly MUS 271). A survey of popular styles in American music, with special attention to jazz, ragtime blues, and show music. Two lectures per week. Open to all students. No prerequisites.

MUSC 3010 Seminar in Songwriting (3) (Formerly MUS 300). Individual creative and analytical projects in songwriting. May be repeated for credit; no more than 9 hours may be applied toward a degree. Prerequisites: MUSC 1210 and permission of instructor.

MUSC 3030 Commercial Styles Seminar (1) (Formerly MUS 303). Instruction in popular and commercial styles and their practical application. Course is oriented toward performance and production, with primary emphasis on use of original material and secondary emphasis on reworking of standard materials in all areas. Weekly performances for peers, with one or more public concerts showcasing student work held every semester. Required of all commercial music students. No prerequisites. May be repeated for up to 6 hours of credit.

MUSC 3040 Rehearsal Techniques (2) (Formerly MUS 304). Simple conducting, organizational principles, and the Nashville number system. Emphasis is on recognizing and attaining quality outcome and on the efficient use of time. Prerequisite: permission of instructor.

MUSC 3190 Intensive Skills (2) (Formerly MUS 319). Mastery of rapid reading and hearing comprehension. Level of required achievement varies with the specialization. Required of all commercial music students. Prerequisites: MUSC 2212.

MUSC 3610 Basic Studio (3) (Formerly MUS 360). Practical experience in the recording studio and the study of basics, including rudimentary physics of sound, function of basic equipment, principles of microphone placement, and mixing down. Prerequisite: MUSC 2610.

MUSC 3630 Advanced Sound Production (3) (Formerly MUS 363). Continuation of MIDI and sound-processing experience. Prerequisite: MUSC 2610.

MUSC 3710 Music Business and Law (2) (Formerly MUS 370). Study of music licensing, intellectual property rights, contracts, and marketing of music. Required of all commercial music students. Prerequisite: junior standing.

MUSC 4010, 4011, 4012 Internship (3, 3, 3) (Formerly MUS 400A, B, C). Onsite, hands-on experience in student's area of specialization, e.g., recording, sequencing, performing, and arranging. Interns must have completed at least ten hours of commercial music courses. Each course may be repeated once for credit. Prerequisite: junior standing.

MUSC 4110 Piano Tuning and Maintenance (2) (Formerly MUS 410). A hands-on course on how to tune pianos. Students learn to use the tuning, dampers, and other devices essential to successful tuning maintenance of pianos. Prerequisite: MUSC 1210.

MUSC 4410 Arranging (3). Practical survey of commercial arranging styles. Course includes production of arrangements in several styles and study of practices and conventions of a broad range of categories, including jingles, television, movies, jazz ensembles, marching bands, and school choruses. Prerequisite: MUSC 4310.

MUSC 4523, 4524 Special Topics in Music Engraving II, III (3, 3) (Formerly MUS 452C, D). A hands-on course for students whose interest is the publishing of music. Emphasis is on the use of notation software and the use of publishing formats. Students learn use of current software and hardware in the notation of musical symbols. Prerequisites: MUSC 2610.

MUSC 4525, 4526 Special Topics: Advanced Sound Production II, III (3, 3) (Formerly MUS 452E, F). A hands-on course to assist students in mastering computer workstation tools. Intended for students whose interest is composition. Emphasis is on sound manipulation by electronic means. Prerequisites: MUSC 2710, 3630.

MUSC 4527, 4528 Special Topics: Advanced Studio II, III (3, 3) (Formerly MUS 452G, H). A hands-on course designed to assist advanced students in mastering the use of up-to-date studio equipment. Students upgrade their knowledge of sound equipment, computers, synthesizers, and similar equipment. Prerequisites: MUSC 3610.

MUSC 4610 Advanced Studio (3) (Formerly MUS 460). Continuation of studio experience, with emphasis on advanced mixing recording sound. Students acquire skills in addressing recording problems and in evaluating results of recording and mixing efforts. Prerequisites: MUSC 3610.

MUSC 4810 Studio Maintenance and Repair (2) (Formerly MUS 480). Emphasis on preventive maintenance of recording equipment, computers, synthesizers, and playback equipment. Course is designed for music technicians in charge of maintaining studio facilities. Prerequisite: MUSC 3610.

Music History, Literature, and Appreciation

MUSC 1010 Music Appreciation (3) (Formerly MUS 1010). Emphasis upon development of listening skill and on a broad repertoire of literature, including both Western and Nonwestern music. History is brought in only when it gives deeper meaning to the music being studied. Course applies toward satisfaction of University humanities requirement.

MUSC 1020 Honors Music Appreciation (3) (Formerly MUS 1020). Honors version of MUSC 1020. An intensive course, with emphasis on expanding the students exposure to musical literature representative of western and nonwestern cultures. Course applies toward satisfaction of University humanities requirement. Limited to Music majors and students in the University Honors Program.

MUSC 2350 Introduction to Afro-American Music (3) (Formerly MUS 235). History of blues, gospel music, jazz, and African music, with emphasis on black artists and their contributions. Prerequisite: permission of instructor.

MUSC 3150 Folk Music (3) (Formerly MUS 315). Folk music with emphasis upon that of the Southeastern United States. Prerequisite: MUSC 1010.

MUSC 3310 Introduction to Music Literature (3) (Formerly MUS 331). An introductory course in music literature.

MUSC 3370, 3380 Music History I, II (3, 3) (Formerly MUS 337, 338). General study of the history of music. The course embodies an analytic approach to music of various periods and cultures. Prerequisite: permission of instructor. Three lectures. Both courses required of all Music majors.

MUSC 4220 Non-Western Music (3) (Formerly MUS 422). A study of non-western music with emphasis on the music of Africa, India, China, and Asia. Attention is given to the diversity of the worlds music as influenced by geographical conditions, social and economic systems, values, beliefs, and ways of life. Required of all Music majors. Prerequisite: MUSC 2211 and junior standing.

MUSC 4240, 4250 American Music I, II (3, 3) (Formerly MUS 424, 425). MUS 4240 treats music from colonial times through Charles Ives; MUSC 4250 covers music from 1930 to the present. Prerequisite: permission of instructor.

MUSC 4330, 4340 Seminar in Jazz (3, 3) (Formerly MUS 433, 434). Study of the history of jazz and an analysis of the styles and major contributors.

MUSC 4520, 4521, 4522 Special Topics I, II, III (1-3, 2, 3) (Formerly MUS 452, 452A, 452B). Independent studies courses intended to serve students who would otherwise be impeded in normal progress toward earning their degree. May be taken for a maximum of 9 hours of credit. Prerequisite: permission of Department Head.

Department of Physics and Mathematics

Sandra H. Scheick, Ph.D., Head
305 Boswell Hall
Telephone 615-963-5811

Faculty: T. Anderson, O. Bignall, A. Biswas, G. Burks, C. Calmelet, K. Daniels, A. Dean, S. Forcey, K. Ganesan, J. Jackson, W. Myint, G. Nagarajan, J. Propes, M. Rajagopalan, R. Richardson, M. Reed, H. Ren, M. Sarkar, S. Sathananthan, K. Semenya, T. Taylor, C. Williams, G. Yang.

General Statement: The objectives of the Department are: (1) to provide programs of study for those who desire to pursue an undergraduate major in mathematics or physics, or a minor in physics, mathematics or astronomy; 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 mathematics and physics requirements for the several colleges and schools of the University; (3) to provide a limited number of courses in statistics; and (4) to provide services to the University and the wider community related to the academic mission of the Department. The Department offers curricula leading to B.S. degrees in Mathematics and Physics. The Department also offers an Interdisciplinary Degree with concentrations in either of these disciplines. In addition, students may earn secondary school licensure in Mathematics through the Department.

Accreditation: The teacher certification program in Mathematics is approved by the Tennessee Department of Education. In addition, the National Council on the Accreditation of Teacher Education (NCATE) has extended national accreditation to the entire teacher certification program of the University.

Astronomy

General Statement: The objectives of the Astronomy Program are (1) to provide training that would enable students to gain a better understanding of the universe that they live in; (2) to provide training to enable graduates to enter graduate school in astronomy or related areas.

Departmental Requirements (24 semester hours) for a Minor in Astronomy
ASTR 1010-1020
ASTR 3010, 3330
ASTR 3800, 4900 (at least 9 hours)

Mathematics

General Statement: The objectives of the Mathematics Program are (1) to provide 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 training to enable graduates to enter graduate school in mathematics or related areas; (3) to provide training to enable graduates to assume careers as teachers of mathematics in secondary schools; (4) to develop proficiency in basic mathematical operations and develop skills in the use of formulas for the solution of problems; (5) to provide science and engineering majors the mathematical skills required by their various programs of study.

Departmental Requirements For Bachelor of Science Mathematics 38 Semester Hours

The curriculum for a B.S. degree in Mathematics consists of a minimum of 120 semester hours, of which 42 must be at the 3000 or 4000 level. A minimum of 38 semester hours must be in Mathematics or Statistics, exclusive of MATH 1005, 1115, 1710, 1720, and 1730 with at least 27 of these being at the 3000 or 4000 level, exclusive of MATH 3710, 4724, and 4750. Note that Computer Science 3900 may be used to satisfy upper level course requirements for the major in Mathematics. The 38 hours in Mathematics are differentiated into a required core and an appropriate specialization. Further requirements include 12 hours (6 hours for teacher certification candidates) of Computer Science and 8 hours of Physics. 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 major core 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 38 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 earn at least 23 or 26 semester hours: 11 or 14 semester hours of calculus depending on the sequence taken and a minimum of 12 semester hours of 3000 or 4000 level MATH or STAT courses, exclusive of MATH 3710, 4724, and 4750. Computer Science 3900 may be used to satisfy upper level course requirements for the minor in Mathematics.

Besides the general program where the recommended RA's (related areas) are pre-medicine, pre-law, etc., there are four options of specialization.

- The pure Mathematics option includes MATH 4310 and 4530, as well as both the sequences MATH 4410-4420 and 4640-4650 in the required core. The recommended RA's include computer science, physics, and philosophy.
- The applied Mathematics option includes MATH 3120, 4560, and 4570, as well as MATH 4410-4420 in the required core. The recommended RA's include engineering, physics, computer science, and chemistry.
- The statistics option allows the student to use STAT 4210-4220 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 COMP 3200, STAT 3110, and MATH 3810, 4410, 4420, and 4750 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 2.75 cumulative grade point average and must have passed the Pre-Professional Skills Test (PPST) or the Computer-Based Academic Skills Assessments Test (CBT). Students who have previously earned a 21 on the ACT, 22 on the Enhanced ACT, or a combined 990 on the verbal and mathematics portions of the SAT are exempt from the PPST and the CBT. Formal admission to the Teacher Education Program is a prerequisite for enrolling in upper-division certification courses.

Students must pass PRAXIS II exam before they can enroll in student teaching. Students must complete nine 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. Successful completion of the program results in licensure to teach grades 7-12. For a complete list of requirements for admission to and retention in the Teacher Education Program, see the College of Education section.

General Education Core

Communications (9 hours)

ENGL 1010, 1020 Freshman English I, II 6
(minimum grade of C in each)

COMM 2200 Public Speaking 3

Humanities and/or Fine Arts (9 hours)

ENGL 2110-2322 Sophomore Literature 3

Elective From approved list. 3

Elective From approved list. 3

Social and Behavioral Science (6 hours)

ECON 2010 Principles of Economics I 3

Elective From approved list. 3

History (6 hours)

HIST 2010 American History I 3

HIST 2020 American History II 3

Natural Science (8 hours)

PHYS 2110/2111 General Physics I 4

PHYS 2120/2111 General Physics II 4

Mathematics (3 hours)

MATH 1910 Calculus I, Alternative 4
(Minimum grade of C.)

Orientation (1 hour)

ASOR 1001 Orientation for Science Majors 1

(Teacher certification students should take EDCI 1010.)

Total General Education Hours 42

Upper-division Admission

For admission into the upper-division program of the Mathematics major, students must complete all of the requirements listed above under General Education Core. In addition, they must have removed all high school deficiencies, passed all required remedial/developmental courses, earned a cumulative grade point average of at least 2.0 on college-level course work, and completed the Rising Junior Examination. They must also have earned a grade of C or better in MATH 1910, 1920 and 2110.

Major Core (27, 24 for teacher certification candidates)

MATH 3510 Intermediate Analysis 3

MATH 3610 Linear Algebra I 3

MATH 3620 Linear Algebra II 3
(Not required for teacher certification candidates)

MATH 3640 Abstract Algebra 3

MATH 4410, 4420, or Advanced Calculus I, II, or 6

MATH 4640, 4650, or Modern Algebra I, II or

STAT 4210, 4220 Statistical Methods I, II 6
(MATH 4410, 4420 required of teacher certification candidates)

MATH 4500 Senior Project 3

ELECTIVES (teacher certification candidates take 6

STAT 3110 and MATH 3810)

Suggested courses in areas of specialization may be obtained by consulting the major advisor.

Professional Education Core (37)

Requirements for Teacher certification students, only.

PSYC 2420 Human Growth & Learning 3

EDCI 2010 History & Foundation of Education 3

EDCI 3870 Curriculum Development 3

EDSE 3330 Education of Exceptional Children 3

PSYC 3120 Measurement/Evaluation in Schools 3

EDAD 4000 Professional Rights and Responsibilities 3

EDRD 4910 Reading & Study in Secondary School 3

EDCI 4190 Technology in the Schools 2

MATH 4724 Student Teaching of Mathematics 9

EDCI 4705 Educational Seminar 3

MATH 3710 Teaching Mathematics in the Secondary 3
Schools

Physics

General Statement: The objectives of the Physics Program are : (1) to provide 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 (39 semester hours) For Bachelor of Science Physics

The curriculum of the B.S. degree in Physics consists of a minimum of 120 semester hours, of which 42 must be at the 3000 or 4000 level. A minimum of 39 hours must be taken in Physics courses with a minimum of 28 hours selected from Physics courses numbered 3000 and above. No course with a letter grade below C will be counted towards meeting the 39 hours of work required in Physics. In addition to successfully completing 39 hours of course work, the major must pass a written comprehensive examination on the core requirements.

Students who minor in Physics must earn at least 23 hours in Physics, including the three semester general physics sequence (PHYS 2110, 2111, 2120, 2121, and 2230) and a minimum of 12 semester hours of 3000 and 4000 level PHYS courses.

General Education Core (42)

Communications (9 hours)

ENGL 1010, 1020 Freshman English I, II 6
(minimum grade of C in each)

COMM 2200 Public Speaking 3

Humanities and/or Fine Arts (9 hours)

ENGL 2110-2322	Sophomore Literature	3
Elective	From approved list.	3
Elective	From approved list.	3

Social and Behavioral Science (6 hours)

Elective	From approved list.	3
Elective	From approved list.	3

History (6 hours)

HIST 2010	American History I	3
HIST 2020	American History II	3

Natural Science (8 hours)

PHYS 2110/2111	General Physics I	4
PHYS 2120/2121	General Physics II	4

Mathematics (3 hours)

MATH1910	Calculus I, Alternate (Minimum grade of C.)	3
----------	---------------------------------------------	---

Orientation (1 hour)

ASOR 1001	Orientation for Science Majors (Teacher certification students should take EDCI 1010.)	1
-----------	----------------------------------------------------------------------------------------	---

Total General Education Hours 42

Required Support Courses (25 or 28)

ASOR 1001	Orientation for Science Majors	1
COMP 2100	Computer Laboratory	3
COMP 2110, 2120	Computer Programming I & II	6
MATH 1920, 2110 or Calculus II, III, Alternate or MATH 1925, 2115, 2125	Calculus II, III, IV	7 or 10
CHEM 1110, 1111	General Chemistry I & II	8
PHIL 2500	Logical & Critical Thinking	3

Upper-division Admission

For admission into the upper-division program of the Physics major, students must complete all of the requirements listed above under General Education Core and Required Support Courses. In addition, they must have removed all high school deficiencies, passed all required remedial/developmental courses earned a cumulative grade point average of a least 2.0 on college level course work, and completed the Rising Junior Examination. They must also have earned a grade of C or better in PHYS 2030, 2031, 2040 and 2041.

Major Core (31)

PHYS 2330	General Physics III	3
PHYS 3110, 3120	Electricity and Magnetism I, II	6
PHYS 3200	Heat and Thermodynamics	3
PHYS 3210	Mechanics I	3
PHYS 3311, 3321, or Electrical Measurements I, II 3411, 3421 or Advanced Physics Laboratory I & II		4
PHYS 3610	Solid State Physics	3
PHYS 4100	Intro to Quantum Mechanics I	3
PHYS 4120	Modern Physics I	3
PHYS 4500	Senior Project	3

Additional Requirements (9)

MATH 3120	Applied Mathematics	3
MATH 3510	Intermediate Analysis	3
MATH 3610	Linear Algebra	3

Bachelor of Science Degree in Mathematics

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
* MATH 1910	4	MATH 1920	4
ENGL 1010	3	ENGL 1020	3
HIST 2010	3	HIST 2020	3
COMP 2100	3	COMP 2110	3
ASOR 1001	1	HUMANITIES ELECTIVE	3
	<u>14</u>		<u>16</u>

*MATH 1710 and/or 1720 must be taken prior to MATH 1910 if need is indicated.

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
MATH 2110	3	COMM 2200	3
ENGL 2010	3	HUMANITIES ELECTIVE	3
PHYS 2110, 2111	4	PHYS 2120, 2121	4
COMP 2120	3	ECON 2010	3
SOC SCI EL	3	ELECTIVE, ANY LEVEL	3
	<u>16</u>		<u>16</u>

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
MATH 3610	3	MATH 3620	3
COMP 3200	3	MATH 3510	3
ELECTIVES, ANY LEVEL	9	MATH 3640	3
		ELECTIVES, ANY LEVEL	6
	<u>15</u>		<u>15</u>

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
MATH 4410 OR 4640 or STAT 4210	3	MATH 4420 OR 4650 OR STAT 4220	3
MATH 4500	3	MATH ELECTIVE 3000/4000 LEVEL	3
MATH ELECTIVE, 3000/4000 LEVEL	3	ELECTIVES, 3000/4000 LEVEL	8
ELECTIVES, 3000/4000 LEVEL	5		
	<u>14</u>		<u>14</u>

Bachelor of Science Degree in Mathematics With Teacher Certification Licensure for Grades 7-12

Suggested Four-Year Plan (122)

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
*MATH 1910	4	MATH 1920	4
HUMANITIES ELECTIVE	3	MATH 1005	1
ENGL 1010	3	ENGL 1020	3
HIST 2010	3	HIST 2020	3
EDCI 1010	1	COMP 2100	3
	<u>14</u>		<u>14</u>

*MATH 1710 and/or 1720 are to be taken prior to MATH 1910 if need is indicated.

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
MATH 2110	3	COMM 2200	3
ENGL 2010	3	ECON 2010	3
SOCIAL SCIENCE ELECTIVE	3	HUMANITIES ELECTIVE	3
PHYS 2110, 2111	4	PHYS 2120, 2121	4
PSYC 2420	3	EDCI 2010	3
	<u>16</u>		<u>16</u>

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
MATH 3510	3	MATH 3640	3
MATH 3610	3	MATH 4410	3
PSYC 3120	3	MATH 3810	3
STAT 3110	3	MATH 4750	3
EDAD 4910	3	EDSE 3330	3
EDCI 3870	3	EDCI 4190	2
	<u>18</u>		<u>17</u>

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
COMP 3200	3	MATH 4724	9
MATH 4420	3	EDCI 4705	3
MATH 4500	3		
MATH 3710	3		
EDAD 4000	3		
	<u>15</u>		<u>12</u>

Bachelor of Science Degree in Physics

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENGL 1010	3	ENGL 1020	3
HIST 2010	3	HIST 2020	3
CHEM 1110, 1111	4	CHEM 1120, 1121	4
* MATH 1910	4	MATH 1920	4
ASOR 1001	1	HUMANITIES ELECTIVE	3
	<u>15</u>		<u>17</u>

*MATH 1710 and/or 1720 must be taken prior to MATH 1910 if the need is indicated.

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
PHYS 2110, 2111	4	PHYS 2120, 2121	4
ENGL 2010	3	PHIL 2500	3
COMP 2040	3	PHYS 2230	3
MATH 2110	3	COMM 2200	3
SOCIAL SCIENCE ELECTIVE	3	SOCIAL SCIENCE ELECTIVE	3
	<u>16</u>		<u>16</u>

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
PHYS 3210	3	PHYS 3200	3
PHYS 3110	3	PHYS 3120	3
MATH 3610	3	COMP 2240	3
COMP 2140	3	MATH 3510	3
MATH 3120	3	ELECTIVE (Any level)	3
	<u>15</u>		<u>15</u>

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
PHYS 3610	3	PHYS 4500	3
PHYS 3311 or 3411	2	PHYS 3321 or 3421	2
PHYS 4100	3	PHYS 4120	3
PHYS 2500	3	ELECTIVES, 3000/4000 LEVEL	5
ELECTIVES, ANY LEVEL	2		
	<u>13</u>		<u>13</u>

Course Descriptions

Astronomy (ASTR)

Astronomy courses do satisfy the University's science requirement.

ASTR 1010 Astronomy I (4). The first course in a 2 semester sequence in astronomy. History of astronomy, development of theory, astronomical equipment and observational techniques. Course concentrates on the solar system, the sun, the planets, interplanetary matter, comets and meteors. Prerequisite: Math 1140 or Math 1720 or Math 1830 or the equivalent. 3 lectures and one laboratory (2 hours) per week. The sequence ASTR 1010-1020 may be used to satisfy the University's science requirement. Offered in the fall.

ASTR 1020 Astronomy II (4). The second course in an introductory 2 semester sequence in astronomy. Course concentrates on stars and galaxies, quasars, pulsars, black holes and cosmology. Prerequisite: ASTR 1010. Three lectures and one laboratory (2 hours) per week. Offered in the spring.

ASTR 3010 Observational Astronomy (4) (Formerly ASTR 301). Focus on methods of observation, optics of telescopes, direct interpretation of data, mathematical methods of data reduction, and the physics of astronomical detectors. Prerequisites: Physics 2110, or 2010 or ASTR 1010-1020. Three lectures and one laboratory (2 hours) per week. Offered in the spring.

ASTR 3330 Astrophysics (3) (Formerly ASTR 333). A course focusing on the physics of astronomical phenomena and objects as opposed to observing practices. Prerequisites: PHYS 2120, 2121 and ASTR 1020 or 3010. Offered in the fall.

ASTR 3800 Astronomy Seminar (3-6) (Formerly ASTR 380). Students will read, discuss, an present current articles in the astronomical literature. Prerequisite: PHYS 2120, 2121 and ASTR 1020, or concurrent enrollment in a 300 level astronomy course. Repeatable to six hours. Offered in fall, spring and summer.

ASTR 4900 Research in Astronomy (3-6) (Formerly ASTR 490). A research practicum course with students doing research in astronomy at the Center of Excellence in Information Systems for credit. Prerequisite: PHYS 2040, 2041 and the least one 300 level astronomy course. Repeatable to six hours. Offered in fall, spring and summer.

Mathematics (MATH)

MATH 1001 The Mathematics of Drugs and Solutions (1) (Formerly MATH 110). 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. Course cannot be applied to satisfying the University mathematics requirement. Offered in fall and spring.

MATH 1005 Mathematics Education Orientation (1) (Formerly MATH 192). An introduction to the Mathematics teacher education program, including field experience. Prerequisite: interest in becoming a mathematics teacher. Offered in spring.

MATH 1013 Contemporary Mathematics (3). An Introduction to the mathematics used in our society. It includes elements of mathematical thought, inductive and deductive reasoning, and problem solving. Some of the topics included are graphics, counting techniques, number sequences, probability and statistics. This course satisfies the general education mathematics requirement. Prerequisites: Two years high school algebra or

the equivalent, or one year of high school algebra and one year geometry or the equivalent. Offered in the fall, spring, and summer.

MATH 1110 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. Offered in fall, spring, and summer.

MATH 1111 Honors College Algebra I (3). The Honors version of MATH 1110. Enrollment is limited to members of the University Honors Program. Offered in fall.

MATH 1115 Fundamentals of Problem-Solving (1) (Formerly MATH 191). An introduction to Polya theories with emphasis on solving problems using mathematical methods. Prerequisite: 3 semester hours of college-level mathematics or permission of the Department Head. Offered in fall, spring, and summer.

MATH 1120 College Algebra II (3). Rational functions, conic sections, systems of equations and inequalities, matrices and determinants, and an introduction to discrete mathematics. Prerequisite: grade of C or better in MATH 1110 or permission of the Department Head. Offered in fall, spring, and summer.

MATH 1121 Honors College Algebra II (3). The Honors version of MATH 1120. Enrollment is limited to members of the University Honors Program. Offered on demand.

MATH 1140 Analytic Geometry and Trigonometry (3) (Formerly MATH 114). 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. Offered in fall and spring.

MATH 1410, 1420 Structure of the Number System I, II (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: For MATH 1410: Two years of high school algebra or the equivalent or one year high school algebra and one year geometry or the equivalent. For MATH 1420: MATH 1410. MATH 1410 Offered in fall, spring, and summer. MATH 1420 Offered in fall and spring.

MATH 1610 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. Offered on demand.

MATH 1710 Precalculus Mathematics I (3). A course which with MATH 1720 provides the student with the foundation necessary to enter the calculus sequence. The topics include 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. Offered in fall, spring, and summer.

MATH 1720 Precalculus Mathematics II (3). A continuation of MATH 1710. Topics include right triangle trigonometry, trigonometric functions, analytic geometry, conic sections, sequences, and notation. Prerequisite: grade of C or better in MATH 1710 or permission of the Department Head. Offered in fall, spring, and summer.

MATH 1730 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. Offered in fall and spring.

MATH 1830 Basic Calculus I (3). An introduction to the basic concepts of differential and integral calculus, with applications oriented towards economics, business, and the social sciences. Prerequisite: grade of C or

better in MATH 1110 or permission of the Department Head. Offered in fall, spring, and summer.

MATH 1910 Calculus I, Alternate (4) (Formerly MATH 1910). Part of the sequence MATH 1910, 1920 recommended for Mathematics, Physics, Chemistry, and Biology majors. Topics include functions, graphs, limits, derivatives with applications, and the definite integral with applications. Prerequisite: grade of C or better in MATH 1720 or 1730 or permission of the Department Head. Offered in fall.

MATH 1915 Calculus and Analytical Geometry (4). Part of the sequence MATH 1915, 1925, 2115, 2125, which emphasizes application to the physical sciences. Topics include functions, graphs, limits, derivatives, the definite integral, and rational functions including applications. Prerequisite: grade of C or better in MATH 1720 or 1730 or permission of the Department Head. Offered in fall, spring, and summer.

MATH 1920 Calculus II, Alternate (4). Study of derivatives and integrals of the trigonometric, logarithmic, and exponential functions, techniques of integration, sequences, and series. Course is part of the series MATH 1910, 1920, 2110, recommended for all Mathematics, Physics, Chemistry, and Biology majors. Prerequisite: grade of C or better in MATH 1910 or permission of the Department Head. Offered in spring.

MATH 1925 Calculus II (4). Further applications of definite integral, derivatives and integrals of transcendental functions, techniques of integration, and polar coordinates. Prerequisite: grade of C or better in MATH 1910 or 1915 or permission of the Department Head. Offered in fall, spring, and summer.

MATH 2110 Calculus III, Alternate (3). Vector functions, three-dimensional space, partial derivatives, multiple integrals, line integrals, and applications. Part of the sequence MATH 1910, 1920, and 2110 recommended for all Mathematics, Physics, Biology, and Chemistry majors. Prerequisite: grade of C or better in MATH 1920 or permission of the Department Head. Offered in fall.

MATH 2115 Calculus III (3). Infinite sequences and series, vectors in two- and three-dimensional space, the calculus of a vector function, and applications. Prerequisite: grade of C or better in MATH 1925 or permission of the Department Head. Offered in fall, spring, summer.

MATH 2125 Calculus IV (3). The calculus of vector variables, including partial, differentiation and multiple integration, line integrals, Stokes' theorem, and applications. Prerequisite: grade of C or better in MATH 2115 or permission of the Department Head. Offered in fall, spring, summer.

MATH 3120 Applied Mathematics (3). Ordinary differential equations, Fourier series, and Laplace transforms, with emphasis on the application to mechanical and electrical systems. Prerequisites: grades of C or better in MATH 2125 or 2110 and in PHYS 2120, 2121. MATH 3120 is required of all Physics majors. Offered on demand.

MATH 3130 Advanced Mathematica (3) (Formerly MATH 313). An in-depth treatment of the computer software "Mathematica" with emphasis on programming in the "Mathematica" language to solve selected problems. Prerequisites: grades of C or better in MATH 2110 and 3610, and COMP 2120, or permission of the Department Head. Offered in fall.

MATH 3210 Introduction to Number Theory (3) (Formerly MATH 321). 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: grade of C or better in MATH 1920 or permission of the Department Head. Offered in fall.

MATH 3510 Intermediate Analysis (3) (Formerly MATH 351). 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: grade of C or better in MATH 1920 or permission of the Department Head. Required of all Mathematics and Physics majors. Offered in spring and summer.

MATH 3610 Linear Algebra I (3) (Formerly MATH 361). Homogeneous and non-homogeneous systems, matrix algebra, determinants, vector spaces and subspaces, bases, orthogonal bases, linear transformations, and rank. Prerequisite: grade of C or better in MATH 1920 or permission of the Department Head. Required of all Mathematics, Physics, and Computer Science majors. Offered in fall, spring, and summer.

MATH 3620 Linear Algebra II (3) (Formerly MATH 362). A continuation of MATH 3610. It is strongly recommended that 3610 and 3620 be taken sequentially. Topics include a further treatment of linear transformations, rank, eigenvalues, eigenvectors, and the spectral theorem. Prerequisite: grade of C or better in MATH 3610. Required of all Mathematics majors. Offered in spring.

MATH 3640 Abstract Algebra (3) (Formerly MATH 364). An introduction to properties of groups, rings, integral domains, and fields. Prerequisites: grades of C or better in MATH 1920 and 3210, or permission of Department Head. Required of all Mathematics majors. Offered in spring.

MATH 3710 Teaching Mathematics in the Secondary School (3) (Formerly MATH 371). 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. Offered in spring.

MATH 3810 Geometry (3) (Formerly MATH 381). A brief review of Euclidean geometry with further topics, including the non-Euclidean and projective geometries. Prerequisite: grade of C or better in MATH 1920 or permission of the Department Head. Required of all teacher certification candidates in Mathematics. Offered in fall of odd numbered and summer of even-numbered years.

MATH 3900 Introduction to Numerical Analysis (3) (Formerly MATH 390). Errors, interpolation, approximations, numerical quadrature, solution of ordinary differential equations. Prerequisite: grade of C or better in MATH 1920 or permission of the Department Head. Offered on demand.

MATH 4310, 4320 Topology I, II (3, 3) (Formerly MATH 431, 432). 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: grades of C or better in MATH 2110, and 3510, or permission of the Department Head. Offered on demand.

MATH 4410, 4420 Advanced Calculus I, II (3, 3) (Formerly MATH 441, 442). 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: grades of C or better in MATH 2110, 3510, and 3610, or permission of the Department Head. Mathematics majors must take this sequence or MATH 4640-4650 or STAT 4210-4220. MATH 4410 is offered in fall and 4420 in spring.

MATH 4500 Senior Project (3) (Formerly MATH 450). 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. Offered in fall.

MATH 4510, 4520 Real Analysis I, II (3, 3) (Formerly MATH 451, 452). Set theory, algebra, and topology of the real numbers, continuous functions, uniform convergence, measure and integration theory, Lebesgue measure and integrals, convergence theorem, L -spaces, Banach spaces, differentiation, Radon-Nikodym theorem, Fubini theorem. Prerequisite: grade of C or better in MATH 4420 or permission of the Department Head. Offered on demand.

MATH 4530, 4540 Complex Analysis I, II (3, 3) (Formerly MATH 453, 454). 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: grade of C or better in MATH 442 or permission of the Department Head. MATH 4530 is offered in fall of odd-numbered years and 4540 is offered in spring of even-numbered years.

MATH 4560, 4570 Differential Equations I, II (3, 3) (Formerly MATH 456, 457). First- and second-order equations, general theory of linear n th-order differential equations, constant coefficient systems, variation of parameters, infinite series, singular solutions, asymptotic solutions, Green's functions, stability, special functions, Laplace transform. Prerequisites: grades of C or better in MATH 3030 and 3620, or permission of the Department Head. MATH 4560 is offered in fall of even-numbered years and spring of odd-numbered years.

MATH 4640, 4650 Modern Algebra I, II (3, 3) (Formerly MATH 464, 465). Equivalence relations, mappings, groups, rings, fields, polynomial rings,

modules, vector spaces, Galois theory. Prerequisites: grades of C or better in MATH 3210, 3620, and 3640, or permission of the Department Head. Mathematics majors must take this sequence or MATH 4410-4420 or STAT 4210-4220. MATH 4640 is offered in the fall and 4650 in the spring.

MATH 4724 Student Teaching of Mathematics in the Secondary Schools (9) (Formerly MATH 472S). 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 4705, which is taken concurrently. Offered on demand.

MATH 4730, 4740 Logic I, II (3, 3) (Formerly MATH 473, 474). Introduction to mathematical logic. Logic I is a survey of fundamental material including the statement calculus and the predicate calculus. Logic II is an introduction to Fuzzy Logic and Gödel's Incompleteness Theorem. Prerequisite: grade of C or better in MATH 2110 or permission of the Department Head. Offered on demand.

MATH 4750 History of Mathematics (3) (Formerly MATH 475). The origin and development of mathematical ideas, beginning with geometry and algebra and continuing through selected topics in modern mathematics. Prerequisite: grade of C or better in MATH 2110 or permission of the Department Head. Offered in fall or even numbered and summer of odd-numbered years.

MATH 4900 Special Topics (3) (Formerly MATH 490). Special topics in mathematics to be offered with permission of the undergraduate mathematics curriculum committee in response to the preference and needs of the students. Repeatable to six hours. Prerequisite: permission of the Department Head. Offered in fall, spring, and summer.

Physics (PHYS)

PHYS 2010 College Physics I (3). The first course in a non-calculus-based introductory physics sequence. Topics included are mechanics and heat. The course presents the basic principles of physics. It is required of biology, pre-medicine, and allied health profession majors. Prerequisite: grade of C or better in MATH 1140, 1720, or 1730. Offered in fall, spring, and summer.

PHYS 2011 College Physics I Laboratory (1). One two-hour laboratory each week. This course is designed to be taken concurrently with the corresponding lecture course, PHYS 2010. Offered in fall, spring, and summer.

PHYS 2020 College Physics II (3). The second course in a non-calculus-based physics sequence. Topics included are sound, light, electricity, magnetism, and modern physics. Prerequisite: grade of C or better in PHYS 2010. Offered in fall, spring, and summer.

PHYS 2021 College Physics II Laboratory (1). One two-hour laboratory each week. This course is designed to be taken concurrently with the corresponding lecture course, PHY 2020. Offered in fall, spring, and summer.

PHYS 2110 General Physics I (3) (Formerly PHYS 2030). Principles of mechanics, rotational mechanics, fluid mechanics and thermodynamics. The first course in calculus-based physics sequence that is intended for student with majors in physics, engineering, mathematics, or a physical science. PHYS 2110 with accompanying laboratory, is required of all physics and Mathematics majors. Prerequisite: MATH 1720 and 1915; Co-requisite: MATH 1925. Offered in fall, spring, and summer.

PHYS 2111 General Physics I Laboratory (1) (Formerly PHYS 2031). One two-hour laboratory per week designed to be taken concurrently with the corresponding lecture course, PHY 2110. Required of all Physics and Mathematics majors. Offered in fall, spring, and summer.

PHYS 2120 General Physics II (3) (Formerly PHYS 2040). Principles of sound, electricity, magnetism, and optics. The second course in calculus-based physics sequence. PHYS 2120 with accompanying laboratory, is required of all Physics and Mathematics majors. Prerequisite: PHYS 2110. Offered in fall, spring, and summer.

PHYS 2121 General Physics II Laboratory (1) (Formerly PHYS 2041). . One two-hour laboratory per week designed to be taken concurrently with corresponding lecture course, PHYS 2120. Required of all Physics and Mathematics majors. Offered in fall, spring, and summer.

PHYS 2230 General Physics III (3) (Formerly PHYS 223). Principles of gravitation, wave mechanics, and modern physics. Problem solving tech-

niques. The third course in a calculus-based physics sequence. Prerequisite: PHYS 2120. Offered in fall, spring, and summer.

PHYS 3110, 3120 Electricity and Magnetism I, II (3, 3) (Formerly PHYS 311, 312). Fundamentals of theoretical electricity and magnetism. Emphasis is placed upon problems using vector calculus in three dimensions. Prerequisites: MATH 2110 or 2125, AND PHYS 2120, 2121, all with a grade of C or better. Three lectures per week. Required of all Physics majors. PHYS 3110 is offered in fall of even-numbered years and 3120 in spring of odd-numbered years.

PHYS 3140 Optics (3) (Formerly PHYS 314). A brief review of geometrical optics and a study of physical optics, including spectroscopy. Prerequisites: MATH 1920 and either of the sequences: PHYS 2020, 2021 or PHYS 2120, 2121. Three lectures and one laboratory period per week. Offered in fall of even-numbered years.

PHYS 3200 Heat and Thermodynamics (3) (Formerly PHYS 320). A study of the fundamentals of heat and an introduction to thermodynamics with applications to chemistry. Prerequisites: PHYS 2120, 2121, and MATH 1920. (MATH 3610 and either MATH 2110 or 2125 recommended). Three lectures per week. Required of all Physics majors. Offered in spring of even-numbered years.

PHYS 3210, 3220 Mechanics I, II (3, 3) (Formerly PHYS 321, 322). Statics and dynamics of particles and rigid bodies, Lagrange's and Hamilton's equations, fluid statics, and vibrations. Prerequisites: PHYS 2120, 2121, and MATH 1920. MATH 3610 and either MATH 2110 or 2125 recommended. Three lectures per week. PHYS 321 required of all Physics majors. PHYS 3210 is offered in fall of odd-numbered years and 3220 is offered on demand.

PHYS 3311, 3321 Electrical Measurements I, II (2, 2) (Formerly PHYS 331, 332). The theory of electrical circuits. The laboratory is intended to give experience and facility with electrical measuring instruments. Prerequisites: MATH 1920 and either of the sequences PHYS 2020, 2021 or PHYS 2120, 2121. Two laboratory periods per week. Either this sequence or PHYS 3411-3421 is required of all Physics majors. PHYS 3311 is offered in fall of odd-numbered years and 3321 in spring of even-numbered years.

PHYS 3411, 3421 Advanced Physics Laboratory I, II (2, 2) (Formerly PHYS 341, 342). 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: PHYS 2120, 2121, and MATH 1920. Two laboratory periods per week. Either this sequence or PHYS 3311-3321 is required of all Physics majors. PHYS 3411 is offered in fall of even-numbered years and 3421 in spring of odd-numbered years.

PHYS 3610 Solid State Physics (3) (Formerly PHYS 361). 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: PHYS 2120, 20121 and either MATH 2110 or 2125. Required of all Physics majors. Offered in fall of odd-numbered years.

PHYS 4100, 4110 Introduction to Quantum Mechanics I, II (3, 3) (Formerly PHYS 410, 411). Introduction to fundamental principles of quantum mechanics and methods of calculation, with application to atomic, molecular, and nuclear physics. PHYS 4100 is required of all Physics majors. Prerequisites: PHYS 2120, 2121, and MATH 1920. PHYS 4100 is offered in fall of even-numbered years and 4110 is offered on demand.

PHYS 4120, 4130 Modern Physics I, II (3, 3) (Formerly PHYS 412, 413). 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. PHYS 4120 is required of all Physics majors. Prerequisites: MATH 1070 and either of the following two sequences: PHYS 2020, 2021, or PHYS 2120, 2121. PHYS 4120 is offered in spring of odd-numbered years and 4130 is offered on demand.

PHYS 4500 Senior Project (3) (Formerly PHYS 450). Individual study and presentation of a special topic in physics. Required of all Physics majors. Prerequisite: senior standing. Offered in spring.

PHYS 4600 Undergraduate Readings and Research (3) (Formerly PHYS 460). Individual study and research under faculty guidance. Prerequisites: 12 hours of upper-level physics and permission of instructor. Offered on demand.

PHYS 4900 Special Topics in Physics (Up to 9 hours total) (Formerly PHYS 490). 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: PHYS 2120, 2121, and permission of the instructor. Offered on demand.

PHYS 4905 Advanced Laboratory Studies (2)

PHYS 4906 Analytical Mechanics (3)

PHYS 4907 Electricity and Magnetism (3)

PHYS 4908 Modern Physics (3)

PHYS 4909 Optics (3)

PHYS 4910 Quantum Mechanics (3)

PHYS 4911 Research Project (3)

PHYS 4912 Solid State Physics (3)

PHYS 4913 Thermodynamics and Statistical Mechanics (3)

Statistics (STAT)

STAT 1510, 1520 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 the Department Head. STAT 1510 is offered in fall and 1520 on demand.

STAT 3110, 3120 Probability and Statistics I, II (3, 3) (Formerly STAT 311, 312). 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 1920 or permission of the Department Head. STAT 3110 is required of all Computer Science majors. STAT 3110 is offered every semester; 3120 is offered only in the spring.

STAT 3700 Introduction to Statistical Computing and Data Management (3) (Formerly STAT 370). Components of digital computers, characteristics of magnetic storage devices, use of JCL and utility programs, concepts and techniques of research data management. Prerequisites: MATH 1920 and CS 222, or permission of the Department Head. Offered on demand.

STAT 4210 Statistical Methods I (3) (Formerly STAT 421). Approaches to the problems of description and goodness of fit; univariate location and scale; bivariate independence and correlation; comparison of independent or matched samples, involving categorical, discrete, or continuous data; non-parametric tests. Prerequisite: STAT 3120 or permission of the Department Head. All Mathematics majors must take the STAT 4210-4220 sequence or MATH 4410-4420 or MATH 4640-4650. Offered in fall.

STAT 4220 Statistical Methods II (3) (Formerly STAT 422). A continuation of STAT 4210. 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 4210 or permission of the Department Head. Offered in spring.

Department of Social Work and Sociology

Oscar Miller, Jr., Ph.D. Head
Vicki Gardine Williams, MSW, ACSW
Director, Social Work Program
212 & 310 Jane E. Elliott Hall
(Women's Building)
Telephone Nos. 615-963-5511 (Sociology)
615-963-7641 (Social Work)

Faculty: A. Blasi, D. Butler, R. Castor, W. DeBerry, B. Husaini, B. Kilbourne, W. Lawson, M. Mahmoud, E. Rhodes, E. Sanford, J. Scales, V. Williams

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 Rationale: Tennessee State University has a service-mix area that includes approximately 1.1 million people, including all ethnicities, races and socioeconomic groups. The Nashville metropolitan area, including a small rural population requires a variety of social service agencies to serve this population. Additionally, Tennessee State University's student body and faculty originate from the United States and more than fifty countries. The Social Work Program is needed to provide leadership and to produce a reservoir of Social Work professionals who can serve diverse populations in Nashville, Middle Tennessee, the State of Tennessee, and the nation.

Mission Statement: The Mission of the Social Work Program is to prepare students for entry-level professional social work practice. This includes preparing graduates of the program primarily for an urban population, the promotion of social and economic justice, to respond to diversity and oppression, and to serve populations-at-risk. Additionally, the program provides leadership and a reservoir of social work professionals for the region.

The Goals of the Social Work Program are to: (1) prepare students for professional entry-level generalist social work practice to effectively meet the human needs of individuals, families, groups, organizations and communities in Metro Nashville; (2) prepare graduates who are aware of their responsibility to continue their professional growth and development; (3) provide students with an understanding of the dynamics and consequences of human oppression and discrimination, and with strategies to promote social and economic justice; (4) provide content about the social environment of social work practice, the changing nature of this context, and the behavior of organizations and the change process; (5) infuse throughout the curriculum the values and ethics that guide professional social workers in their practice; (6) provide to students of diverse social, economic, racial and cultural backgrounds the opportunity to become professional social workers.

Program Objectives: The objectives of the Social Work Program are to produce graduates who can (1) apply a generalist framework of knowledge, skills and values for entry-level social work practice based on a problem-solving process including engagement, assessment, planning, implementation, evaluation, termination, and follow-up with systems of various sizes; (2) demonstrate knowl-

edge of the psychological, biological, and social aspects that affect human behavior and utilize relevant theory to understand interactions among and between social systems including individual, families, groups, organizations and communities; (3) understand the history of the social work profession and its current structures and be able to engage in policy formulation and analyze the impact of social policies on client systems, workers and agencies; (4) utilize supervision as social work generalists within agencies and community settings; (5) build their professional social work practice on a liberal arts foundation including an ability to think critically, learn independently, and demonstrate effective oral and written communication skills in their professional practice; (6) develop an ability to evaluate research, apply research findings and implement ethical, qualitative and quantitative research to evaluate and inform their practice interventions; (7) demonstrate appropriate professional use of self and apply social work values and ethics, respecting the dignity of the individual client self-determination and human diversity; (8) acquire an understanding of discrimination, oppression, and strategies of change, promoting social and economic justice for all people, especially for populations-at-risk; (9) demonstrate knowledge of urban community resources that serve individuals, families and groups from diverse populations; (10) develop a commitment to lifelong learning and personal growth and development; (11) function within organizations and service delivery systems under supervision to become advocates for client systems and to seek organizational change.

The baccalaureate Social Work Program is 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 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 to the profession. The Program has been accredited since 1974.

Admission and Exit Requirements: Students who wish to gain admission to the Social Work Program must meet the university admission policy, complete the university general education requirements, submit an application to be reviewed by the advisor, earn a cumulative grade point average of 2.3 (4.0 scale) on college-level coursework, and complete the Rising Junior Examination. After the review of the formal application, the faculty advisor conducts an interview. The interview serves as the primary tool for exploration of student's knowledge of the profession of social work, motivation for selecting social work as a major, prior work or volunteer experiences, and future career goals. The advisor then meets with the faculty to decide on admission of student. 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 general education area may be asked to reapply for admission at a later date, or may be admitted on a provisional basis. No academic credit is given for life experience or prior work experience. These

procedures are all in addition to the procedures for upper-level admission outlined below.

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 content and quality and come from a CSWE-accredited program.

Departmental Requirements For Bachelor of Science Social Work **120 Semester Hours**

A student must complete a minimum of 120 semester hours to receive a degree. A minimum of 60 of the semester hours must be in courses on the 3000 and 4000 level. A minimum of 48 semester hours is required in social work professional courses, 18 related liberal arts perspective semester courses, and 42 semester hours of general education courses.

General Education Core

Communications (9 hours)

ENGL 1010, 1020 Freshman English I, II 6
(minimum grade of C in each)

COMM 2200 Public Speaking 3

Humanities and/or Fine Arts (9 hours)

ENGL 2013 Black Arts and Literature 3

ENGL 2023 Black Literature: Short Story and Novel 3

ART or Music 1010 Art Appreciation, or Music Appreciation 3

Social and Behavioral Science (6 hours)

PSYC 2010 General Psychology I 3

SOCI 2010 Introduction to Sociology 3

History (6 hours)

HIST 2010 American History I 3

HIST 2020 American History II 3

Natural Science (8 hours)

BIOL 1010/1011 Introductory Biology I and lab 4

BIOL 1020/1021 Introductory Biology II and lab 4

Mathematics (3 hours)

MATH 1110 College Algebra I 3

Orientation (1 hour)

ASOR 1002 Orientation for Social Science Majors 1

Total General Education Hours 42

Other Requirements:

ECON 2010 Principles of Economics I 3

POLI 2010 American National Government 3

PHIL 1030 Introduction to Philosophy: 3

Contemporary Moral Issues 3

Electives 6

Upper-division Admission

For admission into the upper-division program of the Social Work major, students must complete all of the requirements listed above under General Education Core and Other Requirements. In addition, they must have removed all high school deficiencies, satisfactorily completed all required remedial/ developmental courses, earned a cumulative grade point average of 2.3 on college-level coursework, and completed the Rising Junior Examination.

Professional Curriculum

In the professional phase of the Social Work Program, students must complete a minimum of 50 semester hours of Social Work courses, and 18 hours of related liberal arts perspective courses. Social Work majors must earn at least a C grade in the required social work courses. Students who earn less than a C grade must repeat them until they earn a C grade. Enrollment in Social Work courses 3300, 3350, 3400, 3450, 3500, 4600, 4800, 4850, 4100, 4200 and 4900 is limited to Social Work majors only:

SOWK 2010	Introduction to Social Work	2
SOWK 2100	Social Work Interviewing Skills	3
SOWK 3300	Human Behavior and the Social Environment I	3
SOWK 3350	Human Behavior and the Social Environment II	3
SOWK 3400	Social Welfare Policy	3
SOWK 3450	Social Welfare Policy Analysis	3
SOWK 3500	Social Work Practice I	3
SOWK 4600	Social Work Practice II	3
SOWK 4800	Social Work Research I	3
SOWK 4850	Social Work Research II	2
SOWK 4100	Field Instruction	8
SOWK 4200	Field Instruction Seminar	3
SOWK 4900	Senior Seminar in Social Work	1
SOWK 3000/4000	Social Work Electives	5
HUM Elective	RELS 2011 World Religions	3
SOCI 3000	Social Statistics	3
SOCI 3600	The Family	3
PSYC 3510	Developmental Psychology	3
POLI 4200	Legislative Process	3
ENGL 3101	Technical Report Writing – SW	3

To fulfill the need for more exposure in social welfare agencies, all students are required to have a participatory observation experience prior to field placement. During the sophomore year, all Social Work majors observe and participate in two social services agencies for a minimum of 30 clock hours. In the junior year, students 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 instruction program.

Students must spend a minimum of 450 clock hours (1 semester) in field instruction in selected social service agencies and organizations, while registered for SOWK 4100 Field Experience. This experience provides students with an opportunity to apply theory to actual practice under supervision and guidance of a qualified practitioner. Students are evaluated on the basis of their growth and development in relation to the program's formal education outcomes. Students must have a cumulative grade point average of at least 2.3 and must have earned the grade of C or better in SOWK 2010, 2100, 3300, 3350, 3400, 3450, 3500, 4600, and 4800, as well as in SOC 3000, before being admitted to Field Instruction. No academic credit is given for life experience or prior work experience. Only Social Work majors are admitted to the Field Instruction program.

Sociology Program

General Statement: Sociology is the study of group life. As a social science, it combines scientific and humanistic perspectives to identify, describe, explain, and understand the connections between the social forces that help shape who we are, what we believe, how we behave, and how we choose to live our lives. It examines how we shape our world through our interactions with others and by the choices we make, and how and why groups form, organize, achieve goals, and evolve. Key areas of inquiry include culture, identity, urban and rural life, family patterns and relationships, social change, racism, sexism, social class, economic systems, political power, conflict, education, population, environment, technology and communications, health care and illness, social movements, community responses to disasters, life in organizations, and contemporary social issues. In recent years the skills that are cultivated in sociological research have been in high demand by business, industry, and government. Sociology majors should choose electives both in the field and outside the field with this in mind.

Mission: The Sociology Program's mission is to prepare students for entry level professional employment in government, education, business, industry, and community organizations—with emphasis on the acquisition of basic research skills. The program also prepares students for graduate and professional study in Sociology and other social science disciplines, law, and business. The program's overall orientation is consistent with the College of Arts and Sciences' mission to provide a broad liberal arts education

Objectives: This program of study is designed to develop students': 1) understanding of the connections between the social forces that help shape society; 2) knowledge of sociological concepts and theoretical perspectives on human social behavior; 3) skill in using social research and statistical methodology; 4) leadership and critical thinking skills; and 5) ability to engage in a lifetime of learning.

Career Opportunities: Career opportunities include employment in local, state, and federal social and community service agencies in the areas of housing, juvenile courts and juvenile and adult corrections, urban and community planning/development, mental health and drug counseling, youth guidance, human services, and social research; and in business and industrial management and management trainee programs in retail, manufacturing, insurance, banking, utilities, journalism, and personnel.

Departmental Requirements 30 Semester Hours
For Bachelor of Science
Sociology

General Education Core

<u>Communications (9 hours)</u>			
ENGL 1010, 1020	Freshman English I, II (minimum grade of C in each)	6	
COMM 2200	Public Speaking	3	
<u>Humanities and/or Fine Arts (9 hours)</u>			
ENGL 2010-2230	Sophomore Literature I	3	
Elective	From approved list.	3	
Elective	From approved list.	3	
<u>Social and Behavioral Science (6 hours)</u>			
Elective	From approved list.	3	
Elective	From approved list.	3	

<u>History (6 hours, choose any of the two below)</u>		
HIST 2010	American History I	3
HIST 2020	American History II	3
HIST 2030	History of Tennessee	3
<u>Natural Science (8 hours)</u>		
	Lecture and lab from approved list.	4
	Lecture and lab from approved list.	4
<u>Mathematics (3 hours)</u>		
	One course from approved list.	3
<u>Orientation (1 hour)</u>		
ASOR 1002	Orientation for Social Science Majors	1
Total General Education Hours		42

Other Requirements:

ENGL 2012-2322	Sophomore Literature II	3
One course from the following: ANTH 2300, ECON 2010, GEOG 1010, 1020, POLI 2010, PSYC 2010		

Upper-division Admission

For admission into the upper-division program of the Sociology major, students must complete all of the requirements listed above under the General Education Core and Other Requirements; in addition, they must have earned at least a C in SOCI 2010. They must have removed all high school deficiencies, passed all required remedial/developmental courses, earned a cumulative grade point average of 2.0 on college-level coursework, and completed the Rising Junior Examination.

Major Core

Sociology majors must earn at least a C in all of the following courses. If they earn a D or an F in any of these courses, majors must repeat them until they earn at least a C.

SOCI 2010	Introduction to Sociology	3
SOCI 3000	Social Statistics (STAT 291-292, PSY 311, or QM may be substituted.)	3
SOCI 4510	Introduction to Social Research	3
SOCI 4520	Senior Project	3
SOCI 4900	Sociological Thought	3
SOCI 4910	Sociological Theory	3
SOCI or ANTH	Upper-division Electives	12

Minor Requirements: SOCI 2010 and 15 hours of upper-division Sociology courses.

Bachelor of Science Degree in Social Work

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENGL 1010	3	ENGL 1020	3
HIST 2010	3	HIST 2020	3
BIOL 1010, 1011	4	BIOL 1020, 1021	4
MATH 1110	3	ART or MUSC 1010	3
SOCI 2010	3	POLI 2010	3
ASOR 1002	1		
	<u>17</u>		<u>16</u>

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
SOWK 2010	2	SOWK 2100	3
ENGL 2013	3	ENGL 2023	3
ECON 2010	3	PHIL 1030	3
COMM 2200	3	HUM ELECTIVE	3
PSYC 2010	3	FREE ELECTIVE	3
Free Elective	3		
	<u>17</u>		<u>15</u>

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
SOWK 3400	3	SOWK 3350	3
SOWK 3300	3	SOWK 3450	3
SOCI 3600	3	SOWK 3500	3
PSYC 3510	3	ENGL 3106	3
POLI 4200	3	SOWK Elective, 3000/4000 Level 2 or 3	3
	<u>15</u>		<u>14 or 15</u>

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
SOWK 4600	3	SOWK 4850	2
SOWK 4800	3	SOWK 4100	8
SOWK ELEC, 3000/4000 Level 2/3	3	SOWK 4200	3
SOCI 3000	3	SOWK 4900	1
	<u>12</u>		<u>14</u>

Bachelor of Science Degree in Sociology

Suggested Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
SOCI 2010	3	COMP 1210	3
ENGL 1010	3	ENGL 1020	3
HIST 2010, 2020, OR 2030	3	HIST 2010, 2020, OR 2030	3
MATH 1110	3	HUMANITIES ELECTIVES	6
ASOR 1002	1		
	<u>13</u>		<u>15</u>

SOPHOMORE YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
ENGL 2012-2322	3	ENGL 2012-2322	3
SCIENCE AND LAB	4	SCIENCE AND LAB	4
SOCIAL SCIENCE	9	COMM 2200	3
		ELECTIVES, ANY LEVEL	6
	<u>16</u>		<u>16</u>

JUNIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
SOCI 3000	3	SOCI 4510	3
SOCI 4900	3	SOCI, 3000/4000 LEVEL	6
SOCI, 3000/4000 LEVEL	6	ELECTIVES, 3000/4000 LEVEL	6
ELECTIVES, ANY LEVEL	3		
	<u>15</u>		<u>15</u>

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
SOCI 4520	3	SOCI, 3000/4000 LEVEL	3
ELECTIVES, 3000/4000 LEVEL	12	ELECTIVES, ANY LEVEL	12
	<u>15</u>		<u>15</u>

Course Descriptions

Social Work (SOWK)

Course marked with an asterisk (*) are required for Social Work majors. Courses marked with an M are limited to Social Work majors.

***SOWK 2010 Introduction to Social Work (2) (Formerly SW 201).** Introduction to the generalist perspective of social work practice and the profession of Social Work. This course will help students develop a more authentic understanding and appreciation of the profession. Students will be exposed to what social workers do and the importance of considering the environmental context that surrounds all decisions.

***SOWK 2100 Social Work Interviewing Skills (3) (Formerly SW 210).** Introduction to Social Work generic interviewing skills, essential facilitative qualities, and professional integrity. Emphasis on working with culturally and psychologically diverse, and oppressed client systems. Prerequisite: SOWK 2010.

***(M) SOWK 3300 Human Behavior and the Social Environment I (3) (Formerly SW 330).** A bio-psychosocial examination of human beings from conception through old age and death. The focus is on humans as systems and the person – environment fit. Prerequisites: SOWK 2010, 2100, PSYC 2010. Co-requisite: PSYC 3510. Enrollment limited to Social Work majors only.

***(M) SOWK 3350 Human Behavior and the Social Environment II (3) (Formerly SW 335).** A description and analytical examination of families, groups, communities and organizations as they affect and are affected by the social environment. Prerequisite: SOWK 3300. Enrollment limited to Social Work majors only.

***(M) SOWK 3400 Social Welfare Policy (3) (Formerly SW 340).** Examination of the historical development of the social welfare system and the establishment and evolution of social welfare policies, practices and programs from 1500 to the present. Offered fall semester only. Prerequisites: SOWK 2010, HIST 2010 & 2020, PHIL 1030. Enrollment limited to Social Work majors only.

***(M) SOWK 3450 Social Welfare Policy Analysis (3) (Formerly SW 345).** A critical analysis of contemporary social policies and programs for social work practitioners. Emphasis is on developing and using a practical method for analyzing and interpreting current programs and policies directed at meeting human needs. Prerequisite: SOWK 3400, ECON 2010. Enrollment limited to Social Work majors only.

***(M) SOWK 3500 Social Work Practice I (3) (Formerly SW 350).** Provide a comprehensive study to the general problem-solving method used in generalist social work practice with client systems of various sizes including individuals, families, groups, communities, and organizations. Prerequisites: SOWK 2010, 2100, 3300, PSYC 3510. Co-requisites: SOWK 3350, 3450. Enrollment limited to Social Work majors only.

***(M) SOWK 4602 Social Work Practice II (3) (Formerly SW 360).** Systematic use of the generalist perspective of social work practice and experiential use in working with groups, communities, and organizations from diverse populations, using the NASW Code of Ethics in social work methods of intervention. This course is a continuation of practice sequence initiated in SOWK 3500. Prerequisite: SOWK 3500 Enrollment limited to Social Work majors only.

***(M) SOWK 4800 Social Work Research I (3) (Formerly SW 380).** The rationale, principles, ethics, goals, methods, and techniques of the scientific research process in social work. Prerequisites: SOWK 3500, MATH 1110, and BIOL 1010 & 1020. Enrollment limited to Social Work majors only.

***(M) SOWK 4850 Social Work Research II (2) (Formerly SW 385).** The development and implementation of a practice-related research design. Emphasis is on data collection, data analysis, and reporting of data collected in field placement. Prerequisite: SOWK 4800. Co-requisites: SOWK 4100, 4200. Enrollment limited to Social Work majors only.

SOWK 4000 Social Work Intervention in Health (2) (Formerly SW 400).

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 or her 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. Prerequisite: admission to upper division.

***(M) SOWK 4100 Field Instruction (8) (Formerly SW 410).** Field instruction to provide the student with the opportunity to apply and integrate academic content and to develop skills that meet the requirements for entry-level professional social work practice. Supervision in the field is provided by a qualified practitioner committed to undergraduate social work education. Students are required to spend a minimum of 450 clock hours in an educationally oriented field practicum. Seniors are admitted after the completion of a formal admission process, including recommendation by the student's advisor. Prerequisites: completion of general education core, SOWK 2010, 2100, 3300, 3350, 3400, 3450, 3500, 4600, 4800, SOCI 3000. Co-requisites: SOWK 4850, 4200. Enrollment limited to senior Social Work majors only.

***(M) SOWK 4200 Field Instruction Seminar (3) (Formerly SW 420).** A course to give students in field instruction 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. Co-requisites: SOWK 4850, 4100. Enrollment limited to Social Work majors only.

SOWK 4400 Social Work Services for Children and Youth (3) (Formerly SW 440). General knowledge of the basic concepts of social work principles 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. Prerequisite: admission to upper division.

SOWK 4460 Intervention in Child Abuse and Neglect (3) (Formerly SW 446). Course designed to identify behaviors common to abusive and neglectful parents and children who have been abused. Specific emphasis is placed on the development of interventive skills for working with the families. Knowledge of the law in child abuse and neglect is one of the foci. Prerequisite: admission to upper division.

SOWK 3602 Ethnic and Minority Concerns in Social Work (2) (Formerly SW 460). A course designed to emphasize the general method of social work practice with ethnic minorities. Focus is on the African-American community and the issues of multiculturalism. Prerequisite: admission to upper division.

SOWK 4700 Gerontological Social Work (3) (Formerly SW 470). 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. Prerequisite: admission to upper division.

***(M) SOWK 4900 Senior Seminar in Social Work (1) (Formerly SW 490).** 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. Offered in spring semester only. Co-requisite: SOWK 4100, 4200, 4850. Enrollment limited to Social Work majors only.

(M) SOWK 4950 SW Readings and Research (3) (Formerly SW 495). Independent study and research under faculty guidance for students who desire to do special projects. Prerequisites: junior or senior standing and permission of instructor. Enrollment limited to Social Work majors only.

Sociology (SOCI)

SOCI 2010 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. Course satisfies University social science requirement. Required of all Social Work and Sociology majors.

SOCI 2110 Honors Introduction to Sociology (3). Honors version of SOCI 2010. Enrollment limited to students in the University Honors Program.

SOCI 2300 Social Problems (3) (Formerly SOC 230). A course which teaches students to assess critically social issues and problems which negatively affect institutions, groups, and individuals. The thrust is to discuss and analyze these issues and problems using the major theories in sociology. (Formerly SOC 330)

SOCI 2400 Courtship and Marriage (3) (Formerly SOC 240). 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. (Formerly SOC 340)

SOCI 3000 Social Statistics (3) (Formerly SOC 300). Introduction to elementary statistics, with emphasis on analysis and interpretation of social survey data. Required of all Social Work and Sociology majors.

SOCI 3101 Sex, Gender, and Social Interaction (3) (Formerly SOC 310). 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. A writing-intensive course.

SOCI 3200 Anthropology (3) (Formerly SOC 320). 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.

SOCI 3350 Sociology of Health (3) (Formerly SOC 335). 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.

SOCI 3450 Cultural and Social Aspects of Health (3) (Formerly SOC 345). 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 SOCI 2010.

SOCI 3500 Social Psychology (3) (Formerly SOC 350). Analysis of the social act. Topics include socialization, symboling systems, social status and social role, personality, and small-group analysis and research.

SOCI 3550 Social Movements (3) (Formerly SOC 355). Development, organization, and function of social movements, especially ideology, leadership, and organization of political, religious, and other types of social movements.

SOCI 3600 The Family (3) (Formerly SOC 360). 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.

SOCI 3700 Minority Group Problems (3) (Formerly SOC 370). 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.

SOCI 3750 Sociology of Sports (3) (Formerly SOC 375). 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.

SOCI 3800 Industrial Sociology (3) (Formerly SOC 380). 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.

SOCI 3850 Political Sociology (3) (Formerly SOC 385). 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.

SOCI 3950 Racism: A Sociological Analysis (3) (Formerly SOC 395). 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.

SOCI 4000 Criminology (3) (Formerly SOC 400). 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. Prerequisite: admission to upper level.

SOCI 4100 Juvenile Delinquency (3) (Formerly SOC 410). 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. Prerequisite: admission to upper level.

SOCI 4150 Sociology and the Future. (3) (Formerly SOC 415). 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. Prerequisite: admission to upper level.

SOCI 4200 Population Problems (3) (Formerly SOC 420). 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. Prerequisite: admission to upper level.

SOCI 4300 Sociology of Child Development (3) (Formerly SOC 430). 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. Prerequisite: admission to upper level.

SOCI 4400 Rural Sociology (3) (Formerly SOC 440). A cross-cultural examination of rural life in the past and the present, focusing on change and its processes. Prerequisite: admission to upper level.

SOCI 4450 Sociology of Religion (3) (Formerly SOC 445). Interrelationship of society, culture, and religion. Prerequisite: admission to upper level.

SOCI 4510 Introduction to Social Research (3) (Formerly SOC 451). 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: SOCI 2010 and 3000 and admission to upper level. Required of all Sociology majors.

SOCI 4520 Senior Project (3) (Formerly SOC 452). 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: SOCI 3000 and 4510.

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: SOCI 3000, 4510, and 4600.

Option C 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: SOCI 3000, 4510, and admission to upper level.

SOCI 4520 (Formerly SOC 452) is required of all Sociology majors.

SOCI 4600 Urban Sociology (3) (Formerly SOC 460). 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. Prerequisite: admission to upper level.

SOCI 4650 Complex Organizations (3) (Formerly SOC 465). Structure and function of formal organizations and the interrelationships of organizational variables, such as power, authority, influence, efficiency, hierarchy, and stability. Prerequisite: admission to upper level.

SOCI 4700 Social Stratification (3) (Formerly SOC 470). 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. Prerequisite: admission to upper level.

SOCI 4750 Introduction to Medical Sociology (3) (Formerly SOC 475). 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. Prerequisite: admission to upper level.

SOCI 4800 Collective Behavior (3) (Formerly SOC 480). 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. Prerequisite: admission to upper level.

SOCI 4900 Sociological Thought (3) (Formerly SOC 490). 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 sociology or permission of instructor. Required of all Sociology majors. Prerequisite: admission to upper level.

SOCI 4910 Sociological Theory (3) (Formerly SOC 491). A survey and analysis of the development of sociological theory in the twentieth century, with emphases on theory construction and theory in American sociology. Prerequisite: admission to upper level.

SOCI 4920 Black Thought: Social Theory I (3) (Formerly SOC 492). Introductory theory course for students of all disciplines. Course deals with black thought and social theory from ancient to contemporary times. Provides knowledge of the contributions of black thinkers and theoreticians to sociological thought. Prerequisite: admission to upper level.

SOCI 4930 Black Thought: Social Theory II (3) (Formerly SOC 493). A continuation on SOCI 4920, an introductory theory course for students of all disciplines. Course deals with black thought and social theory from ancient to contemporary times. Provides knowledge of the contributions of black thinkers and theoreticians to sociological thought. Prerequisite: admission to upper level.

SOCI 4950, 4955, 4956, 4957, 4958 Independent Studies and Reading (3, 3, 3, 3) (Formerly SOC 495, 495A, 495B, 495C, 495D). 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. Prerequisites: admission to upper level and permission of instructor.

Anthropology (ANTH)

ANTH 2100 Human Prehistory (3) (Formerly ANTH 210). 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 2300 Introduction to Cultural Anthropology (3) (Formerly ANTH 230). The nature of culture and society. Content includes concepts and theories of social structure, social organization, ecology, change, and the role of the individual. Course may be used to satisfy the University requirement in social science.

ANTH 2350 Principles of Cultural Anthropology (3) (Formerly ANTH 235). Basic concepts and objectives in study of culture, including the range of cultural phenomena and approaches to its study. Prerequisite: ANTH 230. Formerly ANTH 330.

ANTH 3100 Comparative Social Structures (3) (Formerly ANTH 310). 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 2300.

ANTH 3400 Religion of Primitive Peoples (3) (Formerly ANTH 340). Religions of non-literate peoples, including the place of religion in their social and cultural systems.

ANTH 3800 Language and Culture (3) (Formerly ANTH 380). Relationship between linguistic categories and patterns of culture. Prerequisite: ANTH 2300.

ANTH 4001 Special Topics (3) (Formerly ANTH 400). Student- or faculty-generated course. Scope of subject matter is determined by students and instructor. Prerequisites: admission to upper level and permission of instructor. A writing-intensive course.

ANTH 4100 Indians of the Southwest United States (3) (Formerly ANTH 410). Survey of Southwestern Indian cultures with emphasis on Pueblo society. Course examines the lifeways of Southwestern Indians before and after European contact. Prerequisites: admission to upper level and ANTH 2300 or consent of instructor.

ANTH 4550 Indians of the Southeast United States (3) (Formerly ANTH 455). Survey of Southeastern Indian cultures, with emphasis on aboriginal adjustment to environment and lifeways of Southeastern Americans prior to Euro-American contact. Prerequisites: admission to upper level and ANTH 2300 or permission of instructor.

THE COLLEGE OF BUSINESS

Tilden Curry, Ph.D., Dean
Avon Williams Campus
www.cob.tnstate.edu

GENERAL STATEMENT

Vision

Our vision is to be broadly recognized for the high quality of our academic program, graduates that compete successfully in the global marketplace, a strong teaching and research faculty, and important outreach services to the Nashville area business community.

Mission

Our mission is to educate business professionals of the future through a complementary combination of teaching, research, and service focused on contemporary business operations, entrepreneurship, and urban economic development.

[The mission of the College of Business is guided by an appreciation of the institutional history of Tennessee State University and the obligations of a state university located in the heart of a vibrant metropolitan area with a diversified economy. This calls for the College of Business to prepare qualified students from a broad spectrum of society, to offer an appropriate array of sound baccalaureate and graduate degree programs, and to develop as one of the engines of economic development for its urban region containing local, national, and international businesses.]

Guiding Principles and Core Values

- Academic Integrity
- Continuous Improvement
- Diversity
- Global Perspective
- Professionalism
- Service
- Collegiality
- Courtesy
- Ethical Conduct
- Mutual Respect
- Scholarship
- Teamwork

Instruction

The strong credentials of the full-time tenured and tenure-track faculty are exemplified by the fact that 100% hold a doctoral degree and the majority have practical business experience. Instruction is further strengthened by average class sizes of approximately thirty students. The instructional program is designed to provide both traditional and innovative teaching approaches and the integration of business ethics, international business, and computer applications throughout the curriculum.

Research

The College of Business has a strong overall record in research productivity. Each faculty member remains current in his or her academic field and contributes to its advancement. Support for mission related research is provided through the College's Office of Business and Economic Research. Additionally, the College has two approved Chairs of Excellence. The Frist Chair of Excellence

in Business provides impetus for entrepreneurial research, activities and alliances in the community. The TSU Chair of Excellence in Banking and Financial Services is designed to serve as a catalyst for enhancing the College's research as well as curriculum in the area of banking and financial services.

Public Service

Public Service is a strength of the College of Business. Services to the business community are provided through the:

Management Development Institute – Provides relevant programs of high quality to managers in the Nashville area. The Institute was created through an endowment from Aladdin Industries.

Nashville Business Incubation Center – Entrepreneurs are provided below market rental rates within the Incubation Center for up to five years, as well as managerial and administrative support. The Center is the result of collaborative efforts between TVA, EDA, TSU, and Growth Enterprises Nashville, Inc.

Office of Business and Economic Research – The office supports the overall mission of the College of Business by providing data and analyses of economic, demographic, and business trends for Tennessee's private and public sector organizations. This office focuses on urban business and economic development issues and conducts applied research on a wide variety of topics related to urban development, small and minority businesses, and entrepreneurship through the combined expertise of faculty, staff, and students from the College of Business.

Office of International Business Programs – Strengthens the international dimension of the College of Business through establishing linkages with foreign institutions, international lecture series, student internships and study abroad opportunities, as well as curricula enhancements. Currently linkages with L'viv Institute of Management in the Ukraine and the Malawi Institute of Management, together with the Windows onto the World Lecture Series, are particularly noteworthy.

Small Business Development Center – Provides one-on-one business counseling, as well as workshops and seminars for several hundred small business clients each year. An extensive small business resource center, formerly known as the Small Business Resource Center of the Bank of America in Nashville, is an operational unit of the SBDC.

Women's Institute for Successful Entrepreneurship – Especially addresses the needs of women who have started and grown their firms to a significant level of success and desire to acquire skills and knowledge to further advance their businesses.

Additionally, business majors share their growing knowledge of the business world by providing community service through:

Junior Achievement – Through hands-on activities, TSU students, faculty and staff help elementary school children better understand the relationship between what they learn in school and their successful participation in our economy.

Students in Free Enterprise (SIFE) – Involves the community in the free enterprise system through public awareness campaigns and classroom activities with school-age children.

Student Small Business Consulting Services – Senior and junior level students enrolled in MGMT 3240 and 3250 form teams to provide in-depth research and insight pertaining to the specific concerns of small business owners.

Volunteers in Tax Assistance (VITA) – TSU students and faculty volunteer to prepare tax returns for individuals at no charge in this IRS sponsored program.

ACCREDITATION

The College of Business is accredited at both the undergraduate and graduate levels by the prestigious AACSB International – The Association to Advance Collegiate Schools of Business.

ADVISEMENT

General advising in the College of Business is available Monday through Friday in two advisement centers, Avon Williams Campus, Suite H-1, (615) 963-7299 and Main Campus, Holland Hall, Room 103, (615) 963-5145. It is recommended that students visit one of these offices on a regular basis to ensure that they are informed about current requirements and procedures. Students desiring career and academic advisement should contact the department appropriate to their major for the assigned faculty advisor. A student handbook is available as a source of information on the College's website.

The College of Business Student Development Center (SDC), located in Holland Hall on the Main Campus, is established to enhance academic achievement and career success for business majors. The Center maintains a hands-on approach with students and guides them through the matriculation process. The SDC provides easy access to information about College of Business policies, internships, career opportunities, professional development, and student organizations. The Center also produces the College of Business Student Handbook, a guide to College of Business policies and matriculation requirements.

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 National Honor Society in Business, The Accounting Club, Advertising Club, Alpha Kappa Psi Professional Business Fraternity, Association of Information Technology Professionals, The Economics and Finance Society, The Finance Investment Club, The National Association of Black Accountants, Phi Beta Lambda, Society for Human Resource Management, and Students in Free Enterprise. For information on these professional organizations, contact the Student Development Center at (615) 963-5145 in the College of Business located on the Main Campus in Holland Hall, Room 103, or contact the College of Business Office of Public Service on the Avon Williams Campus at (615) 963-7137.

SCHOLARSHIPS

A limited number of scholarships and academic awards are available for College of Business majors. The awards are based on academic excellence, civic achievements, course of study or other specific criteria developed by the sponsor. The scholarships and awards are sponsored by business, industry, individuals and professional organizations. For more information and/or applications, contact the College of Business Office of Public Service on the Avon Williams Campus at (615) 963-7137.

RESOURCES

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 resources of the College of Business of particular interest to students are:

- Accounting Tutorial
- Chair of Excellence in Banking and Financial Services
- College of Business Placement Office
- Database Lab
- Frist Chair of Excellence in Business
- Hassan Adamu Distinguished Professorship
- Microcomputer Labs
- Nashville Business Incubation Center
- Networking Lab
- Office of Business and Economic Research
- Office of International Business Programs
- Small Business Development Center
- Special Academic Counselors
- Statistical Tutorial
- Student Development Center
- Student Professional Organizations

TEACHING LICENSURE

Business majors who wish to become certified to teach business and data processing courses in grades 7 through 12 may pursue their BBA degree with a Business Information Systems Education concentration. Certification requirements are taken in addition to BBA requirements. Admission and retention procedures for teacher education appear under the Department of Business Information Systems and under the College of Education sections of this catalog.

MAJORS IN BUSINESS

Four undergraduate majors are offered in the College of Business. The curriculum for each of these majors (see below) is presented

under the section describing each of the four academic departments of the College of Business.

Departments	Majors	Degrees
Accounting & Business Law	Accounting	BBA
Business Administration	Business Administration*	BBA
Business Information Systems	Business Information Systems**	BBA
Economics and Finance	Economics and Finance	BBA

*Within the major of Business Administration, a student may concentrate in any one of the five following areas: General Business, Management, Marketing, Real Estate and Urban Development, or e-Business and Supply Chain Management.

**Within the major of Business Information Systems, a student may follow the Industry, e-Business Technology or Teacher Education concentration.

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, satisfy intellectual curiosity generated by introductory courses, enrich their undergraduate experience, differentiate their individual program of study from those of fellow students, or enhance their opportunities for employment or for admission to graduate or professional schools.

Students pursuing the Bachelor of Business Administration degree are encouraged to obtain minors in fields such as Psychology, Foreign Language, and Computer Science. Students outside the College of Business may apply for a minor in Business Administration or other minors offered by the College.

General Business Minor

For the General Business minor, students need to select at least 18 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 3000 or 4000 level business courses. ACCT 2010, ECON 2010, and MGMT 3010 should be included in all business minors. Other suggested courses for a minor in general business are listed below:

BISI 3230	3
BISE 3150	3
MGMT 4030	3
MKTG 3010	3

Business Minor (MBA Foundation Courses)

Eighteen hours of the following courses may also be used to constitute a business minor, this particular minor is useful in preparing students for a graduate business administration degree. For more information, see the graduate catalog of the school of your choice.

Accounting Principles	6	ACCT 2010, ACCT 2020
Business Finance	3	FINA 3300
Economic Principles	6	ECON 2010, ECON 2020
Information Systems	6	BISI 2150, BISI 3230
Legal Environment	3	BLAW 3000
Mgt. & Org. Behavior	3	MGMT 3010
Marketing Principles	3	MKTG 3010
Quantitative Methods	3	ECON 2040

International Business Minor

A minor is available in International Business. It is open to both business and non-business majors. This minor is designed to provide a broad interdisciplinary background of the cultural, social, economic, political, and business environment of the world. The purpose is to prepare more globally competent men and women to function productively in the world economy. The specific curriculum requirements are listed below:

1. Required Courses

ECON 4100 International Economics	3
MGMT 4800 Internship/International	3
2. Guided Electives (Business Majors, Choose 3)
(Non-business Majors, Choose 4)

MGMT 4120 International Business Management	3
MKTG 4350 International Marketing	3
FINA 4700 International Finance	3
ACCT 4250 International Accounting	3
ECON 4150 Economic Development	3
3. General Electives for Business Majors (Choose 1)

POLI 3600 Intro. to Comparative Govt. & Politics	3
POLI 3930 Political Economy	3
POLI 3630 International Relations	3
4. Area Studies (Consent of Advisor Needed)

	3
Total	21
5. Other Requirements
 - a. All students are required to complete two years of college language studies. Students proficient in a foreign language may test out of this requirement through an exam arranged by the Department of Languages, Literature and Philosophy.
 - b. Only students with an overall GPA of 2.5 at the end of the sophomore year, as well as in ECON 2010-ECON 2020 and ACCT 2010-2020, will be allowed to declare a minor in International Business.
 - c. All students are expected to meet the prerequisites for each course taken. Any exceptions, based on the background of any given student, must be approved in writing by an advisor in the Office of International Business Programs and a student's department head.
 - d. Business majors may apply restricted and unrestricted business electives in the major area towards satisfying the International Business minor.

ADMISSION, RETENTION AND GRADUATION

Students pursuing the Bachelor of Business Administration (BBA) degree must make application to the College of Business through their respective department head for admission to the Upper Division after successfully completing the Lower Division. Admission is required in order to receive degree credit for 3000 and 4000 level business courses.

1. The College's policy is not to recognize for degree purposes credits earned in upper division (3000 and 4000 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 course when the student is not eligible to be enrolled in the course. A student shall, upon request, be accorded an appropriate hearing prior to a final decision concerning his or her continued enrollment in the course at issue.

3. At least 50 percent of the business credit hours for the business degree must be earned at Tennessee State University.
4. Transfer students should consult their department head regarding core course requirements if they are transferring in business courses or to determine the acceptability of business courses earned at other institutions.
5. Up to 12 hours of approved upper division business 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.
6. 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 of Business

Business majors who have completed all except nine hours of the required lower division courses (1000 and 2000 level 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 upper division of the College Business. Admission to the Upper Division is required to gain approval to take 3000 and 4000 level courses. The Lower Division business core is made up of the following courses: ACCT 2010, ACCT 2020, ECON 2010, ECON 2020, ECON 2040, and ECON 2050. Eligible students will be granted tentative or full admission. Others will be informed in writing what requirements must be met for admission. The Rising Junior Examination is required for all baccalaureate degree seekers who entered TSU in August 1997 and after. Students who transfer to TSU with more than 60 credit hours are exempt from taking the Rising Junior Examination.

Tentative admission is valid only for the semester for which it is issued. While holding tentative admission, students should be enrolled in all remaining required lower division courses. If all lower division course requirements are not successfully completed the first semester of tentative admission, students must reapply for tentative admission. The maximum number of Upper Division business credits that can be approved for degree purposes while a student holds tentative admission is 24 hours.

To gain full admission to the College of Business, all Lower Division requirements must be successfully completed with a GPA of 2.00 or higher for both the Lower Division business core courses and for all lower division courses.

Credit Hours Required for Graduation

Credit hours required for the Bachelor of Business Administration degree total a minimum of 120 semester hours for all College of Business majors and concentrations.

Degree Credit for Business Internship, Independent Study, and Practicum Courses

A maximum of six semester hours of credit earned in a business internship, independent study and practicum (combined) may be applied to degree requirements. Approval of the appropriate department head is required to enroll in College of Business internship,

practicum and independent study courses. These courses are ACCT 4800, ACCT 4990, BISI 4800, BISI 4900, BISI 4990, ECON 4980, ECON 4990, MGMT 4800, MGMT 4810, MGMT 4990, REUD 4490.

Specific College of Business Graduation Requirements

1. Business majors must maintain an overall TSU cumulative GPA of at least 2.00 (not including remedial and developmental courses), a GPA of at least 2.00 in the lower division business core courses, a GPA of at least 2.00 in the upper division business core, and a GPA of at least 2.00 in the ten courses (30 hrs) being used to satisfy the major field plus upper division business elective course requirements.
2. All business majors, except Accounting, may not have more than two D's in the ten courses being used to satisfy the major. Accounting majors must have at least a C in all ten courses used to satisfy the major. D's and F's in additional (extra) elective courses beyond the 10 courses required for the major 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; Business Strategy (MGMT 4500) should be taken at Tennessee State University during the final semester of enrollment.
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. Graduation applications will be received only from students who have been admitted to the Upper Division in the College of Business and have at least an overall 2.0 G.P.A.
6. All business majors are required to review degree requirements with the Office of Undergraduate Studies at least one full semester (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 MGMT 4500 (Business Strategy). It is the responsibility of the student to schedule an appointment for his/her senior transcript review.
7. Business majors must complete 24 of their final 30 hours in residence at TSU.
8. Students 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 3000 or 4000 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 Admissions and Records and the appropriate department head in 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. The College of Business reserves the right to test the proficiency of any student in course work transferred from other colleges or universities and the right to disallow transfer credit

122 The College of Business

in such course work if the student cannot demonstrate acceptable proficiency.

3. Courses transferred from community and junior colleges may not be used to meet 3000 and 4000 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.
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 their department head. Approval is not automatic. MGMT 4500 (Business Strategy) must be taken at TSU.
5. Re-enrollment 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 re-enroll 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 re-enrollment. Such students are encouraged to discuss their transfer to the other institution with their department head in advance if they intend to apply this work towards the BBA degree at TSU.
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

MGMT 1000	Business Orientation	1
ENGL 1010 and 1020	Freshman English	6
HIST 2010 and 2020	American History	6
MATH 1830	Basic Calculus	3
ENGL 2012-2322/	Humanities	9
COMM 2200	Public Speaking	3
NAT. SCIENCE w/LAB	Natural Science	8
Social Science:	ECON 2010	3
Social Science:	ECON 2020	3
Social Science:	ECON 2040	3
ECON 2050		3
BISI 2150/Non-Business Elective*		3
Non-Business Electives		9

* Students testing out of BISI 2150 must take any 3 hour non-business elective course.

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, Business Information Systems and Economics/Finance. A four-year curriculum pattern for BISE majors appears under the Department of Business Information Systems.

Lower Division Business Core

ACCT 2010-2020	Principles of Accounting	6
ECON 2010-2020	Principles of Economics I & II	6
ECON 2040	Statistical Analysis I	3
ECON 2050	Statistical Analysis II	3

Upper Division Business Core

BISI 3230	Business Information Systems	3
BISE 3150	Business Communications	3
BLAW 3000	Legal Environment of Business	3
FINA 3300	Business Finance	3
MGMT 3010	Management and Organization Behavior	3
MGMT 3020	Operations Management	3
MGMT 4500*	Business Strategy and Policy	3
MKTG 3010	Basic Marketing	3

* MGMT 4500 may not be taken until all other business lower division and upper division core courses have been satisfactorily completed and should be taken during the final semester of enrollment.

Major Requirements

All BBA students must complete a minimum of 30 hours of 3000/4000 level business courses to constitute their major as indicated on the following pages.

Freshman and Sophomore Years (All Accounting, Business Information Systems**, Business Administration, and Economics/Finance Majors)

**Students following the teacher education concentration should follow the four-year curriculum frame-work for BISE teacher certification.

FRESHMAN YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
ENGL 1010	3	ENGL 1020	3
HIST 2010	3	HIST 2020	3
MATH 1830	3	Humanities	3
MGMT 1000	1	Natural Science w/Lab	4
Natural Science w/Lab	4	BISI 2150/Non-Business Elec.*	3
	14		16

SOPHOMORE YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
ACCT 2010	3	ACCT 2020	3
ECON 2010	3	ECON 2020	3
ECON 2040	3	ENGL 2012-2230/Humanities	3
ENGL 2012-2230	3	ECON 2050	3
COMM 2200	3	Non-Business Elective	3
	15		15

* Students testing out of BISI 2150 must take any 3 hour non-business elective course.

Department of Accounting and Business Law

Richard Banham, Ph.D., Acting Head
Avon Williams Campus, Fourth Floor
615-963-7163

Faculty: R. Banham, R. Hayes, L. Laska, K. Lea, G. Porter, R. Reynolds

General Statement: Consistent with the missions of Tennessee State University and the College of Business, the mission of the Department of Accounting and Business Law is to attract, retain, educate, and then graduate qualified students, to offer a curriculum

that satisfies the educational content requirements for CPA licensing in the State of Tennessee, to ensure a positive atmosphere for student matriculation, to deliver a quality educational opportunity that prepares graduates for entry into professional and managerial careers at the local, regional, and national level, and to provide students with a well-rounded education that improves their lives and the communities in which they live.

Major in Accounting

Major in Accounting: 120 semester hours for the BBA degree.

Admission, Retention, and Graduation:

- Accounting majors will be required to take a minimum of four upper division accounting courses at TSU including ACCT 3130-Intermediate Accounting III, ACCT 4230-Auditing Theory, and two accounting electives.
- Students must earn at least a grade of "C" in each course used to complete the Accounting Major.
- See College of Business section on Admission, Retention, and Graduation for additional requirements.

Major: (In addition to courses listed below, see College of Business Freshman and Sophomore years, and Business Core.) Admission to the upper division of the College of Business is required to receive degree credit for 3000 and 4000 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 procedures.

Requirements for Professional Certification: The bachelor's degree provides the educational background for many entry-level accounting positions. Students with this degree will have the necessary educational requirements for the CMA and CIA exams. Students will also have earned at least 120 hours of the 150 hours needed to sit for the CPA exam in those states requiring 150 credit hours. Students may earn the remaining hours needed for the CPA exam by obtaining a Master of Science in Accounting degree or other graduate degree, such as a Master of Business Administration, or by taking additional undergraduate classes. Students should consult with their advisors and their State Boards of Accountancy for the exact requirements. In Tennessee graduate course hours count 150% toward meeting the 150 hour requirement.

Internship and Co-op Programs: Opportunities are available for qualified students to obtain paid on-the-job experience in either industrial or public accounting through internship and Co-op programs. The programs involve multiple work experiences and are generally started during the student's sophomore or junior year. Students interested in the programs should contact the College of Business Assistant Director for Student Placement as early as possible.

ACCOUNTING MAJOR CORE (24 HOURS)

ACCT 3110	Intermediate I	3
ACCT 3120	Intermediate II	3
ACCT 3130	Intermediate III	3
ACCT 3140	Cost Accounting	3
ACCT 3070	Federal Income Tax I	3
ACCT 3200	Accounting Information Systems	3
ACCT 4230	Auditing Theory	3
BLAW 3230	Business Law I	3

ACCOUNTING MAJOR ELECTIVES (6 HOURS)

Accounting majors must take 6 hours of guided accounting electives from the list below. Students should consult with the Accounting Faculty on all upper division electives.

Accounting Electives:

ACCT 4010	Advanced Accounting	3
ACCT 4030	Governmental/NFP Accounting	3
ACCT 4160	Internal Auditing	3
ACCT 4170	Federal Income Tax II	3
ACCT 4190	Advanced Cost Accounting	3
ACCT 4220	Accounting Theory	3
ACCT 4240	Advanced Auditing	3
ACCT 4250	International Accounting	3
ACCT 4800	Accounting Internship	3
ACCT 4950	Accounting Topics	1-3
ACCT 4990	Independent Study	1-3

JUNIOR YEAR

FALL SEMESTER		SPRING SEMESTER	
Courses	HR	Courses	HR
BISE 3150	3	FINA 3300	3
MGMT 3010	3	BLAW 3000	3
MKTG 3010	3	ACCT 3120	3
ACCT 3110	3	BISI 3230	3
ACCT 3140	3	MGMT 3020	3
	<u>15</u>		<u>15</u>

SENIOR YEAR

FALL SEMESTER		SPRING SEMESTER	
Courses	HR	Courses	HR
ACCT 3200	3	BLAW 3230	3
ACCT Elective*	3	ACCT 4230	3
ACCT 3070	3	MGMT 4500	3
ACCT 3130	3	ACCT Elective*	3
Non-Business Elective	3	Non-Business Elective	3
	<u>15</u>		<u>15</u>

*Students should consult with an Accounting Faculty Advisor before selecting an accounting elective.

Department of Business Administration

Festus O. Olorunniwo, Ph.D., Head
Avon Williams Campus, Fourth Floor
615-963-7123

Faculty: L. Carr, T. Curry, P. Flott, J. Jolayemi, X. Li, M. Lownes-Jackson, V. Lukosius, L. Miller, B. Pennington, and S. Thach

General Statement: Consistent with the missions of Tennessee State University and the College of Business, the Department of Business Administration, by integrating instructional technology in the classroom, offers practical and innovative undergraduate programs, which expose students to current information concerning the study and practice of business. This information aids students in developing managerial skills and responsible ethical awareness that differentiates them in the marketplace, advances their careers, and enables them to compete effectively in the world of business.

Business Administration Major: The curriculum in Business Administration provides students with general education requirements, core requirements in the various disciplines of business, and a strong background in its several concentrations.

Majors in Business Administration have the option of concentrating in e-Business and Supply Chain Management, General Business, Management, Marketing or Real Estate and Urban Development. Each concentration requires 120 hours for the BBA degree.

Admission, Retention, and Graduation: See College of Business section on Admission, Retention, and Graduation.

Major in Business Administration with Concentration in e-Business and Supply Chain Management

General Education Requirements: See College of Business General Education Requirements

General Statement : The e-Business and Supply Chain Management concentration is primarily concerned with the use of internet-based technology to efficiently integrate business process activities of a firm with those of its suppliers and business customers. Such processes include: developing, managing, and monitoring a firm's supply environment; identifying and creating alliances in supply networks, creating and managing the facilitating services associated with supply such as: logistics services, relationship management, communication networks and technological support (enterprise software, databases, and various e-commerce arrangements). Students learn to use current internet systems and technological tools to create rich, relevant, and interactive relationships between Business-to-Business (B2B) customers in a supply chain.

**e-Business and Supply Chain Management Core Courses
(30 hours)**

MGMT 3500	e-Business Models	3
BISI 4150	Database Systems	3
BISI 4400	Introduction to Website Development	3
MGMT 3550	ERP Systems	3
MGMT 4020	Quality Management	3
MKTG 4300	Procurement	3
MKTG 4400	Logistics	3
MGMT 4600	Supply Chain Strategy	3
MGMT or MKTG Elective	Elective	3
Business Elective	Elective	3

General Electives (Non-Business, 12 Hours)

Any object-oriented programming language (Non-Business course)	3
BISI 2150/Non-Business Elective*	3
Non-Business Electives	6

* Students testing out of BISI 2150 must take any 3 hour non-business elective course.

**Concentration in e-Business and Supply Chain
Management**

JUNIOR YEAR

FALL SEMESTER		SPRING SEMESTER	
Courses	HR	Courses	HR
Any object-oriented programming Language (Non-Bus. course)	3	MGMT 3020	3
BLAW 3000	3	BISI 4150	3
MGMT 3010	3	FINA 3300	3
MKTG 3010	3	MGMT/MKTG 3500	3
BISI 3230	3	Business Elective	3
	15		15

SENIOR YEAR

FALL SEMESTER		SPRING SEMESTER	
Courses	HR	Courses	HR
MGMT 3550	3	MGMT/MKTG 4020	3
BISE 3150	3	BISI 4400	3
MKTG 4300	3	MGMT 4600	3
Non-Business Elective	3	MGMT 4500	3
MKTG 4400	3	MGMT/MKTG Elective	3
	15		15

Major in Business Administration with Concentration in General Business

Concentration in General Business: This concentration is designed for students who prefer to acquire broad undergraduate training in business, rather than specializing in a specific area.

General Education Requirements: See College of Business General Education Requirements.

General Business Concentration Core (6 Hours)

REUD 3130 – Principles of Real Estate & Urban Development	3
MGMT 4030 – Human Resources Management	3

General Business Electives (21 Hours)

3000 and 4000 level courses from the following disciplines: Accounting, Business Law, Economics, Finance, Management, Business Information Systems, Marketing, Real Estate, Quantitative Methods.

Distribution is not restricted.

Marketing Elective (3 Hours)	3
General Electives (Non-Business, 12 Hours)	
BISI 2150/Non-Business Elective*	3
Non-Business Electives	9

* Students testing out of BISI 2150 must take any 3 hour non-business elective course.

Major in Business Administration with Concentration in General Business

JUNIOR YEAR

FALL SEMESTER		SPRING SEMESTER	
Courses	HR	Courses	HR
BISE 3150	3	MGMT 3020	3
BLAW 3000	3	BISE 3230	3
MGMT 3010	3	Business Electives*	6
MKTG 3010	3	FINA 3300	3
REUD 3130	3		
	15		15

SENIOR YEAR

FALL SEMESTER		SPRING SEMESTER	
Courses	HR	Courses	HR
Marketing Elective	3	Business Electives*	6
Business Electives*	9	Non-Business Electives	6
MGMT 4030	3	MGMT 4500	3
	15		15

*Students concentrating in General Business elect 21 hours of 3000/4000 level business courses according to their career objectives to constitute their major.

Major in Business Administration with Concentration in Management

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.

Students who choose a management concentration will have the option of choosing the General Management track or the Human Resources (HR) Management track.

Management Concentration Core (All Tracks – 12 hours)

REUD 3130	Principles of Real Estate and Urban Development	3
MGMT 4020	Quality Management	3
MGMT 4030	Human Resources Management	3
MGMT 4050	Organization Behavior	3

Track I: Human Resources Management (18 Hours)

MGMT 4090	Human Resource Planning and Evaluation	3
MGMT 4100	Compensation Administration	3
MGMT 4190	Collective Bargaining	3
MGMT 3400	Business Ethics	3
Business Elective		6

Track II: General Management (18 Hours)

MGMT Elective	3
MGMT Elective	3
MGMT Elective	3
MGMT Elective	3
Business Elective	6

General Electives (Non-Business, 12 Hours)

BISI 2150/Non-Business Elective*	3
Non-Business Electives	9

* Students testing out of BISI 2150 must take any 3 hour non-business elective course.

Major in Business Administration with Concentration in Management – Human Resources Track

JUNIOR YEAR

FALL SEMESTER		SPRING SEMESTER	
Courses	HR	Courses	HR
BISE 3150	3	FINA 3300	3
BISI 3230	3	MGMT 3020	3
BLAW 3000	3	MGMT 4030	3
MGMT 3010	3	MKTG 3010	3
REUD 3130	3	Business Elective	3
	15		15

SENIOR YEAR

FALL SEMESTER		SPRING SEMESTER	
Courses	HR	Courses	HR
MGMT 4090	3	MGMT 4020	3
MGMT 4050	3	MGMT 4100	3
MGMT 4190	3	MGMT 3400	3
Business Elective	3	MGMT 4500	3
Non-Business Elective	3	Non-Business Elective	3
	15		15

Major in Business Administration with Concentration in Management – General Management Track

JUNIOR YEAR

FALL SEMESTER		SPRING SEMESTER	
Courses	HR	Courses	HR
BISE 3150	3	FINA 3300	3
BISI 3230	3	MGMT 3020	3
BLAW 3000	3	MGMT 4030	3
MGMT 3010	3	MKTG 3010	3
REUD 3130	3	Business Elective	3
	15		15

SENIOR YEAR

FALL SEMESTER		SPRING SEMESTER	
Courses	HR	Courses	HR
MGMT 4050	3	MGMT 4020	3
MGMT Electives	6	MGMT Electives	6
Non-Business Elective	3	MGMT 4500	3
Business Elective	3	Non-Business Elective	3
	15		15

Major in Business Administration with Concentration in Marketing

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, retail organizations, retail and wholesale 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.

Students who choose a marketing concentration will have the option of three tracks, namely Consumer Marketing, Organizational Marketing, and Logistic Marketing. Consumer Marketing focuses on consumer behavior and purchasing characteristics; Organizational Marketing focuses on business-to-business and industrial purchasing; and Logistics Marketing deals with distribution of goods throughout the supply chain.

Marketing Concentration Core (all tracks)

ACCT 3140	Cost Accounting	3
MKTG 3300	Applied Marketing Research	3
MKTG 4350	International Marketing	3
MKTG 4550	Marketing Strategies	3
		12

Track I: Consumer Marketing (18 Hours)

MKTG 3200	Sales Management	3
MKTG 4050	Consumer Behavior	3
MKTG 4150	Promotional Management	3
MKTG 4250	Retailing Management	3
Business Elective		6

Track II: Organization Marketing (18 Hours)

MKTG 3200	Sales Management	3
MKTG 3500	E-Business Models	3
MKTG 4100	Organizational Marketing Management	3
MKTG 4200	Distribution Management	3
Business Elective		6

Track III: Logistics Marketing (18 Hours)

MKTG 3500	E-Business Models	3
MKTG 4020	Quality Management/Marketing	3
MKTG 4100	Organizational Marketing Management	3
MKTG 4400	Logistics	3
Business Elective		6

General Electives (Non-Business, 12 Hours)

BISI 2150/Non-Business Elective* 3
 Non-Business Electives 9
 * Students testing out of BISI 2150 must take any 3 hour non-business elective course.

Major in Business Administration with Concentration in Marketing – Consumer Marketing Track

JUNIOR YEAR

FALL SEMESTER		SPRING SEMESTER	
Courses	HR	Courses	HR
BISE 3150	3	ACCT 3140	3
BISI 3230	3	BLAW 3000	3
FINA 3300	3	MGMT 3020	3
MGMT 3010	3	MKTG 3200	3
MKTG 3010	3	MKTG 3300	3
	<u>15</u>		<u>15</u>

SENIOR YEAR

FALL SEMESTER		SPRING SEMESTER	
Courses	HR	Courses	HR
MKTG 4050	3	MGMT 4500	3
MKTG 4150	3	MKTG 4250	3
MKTG 4350	3	MKTG 4550	3
Business Elective	3	Business Elective	3
Non-Business Elective	3	Non-Business Elective	3
	<u>15</u>		<u>15</u>

Major in Business Administration with Concentration in Marketing – Organization Marketing Track

JUNIOR YEAR

FALL SEMESTER		SPRING SEMESTER	
Courses	HR	Courses	HR
BISE 3150	3	ACCT 3140	3
BISI 3230	3	BLAW 3000	3
FINA 3300	3	MGMT 3020	3
MGMT 3010	3	MKTG 4200	3
MKTG 3010	3	MKTG 3300	3
	<u>15</u>		<u>15</u>

SENIOR YEAR

FALL SEMESTER		SPRING SEMESTER	
Courses	HR	Courses	HR
MKTG 3500	3	MGMT 4500	3
MKTG 3200	3	MKTG 4100	3
MKTG 4350	3	MKTG 4550	3
Business Elective	3	Business Elective	3
Non-Business Elective	3	Non-Business Elective	3
	<u>15</u>		<u>15</u>

Major in Business Administration with Concentration in Marketing – Logistics Marketing Track

JUNIOR YEAR

FALL SEMESTER		SPRING SEMESTER	
Courses	HR	Courses	HR
BISE 3150	3	ACCT 3140	3
BISI 3230	3	BLAW 3000	3
FINA 3300	3	MGMT 3020	3
MGMT 3010	3	MKTG 3300	3
MKTG 3010	3	MKTG 3500	3
	<u>15</u>		<u>15</u>

SENIOR YEAR

FALL SEMESTER		SPRING SEMESTER	
Courses	HR	Courses	HR
MKTG 4020	3	MGMT 4500	3
MKTG 4350	3	MKTG 4100	3
MKTG 4400	3	MKTG 4550	3
Business Elective	3	Business Elective	3
Non-Business Elective	3	Non-Business Elective	3
	<u>15</u>		<u>15</u>

Major in Business Administration with Concentration in Real Estate and Urban Development

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.

Real Estate Concentration Core (18 Hours)

REUD 3130 Real Estate Principles	3
REUD 3200 Urban Land Resource Analysis	3
REUD Electives	12

Guided Electives (12 Hours)

Accounting	3
Business	6
Economics or Finance	3

General Electives (Non-Business, 12 Hours)

BISI 2150/Non-Business Elective*	3
Non-Business Electives	9

* Students testing out of BISI 2150 must take any 3 hour non-business elective course.

Major in Business Administration with Concentration in Real Estate and Urban Development

JUNIOR YEAR

FALL SEMESTER		SPRING SEMESTER	
Courses	HR	Courses	HR
BISE 3150	3	MGMT 3020	3
MGMT 3010	3	REUD 3200	3
BLAW 3000	3	ACCT Elective	3
MKTG 3010	3	FINA 3300	3
REUD 3130	3	Real Estate Elective	3
	15		15

SENIOR YEAR

FALL SEMESTER		SPRING SEMESTER	
Courses	HR	Courses	HR
BISI 3230	3	Business Elective	6
ECON or FINA Elective	3	Real Estate Elective	3
Real Estate Electives	6	Non-Business Electives	3
Non-Business Elective	3	MGMT 4500	3
	15		15

Department of Business Information Systems

James A. Ellzy, Ed.D., Head
Avon Williams Campus, Fourth Floor
615-963-7142

Faculty: A. Bankhead, A. Kamssu, D. King, G. Marquis, F. Norales, J. Siekpe, S. Venkatraman

General Statement: The need to remain competitive in today's global economy is forcing companies to reengineer their business processes using technology. The future will involve continued growth in the use of information technology to help boost organizational efficiency. Therefore, every organization will need individuals with knowledge and skills necessary to implement information technologies that enable the organization to operate more effectively.

The Department of Business Information Systems graduates students with the required practical skills and real-world experience in information technology while maintaining a high level of academic rigor. The curriculum is designed to develop effective decision-making skills by requiring cross-functional and diverse courses. Therefore, in addition to courses geared toward effective use of computer and information technology, students are required to take courses in other disciplines (areas) in the College of Business, as well as other colleges and schools within the University.

The Department of Business Information Systems offers a Bachelor of Business Administration (BBA) in Business Information Systems – Industry Concentration (BISI), in Business Information Systems e-Business Technology Concentration (EB), and a BBA in Business Information Systems Education (BISE). The BISI Program prepares students for technical and managerial positions. The BISI Program produces capable individuals with marketable skills required to become a systems analyst, network administrator, database manager, information system manager or strategist. The main objective of the e-Business Concentration is to develop students who understand the strategic and operational nature of e-business, and are capable of developing Web-based systems. The graduates of the e-Business Concentration should possess the

required management and technology skills necessary for positions in e-Business and e-Commerce. The BISE Program prepares individuals as teachers and supervisors of business subjects at the secondary levels in the public or private educational systems or as trainers in private industry. Students planning to teach must also be admitted to the teacher certification program in the College of Education.

Admission, Retention, and Graduation: See College of Business section on Admission, Retention, and Graduation.

General Education Requirements: See College of Business General Education Requirements.

Major: (In addition to courses listed below, see the College of Business Freshman and Sophomore years, and Business Core.) Admission to the College of Business is required to receive degree credit for 3000 and 4000 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.

Business Information Systems Major: 120 hours are required for the **Business Information Systems-Industry Concentration**, **Business Information Systems e-Business Technology Concentration** and the **Business Information Systems-Teaching Concentration**.

BIS-Industry Concentration

Required Courses (21 Hours)

BISE 3350	Business Research and Report Writing	3
BISI 3160	Business Application Development	3
BISI 3260	Object-Oriented Programming	3
BISI 4150	Database Systems	3
BISI 4230	Analysis, Design, and Implementation	3
BISI 4240	End-User Computing Development	3
BISI 4900	Practicum	3
		21

Guided Electives (9 Hours)

BISI/BISE	Upper Division BIS/BISE Courses	6
Business	Any Upper Division Business Courses	
Electives		3
		9

General Electives

BISI 2150/Non-Business Elective*	3
Non-Business Electives	9
	12

* Students testing out of BISI 2150 must take any 3 hour non-business elective course.

In selecting non-business electives, the department **highly** recommends that BISI students consider, in consultation with their faculty advisor, programming language courses offered by the department of Computer Science. These courses will provide a strong background in programming, and also allow students to enroll in additional upper division computer science offerings. (Course prerequisites must be taken.)

Business Information Systems Education (BISE) Concentration Core

BISI 3160	Business Application Development	3
BISI 4360	PC Network Systems	3
BISE 3710	Instructional Strategies & Methods	3
BISE 4720S	Student Teaching in Business	9
		18

Guided Electives

No guided electives in BISI/BISE or in other business courses are available for the BISE-Teacher Concentration because of the need to incorporate the required education courses.

Restricted Electives (Non-Business)*

1000/2000 Freshman/Sophomore years	6
3000/4000 Junior/Senior years	18
	24

*The 6 hours of restricted non-business electives are EDCI 2010 and PSYC 2420. The 18 hours of restricted non-business electives are PSYC 3120, EDCI 3870, EDSE 3330, EDAD 4000, EDRD 4910 and EDCI 4705.

Business Information Systems Industry Concentration

JUNIOR YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
BISI 3160	3	BISI 3260	3
BISI 3230	3	BISE 3350	3
BISE 3150	3	FINA 3300	3
BLAW 3000	3	MKTG 3010	3
MGMT 3010	3	MGMT 3020	3
	15		15

SENIOR YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
BISI 4150	3	BISI 4230	3
Business Elective	3	BISI 4900	3
BISI/BISE Elective*	3	MGMT 4500	3
BISI 4240	3	BISI/BISE Elective*	3
Non-Business Elective	3	Non-Business Elective	3
	15		15

*Six hours of guided BISI/BISE electives may be selected from the following list for the BIS-Industry Concentration.

BISI 3610	Introduction to Relational Databases
BISI 3620	Relational Data Administration
BISI 4250	Decision Support Systems
BISI 4260	Training Strategies for BIS Professionals
BISI 4300	Business Telecommunications
BISI 4360	PC Network Systems
BISI 4400	Introduction to Web Site Development
BISI 4410	Web Site Development
BISI 4800	Internship
BISI 4810/4820	Seminar in Information Systems
BISI 4990	Independent Study
BISE 3400	Desktop Presentation Tools
BISE 4000	Information and Media Management
BISE 4300	Administrative Office Management

Business Information Systems e-Business Technology Concentration

Concentration in e-Business Technology, 120 hours required for the BBA degree

General Statement: The BBA-EB degree prepares students for a career in the rapidly growing field of e-Commerce and e-Business. The degree program provides a solid business foundation upon which rigorous information technology competencies are built. The

graduate of the program will possess the requisite management and technology skills required for positions in the e-Business and e-Commerce arena. The main objective of the Program is to develop students who understand the strategic and operational nature of e-Business, and are capable of developing dynamic, Web-based systems that provide a strategic and competitive advantage.

JUNIOR YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
BISI 3160	3	BISI 3260	3
BISI 3230	3	BISE 3150	3
BLAW 3000	3	FINA 3300	3
MGMT 3010	3	MKTG 3500/MGMT 3500	3
MKGT 3010	3	MGMT 3020	3
	15		15

SENIOR YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
BISI 4150	3	BISI 4410	3
BISI 4300	3	BISI 4360	3
BISI 4400	3	BISI 4250	3
MGMT 3550	3	MGMT 4500	3
Any object-oriented programming language (non-business course)	3	Non-Business Elective	3
	15		15

Four-year curriculum framework for the Business Information Systems Education (Teaching Concentration)

FRESHMAN YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
MGMT 1000	1	HIST 2020	3
ENGL 1010	3	ENGL 1020	3
MATH 1830	3	ECON 2040	3
Natural Science w/Lab	4	Natural Science w/Lab	4
HIST 2010	3		
	14		13

SOPHOMORE YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
ACCT 2010	3	ACCT 2020	3
COMM 2200	3	ECON 2020	3
ECON 2010	3	ENGL 2020-2028/Humanities	3
ENGL 2010-2018	3	ECON 2050	3
EDCI 2010	3	PSYC 2420	3
		Humanities	3
	15		18

JUNIOR YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
BISE 3150	3	BLAW 3000	3
BISI 3160	3	EDCI 3870	3
BISI 3230	3	MKTG 3010	3
MGMT 3010	3	EDSE 3330	3
PSYC 3120	3	FINA 3300	3
		MGMT 3020	3
	15		18

SENIOR YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
BISE 3710	3	EDCI 4705A	3
MGMT 4500	3	BISE 4720S	9
BISI 4360	3		
EDAD 4000	3		
EDRD 4910	3		
	<u>15</u>		<u>12</u>

Students testing out of BISI 2150 must take any 3 hour non-business elective.

TEACHING LICENSURE WITH ENDORSEMENTS IN BUSINESS AND OFFICE EDUCATION—GRADES 7 - 12

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 BISE students must complete *BISE 3710, Instructional Strategies and Methods*. Students should consult the teacher education advisor in the College of Business during their first semester of enrollment at the University.

ENDORSEMENTS

Students seeking licensure (secondary) with endorsements in business and office education are advised to follow the Business Information Systems Education (BISE) teaching concentration. All students must meet the requirements for the endorsement in basic business/accounting and data processing and may add endorsements in other areas, i.e., keyboarding.

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.

Data Processing. A minimum of six semester hours of course work in data processing—must include at least one programming language. Some states require more hours to be certified in information systems. Hence, the requirement of 18 hours in BIS should adequately prepare the secondary business teacher for certification in most every state.

Office Technology. Students who choose a concentration in Business Information Systems Education need to check with a faculty advisor on the process of obtaining endorsement in this area.

Typewriting/Keyboarding. Students who desire this endorsement must complete the requirements for the basic business/accounting/data processing endorsement or demonstrate proficiency in keyboarding.

Department of Economics and Finance

William Perry, Ph.D., Interim Head
Avon Williams Campus, Fourth Floor
615-963-7146

Faculty: D. Dhakal, J. Hasty, N. Modeste, W. Perry, A. Ray, C. Weis, A. Wahid

General Statement: The Department's mission is to provide an academically rigorous program in support of the College of Business mission of offering a high quality academic program. The Department of Economics and Finance offers a program of instruction for those who expect to pursue careers in economics, finance, or insurance and provides service courses for business and non-business majors.

Admission, Retention, and Graduation: See College of Business section on Admission, Retention, and Graduation.

Major in Economics and Finance

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 is required to receive degree credit for 3000 and 4000 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 Core (18 Hours)

ECON 3110	Intermediate Microeconomic Theory	3
ECON 3120	Intermediate Macroeconomic Theory	3
FINA 3400	Financial Markets and Institutions	3
FINA 3600	Investment Theory	3
ECON 3000	Introduction to Quantitative Methods	3
ECON 3020	Basic Econometrics	3

Guided Electives (12 Hours)

Economics & Finance Electives	12
-------------------------------	----

General Electives (Non-Business, 12 Hours)

BISI 2150/Non-Business Elective*	3
Non-Business Electives	9

* Students testing out of BISI 2150 must take any 3 hour non-business elective course.

JUNIOR YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
BISE 3150	3	BISI 3230	3
ECON 3120	3	ECON 3020	3
FINA 3300	3	ECON 3110	3
MGMT 3010	3	FINA 3400	3
MKTG 3010	3	MGMT 3020	3
	<u>15</u>		<u>15</u>

SENIOR YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
BLAW 3000	3		
ECON 3000	3	ECON or FINA Electives	6
FINA 3600	3	Non-Business Electives	6
ECON or FINA Electives	6	MGMT 4500	3
	<u>15</u>		<u>15</u>

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 3000 and 4000 level business courses.

Accounting (ACCT)

ACCT 2010 Principles of Financial Accounting I (3). (Formerly AC 211) This is an introduction to the basic concepts of accounting, the accounting cycle, accounting systems including ethical consideration, and components of the financial statements. This course examines accounting as a system of communicating to owners, creditors, governmental bodies, and others needing the financial results of the operation of business entities. Also covered are concepts, theories, and conventions underlying measurement, processing of business activities, and reporting of the financial results of those activities. Prerequisite: MATH 1110.

ACCT 2020 Principles of Managerial Accounting II (3). (Formerly AC 212) 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. Use of accounting data for internal managerial decision-making and analysis, including accounting for planning and control; relevant cost and contribution approaches to decisions and capital budgeting. Prerequisite: ACCT 2010.

ACCT 3030 Principles of NFP/Fund (3). (Formerly AC 303) An introduction to Not-for-Profit Accounting. Application of the theories for recording and reporting in non-corporate forms of organization as applied to government. ACCT 3030 may not be used by accounting majors to satisfy a degree requirement. Prerequisite: ACCT 2010.

ACCT 3050 Financial Information for Entrepreneurial Ventures (3). (Formerly AC 305) Introduces principles and procedures relating to financing small business ventures and uses of accounting information. Topics will include accounting control systems, preparation and analysis of financial statements, traditional and non-traditional sources of financing, and budgeting. ACCT 3050 may not be used by accounting majors to satisfy a degree requirement. Prerequisite: ACCT 2020.

ACCT 3070 Federal Income Tax I - Individual (3). (Formerly AC 307) Determination of taxable income, and other aspects of tax accounting are emphasized. Particular attention is given to preparation of federal income tax returns for individuals following the Internal Revenue Code (IRC). Tax research methodology is introduced. Prerequisite: ACCT 2020.

ACCT 3110 Intermediate Accounting I (3). (Formerly AC 311) Broad theoretical structure of accounting including underlying environmental assumptions, expanded review of the accounting cycle and components of financial statements. Emphasis is placed on the accounting process and future and present value concepts. Theory and practice of accounting, emphasizing need for and use of accounting information in measuring and evaluating an entity's business income and financial status. Prerequisite: ACCT 2020.

ACCT 3120 Intermediate Accounting II (3). (Formerly AC 312) A discussion of property, plant, and equipment, intangibles, and corporate debt and equity capital structure. In-depth application of accounting concepts to liabilities and investments, income taxes, earnings per share, and cash flows. Prerequisite: ACCT 3110.

ACCT 3130 Intermediate Accounting III (3). (Formerly AC 313) Emphasis is placed on special problem areas in accounting including incomplete data, pensions, leases, price-level accounting, entities in financial difficulty and circumstances unique to SEC reporting. In-depth discussion and analysis of financial statements. Prerequisite: ACCT 3120.

ACCT 3140 Cost Accounting (3). (Formerly AC 314) Use of accounting data to: identify cost/managerial accounting concepts; explain cost functions, cost classifications, relevant costs, cost-volume profit analysis, and cost allocations. The use of accounting data for cost control, profit planning, operational and capital budgeting, performance evaluation, and managerial decision making. Prerequisite: ACCT 2020.

ACCT 3200 Accounting Information Systems (3). (Formerly AC 320) Principles underlying the establishment of effective accounting systems in business enterprises. Basic concepts and problems in the consideration of accounting as an information system. Theoretical and pragmatic tools for analysis of accounting systems. Prerequisite: ACCT 2020.

ACCT 4010 Advanced Accounting - Consolidation (3). (Formerly AC 401) In-depth application of accounting concepts, theories, and conventions to

recording and reporting of problems arising from business combinations, branch operations, as well as business operations in foreign countries. Consolidated balance sheets, income statements, and retained earnings statements. Home office and branch accounting, foreign exchange, foreign subsidiaries, segment and interim reporting, partnerships, joint ventures, consignments, and installment sales. Prerequisite: ACCT 3120.

ACCT 4030 Governmental/NFP ACCOUNTING (3). (Formerly AC 403) Application of accounting concepts, theories, and conventions to recording and reporting of problems arising from the use of non-corporate forms of organizations, business combinations, special types of sales contracts, and public-sector accounting as applied to government. Prerequisite: ACCT 3110.

ACCT 4160 Internal Auditing (3). (Formerly AC 416) 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 review are also covered. Prerequisite: ACCT 3200.

ACCT 4170 Federal Income Tax II - Corp/Part/Fiduciary (3). (Formerly AC 417) Corporate, Partnership, Gift, Estate, and Trust federal tax returns are analyzed based on research of the IRC, Treasury Regulations, etc. Prerequisite: ACCT 3070.

ACCT 4190 Advanced Cost Accounting (3). (Formerly AC 419) This course covers advanced managerial accounting concepts, techniques for decision making, capital budgeting, transfer pricing, decision models, inventory management, behavioral accounting, inventory systems and yield/mix models of profit maximization. Prerequisite: ACCT 3140.

ACCT 4220 Accounting Theory (3). (Formerly AC 422) A study of propositions, axioms, theories, controversial accounting concepts, authoritative statements, research studies of professional organizations, and professional problems. Critical evaluation of concepts, assumptions, principles, and analytical methodologies of accounting and their application to factual situations. Prerequisite: ACCT 3120.

ACCT 4230 Auditing Theory (3). (Formerly AC 423) This course addresses 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. Prerequisites: ACCT 3200 and ACCT 3110.

ACCT 4240 Advanced Auditing (3). (Formerly AC 424) A course which emphasizes the student's ability to apply knowledge of audit theory and principles, generally accepted 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: ACCT 4230.

ACCT 4250 International Accounting (3). (Formerly AC 425) Introduction to international accounting standards and a survey of foreign accounting standards. Major international issues of financial accounting, currency transactions and translations, transfer prices, and management planning and control are addressed. Prerequisite: FINA 3300.

ACCT 4800 Accounting Internship (3). (Formerly AC 480) Internships are designed to provide accounting students supervised practical learning experiences in public, industry, governmental, or not-for-profit entities. Work experience enhances theory and classroom studies. Student activity and progress must be monitored and evaluated by an assigned senior department faculty. Prerequisites: Consent of Department Head and full admission to the College of Business.

ACCT 4950 Accounting Topics (1-3). (Formerly AC 495) Provide the opportunity for outstanding accounting students to explore, update and expand the core knowledge of accounting theory, financial, managerial, auditing, taxation, and business law using professional problems. Prerequisite: Consent of Instructor.

ACCT 4990 Independent Study (1-3). (Formerly AC 499) A course which allows outstanding accounting students to investigate, in depth, approved accounting topics of the student's choice. Studies will be coordinated by a senior department faculty member. Prerequisite: Consent of Department Head.

Business Information Systems (BISI)

BISI 2150 Microcomputer Applications (3). (Formerly BIS 215) Provides an introduction to the Windows environment, word processing, spreadsheet, database, and other business applications including the Internet. The course provides the background necessary to design and develop computer-based solutions to business problems using current software tools. Prerequisite: Keyboarding Proficiency.

BISI 3160 Business Application Development (3). (Formerly BIS 316) Covers the development of programs to address business needs utilizing sequential and random access file structures and processing techniques. Emphasis on modular program design and construction using COBOL. Prerequisite: BISI 2150.

BISI 3230 Management Information Systems (3). (Formerly BIS 323) This 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 an assoc-technical approach will provide the conceptual framework for the course. Prerequisite: BISI 2150.

BISI 3260 Object-Oriented Programming (3). (Formerly BIS 326) [Formerly BIS 314] Provides an introduction to programming in the business environment using Visual Basic. Students will create user interfaces by selection and placement of objects on the user screen, set priorities on those objects, refine their appearance and behavior, and write code procedures to react to events that occur in the user interface. Prerequisite: BISI 2150.

BISI 3610 Introduction to Relational Databases (3). (Formerly BIS 361) This course provides an introduction to the design, organization, and use of a relational database. Additionally, students will learn the standard database access language, SQL. Prerequisite: BISI 3230.

BISI 3620 Relational Data Administration (3). (Formerly BIS 326) This course includes topics on database administration. Specifics include the creation of database objects, backup and recovery, and performance monitoring. Prerequisite: BISI 3610.

BISI 4150 Database Systems (3). (Formerly BIS 415) Study of data concepts, planning, database management, database design, current trends, and commercial products. Topics included are: Database models, Structured Query Language (SQL), Entity-Relationship Modeling (E-R), and normalization. Students will develop a single-user database system. Prerequisites: BISI 3160 and BISI 3230 (or Consent of the Instructor).

BISI 4230 Analysis, Design, and Implementation (3). (Formerly BIS 423) Use of information systems techniques to solve managerial and organizational problems of limited complexity. The course includes discussion of various System Development Life Cycles. Students will use a SDLC approach for the analysis and design of a semester long project. Includes the role of CASE tools in implementing information systems solutions to business problems and opportunities. Prerequisites: BISI 4150 and BISE 3350.

BISI 4240 End-User Computing Development (3). (Formerly BIS 424) Development and implementation of microcomputer-based business applications are emphasized. Dominant operating systems and productivity software tools that reflect the market demand are addressed at an advanced level. Business process, as well as evaluation, selection, and acquisition of information technologies, are reviewed with emphasis given to strategies for deploying the technology into the workplace. Prerequisite: BISI 3230.

BISI 4250 Decision Support Systems (3). (Formerly BIS 425) Key technical and managerial issues in the development and use of decision support systems in organizations are addressed. Strategic management decision making and the role of DSS in the process are explored. Contemporary topics including Expert Systems, Executive Information Systems, data warehousing, data visualization, and Group Decision Support Systems are reviewed. Prerequisite: BISI 3230.

BISI 4260 Training Strategies for BIS Professionals (3). (Formerly BIS 426) Designed to provide BIS undergraduate student 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: BISI 3230.

BISI 4300 Business Telecommunications (3). (Formerly BIS 430) Provides a broad overview of the telecommunications field as well as the implications for business and industry. Prerequisite: BISI 3230.

BISI 4360 PC Network Systems (3). (Formerly BIS 436) Principles and specific implementation of a local area network system including predominant networking product methodologies. Includes extensive network administration exercises. Prerequisite: BISI 3230.

BISI 4400 Introduction to Web Site Development (3). Upon completing this course, the student will be able to develop fairly sophisticated web sites using

HTML authoring tool. Students are introduced to various features of a web site such as forms, multimedia, graphics and scripts. The course also covers related topics such as security and Internet protocols. Prerequisite: Any object-orientated programming language.

BISI 4410 Web Site Development (3). This is the capstone course in the E-business curriculum. This course covers the design and implementation of a Web site similar to one used by an E-Commerce Business. This course emphasizes dynamic content driven web development using database concepts. Prerequisites: BISI 4400 and BISI 4150.

BISI 4800 Internship (3). (Formerly BIS 480) Designed to provide BIS students 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 BIS faculty member. Prerequisites: Consent of Department Head and full admission to the Upper Division.

BISI 4810/4820 Seminar in Information Systems (3/3). (Formerly BIS 481/482) Provides an in-depth study of current BIS topics. Extensive readings/research on current information system developments are reviewed and discussed. Prerequisites: BISI 4150 and Consent of Department Head.

BISI 4900 Practicum (3). (Formerly BIS 490) Provides the senior BIS student an opportunity to gain hands-on experience with computer hardware and network wiring including trouble shooting and repair. The student will be given experience in assisting users in resolving user/system software related problems. Students will meet periodically with the instructor to discuss problems and issues relevant to the course work. Prerequisites: BISI 3230 and Consent of Department Head.

BISI 4990 Independent Study in BIS (3). (Formerly BIS 499) Provides the outstanding student the opportunity to investigate in-depth, an approved information systems topic. A senior faculty member of the department will coordinate the work of each individual student. Prerequisites: BISI 3230 and Consent of the Department Head.

Business Information Systems Education (BISE)

BISE 3150 Business Communications (3). (Formerly BISE 315) 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. Prerequisite: BISI 2150.

BISE 3350 Business Research & Report Writing (3). (Formerly BISE 335) Designed to help students develop a clear, concise, and correct research writing style; to help students collect, analyze, organize, interpret, and present business data in MLA style. Prerequisite: BISE 3150.

BISE 3400 Desktop Presentation Tools (3). (Formerly BISE 340) Designed to develop skill in preparation of computer processed reports and data presentation using software technology. The course emphasizes the use of the computer as a tool for drafting, composing and generating slide shows. Instruction includes planning, formatting, and presenting multimedia presentations. Prerequisite: BISI 2150.

BISE 3710 Instructional Strategies and Methods (3). (Formerly BISE 371) Designed to assist the teacher with appropriate instructional strategies and methods for teaching basic business, accounting, and information systems related courses. Course coverage includes an investigation of the classroom materials, methods, and current trends in the teaching of basic business, accounting, information systems and office technology courses. Prerequisite: Admission to Teacher Education program.

BISE 4000 Information and Media Management (3). (Formerly BISE 400) Provides a detailed treatment of information and media management. Media is defined as the information storage format, and includes paper, micro-records, electronic, video, and other forms of information generation, recording, and storage. Students will develop an understanding of the information life cycle, information value, and how information serves as a critical organizational asset. Legal and ethical issues, information resource management, and varying cultural conventions governing information management are presented. Prerequisite: BISI 2150.

BISE 4300 Administrative Office Management (3). (Formerly BISE 430) Designed to help students develop an understanding of the complexities associated with systems, methods, and procedures for efficient office management. Prerequisite: BISI 2150.

BISE 4720S Student Teaching in Business (12). (Formerly BISE 472S) Actual classroom experience in secondary schools (grades 7-12) under the charge of expert business teachers in cooperating schools. Prerequisites: All Methods and Professional Core Courses.

Business Law (BLAW)

BLAW 3000 Legal Environment of Business (3). (Formerly BL 300) A study of the legal aspects of the business environment and the legal rights and potential liabilities of business persons. 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.

BLAW 3230 Business Law I (3). (Formerly BL 323) A study of the legal rights and potential liabilities of business persons, including an introduction to the nature of the legal system and the basic law of contracts. Uniform Commercial Code, sales, secured transactions, and bankruptcy. Prerequisite: BLAW 3000.

BLAW 3240 Business Law II (3). (Formerly BL 324) A study of the legal rights and potential liabilities of business persons, including the basic legal principles of agency, partnerships, corporations and securities, personal property and bailment, real property and environmental controls, U.C.C. and commercial paper. Prerequisite: BLAW 3000.

Economics (ECON)

ECON 2010 Principles of Economics I (3). Methodology of economics, fundamentals of macroeconomics, fiscal policy, and fundamentals of monetary policy. Prerequisite: Math 1110.

ECON 2020 Principles of Economics II (3). (Formerly EC 212) Economic growth and microeconomics, some domestic and international applications, economics and comparative economic systems. Prerequisite: ECON 2010.

ECON 2040 Introduction to Statistical Analysis I (3). (Formerly QM 201) 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 1110.

ECON 2050 Introduction to Statistical Analysis II (3). A continuation of ECON 2040. Topics covered include; linear regression and correlation, multiple regression, the analysis of variance, elements of time series analysis, forecasting models, and survey sampling. Prerequisite: ECON 2040.

ECON 3000 Introduction of Quantitative Methods. (3). (Formerly QM 300) 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. Prerequisites: ECON 2040 and ECON 2020.

ECON 3020 Basic Econometrics (3). (Formerly QM 302) Classical linear regression model, Gauss-Markov theorem, its assumptions, detection, consequences, and correction of heteroscedasticity, multicollinearity, autocorrelation. Prerequisite: ECON 2040.

ECON 3110 Intermediate Microeconomics Theory (3). (Formerly EC 311) The price system and allocation of resources; economic analysis of demand and production. Prerequisite: ECON 2020.

ECON 3120 Intermediate Macroeconomic Theory (3). (Formerly EC 312) Aggregate demand, aggregate supply, and equilibrium level of employment; the price level, inflation, and deflation. Prerequisite: ECON 2020.

ECON 3200 Money and Banking (3). (Formerly EC 320) 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: ECON 2020.

ECON 3300 Principles of Labor Economics (3). (Formerly EC 330) A study of the labor market; American labor movement; union history, structure and philosophy; labor problem analysis; industrial disputes and labor legislation. Prerequisite: ECON 2020.

ECON 4100 International Economics (3). (Formerly EC 410) 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: ECON 2020.

ECON 4150 Economic Development (3). (Formerly EC 415) 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: ECON 2020.

ECON 4520 Urban Economics (3). (Formerly EC 452) Urban history, location theory, city growth, and urban problems. Prerequisite: ECON 2020.

ECON 4700 Managerial Economics (3). (Formerly EC 470) Application of economic theory to business decision making, emphasis on profit objectives, measurement and forecasting demand, and costs and capital budgeting. Prerequisite: ECON 2020.

ECON 4800 Current Economic Problems (3). (Formerly EC 480) Examination of key economic issues. Such major objectives as economic progress and economic justice provide a general framework for analyzing economic growth, inflation, unemployment, public debt, income maintenance, agriculture, and international economic affairs. Prerequisite: ECON 2020.

ECON 4980-4990 Independent Study (3,3). (Formerly EC 498-499) A course which allows outstanding students to investigate in depth approved topics of the students choice. Individual studies are coordinated by a senior member of the departmental faculty. Prerequisites: ECON 3110, ECON 3120.

Finance (FINA)

FINA 3300 Business Finance (3). (Formerly FN 330) Financial goals, ratios, sources and uses of funds, asset management, capital budgeting, leverage, cost of capital, dividend policy, valuation, mergers and reorganizations and financial performance evaluation. Prerequisite: AC 2020.

FINA 3400 Finance Markets and Institutions (3). (Formerly FN 340) Operating characteristics, regulation, flows of funds, intermediation, major sectors of money and capital markets and the institutions operating therein. Prerequisite: FINA 3300.

FINA 3600 Investment Theory (3). (Formerly FN 360) Theory of investment value, investment media and strategies, risk returns, price behavior, investment techniques and portfolios, Prerequisite: FINA 3300.

FINA 4450 Commercial Bank Management (3). (Formerly FN 445) Organization, administration of commercial banks, balance sheet management, loans and investments. Prerequisite: FINA 3300.

FINA 4500 Corporate Finance (3). (Formerly FN 450) Optimizing sources and uses of funds, corporate asset and financial structure management and strategies and sophisticated techniques of analysis. Prerequisite: FINA 3300.

FINA 4600 Security Analysis and Portfolio Management (3). (Formerly FN 460) Fundamental and technical techniques analysis, security valuation, capital asset pricing model, portfolio analysis and management, advanced models, theories, and techniques of analysis. Prerequisite: FINA 3600.

FINA 4700 International Finance (3). (Formerly FN 470) Problems in international finance; the balance of international payments; financing international trade; foreign departments of banks; foreign exchange markets; and the impact of international financial problems on business. Prerequisite: FINA 3300.

Management (MGMT)

MGMT 1000 Business Orientation (1). (Formerly MG 100) 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.

MGMT 3010 Management and Organization Behavior (3). (Formerly MG 301) 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. Prerequisite: ECON 2020.

MGMT 3020 Operations Management (3). (Formerly MG 302) An overview of the basic principles, concepts, and analytical tools involved in the design, operation, and control of operations that produce goods and services, with an emphasis on the efficient use of resources. Prerequisites: Junior Standing, ECON 2040, and MGMT 3010.

MGMT 3030 Management of Service Organizations (3). (Formerly MG 303) 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: MGMT 3010.

MGMT 3040 Introduction to Management Science (3). (Formerly MG 304) Application of quantitative methods used in business decision making. Topical

application areas will be drawn from all areas of business, industry, and government, including: accounting, finance, information system, investment portfolio analysis, human resources management, production of goods and services in manufacturing and service operations, and quality management. Prerequisites: ECON 2040 and MGMT 3010.

MGMT 3200 Entrepreneurship-New Venture Creation and Management (3). (Formerly MG 320) 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, and MGMT 3010.

MGMT 3240-3250 Business Consulting and Entrepreneurship I and II (3,3). (Formerly MG 324-325) 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. Prerequisites: Approval of instructor, MGMT 3010, and MGMT 3200. (MGMT 3240 is prerequisite to MGMT 3250).

MGMT 3500 E-Business Models (3). (Formerly MG 350) This course is a survey of the dynamic business issues surrounding the development and emergent patterns of the electronic commercialization in the global marketplace. Included is an overview of internet development and security. Leveraging new technologies to enhance business processes, unique characteristics of e-marketing, and the legal, ethical, and regulatory issues in conducting e-business. Prerequisites: MGMT 3010, MKTG 3010, and BISI 3230. Cross-listed with MKTG 3500.

MGMT 3550 Enterprise Resource Planning (ERP) Systems (3). (Formerly MG 355) Planning and control systems for product and service flows in the supply chain. . Extended ERP- the management of inter-enterprise business processes like Customer Relationship Management and Supply Chain Management as well as analytical applications. Integration of management, sales, marketing, finance, operations, e-business technology to create a true customer-focused strategy in Business-to-Business (B2B) and Business-to-Consumer (B2C) markets. Prerequisite: MGMT/MKTG 3500. MGMT 3020 may be taken as a pre-requisite or concurrently.

MGMT 4020 Quality Management (3). (Formerly MG 402) An integrated study of quality issues in the entire supply chain. The course will emphasize the continuous improvement of business processes, as well as the design, establishment, evaluation, and improvement of quality systems in the supply chain. Issues on Quality System Certification to meet industry and international standards shall also be addressed. Cross-listed with MKTG 4020 Prerequisite: MGMT 3020.

MGMT 4030 Human Resources Management (3). (Formerly MG 403) A course which focuses on 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: MGMT 3010.

MGMT 4040 Organization Theory (3). (Formerly MG 404) 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: MGMT 3010.

MGMT 4050 Organization Behavior (3). (Formerly MG 405) Theoretical foundations for the study and analysis of human behavior in complex social organizations and of related managerial problems and challenges. A study of management and behavioral science concepts. Techniques and research as applied toward increasing human productivity and individual and group satisfaction in organizational settings. Prerequisite: MGMT 3010.

MGMT 4060 Special Topics in Management (3). (Formerly MG 406) Research into selected areas of management. Prerequisites: MGMT 3010 and approval of the instructor.

MGMT 4070 Industrial Relations (3). (Formerly MG 407) 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. Prerequisite: MGMT 3010

MGMT 4090 Human Resource Planning and Evaluation (Manpower Management Practices) (3). (Formerly MG 409) 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: MGMT 4030.

MGMT 4100 Compensation Administration (3). (Formerly 410) 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. Prerequisites: MGMT 3010 and MGMT 4030.

MGMT 4110 Operative Supervision (3). (Formerly MG 411) Operative (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: MGMT 3010.

MGMT 4120 International Business Management (3). (Formerly MG 412) 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 and MGMT 3010.

MGMT 4170 Seminar-Contemporary Management Innovations and Entrepreneurship (3). (Formerly MG 417) This course examines selected contemporary topics, management innovations, controversial issues and problem areas related to management and entrepreneurship in a global business environment. Research and review of key creative managerial innovations that revitalize dying enterprises, create new enterprises, greatly enhance products, service, profitability and growth. Prerequisites: MGMT 3010 and Senior Standing.

MGMT 4190 Collective Bargaining (3). (Formerly MG 419) Analysis of collective bargaining processes, procedures, legislation in private and public sector organizations. Review of current and future implications for management. Prerequisite: ECON 2020.

MGMT 4250 Leadership (3 hrs). (Formerly MG 425) This course is a broad survey of theories of leadership with primary focus on contemporary models and the specific contexts within which leadership behaviors occur. It will examine the different mix of personal, interpersonal, technical, and conceptual skills and competencies required of leaders (a) at the supervisory, managerial, and executive levels, (b) within different organizational frameworks such as industry, academia, governmental, non-profit, and the military, and (c) within the context of the rapidly changing 21st century political, economic and technological environment. Prerequisite: MGMT 3010.

MGMT 4500 Business Strategy and Policy (3). (Formerly MG 450) A course which 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: Satisfactorily completed all other core business courses.

MGMT 4600 Supply Chain Strategy (3). (Formerly MG 460) Planning and design of systems for goods and service flows in supply chain. Integrated supply chain strategies synthesizing supply management, production, logistics, and enterprise resource planning (ERP) systems. Use of e-business in the integration, control, and execution of business processes in the supply chain. Prerequisites: MKTG 4400 and MKTG 4300.

MGMT 4800 and 4810 Internship (3, 3). (Formerly MG 480 and 481) College of Business Internships are designed to provide students supervised practical learning experiences in government, business or industry. Formal proposals, project objectives, and learning plans must be reviewed and approved by the department head. Student activity and progress must be monitored, evaluated and graded by an assigned full-time faculty member. Each course is three credit hours. Prerequisites: Students must be approved by the department head to enroll in each course and must have full admission to the upper division in the College of Business. Specific course requirements are available from the College's Office of the Associate Dean.

MGMT 4990 Independent Study in Business (1-3). (Formerly MG 490) A course which 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.

Marketing (MKTG)

MKTG 3010 Basic Marketing (3). (Formerly MK 301) A comprehensive overview of the process employed by profit and nonprofit organizations of marketing goods, services, and ideas. The modern marketing objective is customer satisfaction at a profit (or other measure of success) through product, distribution, promotion, and price. This study of basic marketing concepts and terminology is set in the real-world context of the organization, competition, the economy, regulation, culture/society, and technology. Prerequisites: Junior standing and ECON 2020.

MKTG 3200 Sales Management (3). (Formerly MK 320) The course covers the nature of the basic selling function as well as salesperson selection, training, compensation, supervision, motivation. In addition, this course touches on how to determine sales budgets, quotas, territory designs, and sales analysis. Prerequisite: MKTG 3010.

MKTG 3300 Applied Marketing Research (3). (Formerly MK 330) This course examines the role of information in decision making with special emphasis on the applied techniques and methods used to identify marketing opportunities or solve marketing problems. The completion of an actual research project is generally required. Prerequisite: MKTG 3010.

MKTG 3400 Business Ethics (3). (Formerly MK 340) Ethical, legal, and human relations dimensions of the business and nonprofit environments. Prerequisite: MKTG 3010.

MKTG 3500 E-Business Models (3). (Formerly MK 350) This course is a survey of the dynamic business issues surrounding the development and emergent patterns of the electronic commercialization in the global marketplace. Included is an overview of internet development and security. Leveraging new technologies to enhance business processes, unique characteristics of e-marketing, and the legal, ethical, and regulatory issues in conducting e-business. Prerequisites: MGMT 3010, MKTG 3010, and BISI 3230. Cross-listed with MGMT 3500.

MKTG 4020 Quality Management (3). (Formerly MK 402) An integrated study of quality issues in the entire supply chain. The course will emphasize the continuous improvement of business processes, as well as the design, establishment, evaluation, and improvement of quality systems in the supply chain. Issues on Quality System Certification to meet industry and international standards shall also be addressed. Cross-listed with MGMT 4020 Prerequisite: MGMT 3020.

MKTG 4050 Consumer Behavior (3). (Formerly MK 405) An examination of the social, psychological, and decisional aspects of the buying process of individuals and households. Application of this knowledge is made via the selling organization's service of consumers by better satisfying their needs. Prerequisite: MKTG 3010.

MKTG 4100 Organizational Marketing Management (3). (Formerly MK 410) Roles, relationships and structures of organizational buying and selling with particular emphasis on the economic and social influences. Managing the marketing and channel structures is a major theme. Prerequisite: MKTG 3010.

MKTG 4150 Promotional Management (3). (Formerly MK 415) This course focuses on the issues related to promotional management, and hence is not oriented towards the creative part of the advertising/communication process. Integrated marketing communication, planning implementing, evaluation and control of promotion are studied. Emphasis may be placed on learning through the application of textbook knowledge in projects. Prerequisite: MKTG 3010.

MKTG 4200 Distribution Management (3). (Formerly MK 420) This course looks at the logistics environment, supply chain management, and the global nature of contemporary logistics. Information, physical distribution, inventory, storage, and the strategic importance of logistics are the focus of the course. Prerequisite: MKTG 3010.

MKTG 4250 Retailing Management (3). (Formerly MK 425) This important industry employs one out of eight people in the U.S. workforce. Exciting and challenging career opportunities are available to business graduates, plus the study of retailing creates better informed and wiser consumers. Since the retail store is a complete business, every aspect of business is brought to bear plus those unique to the field. Prerequisite: MKTG 3010.

MKTG 4300 Procurement (3). (Formerly MK 430) All organizations purchase for use and some (middlemen) purchase for both use and resale. A multitude of buying principles has developed separately for each of these purposes but will be studied together in this unique course. Buying in both instances is designed to satisfy the needs of other than the one(s) doing the buying.

Organizational and customer need satisfaction act as the motivations for buyers who must serve well in order to succeed. Prerequisite: MKTG 3010.

MKTG 4350 International Marketing (3). (Formerly MK 435) 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: MKTG 3010.

MK 4400 Logistics (3). (Formerly MK 440) Analysis of logistic and transport services. Contemporary issues in:- customer service; distribution operations; purchasing; warehousing location, design and operation; carrier selection; transportation costing and negotiation. Prerequisites: MKTG 3010 and MGMT 3020.

MKTG 4500 Service & Non-profit Marketing (3). (Formerly MK 450) This course undertakes the dual task of examining the service sector, which comprises an ever-increasing proportion of GNP, as well as the diverse set of organizations which operate under special governmental dispensation for the purpose of serving society with objectives other than achieving profit. While the basic marketing principles apply in both cases, special emphasis will be given to operational differences between these two important categories of marketers and their goods/profit-oriented counterparts. Prerequisite: MKTG 3010.

MKTG 4550 Marketing Strategy (3). (Formerly MK 455) This is a capstone course in Marketing (to be taken near graduation). It focuses on strategic planning and operations, which integrates various topics such as the marketing concept, market segmentation, brand building, consumer attitudes, marketing research, and integrated marketing communication. A computer-based marketing simulation as well as business plan is required. Prerequisites: 9 hours of Marketing (including MKTG 3010) and permission of Department Head.

Real Estate And Urban Development (REUD)

REUD 3130 Principles of Real Estate and Urban Development (3). (Formerly RE 313) Introduction to the social, economic, financial, and 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. Prerequisites: ECON 2010 and Junior Standing.

REUD 3200 Urban Land Resource Analysis (3). (Formerly RE 320) 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: REUD 3130.

REUD 3300 Real Estate Finance (3). (Formerly RE 330) 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: REUD 3130.

REUD 3400 Real Estate Law (3). (Formerly RE 340) 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: REUD 3130.

REUD 3500 Real Estate Appraisals (3). (Formerly RE 350) Economics theories of value applied to real estate; valuation methods, analysis of evidences of values; appraising residential properties. Prerequisite: REUD 3130.

REUD 4100 Urban Planning and Public Policy (3). (Formerly RE 410) Processes of and use regulations including the organization of public planning, planning methodology, zoning, subdivision regulations, and other governmental impacts on real estate. Prerequisite: REUD 3130.

REUD 4300 Income Property Appraisal (3). (Formerly RE 430) Financial theories and methodologies used in estimating the value of income producing properties, i.e., apartments, office buildings, and shopping centers. Prerequisite: REUD 3130.

REUD 4400 Real Estate Investment Analysis (3). (Formerly RE 440) 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.

REUD 4490 Independent Study in Business (3). (Formerly RE 449) A course which 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

Peter E. Millet, Ph. D., Dean
118 Clay Hall-Education Building
<http://www.tnstate.edu>

Mission Statement

General 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 professionals 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 students 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 colleges 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 that 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 experiences.
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 ethnic/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, implementation, and evaluation of educational materials that 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 and Memberships

Teacher preparation for undergraduate and graduate programs for the preparation of teachers and related professionals are accredited 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 Council of Academic Deans from Research Education Institutions, Teacher Education Council of State Colleges and Universities, the Tennessee Association of Colleges for Teacher Education, the National Association of Multicultural Education, the American Psychological Association, and the University Council for Educational Administration.

Office of Public Service and Outreach

Administered by the Assistant Dean for Public Service and Outreach, this unit is primarily responsible for establishment and coordination of off-campus classes and programs, administration of doctoral examinations, cooperation with the State Department of Education, and coordination of accreditation assessment.

Office of Teacher Education and Student Services

This office is administered by the Assistant Dean for Teacher Education and Student Services. The College of Education provides pre-service field experiences in order to afford opportunities for students to link theoretical information with real life situations through observations, one-to-one, and small group participation; and finally, student teaching. The Office of Teacher Education and Student Services makes all placements for field-based activities. The Office processes applications and makes recommendations to the State Department of Education for teachers, principals, school counselors, and school psychologists.

Curriculum Laboratory

The Curriculum Laboratory is a center for instructional materials and other resources in teacher education. It is designed for students and teachers in the professional core courses in education, the specialized professional courses, and student teaching. The laboratory is a hands-on facility where students and alumni come to create and carry out research. The laboratory serves as a depository for the state of Tennessee textbook collection (grades K-12). The laboratory director offers workshop experiences for our undergraduate students in materials and manipulatives. The laboratory is located in the Clay Hall Education Building.

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 the healthy growth of the healthy growth 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, Counselor Education, School Psychology, and School Leadership.

The Council is composed of the following appointed members:

1. Dean of the College of Education, Unit Head
2. Assistant Dean for Teacher Education and Student Services, Chairperson
3. Associate Dean of the College of Education
4. Assistant Dean for Outreach of the College of Education
5. Dean of the Graduate School
6. Director of University Libraries
7. One member from the Department of Speech Pathology and Audiology
8. One member from the College of Business
9. One member from the School of Family and Consumer Science and Agriculture
10. One member from Early Childhood Education (P-4)

11. Eight members from the College of Arts and Sciences: one from History & Geography, one from Languages, Literature and Philosophy, one from Biology, one from Chemistry, one from Mathematics, one from Art, one from Music, and the Elementary Education advisor
12. Four members from the College of Education: one each from Human Performance & Sport Sciences, Educational Administration, Teaching and Learning, and Psychology
13. Principal from TSU Professional Development School (PDS) and a teacher from PDS
14. Two practitioners (one principal and one teacher)
15. Two students (STEA President and graduate student)
16. One representative of the community

Organization of the College of Education

The College of Education is composed of four (4) departments as follows: The Department of Educational Administration, the Department of Human Performance and Sport Sciences, the Department of Psychology, and the Department of Teaching and Learning. The College of Education has established cooperative agreements with the Metropolitan Nashville-Davidson County school system and other school systems in Tennessee to assist with the student teaching program.

General Information on the Teacher Education Program

The Office of Teacher Education and Student Services screens 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 which includes *taking the Rising Junior Examination*. The Assistant Dean informs the departmental representative for each Teacher Education curriculum concerning the students approved for the program.

The departmental Teacher Education representatives inform the Assistant Dean for Teacher Education and Student Services through their respective Deans the status of those students in their departments who are maintaining the Teacher Education Program's retention requirements. These representatives 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 Assistant Dean for Teacher Education and Student Services in the second semester of the sophomore year *after the Rising Junior Examination has been taken*;
2. Each student will submit documentation that s/he has:
 - a. Completed at least 50 semester hours of course work, including: ENGL 1010, 1020, PSYC 2420, EDCI 2010, and an appropriate sequence of freshman mathematics and freshman science;

- b. Earned a grade of C or better in each of the following courses: ENGL 1010, 1020, PSYC 2420, EDCI 2010;
 - c. Maintained a C or better average in all freshman level mathematics and sciences courses;
 - d. Earned a 2.75 GPA or better on a 4-point scale in all previous college work;
 - e. Taken the Rising Junior Examination.
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), Enhanced ACT or combined SAT; students who do not attain the requisite score on the P-PST after having taken it twice and are within two (2) points of the required score may appeal to the Assistant Dean for Teacher Education and Student Services if additional criteria of appeal are met (see *Freshman Level Teacher Education Handbook*);
 - c. Received three positive recommendations on the Behavioral Rating Scale; one each from the advisor, a professional education professor, and one other non relative education professional.
 - d. Received a positive review of the electronic portfolio of the student's work to date in professional education courses.
 - e. Received a positive recommendation from the 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: EDCI 3870, EDAD 4000, EDRD 4910, EDRD 4240, EDSE 3330, PSYC 3120, and all methods courses.

RETENTION

To remain in the Teacher Education Program, the student must:

1. Maintain a cumulative GPA of 2.75 or above;
2. Continue to exhibit professional growth 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 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. Document passing scores on the Praxis II examinations in the semester prior to student teaching (Praxis II examination pass rate for 2003-2004 is 96 percent);
3. Apply for student teaching through the Teacher Education advisor; submit the completed application during the first semester of the senior year; complete a structured interview that includes presentation of an electronic portfolio;
4. Maintain a cumulative GPA of 2.75 or better;
5. Exhibit professional growth characteristics essential to becoming an effective educator;
6. Complete the prescribed prerequisite professional education courses and all courses in one's major area of specialization with a grade of C or better;

7. Supply documentation that a physician certifies that one is free from communicable diseases;
8. Supply documentation of professional liability insurance.

For the student teaching semester, all students are limited to a maximum of twelve (12) semester hours, nine (9) hours in student teaching and three (3) hours in educational seminar. Dual placement will be a part 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 regardless of previous studies (effective fall 2004). The Assistant Dean for Teacher Education and Student Services 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 2.75 or above;
5. Present acceptable score(s) on each test required in Tennessee, currently the Praxis II Examinations: Principles of Learning and Teaching (PLT) and appropriate Specialty Area test(s), and complete the application form.

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

Janet M. Finch, Ed.D. Head
103 Education Building-Clay Hall
Telephone (615) 963-2299

Faculty: R.L. Boone, J. Cornelius, D. Dunbar, J. Finch, M. Gates, K. Gundi, W. Guyette, P. Harquail, K. Looney, B. Nye, P. Short, K.L. Stevens, A.A. Thompson, E. Vogel, R. Wiemers.

General Statement: 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 Education, Specialist in Education, or Doctor of Education. The department's courses, seminars, studies, and other programs are primarily intended for graduate students. Interested students should see the Graduate Catalog for more information. The department offers one undergraduate course.

COURSE DESCRIPTIONS

Educational Administration

EDAD 4000 Professional Rights and Responsibilities. (3) A course that 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. Prerequisite: Admission to Teacher Education. Field experience required.

Department of Human Performance and Sport Sciences

Catana Starks, Ed.D. Interim Department Head
332 Gentry Complex
Telephone (615) 963-5581

Faculty: J. Bass, H. Beamon, E. Bell, H. Foreman, J. Gentry, E. Hamido, J. James, T. Jones, R. Miller, E. Overall, T. Silver, C. Starks.

General Statement: An important purpose of the Human Performance and Sport Sciences Department is to require students to become knowledgeable and consciously aware of the need to maintain physical fitness and wellness. Consequently, all students in this discipline should acquire and appreciate: (a) an understanding of the importance of physical fitness maintenance, (b) the pedagogical methods used to achieve potential in overall body development through sport, dance, aquatics, and other motor activities, (c) a knowledge of how to develop skills for successful and enjoyable participation in games and sports, (d) an understanding of the principles of skill acquisition and body control, and (e) an understanding of rhythmic patterns, designs of music, and other cultural expressions through dance movement.

The departmental objectives are:

1. To provide instruction to all students and/or develop appreciation for a variety of physical activities for a twofold 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 physical educators in non-teacher certification in sport, recreation, and other fitness related areas.
5. To provide leadership services to the University and the community in the areas of health instruction, physical education and recreation.
6. To prepare prospective athletic trainers for the National Certification Examination and for entry-level athletic training positions in the public and private sector.

DEGREE PROGRAMS:

The department offers four (4) undergraduate options leading to a Bachelor of Science degree - areas of concentration 1) Health Education-Teacher Education, 2) Physical Education-Teacher Education, 3) Athletic Training, and 4) Exercise Science three (3) minors- 1)Dance, 2) Health 3) Physical Education and two (2) Master's degree concentrations. (See Graduate Catalog for graduate options).

Department Requirements for Bachelor of Science in Human Performance and Sport Sciences (BS in HPSS)

Students interested in career opportunities in the Human Performance and Sport Sciences (HPSS) discipline are encouraged to enroll in exploratory courses at the Lower Division level (100 and 200) in addition to HPER activity courses. Once deciding upon majoring in HPSS, it is recommended that each student contact the department for advisement prior to applying for Upper Division Standing.

Admission (all candidates must see an advisor regarding application procedures):

1. Completion of the University requirements for the General Education Core,
2. Completion of HPSS Lower Division coursework (including HPER 1011 -Swimming or the Swimming Competency Test),
3. Take the Rising Junior Examination
4. Achieve a Cumulative GPA of 2.5,
5. Apply for Upper Division Standing, and
6. Submit Professional Portfolio.
7. Teacher Education Candidates (*in addition to items 1-6 above*) Pass Praxis I / Pre-Professional Skills Test, Apply for Admission to Teacher Education, and Achieve a Cumulative GPA of 2.75.
 Teacher education admission requirements are further specified in the introductory material included under the general heading: The College of Education.

RETENTION

Upper Division Admission/Standing is an official action undertaken by the student in concert with an advisor from the HPSS Department. Following application, and the successful completion of all criteria for Upper Division Admission, the student will be notified in writing when admission has been granted. Once admission to Upper Division Standing has been secured, one of the following four (4) program options must be selected, and all Major Core requirements attempted. A Cumulative GPA of 2.5 (Teacher Education Candidates - Cumulative GPA of 2.75) must be maintained to continue as a major in the Department. Majors must earn a grade of C or better in all HPSS core courses that are required in the major. Majors may carry one grade of D in a required HPSS core course but must still achieve the requisite cumulative GPA. All subsequent grades of D, or *any* failing grades (F), in a required HPSS core course must be repeated, and that course passed with a grade of C or better. When a course is a prerequisite for another HPSS core course, a grade of C must be earned in the prerequisite course before taking the upper division course.

Teacher education retention requirements are further specified in the introductory material included under the general heading: The College of Education.

GRADUATION

Students who maintain good standing throughout their academic career in the HPSS Department must complete the following activities in order to graduate (all candidates must see an advisor regarding graduation procedures):

1. Submit application for graduation at the beginning of their second to last semester (Fall or Spring) of enrollment,
2. Remove all Incomplete grades (except HPSS 4250),
3. Complete, or be currently enrolled in, courses to meet HPSS Core requirements,
4. Pass HPSS 4250 with a grade of C or better, and
5. Pass ETS Senior Exit exam.

Majors may be required to participate in additional performance evaluation measures (taking various tests, responding to inquiries) designated by the Department, College or University.

Physical Education -Teacher Education (PETE) option – Major Core: HPSS 1010, HPSS 1510, HPSS 2060, HPSS 2010, HPSS 2030, HPSS 2040, HPSS 2270, HPSS 2310, HPSS 2704, HPSS 3020, HPSS 3030, HPSS 3130, HPSS 3140, HPSS 3310, HPSS 3340, HPSS 3350, HPSS 3734, HPSS 4005, HPSS 4020, HPSS 4150, HPSS 4240 (or 4250 or 4260), HPSS 4506.

Professional Education: EDCI 2010, PSYC 2420, EDAD 3010, HPSS 3100, HPSS 3710, HPSS 4030, EDCI 4700, HPSS 4724, EDCI 4900, EDRD 4910.

Health Education -Teacher Education (HETE) option – Major Core: HPSS 1010, HPSS 1510, HPSS 2060, HPSS 2310, HPSS 2704, HPSS 3000, HPSS 3030, HPSS 3040, HPSS 3050, HPSS 3070, HPSS 3130, HPSS 3140, HPSS 3310, HPSS 3340, HPSS 3734, HPSS 4005, HPSS 4090, HPSS 4150, HPSS 4506.

Professional Education: EDCI 2010, PSYC 2420, EDAD 3010, HPSS 3720, HPSS 4030, EDCI 4700, HPSS 4724, EDCI 4900, EDRD 4910.

Exercise Science – Major Core: HPSS 1010, HPSS 1510, HPSS 2010, HPSS 2020, HPSS 2030, HPSS 2040, HPSS 2060, HPSS 2270, HPSS 2310, HPSS 2400, HPSS 3020, HPSS 3030, HPSS 3040, HPSS 3130, HPSS 3140, HPSS 3190, HPSS 3200, HPSS 3300, HPSS 3310, HPSS 3350, HPSS 3340, HPSS 3750, HPSS 4020, HPSS 4150, HPSS 4240 (or 4250 or 4260), HPSS 4505, HPER 4730.

Athletic Training option – Major Core: HPSS 1010, HPSS 1510, HPSS 2060, HPSS 2400, HPSS 2410, HPSS 2420, HPSS 3130, HPSS 3140, HPSS 3410, HPSS 3420, HPSS 3450, HPSS 3460, HPSS 3470, HPSS 3480, HPSS 4007, HPSS 4505, HPSS 4730.

Professional Core: HIM 1040, NTR 2010, BIOL 2210, BIOL 2211, BIOL 2220, BIOL 2221, PSYC 4370.

Departmental Requirements for Minor

Athletic Training: Not available as a minor.

Dance: A minimum of 18 hours including: HPER 1012, HPER 1042, HPSS 2060, HPSS 2225 or 2226 or 2227 or 2228, HPSS 2310, HPSS 3260, HPSS 3265, HPSS 3266, HPSS 3267, ELECTIONS - HPSS 2270 or HPSS 3230 and THEA 4020.

Health Endorsement: A minimum of 18 hours including: HPSS 2060, HPSS 3000, HPSS 3030, HPSS 3050, HPSS 3070, HPSS 4090.

Physical Education: A minimum of 18 hours including: HPER 1011, HPSS 2060, HPSS 2225 (or 2226 or 2270), HPSS 2310, HPSS 3140, HPSS 3340, and HPSS 4020.

Human Performance and Sport Sciences Department

Physical Education - Teacher Education (K-12) Option (PETE)

120 hour Curriculum Guide Sheet

FRESHMAN YEAR

FALL SEMESTER		SPRING SEMESTER	
Courses	Hours	Courses	Hours
ENGL 1010 Freshman English	3	ENGL 1020 Freshman English	3
HIST 2010/2030 Amer/TN History	3	HIST 2020/2030 Amer/TN History	3
MATH 1110 College Algebra	3	HPSS 1510 Health & Wellness	3
Humanities Elective*	3	Humanities Elective*	3
EDCI 1010 Orientation	1	COMM 2200 Public Speaking	3
HPER 1011 Swimming (Required) or HPER 1010-1053	1		
	14		15

NOTE: All HPSS majors must take HPER 1011 (Swimming) or pass Swimming Competency Test

SOPHOMORE YEAR

Natural Science Elective*	4	Natural Science Elective*	4
ENGL 2010-2028 Literature	3	PSYC 2420 Human Dev. & Learn.	3
EDCI 2010 Foundations of Education	3	HPSS 2310 Anatomy & Physiology	3
HPSS 2060 First Aid & CPR Elective*	3	Social /Behavioral Science	3
HPSS 2010 Sports Skills I Observation	1	HPSS 2700 Pedagogy &	
HPSS 2030 Sports Skills II	1	HPSS 2040 Sports Skills III	1
	15	HPSS 2020 Aquatics Management	1
			16

NOTE: Pass Rising Junior Exam & Praxis; Apply for Upper Division standing & Admission to Teacher Education

JUNIOR YEAR

HPSS 3340 History & Philosophy of PE	3	HPSS 3130 Kinesiology	3
HPSS 2270 Rhythms & Movement	2	HPSS 4150 Elements of Sport & Sch Law	3
HPSS 3350 Lifespan Motor Development	3	HPSS 3310 Measurement & Eval in PE	3
HPER 3730 Clinical Classroom Observation	2	HPSS 4030 Educ Students w/ Disabilities	3
HPSS 4020 Mgmt. & Org. of HPER & Sport	3	HPSS 3100 Concepts of Games & Play	3
HPSS 4240-4260 Coaching	2	HPSS 4005 Current Issues	3
	15		18

SENIOR YEAR

EDRD 4910 Reading & Study in Sec. Sch	3	EDCI 4700 Student Teaching Seminar	3
HPSS 3140 Physiology of Exercise	3	HPSS 4720 Enhanced Stud Teaching (K-12)	9
HPSS 4505 Senior Project	3		
EDCI 4900 Multicultural Issues	3		
HPSS 3710 Curriculum & Methods in PE	3		
	15		12

TOTAL 120 HRS.

*These courses must be selected from the list of approved General Education Courses.

Human Performance and Sport Sciences Department

Physical Education (Non-teaching / Exercise Science)

120 hour Curriculum Guide Sheet

FRESHMAN YEAR

FALL SEMESTER		SPRING SEMESTER	
Courses	Hours	Courses	Hours
ENGL 1010 Freshman English	3	ENGL 1020 Freshman English	3
HIST 2010/2030 Amer/TN History	3	HIST 2020/2030 Amer/TN History	3
MATH 1110 College Math or Above	3	HPSS 1510 Health & Wellness	3
Humanities Elective*	3	Humanities Elective*	3
HPSS 1010 Orientation	1	COMM 2200 Public Speaking	3
HPER 1011 Swimming(Required) or HPER 1010-1053	1	HPER 1010-1053	1
	14		16

NOTE: All HPSS majors must take HPER 1011 (Swimming) or pass Swimming Competency Test

SOPHOMORE YEAR

Natural Science Elective*	4	Natural Science Elective*	4
ENGL 2010-2028 Literature	3	HPSS 2310 Anatomy & Physiology	3
Social /Behavioral Science Elective*	3	HPSS 3340 History & Philosophy of PE	3
HPSS 2060 First Aid & CPR	3	HPSS 2040 Sports Skills III	1
HPSS 2010 Sports Skills I	1	HPSS 2020 Aquatics Management I HPSS Elective / Minor** 2000 3000	3
HPSS 2030 Sports Skills II	1		15
	15		15

NOTE: Pass Rising Junior Exam; Apply for Upper Division standing

JUNIOR YEAR

HPSS 3130 Kinesiology	3	HPSS 3140 Physiology of Exercise	3
HPSS 2270 Rhythms & Movement	2	HPSS 3310 Measurement & Eval in PE	3
HPSS 3030 Environmental Sanit	3	HPSS 3080 Officiating Techniques	2
HPSS 4240-4260 Coaching	2	HPSS 3050 Family Health	3
HPSS 3040 Elements of Safety	2	HPSS Elective / Minor** 3000 / 4000	2
HPSS Elective / Minor *3000 / 4000	2	HPSS Elective / Minor** 3000 / 4000	3
	14		16

SENIOR YEAR

HPSS 4020 Mgmt. & Org. of HPER & Sport	3	HPSS 4505 Senior Project	3
HPSS 4006 Current Issues	3	HPSS Elective / Minor** 3000 / 4000	3
HPSS 4150 Elements of Sport & Sch Law	3	HPSS Elective / Minor** 3000 / 4000	3
HPSS Elective / Minor** 3000 / 4000	3	HPSS Elective / Minor** 3000 / 4000	3
HPSS Elective / Minor** 3000 / 4000	3	HPSS Elective / Minor** 3000 / 4000	3
	15		15

TOTAL: 120 HRS

*These courses must be selected from the list of approved General Education Courses.

** HPSS Elective / Minor selections should be selected in consultation with, and approval of, HPSS advisor and Minor advisor.

Human Performance and Sport Sciences Department

Health Education- Teacher Education (K-12) Option (HETE)

120 hour Curriculum Guide Sheet

FRESHMAN YEAR

FALL SEMESTER		SPRING SEMESTER	
Courses	Hours	Courses	Hours
ENGL 1010 Freshman English	3	ENGL 1020 Freshman English	3
HIST 2010/2030 Amer/TN History	3	HIST 2020/2030 Amer/TN	3
MATH 1110 College Math or Above	3	HPSS 1510 Health & Wellness	3
Humanities Elective*	3	Humanities Elective*	3
EDCI 1010 Orientation	1	COMM 2200 Public Speaking	3
HPER 1011 Swimming (Required) or HPER 1010-1053	1	HPER 1011 Swimming (Required) or HPER 1010-1053	1
	14		16

NOTE: All HPSS majors must take HPER 1011 (Swimming) or pass Swimming Competency Test

SOPHOMORE YEAR

Natural Science Elective*	4	Natural Science Elective*	4
ENGL 2010-2028 Literature	3	PSYC 2420 Human Growth & Dev	3
EDCI 2010 Foundations of Education	3	HPSS 2310 Anatomy & Physiology	3
HPSS 2060 First Aid & CPR	3	HPSS 2700 Pedagogy & Observation 2	3
Social /Behavioral Science Elective*	3	HPSS 3340 History & Philosophy of PE	3
	16		15

NOTE: Pass Rising Junior Exam & Praxis;
Apply for Upper Division standing & Admission to Teacher Education

JUNIOR YEAR

HPSS 3130 Kinesiology	3	HPSS 3140 Physiology of Exercise	3
HPSS 3000 School Health Program	3	HPSS 3310 Measurement & Eval in PE 3	3
HPSS 3030 Environmental Sanitation	3	HPSS 3070 Health Instruction	3
HPSS 4090 Drug Education	3	HPSS 3050 Family Health	3
HPSS 3734 Clinical Classroom Observation	2	HPSS 4030 Educating Students w/Disabilities	3
HPSS 4210 Admin of HPER, Ath, & Intr	3		15
	17		15

SENIOR YEAR

HPSS 4150 Elements of Sport & School Law	3	EDCI 4700A Student Teaching Seminar	3
EDRD 4910 Reading & Study in Sec. Schools	3	HPSS 4720 Enhanced Stud Teaching	9
HPSS 4505 Senior Project	3		12
HPSS 3720 Curriculum & Methods in Health	3		12
EDCI 4900 Multicultural Issues	3		12
	15		12

TOTAL 120 HRS.

*These courses must be selected from the list of approved General Education Courses.

Human Performance and Sport Sciences Department

Athletic Training

120 hour Curriculum Guide Sheet

FRESHMAN YEAR

FALL SEMESTER		SPRING SEMESTER	
Courses	Hours	Courses	Hours
ENG 1010 Freshman English	3	ENG 1020 Freshman English	3
HIST 2010/2030 Amer/TN History	3	HIST 2020/2030 Amer/TN History	3
HPER 1010 Orientation	1	Humanities Elective*	3
BIO 1010 Intro to Bio Sciences	4	CHEM 1030 General Chemistry	4
Humanities Elective*	3	HPSS 1400 Foundations of AT	2
HIM 1040 Medical Terminology	3	Swimming (Required) or HPER 1010-1053	1
	17		16

NOTE: All HPSS majors must take HPER 1011 (Swimming) or pass Swimming Competency Test

SOPHOMORE YEAR

COMM 2200 Public Speaking	3	ENGL 2010-2028 Literature	3
MATH 1110 College Algebra	3	BIO 2210/2210L Human Anatomy & Phys	4
PSYC 2010 General Psychology	3	HPSS 2060 First Aid & CPR	3
HPSS 2400 Prevention & Care of Ath Injury	3	HPSS 2420 AT Clinical II	1
HPSS 2410 AT Clinical I	1	NTR 2010 Nutrition	3
HPSS 1510 Health & Wellness	3		14
	16		

NOTE: Pass Rising Junior Exam; Apply for Upper Division standing

JUNIOR YEAR

BIO 2220/2221 Human Anatomy & Phys.	4	HPSS 3420 Therapeutic Modalities	2
HPSS 3410 Therapeutic Exercise	3	HPSS 3470 Upper Extremity Assessment	3
HPSS 3450 Pharmacology	3	HPSS 3480 Org. & Admin. of AT	3
HPSS 3460 Lower Extremity Assessment	3	HPSS 3130 Kinesiology	3
HPSS 3140 Physiology of Exercise	3	HPSS Elective / Minor** 3000 / 4000	3
	17	HPSS Elective / Minor** 3000 / 4000	3
			16

SENIOR YEAR

HPSS 4730 Field Experience	3	HPSS 4007 Current Issues	3
HPSS 4505 Senior Project	3	HPSS Elective / Minor** 3000 / 4000	3
PSYC 4370 Fund. of Counseling	3	HPSS Elective / Minor** 3000 / 4000	3
HPSS Elective / Minor** 3000 / 4000	3	HPSS Elective / Minor** 3000 / 4000	3
	12		12

TOTAL 120 HRS.

*These courses must be selected from the list of approved General Education Courses.

** HPSS Elective / Minor selections should be selected in consultation with, and approval of, HPSS advisor and Minor advisor.

COURSE DESCRIPTIONS

ACTIVITY COURSES

This section describes elective courses for the general student body.

Health, Physical Education & Recreation (HPER)

HPER 1010 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.

HPER 1011 Elementary Swimming (1). A course designed to make individuals reasonably safe, while in, on, or around water—a fitness component.

HPER 1012 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 dance, the last half covering ballet. No prerequisites.

HPER 1013 Badminton (1). An elective course designed to teach the basic skills and strategies of badminton.

HPER 1014 Volleyball (1). An elective course designed to teach the basic skills, rules and regulations and strategies regarding power volleyball.

HPER 1015 Soccer (1). A course designed to provide students a variety of drills, skills and rules to play the game of soccer or appreciate the sport as a spectator.

HPER 1016 Golf (1). A course 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.

HPER 1018 Basketball (1). A course that introduces students to the rules, regulations and basic skills necessary to participate in basketball and to improve understanding of basketball and team concept.

HPER 1019 Folk and Square Dance (1). A course 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.

HPER 1020 Softball (1). A course designed to teach the rules, strategies, fundamentals and other aspects of the game of softball.

HPER 1021 Tennis (1). A course designed to teach students the basic skills, rules, strategies, court safety and etiquette as it applies to the game of tennis.

HPER 1022 Social Dance (1). An elective course exploring the different types of social dance from an educational, recreational and sociological standpoint that can serve as a carry-over of values for all ages.

HPER 1023 Touch Football (1). An elective course that presents the modified form of football. Emphasis is on fundamental skills necessary for participation.

HPER 1030 Weight Training (1). A course designed to teach the rudiments of movement using progressive resistance training. Emphasis is on improving muscle tone, muscular endurance, and muscular strength.

HPER 1031 Racquetball (1). A course designed to give instruction in the basic techniques and skills of racquetball. Conditioning drills for agility, stamina, hand-eye coordination essential to all sports will be incorporated.

HPER 1032 Beginning Yoga (1). A course designed for instruction in the basic knowledge and skills with emphasis on yoga postures.

HPER 1034 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.

HPER 1040 Track and Field (1). A course 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.

HPER 1041 Karate (1). An elective course that studies the basic movements of Oriental Martial Arts. Emphasis on theory and practice of the mental and physical discipline related to the activity. It is taught as a sport and for self defense.

HPER 1042 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 to incorporate the style and the history. No prerequisite.

HPER 1043 Scuba Diving (1). A course designed to teach safety, theory, and practice of scuba diving.

HPER 1044 Intermediate Yoga (1). A course designed for students with a foundation in basic yoga body work. Instructor's approval is required.

HPER 1050, 1051, 1052, 1053 Adapted Physical Education (1, 1, 1, 1). Elective for those students who have conditions that require limited physical activity. **NOTE:** Students limited to taking 1 class per semester. Limited to students who have been certified as disabled by the Office of Disabled Student Services.

MAJOR / CORE COURSES

This section describes Human Performance and Sport Sciences (HPSS) courses. Lower Division courses (1000 & 2000 level) may be enrolled in as elective or exploratory courses for the general student body. Upper Division courses (3000 & 4000 level) are restricted to HPSS majors who have been accepted for Upper Division Standing. All other students may enroll only with the permission of the instructor or HPSS Department.

HPSS 1010 Orientation (1) [FORMERLY HPER 101]. A course which introduces freshmen to the fields 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.

HPSS 1400 Foundations of Athletic Training (2) [FORMERLY HPER 140]. This course provides students with an orientation to professional and clinical aspects of athletic training. Students are introduced to the professional domains of athletic training, a team concept of healthcare, and required policies and procedures.

HPSS 1510 Health and Wellness (3) [FORMERLY HEA 151]. A course 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.

HPSS 2010 Fundamentals and Techniques of Team Sports (1) [FORMERLY PE 201]. A course designed to develop student's ability to demonstrate the fundamental skills of team sports with proficiency as well as recognize problems related to the introduction and review of these skills in teaching situations.

HPSS 2020 Theory of Aquatics (1) [FORMERLY PE 202]. 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.

HPSS 2030 Fundamentals and Techniques of Individual Sports (1) [FORMERLY PE 203]. A course designed to develop proficiency in advanced mechanics, skills, and strategies of individual sports. Emphasis is on providing majors with elements of teaching techniques.

HPSS 2040 Fundamentals and Techniques of Lifetime Sports (1) [FORMERLY PE 204]. A major course which teaches lifetime sports, for proficiency of skills and for an understanding of teaching elements.

HPSS 2060 First Aid and Cardio-Pulmonary Resuscitation (3) [FORMERLY HEA 206]. A course 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. Certificates from the American Red Cross may be earned through successful completion of the course.

HPSS 2225 Survey of Dance Forms: Folk and Square (2) [FORMERLY PE 222A]. A course which deals with the history, some personalities associated with (past and present) fundamental techniques, and experiences related to folk and square dance.

HPSS 2226 Survey of Dance Forms: Modern (2) [FORMERLY PE 222B]. 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.

HPSS 2227 Survey of Dance Forms: Jazz and Social Dance (2) [FORMERLY PE 222C]. 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.

HPSS 2228 Survey of Dance Forms: Tap Dance (2) [FORMERLY PE 222D]. A course which deals with the development of basic skills and understanding of related historical elements associated with the dance.

HPSS 2270 Fundamental Rhythms and Music for Dance (2) [FORMERLY PE 227]. 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.

HPSS 2310 Anatomy and Physiology (3) [FORMERLY PE 231]. 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.

HPSS 2400 Prevention and Care of Athletic Injuries (3) [formerly HPER 340] [FORMERLY HPER 240]. Introduction to the basic concepts of prevention of athletic injuries, injury recognition, and treatment necessary for the management of athletic injuries. Prerequisites: PE 231 Anatomy and Physiology.

HPSS 2410 Athletic Training Clinical I (1) [FORMERLY HPER 241]. This course covers basic athletic training skills, techniques, and protocols appropriate for entry level student athletic trainers. Emergency skills, documentation, and rehabilitation techniques will be covered. This course must be taken concurrently with HPER 240.

HPSS 2420 Athletic Training Clinical II (1) [FORMERLY HPER 242]. This course covers basic athletic training skills, techniques, and protocols appropriate for entry level student athletic trainers. Preventive taping techniques and evaluation of basic injuries will be covered.

HPSS 2700 Pedagogy and Observation (1) [FORMERLY HPER 270]. Designed to foster the development of teacher candidate pedagogical skills in a variety of content settings. Emphasis will be on the implementation of lesson plans and skill progression assessments of children. Clinical practice / field experiences in selected elementary and secondary schools (PDS partners) will be incorporated. Co-requisites: PE 201, 203, or 204.

HPSS 3000 The School Health Program (3) [FORMERLY HEA 300]. A course 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.

HPSS 3020 Movement Exploration (2) [FORMERLY PE 302]. 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.

HPSS 3030 Environmental Sanitation (3) [FORMERLY HEA 303]. A course 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.

HPSS 3040 Elements of Safety (2) [FORMERLY HPER 304]. A course designed to foster a safe environment through awareness of hazards, accidents and emergencies and through the concepts of prevention, intervention, and maintenance of your surroundings.

HPSS 3050 Family Health (3) [FORMERLY HEA 305]. A course 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.

HPSS 3070 Health Instruction for the School (3) [FORMERLY HEA 307]. A course 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.

HPSS 3080 Officiating Techniques (2) [FORMERLY PE 308]. A course designed to teach the techniques of officiating for selected sports; and to provide practical experiences through officiating in selected activities.

HPSS 3100 Concepts of Games and Play (3) [FORMERLY PE 310]. 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 recreational situations will be discussed. Prerequisite: Admission to Teacher Education Program.

HPSS 3130 Kinesiology (3) [FORMERLY PE 313]. 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.

HPSS 3140 Physiology of Exercise (3) [FORMERLY PE 314]. 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.

HPSS 3190 Adult Fitness (2) [FORMERLY PE 319]. 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.

HPSS 3200 Sport Psychology (3) [FORMERLY HPER 320]. Examines the effects of motivation, personality, attitudes, competition and group dynamics on sport performance, psychological effects of exercise, exercise adherence, and addiction as it relates to human performance.

HPSS 3230 Modern Dance: Techniques and Composition (2) [FORMERLY PE 323]. 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. Prerequisites: HPER 1012 or, HPSS 2225-2227.

HPSS 3240 Tap Dance: Technique and Choreography (2) [FORMERLY PE 324]. A course which includes intermediate and advanced experiences. Elective for majors and non-majors with previous experience in tap dance. Prerequisites: HPER 1042 or, HPSS 2228.

HPSS 3260 Rhythmic Performance Groups (2) [FORMERLY PE 326]. A course designed to give the student advanced techniques in ballet as well as prepare them for theory and training related to; Prerequisites: HPER 1012, or HPER 1042, or HPER 2225-7.

HPSS 3265 Rhythmic Performance Group (2) [FORMERLY PE 326A]. A course designed to give the student advanced techniques in modern dance as well as prepare them for theory and training related to. Prerequisites: HPER 1012, or HPER 1042, or HPER 2225.

HPSS 3266 Rhythmic Performance group (2) [FORMERLY PE 326B]. A course designed to give the student advanced techniques in jazz dance as well as prepare them for theory and training related to. Prerequisites: HPER 1012, or HPER 1042, or HPER 2225.

HPSS 3267 Rhythmic Performance Group (2) [FORMERLY PE 326C]. A course designed to give the student advanced techniques in tap as well as prepare them for theory and training related to dance performance. Prerequisites: HPER 1012, or HPER 1042, or HPER 2225.

HPSS 3300 Advanced Weight Training (2) [FORMERLY PE 330]. A course designed to increase muscle endurance, strength and definition. Prerequisites: HPER 1030 and approval of the instructor.

HPSS 3310 Measurement and Evaluation in Physical Education (3) [FORMERLY PE 331]. A course which 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.

HPSS 3320 Life Guarding and Advanced Swimming (3) [FORMERLY PE 332]. A course designed to review and coordinate styles of swimming, water safety skills, and techniques leading to American Red Cross Life Guarding Certificate. Prerequisite: HPER 1011 or equivalent.

HPSS 3340 History and Philosophy of Physical Education (3) [FORMERLY PE 334]. 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.

HPSS 3350 Lifespan Motor Development (2) [FORMERLY PE 335]. A course 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.

HPSS 3410 Therapeutic Exercise (3) [FORMERLY HPER 341]. Rehabilitation skills of specific body parts will be covered. This will include utilization of rehabilitation tools and athlete/sport specific rehabilitation protocols.

HPSS 3420 Therapeutic Modalities (2) [FORMERLY HPER 342]. Specific therapeutic modalities and their use during rehabilitation will be examined. This will include gaining an understanding of the physics properties behind the use of modalities and the laws governing their use.

HPSS 3450 Pharmacology (3) [FORMERLY HPER 345]. The study of drugs (prescription and non-prescription), pharmacological applications, including awareness of indications, contraindications, precautions, and drug interactions. This course will also include government regulations relevant to treatment of the physically active.

HPSS 3460 Lower Extremity Injury Assessment & Clinical (3) [formerly HPER 440] [FORMERLY HPER 346]. This course covers the application of anatomy, pathomechanics, and athletic training injury evaluation techniques and principles of the lower body. The clinical portion will provide laboratory applications of athletic training injury evaluation techniques and principles of the lower body.

HPSS 3470 Upper Extremity Injury Assessment & Clinical (3) [FORMERLY HPER 347]. This course covers the application of anatomy, pathomechanics, and athletic training injury evaluation techniques and principles of the upper body. The clinical portion provides laboratory applications of athletic training injury evaluation techniques and principles of the upper body.

HPSS 3480 Organization and Administration of Athletic Training (2) [FORMERLY HPER 348]. The administration of an athletic training facility and proper organizational techniques will be covered. Topics include, but are not limited to, budgeting, facility management, legal issues, record keeping, insurance, and technology use in the athletic training facility.

HPSS 3530 Leadership Principles (3) [formerly REC 353] [FORMERLY HPER 353]. A course designed to equip the student to manage and supervise sport and recreation programs. It provides the opportunity to apply program planning skills and leadership techniques in a selected sport and recreation agencies.

HPSS 3550 Principles of Sport Fitness (3). This course covers the scientific training principles that must be used to improve conditioning and performance. The theory and practice of training for basic fitness or for specific sports with views of how athletes train to participate in sports will be discussed. This course is designed for health fitness professionals, physical education teachers, coaches, and other individuals who desire to know how to plan and manage effective fitness-training programs.

HPSS 3600 First Aid & CPR – Instructor Training (3) [FORMERLY HEA 360]. Designed to prepare the student to become an Instructor of American Red Cross courses in First Aid and CPR Prerequisites: HEA 206, and/or current American Red Cross First Aid and CPR certifications.

HPSS 3630 Outdoor Education (3) [formerly REC 303] [FORMERLY HPER 363]. A course designed to develop practical outdoor skills through direct experiences including: cooking skills, camp site selection, hiking skills, compass reading, rock climbing, tenting, and aquatic skills.

HPSS 3710 Curriculum & Methods in Physical Education (3) [FORMERLY PE 371]. A course 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.

144 The College of Education

Field experience required. Prerequisite: Admission to Teacher Education Program.

HPSS 3720 Methods and Material of Health Education (3) [FORMERLY HEA 371H]. A course 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.

HPSS 3730 Clinical Classroom Experience (2) [FORMERLY HPER 373]. Clinical, pre-student teaching experience in K-12 physical education settings. Pedagogical skills learned in PE 201, 203, 204, and 270 will be refined and implemented in teaching sport skills, fitness, movement, and wellness. Teacher candidates will be working in small groups and large group settings. Clinical practice / field experiences will be required in selected elementary and secondary schools (PDS partners). Prerequisite: PE 270.

HPSS 3750 Sociological Implications of Sports (3) [FORMERLY PE 375]. A course that 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.

HPSS 4005 Current Issues (3) [FORMERLY HPER 400A]. Covers a diverse selection of issues and complex problems that confront physical education and sport. Efforts will be made to encourage independence of thought and stimulate new insights. Emphasis will be placed on the preparation of PETE and HETE Teacher Candidate for the PRAXIS examination and editing student portfolios.

HPSS 4006 Current Issues (3) [FORMERLY HPER 400B]. Covers a diverse selection of issues and complex problems that confront physical education and sport. Efforts will be made to encourage independence of thought and stimulate new insights.

HPSS 4007 Current Issues (3) [FORMERLY HPER 400C]. Covers a diverse selection of issues and complex problems that confront physical education and sport. Efforts will be made to encourage independence of thought and stimulate new insights. Emphasis will be placed on preparing Athletic Training majors for the NATA certification examination and editing student portfolios.

HPSS 4020 Mgmt., Org. of HPER & Sport (3) [FORMERLY HPER 402]. A course which 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.

HPSS 4030 Educating Students with Disabilities (3) [FORMERLY HPER 403]. A course 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. Prerequisite: Admission to Teacher Education Program.

HPSS 4090 Drug Education (3) [FORMERLY HEA 409]. A course designed to present general and specific knowledge of the avoidance, use and abuse of substances. This course includes substance effects, dependence, habituation, addiction, abuse, classification of abused drugs, treatment of alcoholism and drug addiction.

HPSS 4150 Elements of School and Sport Law (3) [FORMERLY HPER 415]. Investigation and analysis of the law and legal issues in schools for physical educator and coach; negligence theory; common defenses; product liability; insurance; implications for program development and methodology.

HPSS 4240 Coaching Court Sports (2) [FORMERLY PE 424]. A course that provides an examination and study of the rules, methods of organizing practice, and management of teams; team offense and defense, strategy, and philosophy of coaching for court sports (e.g.: Basketball, Volleyball, Tennis).

HPSS 4250 Coaching Field Sports (2) [FORMERLY PE 425]. A course that provides an examination and study of the rules, methods of organizing practice, and management of teams; team offense and defense, strategy, and philosophy of coaching (e.g.: Football, Soccer, Baseball & Softball).

HPSS 4260 Coaching Individual Sports (2) [FORMERLY PE 426]. A course that provides an examination and study of the rules, methods of organizing practice, and management of athletes; offense and defense, strategy, and philosophy of coaching (e.g., Aquatics, Track & Field, Golf).

HPSS 4340 Planning Special Events and Demonstrations (2). A course that provides instructional planning for prospective teachers, physical fitness trainers, aquatics directors, and other exercise program providers. Practical methods for planning, directing, and producing demonstrational and school events related to instructional programs in the school, or activity programs in institutions are emphasized.

HPSS 4360 Water Safety Instructor (3) [FORMERLY PE 436]. A course designed to train instructor candidates to teach effectively the safety procedures, skills and knowledge of the American Red Cross courses in aquatics. Prerequisites: HPER 1011 and PE 202 or competency.

HPSS 4505 Senior Project Writing (3) [FORMERLY HPER 450]. 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 HPSS majors.

HPSS 4506 B Senior Project Writing (3) [FORMERLY HPER 450B]. A course designed for teacher candidates to fully develop their professional portfolio. Students are to select an academic area of interest, construct the requisite curriculum, gather and integrate support materials, and state learning goals and objectives based on the curriculum developed. This will be a cumulative project presented in a written and oral form to the faculty. It is required of all Physical Education and Health Education-Teacher Education majors.

HPSS 4720 Enhanced Student Teaching (K-12) (9) [FORMERLY PE 472]. A course 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 PE 310 and 371.

HPSS 4730 Field Experience (3-9) [formerly REC 473] [FORMERLY HPER 473]. A course designed to provide supervised work experience by students in selected sport and 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.

Department of Psychology

Roger Jones, Ph.D., Interim Department Head

304 Clay Hall, (615) 963-5141

Faculty: E. Ascencao, H. Barrett, C. Blazina, J. Chatman, J. Dossett, D. Fuller, L. Guthrie, M. Hammond, R. Jeffries, R. Jones, W. Jordanov, L. Knieps, P. Knox, C. Lane, J. Lee, M. Lee, P. Millet, J. Popkin, S. Putman, A. Sibulkin, S. Trotter.

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 3) Training for bachelor's level entry into careers in mental health services, industry and human services, and 4) the ability to enhance the quality of one's life and to relate more effectively with others.

ADMISSION, RETENTION, GRADUATION

The undergraduate curriculum in psychology terminates in a Bachelor of Science Degree. All majors are required to take a total of 45 hours of psychology courses. Of this number, there are 27 hours of required psychology courses and 18 hours of elective psychology courses. The required courses include: PSYC 1010 (Orientation), PSYC 2010 (General Psychology), PSYC 2180 (Elementary Statistics) and 20 additional hours in psychology at the 3000/4000 level. The 20 hours of additional required coursework includes: PSYC 3150, 3180, 3300, 4110, 4115 or 4116, 4500, and 4810. A total of 18 hours of psychology electives are required. At least six of these elective hours must be selected from Group 1 psychology courses (PSYC 3210, 3410, 3510, 4250, 4620), and the remainder from either Group 1 or Group 2 psychology electives. Group 2 psychology electives include any 3000 or 4000 level classes not included in the required psychology major or group 1 psychology elective categories. Majors must earn a grade of C or better in all psychology courses counted towards the major. Majors who receive a grade of D or F in a required psychology course must repeat and pass the course with a grade of C or better. When a course is a prerequisite for another psychology course, a grade of C must be earned in the course before taking the psychology course for which it is a prerequisite.

Majors are required to participate in performance evaluation measures (taking various tests, responding to inquiries) designated by the Department, College or University.

Bachelor's Level Employment

Students who plan to seek employment in the Mental Health field with the Bachelor's Degree in Psychology should enroll in Field Placement, PSYC 4360, after completing prerequisites.

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 IN PSYCHOLOGY

Total 120 Semester Hours

All majors in Psychology must take the following courses.

GENERAL EDUCATION CORE (39-41 hours) The General Education Requirements for the Bachelor of Science degree in Psychology are the same as the University Requirements. The following courses and hours are required: English Composition (6), English Literature (3), Humanities (6), Natural Sciences (6-8), Math (3), American History (6), Social Science (3).

MAJOR REQUIRED CORE (27 hours) PSYC 1010, 2010, 2180, 3150, 3180, 3300, 4110, 4115 or 4116, 4500, and 4810.

GUIDED ELECTIVES IN PSYCHOLOGY (18 hours). At least 6 semester hours are required from **Group 1** Basic Courses, and the remaining 12 hours are required from either **Group 1** or **Group 2**.

Group 1 courses include PSYC 3210, 3410, 3510, 4250, and 4620. **Group 2** courses include PSYC 3230, 3310, 3360, 3520, 3530, 4130, 4140, 4240, 4360, 4370, 4400, 4515, 4516, 4517, 4605, 4606, 4607, 4608.

GENERAL ELECTIVES (33-35 hours). These electives must include at least 12 hours of 3000 and 4000 level courses. Electives can include PSYC courses as well as courses from other departments. The advisor can recommend and will approve such electives.

UPPER DIVISION ADMISSION Upper Division Admission is granted in the semester in which the student has completed or will complete all General Education Courses and PSYC 1010, 2010, 2100 and 2180. A grade of C or higher must be made in the psychology courses. Upper Division Admission is an official action taken by the psychology department and the student will be notified in writing that admission has been granted. The following psychology courses require that the student has been given Upper Division Admission status before being permitted to enroll in them: PSYC 3150, 3180, 3300, 4110, 4115/4116, 4130, 4250, 4360, 4370, 4500, 4515, 4516, 4517, 4605, 4606, 4607, 4608, 4620, and 4810. Students must also meet any University testing or other requirements necessary for upper division admission (see advisor regarding *Rising Junior Examination*).

REQUIREMENTS TO TEACH PSYCHOLOGY IN SECONDARY SCHOOLS

Students seeking endorsement to teach Psychology at the high school level must:

1. Be licensed in a specialty area of Social Studies (Admission to Teacher Education Program is required; see section on Teacher Education Admission and Retention in this catalog)
2. Major in History or Political Science;
3. Minor in Psychology (PSYC 2010 and 18 Upper Division Hours in PSYC);
4. Have the enhanced student teaching experience in the secondary school and middle school (Documentation of current professional liability insurance is required.)
5. Successfully pass the Praxis II Series Examinations: Principles of Learning and Teaching Test (PLT 7-12) and Specialty Area Test for Psychology.

MINOR REQUIREMENTS

General Psychology 2010 plus 18 additional semester hours of 3000 and 4000 level psychology courses are required for a minor.

BACHELOR OF SCIENCE DEGREE IN PSYCHOLOGY

Suggested Four-Year Plan

FRESHMAN YEAR

Fall		Spring	
PSYC 1010	1	PSYC 2010	3
ENGL 1010	3	ENGL 1020	3
HIST 2010	3	HIST 2020	3
*Soc. Science	3	*Humanities	3
*Math	3	SPCH 2200	3
*Humanities	3		
	<hr/>		<hr/>
	16		15

SOPHOMORE YEAR

Fall		Spring	
PSYC elective	3	PSYC 2180	3
*Nat. Science	4	PSYC elective	3
ENGL 2010 or 2020	3	*Nat. Science	4
Electives	5	Electives	5
	<hr/>		<hr/>
	15		15

* These courses must be selected from the approved courses from the category of General Education in consultation with the students academic advisor.

JUNIOR YEAR

Fall		Spring	
PSYC 3180	3	PSYC 4110	3
PSYC 3300	4	PSYC 4115/4116	1
PSYC elective	3	PSYC 3150	3
Electives	6	PSYC electives	3
		Electives	5
	16		15

Senior year

Fall		Spring	
PSYC 4500	3	PSYC electives	3
PSYC 4810	3	Electives	10
PSYC elective	3		
Electives	6		
	15		13

* These courses must be selected from the approved courses from the category of General Education in consultation with the students academic advisor.

COURSE DESCRIPTIONS**Psychology (PSYC)**

All 3000 and 4000 level courses have as a minimum prerequisite Psychology 2010 or the consent of the instructor.

PSYC 1010 Orientation (1) [formerly PSY 101]. 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.

PSYC 2010 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.

PSYC 2100 The Psychology of Adjustment (3). [formerly PSY 210] 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.

PSYC 2180 Elementary Statistics (3). [formerly PSY218] An introduction to statistics for the general student, with emphasis on organizing and describing numerical data, probability, sampling distributions, correlation, regression, point estimation, testing hypotheses and distribution-free methods.

PSYC 2420 Human Growth and Learning (3). [formerly PSY 242] A course designed to give the student an understanding of the child as a growing organism, and how behavior is acquired; an introduction to learning theory and its classroom application; and training in the application of psychological principles to various functions of the school. Required in the professional education core. Field experience required.

PSYC 3120 Meas/Eval/CIRM in Public Schools (3). [formerly PSY 312] 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 2420. Required in the professional education core. *Admission to Teacher Education required* for those planning to be teachers. Others enrolled with permission of the Psychology department head.

PSYC 3150 Principles of Learning (3). [formerly PSY315] A study of classical and operant conditioning (including reinforcement, scheduling,

acquisition, extinction, generalization discrimination) and topics in complex human learning (including verbal learning, memory, problem solving, information processing and concept information.) Prerequisite: Upper Division Admission.

PSYC 3180 Computer Applications and Technical Writing (3). [formerly PSY318] A study of statistical and other software that is relevant to psychology; the use of the Internet in research, and aspects of technical writing in psychology including the use of APA style. Prerequisites are PSYC 2180 and Upper Division Admission.

PSYC 3210 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.

PSYC 3230 The Psychology of the Black Experience (3). [formerly PSY 323] 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.

PSYC 3300 Physiological Psychology (3 hrs.). [formerly PSY 330] 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. Prerequisite: Upper Division Admission.

PSYC 3310 Principles of Human Sexuality (3). [formerly PSY 331] 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.

PSYC 3360 Introduction to the Delivery of Mental Health Services (3). [formerly PSY 336] 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.

PSYC 3410 Social Psychology (3). [formerly PSY 341] 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.

PSYC 3510 Developmental Psychology (3). [formerly PSY 351] The growth and development of the human organism from a theoretical perspective: biological, cognitive, social, and emotional development.

PSYC 3520 The Psychology of Adult Development and Aging (3). [formerly PSY 352] 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.

PSYC 3530 The Psychology of Death and Dying (3). [formerly PSY 353] 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.

PSYC 3750 Educational Psychology and Human Development (3). [formerly PSY 375] Principles of psychology as applied to human development and education. Issues relevant to physical, cognitive, and psycho-social development of the school-age child are integrated with developmentally appropriate practices in the classroom. Processes of teaching and learning are explored. Fifteen hours of field experience are required. Admission to Teacher Education required.

PSYC 4110 Foundations of Psychological Investigation (3). PSYC 4115 or 4116 Foundations of Psychological Investigation Lab (1) [formerly PSY 411] 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. Pre- or Co-requisite: PSYC 3180.

Department of Teaching and Learning

Dean B. Roberts, Ed.D., Head
203 Clay Hall-Education Building
Telephone (615) 963-5474

Faculty: M. Alvarez, F. Cathey, S. Chakraborti, B. Christian, C. Dickens, L. J. Drummond, M. Dunn, B. Glimps, J. R. Groseclose, J. M. Hunter, N. Kendall, D. Mathis, N. Mayes, D. McCargar, J. Presley, B. Quick, R. Renfro, C. Stice, C. Williams.

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.

The basic pattern of professional education needed for teaching has certain common elements that 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 that 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.

PSYC 4130 Human Learning and Cognitive Processes (3). [formerly PSY 413] This course is designed to be a survey of human cognition. Topics relating to attention, memory, language, problem solving, reasoning, decision making, concepts and categorization will be covered. A cross-cultural perspective will add to students' appreciation of the role of culture in cognition. Participation in web-based activities will further students' understanding of the role of empirical research in this area of psychology.

(Note: Students who have taken either PSYC 4605, 4606, 4607, 4608): Special topics in Fall 2002 or Spring 2003- cannot get credit for this course).

PSYC 4140 Psychology of Stress Management (3). [formerly PSY 414] 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.

PSYC 4240 Behavior Modification (3). [formerly PSY 424] A course designed to give the student a firm background in the behavior theory 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.

PSYC 4250 Introduction to Personality Theory (3). [formerly PSY 425] A study and analysis of the major theoretical approaches to the personality. Prerequisite: Upper Division Admission.

PSYC 4360 Field Placement in Psychology (3). [formerly PSY 436] Placement experience in a mental health setting. A minimum of nine hours per week at the practicum site is required. Prerequisites: PSYC 3210, and either 3360 or 4370, permission of instructor and Upper Division Admission.

PSYC 4370 Fundamentals of Counseling (3). [formerly PSY 437] 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 and gathering information. Issues, problems and values related to the counseling process will be examined. Prerequisite: Upper Division Admission.

PSYC 4400 Drugs and Behavior (3). [formerly PSY 440] A study of the biomedical, psycho-social and mental health aspects of drugs that affect behavior including alcohol. Substance abuse and treatment modalities will also be emphasized.

PSYC 4500 Senior Project (3). [formerly PSY 450] 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: PSYC 4110 and either 4115 or 4116.

PSYC 4515, 4516, 4517 Readings and Research in Psychology (3, 3, 3). [formerly PSY 451] Individual study and research under faculty guidance. Prerequisite 12 hrs. of upper division psychology courses, permission of instructor and Upper Division Admission.

PSYC 4605, 4606, 4607, 4608 Special Topics in Psychology (3,3,3,3). [formerly PSY 460] An intensive study of some specialized area in the field of psychology. Topics will vary.

PSYC 4620 Introduction to Psychological Tests and Measurements (3). [formerly PSY 462] 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: Upper Division Admission.

PSYC 4810 History and Systems of Psychology (3). [formerly PSY 481] A study of the historical development of psychology as a science and profession and the fundamental concepts of various schools of psychology. Prerequisite: Upper Division Admission.

The following courses are required of all persons who are enrolled in the professional teacher education program.

EDCI 2010	History and Foundations of Education
EDCI 3870	Curriculum Development
EDCI 4190	Technology in the School
EDAD 4000	Professional Rights and Responsibilities
EDSE 3330	Education of Exceptional Children
PSYC 2420	Human Growth and Learning
PSYC 3120	Meas/Eval/CIRM Public Schools

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 teaching 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.

Course Descriptions

Curriculum and Instruction (EDCI)

EDCI 1010 Orientation (1). [formerly EDCI 101] A course that provides an orientation both to the University and the field of teaching. It meets the requirement for University orientation. Should be taken the first semester of enrollment. Field experience required.

EDCI 2010 History and Foundation of Education (3). [formerly EDCI 201] A course that 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. Field experience required.

EDCI 2100-2200 Field Study in Education (2-2). [formerly EDCI 210] A course that presents problems of teachers in active service in the fields of methods of teaching, curriculum materials, school-community relationships and school organization.

EDCI 3510-3520 Developmental Field Experiences for Teaching (1-1). [formerly EDCI 351] The course includes field experiences in which students perform tasks related to teaching and teacher roles. The course may be taken separately or concurrently by consent of instructor but must be taken before student teaching. Prerequisite: Admission to Teacher Education. Documentation of current professional liability insurance is required.

EDCI 3870 Curriculum Development (3). [formerly EDCI 387] A course that 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 required. Documentation of current professional liability insurance is required.

EDCI 3905 Methods of Elementary Teaching: Humanities and Social Studies (3). [formerly EDCI 390A] A course that 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. Prerequisite: Ad-

mission to Teacher Education. Field Experience required. Course should be taken the semester before student teaching. Documentation of current professional liability insurance is required.

EDCI 3906 Methods of Elementary Teaching: Sciences and Mathematics (3). [formerly EDCI 390B] A course that 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. Documentation of current professional liability insurance is required.

EDCI 4190 Technology in the School (2). [formerly EDCI 419] A course that deals with computer introduction for secondary schools.

EDCI 4200 Introduction of Word Processing in Elementary Education (1-3). [formerly EDCI 420] A course designed to explore how word processing can benefit the elementary school student.

EDCI 4705 Educational Seminar (3). [formerly EDCI 470A] A course that 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 4721, Student Teaching in the Secondary School. Prerequisite: Admission to Teacher Education.

EDCI 4706 Educational Seminar (3). [formerly EDCI 470B] A course that presents a study and analysis of the basic course content of courses taught in the elementary schools. Taken concurrently with EDCI 4720 Student Teaching in the Elementary School. Prerequisite: Admission to Teacher Education.

EDCI 4720 Enhanced Student Teaching in the Elementary School (12). [formerly EDCI 472M] A course that 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 experiences are held regularly. This course is open only to seniors and teachers with some experiences. Prerequisite: Completion of professional education requirements and Admission to Teacher Education. Documentation of current professional liability insurance is required. Passing scores on Praxis II examinations.

EDCI 4721 Enhanced Student Teaching in the Secondary Schools, Grades 7 through 12 (12). [formerly EDCI 472N] 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. Prerequisite: Completion of professional education requirements and Admission to Teacher Education. Documentation of current professional liability insurance is required. Passing scores on Praxis II examinations.

EDCI 4900 Multicultural Education (3). [formerly EDCI 490] A course 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.

Special Education (EDSE)

EDSE 3330 Education of Exceptional Children (3). [formerly EDSE 333] A course that 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. Prerequisite: Admission to Teacher Education. Field Experience required. Documentation of current professional liability insurance is required.

Reading Education (EDRD)

EDRD 3100 Strategies for Successful Test-taking (1). [formerly EDRD 310] A course 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.

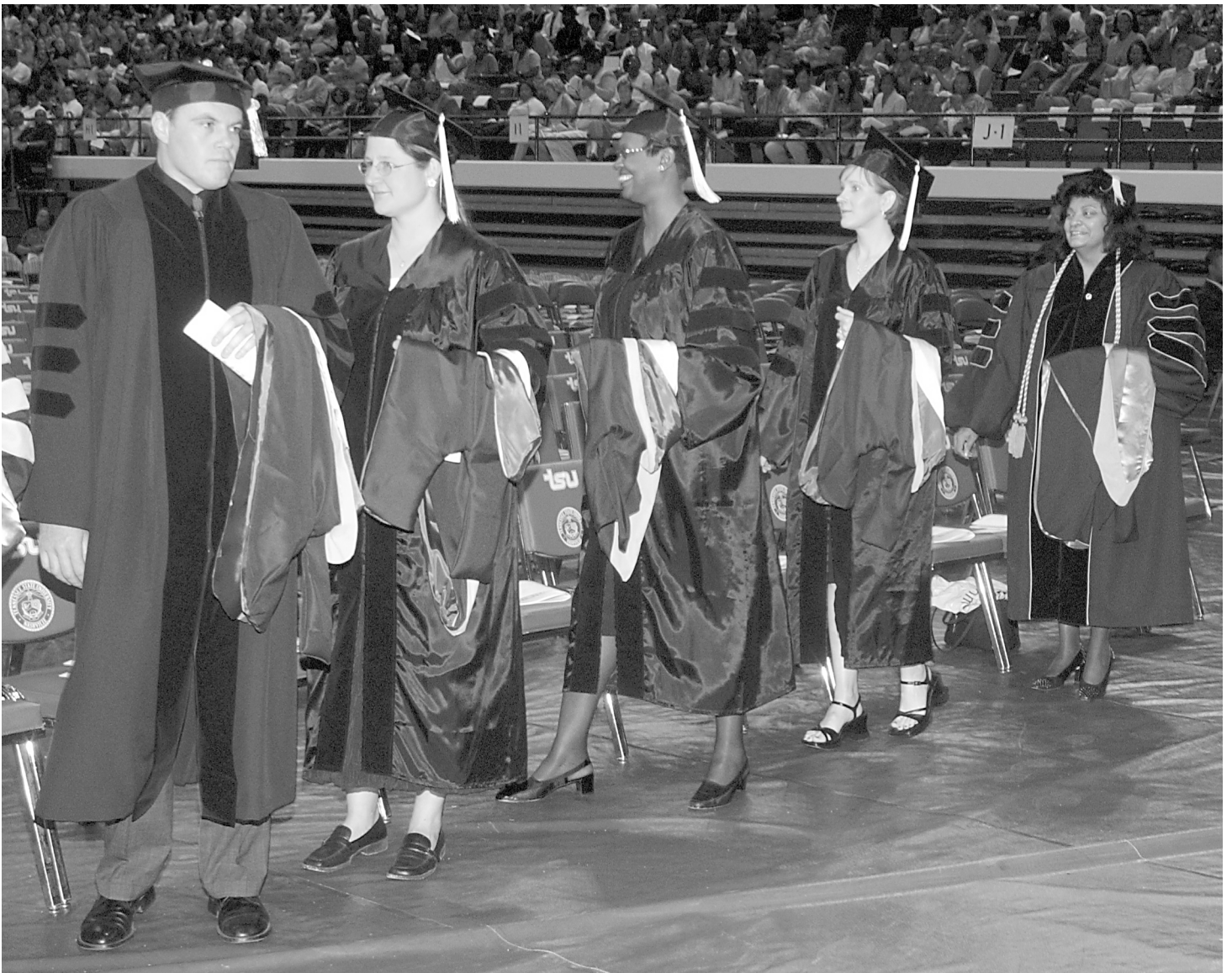
EDRD 4190 Exploring the Language Learning Process (3). [formerly EDRD 419] A course that covers current theory concerning the nature of reading, language, and learning as well as an overview of school reading-language arts programs.

EDRD 4240 Teaching Reading in the Elementary School (3). [formerly EDRD 424] A course that 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. Prerequisite: Admission to Teacher Education. Field Experience required. Documentation of current professional liability insurance is required.

EDRD 4820 Teaching Reading Language Arts to Exceptional Learners (4). [formerly EDRD 482] A course that covers language characteristics and the special reading-language arts needs attendant with the exceptional learner. The course is designed especially for the regular classroom teacher. Prerequisite: Admission to Teacher Education. Field Experience required. Documentation of current professional liability insurance is required.

EDRD 4900 Directed Individualized Study in the Teaching of Reading (1-3). [formerly EDRD 490] An individualized study. Consent of Instructor. Prerequisite: Admission to Teacher Education. Field Experience required. Documentation of current professional liability insurance is required.

EDRD 4910 Reading and Study in Secondary Schools (3). [formerly EDRD 491] A course 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. Prerequisite: Admission to Teacher Education. Field experience is required. Documentation of current professional liability insurance is required.



COLLEGE OF ENGINEERING, TECHNOLOGY AND COMPUTER SCIENCE

Decatur B. Rogers, Ph.D., Dean
ET 230 Andrew P. Torrence Hall
615-963-5401

General Statement (College): Engineering is the profession in which knowledge of mathematics and natural science is applied with judgment to develop ways to economically utilize the materials and forces of nature for the benefit of mankind.

The College of Engineering, Technology, and Computer Science offers Bachelor of Science degree programs in Architectural Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering, Computer Science and Aeronautical and Industrial Technology with concentrations in Aviation Management, Aviation Flight and Industrial Technology. The College also offers concentrations in Computer Engineering, Environmental Engineering, and Manufacturing Engineering.

The College's curricula in these programs are structured to graduate quality students capable of taking their places in the mainstream of the engineering/technology/computer science profession. Students are prepared to satisfy the manpower needs of industry and to tackle the complex technical challenges facing a technology based society.

The educational goal of the College is to prepare students to think critically, interpret knowledge, pursue lifelong learning, and function effectively and productively as members of a global society, as professionals in a technology based work force.

The educational goals of the College of Engineering, Technology and Computer Science include the following:

1. To familiarize the student with the systematic scientific approach to problem-solving, including the use of modern tools and current technology.
2. To provide the student with a strong foundation in engineering/technology/ computer science fundamentals.
3. To aid students to develop habits of orderliness, carefulness and objectivity.
4. To aid students to develop professional attitudes, effective communication skills, and professional ethics, including the understanding of the engineering/technology/computer science profession.
5. To aid students to develop an understanding and a sensitivity for social, political, economic, and environmental implications of technological systems in the real world.
6. To provide the student with intellectual challenges designed to arouse curiosity and a desire for lifelong learning.
7. To provide students with experiences which will prepare them to function effectively in multi-cultural and multi-discipline groups.

Engineering Design Experience

A major engineering curriculum objective is to provide engineering students with the ability to systematically apply engineering fundamentals to the design of engineering components, systems and processes.

Engineering design is the process of devising a system, component, or process to meet desired needs. It is a decision making process (often iterative). The fundamental elements of the design process are the establishment of objectives and criteria, synthesis, construction, testing and evaluation, and may include a variety of realistic constraints, such as economic and environmental factors, safety, and reliability, aesthetics, ethics and social impact.

In this regard, the College has in place, a series of required courses with engineering design content, which are integrated throughout the curriculum in each engineering department.

The engineering design experience begins in the freshman year with ENGR 1011 Introduction to Engineering II, and continues in the sophomore year with ENGR 2010 Thermodynamics (or ENGR 2250 Transport Phenomena) and ENGR 2110 Statics (or ENGR 2130 Combined Statics and Mechanics of materials).

Engineering design continues in the junior year with the required course ENGR 3200 Introduction to Design where upper divisions students are once again introduced to the design process in a much more rigorous and comprehensive manner, building upon concepts introduced at the freshman and sophomore levels. Specialization in each department begins in the junior year with departmental design courses. Program specific design courses are listed in each department curriculum. Further specialization takes place in the senior year. Each department offers at least one course which is 100% engineering design. The engineering design sequence is completed with a two-semester capstone design course. An integral part of the design experience is the introduction of ethical, economical, social and safety factors required to make a design successful. These concepts are introduced during the freshman year, reinforced during the junior year and integrated into design projects in the junior level and senior level design courses. At each level, a formal written report and a formal oral presentation is required to communicate the design.

Admissions/Retention Requirements: All engineering students who plan to take upper division engineering courses, 3000 and 4000 level courses, must have passed the Engineering Entrance Examination with a minimum score of 75% on each part (calculus, chemistry, and physics) of the examination.

Engineering Entrance Examination: The eligibility criteria for taking the Engineering Entrance Examination are:

1. Minimum grade of "C" in each of the following courses: CHEM 1110, 1111; MATH 1915, 1925; PHYS 2110, 2111, 2120.
2. Minimum cumulative GPA of 2.5 and a minimum cumulative GPA of 2.5 for the group of courses listed above in Item 1 at the time of taking the Engineering Entrance Examination.
3. Completion and submission of the engineering entrance examination eligibility form to the Dean's Office at least one week prior to the examination.
4. A student must earn a grade of B or better in several of the following courses: CHEM 1110, 1111, MATH 1915, MATH 1925, PHYS 2110, PHYS 2111, and PHYS 2120 to meet the minimum cumulative 2.5 GPA requirement for this group of courses.

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 1110; MATH 1915, 1925; PHYS 2110, 2120 before the examination can be taken a third and final time.

Admission of Transfer Students: Transfer students from other institutions of higher education who plan to enter the College of Engineering, Technology and Computer Science must meet University admission criteria. Engineering transfer students must first take and pass the Engineering Entrance Examination before taking 3000 and 4000 level courses.

Specific College Requirements:

1. No student will be allowed to take any departmental courses, major courses, engineering courses, mathematics, and/or science courses without having successfully completed the proper prerequisites for those courses with a grade of "C" or better.
2. Students earning a grade of "D" or lower in a mathematics course(s), science course(s), departmental course(s), or a major course(s) must repeat that course(s) the very next time the course(s) is offered.
3. All College students must take and successfully complete all components of the Rising Junior Examination during the junior year.
4. Each student must complete a practicum prior to graduation. A practicum may include, but is not limited to, an industrial internship, co-operative education experience, research experience, assistant in an engineering or 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 eight (8) continuous weeks in length. A comprehensive report on at least one practicum is required. The report must be cosigned by a supervisor. The practicum report is to be given to the student's faculty advisor. The Dean's office will assist students in locating a practicum.

Engineering Programs Core Requirements: All engineering students are required to take the following engineering core courses: Mathematics (20 semester hours): MATH 1915, 1925, 2115, 2125, 3120, ENGR 3400; Science (12 semester hours): CHEM 1110, 1111; PHYS 2110, 2111, 2120, 2121; Engineering Science (18 semester hours): ENGR 2000, 2001, 2010*, 2110* 2120, 3300; Design (5 semester hours): ENGR 3200, 4500, 4510; Humanities (9 semester hours of which three (3) hours must be a sophomore literature course from the approved Humanities/Fine Arts list); Social Science (6 semester hours); History (6 semester hours): HIST 2010, 2020 or 2030, Social Science Elective** (6); Other (15 semester hours): ENGL 1010, 1020, COMM 2200; ENGR 1001, 1011, 1151, 2211 or 2221 or 2231, 4201***, 4900; Engineering Orientation (1) Total Engineering Core - 91 semester hours.

*Electrical Engineering majors will take ENGR 2250 and ENGR 2130.

**Humanities and Social Science electives must be chosen from an approved list with the approval of the academic advisor.

***ENGR 4201 is only offered during the fall semester (see graduation requirements).

Aeronautical and Industrial Technology Core Requirements: Mathematics and Physical Science (18 semester hours): MATH 1710, 1720, CHEM 1110, 1111, PHYS 2010, 2011, 2020, 2021; Communication (9 semester hours): ENGL 1010, 1020, COMM 2200; Humanities and Social Science (12 semester hours): HIST 2010, 2020; ENGL 2110, 2120; Management Core (6 semester hours): MGMT 3010, 4050; Technical Core (31 semester hours): ENGR 1001, 1011, 1151, 4500, 4510, 4900; COMP 3000, AITT 2000, 2001, 2200, 2201, 2350, 2500, 3110; Other PSYC 2010; & HPSS/AFROTC/BAND; Total Technology Core - 76 semester hours.

Computer Science Requirements: Communication (12 semester hours): ENGL 1010, 1020; Foreign Language (3); COMM 2200, Humanities/Fine Arts (9 semester hours): ENGL 2110, 2120, PHIL 2010, Social/Behavioral Sciences (6 semester hours): PSYC 2010, ECON 2010; History (6 semester hours): HIST 2010, 2020; Natural Sciences (12 semester hours): CHEM 1110, 1111, PHYS 2110, 2111, 2120, 2121; Engineering Orientation (1); Mathematics (21 semester hours): MATH 1115, 1915, 1925, 2115, 3610, STAT 3110, COMP 3200; Computer Science (32 semester hours): ENGR 1001, 1011, COMP 2040, 2140, 2240, 2600, 3560, 3040, 3310, 3190, 4100, 4500, 4510, ENGR 4900; Concentration (12 Hours), Total Computer Science (47 Hours). Technical electives (6 Hours).

Graduation Requirements: In addition to the University requirements for graduation, the following specific College graduation requirements must be met by students in the College:

Students may graduate with a maximum of two "D" grades earned in the last two semesters of the senior year. All other "D" grades earned in courses prior to the senior year must be repeated the very next time the courses are offered until a minimum grade of "C" is earned. If a graduating senior earns more than two grades of "D" during the senior year, that senior will not graduate until that senior has only two grades of "D".

All College graduating seniors must take and successfully complete all components of the ETS Exit Examination during the senior year.

Engineering students must take and pass ENGR 4201 EIT Review Laboratory and they must take the Fundamental of Engineering Examination the same semester they take ENGR 4201 EIT Review Laboratory course.

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).

ENGINEERING COURSE DESCRIPTIONS

ENGR 1000, Engineering Orientation (1). This course is to provide all Engineering, Technology, and Computer Science students with information about the University policies, to assist them in adjusting to the University community, and to acquaint the students with the environment as an integral part of educational development.

ENGR 1001, ENGR 1011 Introduction to Engineering I and II (1-1). An overview of the College of Engineering, Technology and Computer Science, its academic support services, admission and retention standards, introduction to the engineering profession including engineering economics, probability and statistics, the programming and use of computers for word processing of technical report writing, spread sheets for data processing, and structured programming to aid scientific problem solving. Introduction to all departments including laboratory experiments. Completion of minor design project is required. Corequisite MATH 1710 (**Formerly ENGR 100L, ENGR 101L**)

ENGR 1151 Computer Engineering Graphics and Analysis (1). A 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. Corequisite ENGR 1001 (Formerly ENGR 115L)

ENGR 2000, ENGR 2001 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, RC, and RLC circuits average and effective values of periodic wave form; polyphase circuits. Prerequisites: ENGR 2211 or 2221 or 2231, MATH 2125, PHYS 2120, Corequisite MATH 3120. (Formerly ENGR 200, ENGR 200L)

ENGR 2010 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: PHYS 2120, 2121, ENGR 2211 or 2221 or 2231. (Formerly ENGR 201)

ENGR 2110 Statics (4). Statics of particles; statics of rigid bodies in three dimensions; centroids and centers of gravity; friction and moment of inertia. Prerequisites: MATH 1925, PHYS 2110, 2111, ENGR 1001. (Formerly ENGR 211)

ENGR 2120 Dynamics (4). Study of the kinematics and kinematics of particles and rigid bodies; Principle of work and energy; Principle of impulse and momentum; Introduction to mechanical vibrations. Prerequisite: ENGR 2110 or 2130. (Formerly ENGR 212)

ENGR 2130 Combined Statics and Mechanics of Materials (4). Statics of Particles, Structures, Force Applications, and Bodies in Equilibrium; Tension, Compression and Bending: Shear Elements, Torsion; Truss Analysis; Pressure Vessels; Bending Members, Beam and Design, and MOHR Circle. Prerequisites: MATH 1925, PHYS 2030, 2031, ENGR 1001. (Formerly ENGR 213)

ENGR 2211 Engineering Computer Programming Laboratory (1). 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 to engineering. The course will include learning to write and read computer programs in the Fortran language. Prerequisite: MATH 1915, ENGR 1011. (Formerly ENGR 221L)

ENGR 2221 Engineering Visual BASIC Programming Laboratory (1). 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 Visual BASIC programming language. Prerequisite: MATH 1915, ENGR 1011. (Formerly ENGR 221L)

ENGR 2231 Engineering Visual C++ Programming Laboratory (1). 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 1915, ENGR 1011. (Formerly ENGR 223L)

ENGR 2250 Transport Phenomena (4). Unified treatment of the principles of thermodynamics, heat transfer and fluid mechanics. Energy Analysis and the first and second law of thermodynamics. Steady state and transient heat conduction, convection and the thermal radiation process. Fundamentals of fluid flow. Prerequisites: PHYS 2120, 2121, ENGR 2211 or ENGR 2221 or ENGR 2231. (Formerly ENGR 225)

ENGR 3100 – ENGINEERING PROJECT MANAGEMENT (3). This course provides an overview of project management. The content is designed to expose students to the techniques of engineering project management and is intended to develop analytical skills in engineering management. Major topics include economic analysis, project screening and selection, organizational and project structure, scheduling, budgeting, resource management, life cycle costing, and project control. Engineering Project Management provides an understanding of the major concepts of project management, including financial investments, negotiation, risk, collabora-

tion, total quality management, and value engineering. Prerequisite: Junior Standing.

ENGR 3200 Introduction to Design (3). A course which 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: ENGR 2000, ENGR 2010 (or ENGR 2250), ENGR 2120, ENGR 2211 or 2221 or 2231. (Formerly ENGE 320)

ENGR 3300 Materials Science (2). An introductory course on properties of materials, selection of materials, structure of crystalline and non-crystalline solids; mechanical behavior, electronics behavior, chemical behavior, stability and failure of materials Fundamentals of fluid flow. Prerequisites: CHEM 1110. Prerequisites: PHYS 2120, 2121, ENGR 2211 or ENGR 2221 or ENGR 2231, MATH 1925 (Formerly ENGR 330)

ENGR 3400 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; regression analysis and probability. Prerequisites: MATH 3120, ENGR 2211 or 2221 or 2231. (Formerly ENGR 340)

ENGR 3520 – AN INTRODUCTION TO NETWORK SECURITY: This course will introduce the various common security issues that are of concern in computer networks. Subjects to be covered will range from SYN floods, node authentication, address spoofing, service authentication, sniffing and routing to securing data during transmission. Software flaws will be exploited using common techniques such as buffer overruns. Intrusion detection, firewalls and securing an Operating System will also be discussed. The course will also cover the issue of ethics throughout the semester. An emphasis will be placed on the applications that are currently implemented within corporations for securing their networks. There will be several required reading documents that will help the students further prepare for the class during the semester. Prerequisite: Junior or Senior status with experience in ENGR 2231 or a programming equivalent.

ENGR 4110-A,B,C,D,E,F,G,H Special Topics in Engineering (3). Special subject presented to cover current problems of unique advances in the leading edge of techniques. Prerequisites: Senior standing and consent of instructor. (Formerly ENGR 411-A,B,C,D,E,F,G,H)

ENGR 4201 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. This course is only offered during the fall semester. Prerequisite: Graduating Senior. (Formerly ENGR 420L)

ENGR 4230 Legal Ethical Aspects of Engineering (3). Legal principles underlying engineering work; laws of contracts, torts, agency, real property, problems of professional registration and ethics. (Formerly ENGR 423)

ENGR 4300 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. Prerequisite: MATH 2125. (Formerly ENGR 430)

ENGR 4400 Probability and Statistics (3). Statistics and engineering; probability; probability distributions; Chebyshev's theorem; normal distribution; applications to operations research; treatment of data; hypothesis testing; method of least squares; regression; and application to engineering problems. Prerequisite: MATH 2125. (Formerly ENGR 440)

ENGR 4500 Capstone Design Project I (1). An engineering capstone design project I leading to completion of the project in ENGR 4510. A written report and an oral defense of the proposed design project are required. Prerequisites: Graduating Senior, ENGR 3200. (Formerly ENGR 450)

ENGR 4510 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: ENGR 4500. (Formerly ENGR 451)

ENGR 4900 Professional Development Seminar (1). Discussion of case studies, professionalism, professional ethics, professional development activities required in industry. Prerequisite: Graduating Senior. (Formerly ENGR 419)

Aeronautical and Industrial Technology

William L. Anneseley, Ph.D., Department Head
204 Industrial Arts Building
615-963-5371

Faculty: R. Consigny

General Statement: A Bachelor of Science Degree (B.S.) in Aeronautical and Industrial Technology is offered with three (3) Concentrations: Industrial Electronics Technology, Aviation Management, and Aviation Flight Training.

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.

The educational objectives for the Department of Aeronautical and Industrial Technology are as follows:

1. To provide the student with the knowledge of physical sciences, mathematics and engineering courses so that he/she has the capability to apply those principles within the aeronautical and industrial sector,
2. To familiarize the student with the systematic scientific approach to the identification and solution of practical problems encountered in the working environment,
3. To guide the student in determining the most effective ways for an organization to use the basic factors of production, people, machines, materials information, and energy in the making or processing a product,
4. To assist the student in developing managerial skills,
5. To develop professional attitudes, ethical character and a through understanding of the individual's role in society from both a national and international perspective,
6. To provide the student with intellectual challenges designed to stimulate a curiosity and desire for lifelong learning, and
7. To provide students with opportunities which will prepare them to interact effectively in multi-cultural and multi-discipline environments.

Elective Courses: In addition to the three concentrations, there are elective courses in the following areas: Aviation Management, Airport Management, Aviation Meteorology, Private, Commercial, Instrument, Multi-engine, CFI, CFII, Theory of Flight and Engines, Aviation Legislation and Aviation Safety.

The Department of Aeronautical and Industrial Technology is affiliated with the following organizations: The University Aviation Association, The National Association of Industrial Technology, The Council on Aviation Accreditation and the Tennessee Aviation Association.

The Industrial Electronics Technology Concentration prepares students for positions in business and industry that require a broad technical and management background. It emphasizes the maintenance, operation and management of systems and sub-systems within the industrial and manufacturing sector.

The Aviation Science Programs are designated to provide a coordinated program combining liberal arts with concentrations in either Flight Training or Aviation Management. These concentrations lead to a Bachelor of Science Degree. Students interested in future positions in industry-related aviation, especially as either pilots or as managers, will benefit from these concentrations. Tennessee State University is recognized by the Federal Aviation Administration as an Aviation Education Resource Center. Additionally, the University holds an FAR Part 141 Air Agency Certificate (TUOS674K) from the Federal Aviation Administration to conduct pilot ground school training.

Flight training is conducted through affiliate flight training schools located within a ten-mile radius of the main campus. Flight fees represent an additional cost to the student and are subject to market driven forces. For a list of affiliate flight schools and related costs, please contact Dr. William L. Anneseley, Department Head.

Academic credit for pilot certificates and ratings will be in accordance with FAR Part 141 or 61 and in accordance with pertinent University policies. Incoming freshman and transfer students must make an appointment with the Department Head in order to have their FAA Certificates properly evaluated and documented.

Departmental Requirements for Bachelor of Science in Aeronautical and Industrial Technology
Industrial Electronics Technology Core 42 Semester hours

Major Core: (industrial) A minimum of 42 semester hours including: ENGR 1001, 1011, 1151, 4500, 4510, 4900; AITT 2000, 2001, 2200, 2201, 3110, 3310, 3311, 3320, 3321, 3350, 3351, 3480, 4040, 4170, 4800.

Core Requirements reflect the standards of the National Association of Industrial Technology (NAIT).

Four Year Plan:

Bachelor of Science Degree in Aeronautical and Industrial Technology
Industrial Electronics Technology

FRESHMAN YEAR

FALL SEMESTER		SPRING SEMESTER	
Courses	HR	Courses	HR
ENGR 1000	1	MATH 1720	3
MATH 1710	3	ENGL 1020	3
ENGL 1010	3	CHEM 1110	3
ENGR 1001	1	CHEM 1111	1
ENGR 1151	1	ENGR 1011	1
HUMANITIES/FINE ARTS		HUMANITIES/FINE ARTS	
ELECTIVE	3	ELECTIVE	3
HPSS/ROTC/BAND	1	HPSS/ROTC/BAND	1
	13		15

SOPHOMORE YEAR

FALL SEMESTER		SPRING SEMESTER	
Courses	HR	Courses	HR
MATH 1915	4	PHYS 2020	3
PHYS 2010	3	PHYS 2021	1
PHYS 2011	1	HIST 2010	3
AITT 2000	3	COMM 2200	3
AITT 2001	1	PSYC 2010	3
ENGL 2110	3	AITT 2200	3
		AITT 2201	1
	15		17

JUNIOR YEAR

FALL SEMESTER		SPRING SEMESTER	
Courses	HR	Courses	HR
HIST 2020	3	AITT 3320	3
AITT 3310	3	AITT 3321	1
AITT 3311	1	AITT 3480	3
AITT 3350	3	MGMT 3010	3
AITT 3351	1	SOCIAL/BEHAVIORAL	
AITT 3200	3	SCIENCE ELECTIVE	3
		COMP 3000	3
	<u>14</u>		<u>16</u>

SENIOR YEAR

FALL SEMESTER		SPRING SEMESTER	
Courses	HR	Courses	HR
AITT 3110	3	AITT 4800	3
AITT 4040	3	ENGR 4510	1
ENGL 3105	3	AITT 4170	3
ENGR 4500	1	MGMT 4070	3
ENGR 4900	1	300 - 400 TECHNICAL OR	
MGMT 4050	3	NON TECHNICAL ELECTIVE	6
	<u>14</u>		<u>16</u>

TOTAL HOURS 120

Departmental Requirements for Bachelor of Science in Aeronautical and Industrial Technology Aviation Management **46 Semester hours**

Major Core: (management) A minimum of 46 semester hours including: ENGR 1001, 1011, 1151, 4500, 4510, 4900; AITT 2350, 2500, 3070, 3080, 3110, 3120, 3480, 3700, 3900, 3950, 4020, 4180, 4400.

Core requirements reflect the standards of the Federal Aviation Administration (FAA), Council on Aviation Accreditation (CAA), and the University Aviation Association (UAA).

Four Year Plan:

Bachelor of Science Degree in Aeronautical and Industrial Technology Aviation Management

JUNIOR YEAR

FALL SEMESTER		SPRING SEMESTER	
Courses	HR	Courses	HR
COMP 3000	3	MGMT 3010	3
ECON 2010	3	AITT 3080	3
AITT 3070	3	AITT 3480	3
AITT 3120	3	AITT 3950	3
SOCIAL/BEHAVIORAL SCIENCE		AITT 3700	3
ELECTIVE	3		
	<u>15</u>		<u>15</u>

SENIOR YEAR

FALL SEMESTER		SPRING SEMESTER	
Courses	HR	Courses	HR
ENGR 4500	1	ENGR 4510	1
ENGR 4900	1	MGMT 4070	3
MGMT 4050	3	AITT 4020	3
AITT 3110	3	AITT 4180	3
ENGL 3105	3	AITT 4400	3
AITT 3741	3	AITT 3900	3
	<u>14</u>		<u>16</u>

TOTAL HOURS 120

Departmental Requirements for Bachelor of Science in Aeronautical and Industrial Technology Aviation Flight **57 Semester hours**

Major Core: (flight) A minimum of 57 semester hours including: ENGR 1001, 1011, 1151, 4500, 4510, 4900; AITT 2350, 2500, 2531, 2532, 2533, 3070, 3120, 3480, 3520, 3550, 3560, 3570, 3508, 3600, 3700, 3810, 3900, 3950, 4400.

Core requirements reflect the standards of the Federal Aviation Administration (FAA), Council on Aviation Accreditation (CAA), and the University Aviation Association (UAA).

Four Year Plan:

Bachelor of Science Degree in Aeronautical and Industrial Technology Aviation Flight

FRESHMAN YEAR

FALL SEMESTER		SPRING SEMESTER	
Courses	HR	Courses	HR
ENGR 1000	1	MATH 1720	3
ENGR 1001	1	ENGL 1020	3
ENGR 1151	1	CHEM 1110	3
MATH 1710	3	CHEM 1111	1
ENGL 1010	3	ENGR 1011	1
HUMANITIES/FINE		HUMANITIES/FINE	
ARTS ELECTIVE	3	ARTS ELECTIVE	3
HPSS/ROTC/BAND	1	HPSS/ROTC/BAND	1
	<u>13</u>		<u>15</u>

SOPHOMORE YEAR

FALL SEMESTER		SPRING SEMESTER	
Courses	HR	Courses	HR
AITT 2350	3	COMM 2200	3
AITT 2500	3	PHYS 2020	3
PHYS 2010	3	PHYS 2021	1
PHYS 2011	1	ACCT 2020	3
ACCT 2010	3	HIST 2020	3
HIST 2010	3	ENGL 2110	3
	<u>16</u>		<u>16</u>

FRESHMAN YEAR

FALL SEMESTER		SPRING SEMESTER	
Courses	HR	Courses	HR
ENGR 1000	1	MATH 1720	3
ENGR 1001	1	ENGL 1020	3
ENGR 1151	1	CHEM 1110	3
MATH 1710	3	CHEM 1111	1
ENGL 1010	3	ENGR 1011	1
HUMANITIES/FINE		HUMANITIES/FINE	
ARTS ELECTIVE	3	ARTS ELECTIVE	3
HPSS/ROTC/BAND	1	HPSS/ROTC/BAND	1
	<u>13</u>		<u>15</u>

SOPHOMORE YEAR

FALL SEMESTER		SPRING SEMESTER	
Courses	HR	Courses	HR
AITT 2350	3	COMM 2200	3
AITT 2500	3	AITT 2532	1
PHYS 2010	3	AITT 2533	1
PHYS 2011	1	PHYS 2020	3
ENGL 2110	3	PHYS 2021	1
HIST 2010	3	HIST 2020	3
AITT 2531	1	AITT 3520	3
		ECON 2010	3
	<u>17</u>		<u>18</u>

JUNIOR YEAR

FALL SEMESTER		SPRING SEMESTER	
Courses	HR	Courses	HR
AITT 3070	3	MGMT 3010	3
AITT 3120	3	AITT 3581	3
AITT 3550	3	AITT 3700	3
SOCIAL/BEHAVIORAL SCIENCE ELECTIVE	3	AITT 3950	3
AITT 3571	3	AITT 3480	3
	<u>3</u>		<u>3</u>
	15		15

SENIOR YEAR

FALL SEMESTER		SPRING SEMESTER	
Courses	HR	Courses	HR
AITT 3560	3	ENGR 4510	1
ENGR 4500	1	MGMT 4050	3
ENGR 4900	1	AITT 3900	3
AITT 3601	2	AITT 4400	3
AITT 3810	3	300 - 400 TECHNICAL OR	
ENGL 3105	3	NON TECHNICAL ELECTIVE	4
	<u>3</u>		<u>4</u>
	13		14

TOTAL HOURS 120

COURSE DESCRIPTIONS

AITT 2000, 2001 CIRCUITS ANALYSIS (3-1). Fundamental concepts of change, 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 1050. (Formerly AIT 200 & 200L)

AITT 2200, 2201 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: AITT 2000, 2001. (Formerly AIT 220 & 220L)

AITT 2350 GENERAL AVIATION OPERATIONS (3). Lectures deal with facilities, management, and finance, legal and insurance aspects of general aviation. The lectures focus on sales, line service, air taxi and flight schools. One or more field trips to general aviation operations will be held. A semester project is required. (Formerly AIT 235)

AITT 2500 FLIGHT FUNDAMENTALS (3). An introduction to the aerospace industry including air transportation and manufacturing with emphasis in primary flight principles, aviation meteorology, navigation and FAA regulations. Weight and balance, engines and airframe overview. (Formerly AIT 250)

AITT 2531 PRIVATE PILOT FLIGHT I (1). This course consists of flight instruction and ground tutoring necessary for the student to accomplish his/her first solo flight. Lessons include elements of flight principles, pre-and-post flight procedures, taxiing and ground handling, use of flight controls, basic maneuvers, take-offs, and landings. Introduction to aircraft systems, radio communications, and air traffic control procedures. Principal Topics Covered: Consist of flight instruction and ground tutoring for first solo flight. Prerequisite: AITT 2500. (Formerly AIT 253A)

AITT 2532 PRIVATE PILOT FLIGHT II (1). This course is a continuation of Private Pilot Flight I, designed to prepare the student for solo cross-country flight. Lessons provide greater proficiency in maneuvers, stalls, take-offs and landings, and emergency procedures. Introduction to night flight, various types of navigation and VOR tracking. Flight planning, cross-country flying culminating in solo cross-country. Principal Topics Covered: Designed to prepare students for solo cross-country flights. Prerequisite: AITT 2531. (Formerly AIT 253B)

AITT 2533 PRIVATE PILOT FLIGHT III (1). Continuation of Primary Flight II with emphasis on cross-country navigation, flying, flight planning and solo practice to gain proficiency in all basic maneuvers. Lessons include VFR radio and navigation, control of aircraft solely by reference to instruments. Private Pilot qualifications are completed. Principal Topics Covered: AITT 2532: Final preparation (ground tutoring and flight lessons) in

preparation for the Federal Aviation Administration Flight Test. Prerequisite: AIT 2532(Formerly AIT 253C)

AITT 3010 STATIC AND STRENGTHS OF MATERIALS (4). Statics of particles and rigid bodies in two and three dimensions. Stress-strain relation, displacements in truss, shafts, and beams. Prerequisite: MATH 1050. (Formerly AIT 301)

AITT 3070 AVIATION MANAGEMENT (3). A study of the basic principals and existing practices used in managing and marketing as applied to the aviation industry. Includes problems, current issues and future trends related to aviation operations, planning and economic, and resource considerations. (Formerly AIT 307)

AITT 3080 AIRPORT MANAGEMENT (3). Introductory course designed to acquaint the student with basic concept of airport planning and management. A comprehensive survey of a typical community with eye toward present and future business potential is made. This includes the social and economic characteristics, the political and governmental influences, and various stages and types of airport construction. (Formerly AIT 308)

AITT 3090 INDUSTRIAL MATERIALS (3). An overview of the nature, composition and structure of industrial materials with emphasis on application properties, processing and the selection and fabrication of materials into products. Prerequisite: CHEM 1110, 1111 (ormerly AIT 309)

AITT 3110 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. (Formerly AIT 311)

AITT 3120 HUMAN FACTORS IN AVIATION (3). A study of the psychological and physiological effects that flight imposes on a pilot and aircrews. Also studied are information processing and display effects 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: PSYC 2010(Formerly AIT 312)

AITT 3140 INDUSTRIAL & PRODUCT MANAGEMENT (3). The problems of production, planning, controlling money, personnel, materials and machines are studied from the viewpoint of modern total quality control. Prerequisite: AITT 3380. (Formerly AIT 314)

AITT 3200 INTRODUCTION TO ROBOTICS (3). A study of robot structure, kinematics, dynamics, programming interfacing and applications. Two hours lecture and three hours laboratory. Prerequisites: MATH 1050, AITT 2000, 2001. (Formerly AIT 320)

AITT 3210 ROBOTICS II (3). A continuation of AIT 3200 and a more advanced study of robot structures, kinetics, dynamics, programming interfacing and applications. Two hours lecture and three hours laboratory. Prerequisite: AITT 3200. (Formerly AIT 321)

AITT 3250 INTRODUCTION TO CIM (3). A broad-based introduction of the various topics in computer-integrated manufacturing, including general business management, product and process definition, planning and control, factory automation and information resource management. (Formerly AIT 325)

AITT 3260 CIM II (3). A continuation of AIT 325 and a more advanced study of computer-integrated manufacturing, including general business management, product and process definition, planning and control, factory automation, and information resource management. Prerequisite: AITT 3250. (Formerly AIT 326)

AITT 3270 MATERIAL REQUIREMENT PLANNING (3). An investigation of computer-based systems, which tie together capacity requirement planning, production planning and scheduling, purchasing inventory management and other processes to control manufacturing operations. (Formerly AIT 327)

AITT 3280 COMPUTER NUMERICAL CONTROL (3). An introductory study of NC, CNC programming, simulation and tooling. Computer-aided programming and simulations. (Formerly AIT 328)

AITT 3310, 3311 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: AITT 2200. (Formerly AIT 331 & 331L)

AITT 3320, 3321 BASIC ELECTRONICS II (3). Multistage amplifiers, frequency response, feedback, stability, and linear amplifiers are studied. Operational amplifiers and filters are introduced. Prerequisites: AITT 3310, 3311. **(Formerly AIT 332 & 332L)**

AITT 3340 HYDRAULICS & PNEUMATICS (3). An introductory study of components, circuits and safety of fluid power systems. Basic principles of fluid statics and dynamics. Analysis of functions of components such as distribution systems, pumps, actuators and valves. Hydraulic and pneumatic circuits design and analysis. Fluid power maintenance and safety. Prerequisite: MATH 1050 **(Formerly AIT 334)**

AITT 3350, 3351 DIGITAL LOGIC SYSTEMS (3-1). Analysis of digital systems, combinational and sequential circuits, and stored program concepts. Prerequisite: AITT 2000, 2001. **(Formerly AIT 335 & 335L)**

AITT 3380 MANUFACTURING TECHNOLOGY (3). Emphasis on the development of skills in planning manufacturing processes, setting up fixtures and operating various machine tools. **(Formerly AIT 338)**

AITT 3400 COMMUNICATIONS SYSTEMS TECHNOLOGY (3). Principles of noise, oscillators, modulation, power vacuum tube amplifiers and circuitry. Transmission line and antennas. Prerequisite: AIT 3320. **(Formerly AIT 334)**

AITT 3450 ANTENNAS AND TRANSMISSION LINES (3). The principles of transmitting and receiving antennas, applied electromagnetic theory and transmission lines from a practical communications viewpoint. (An Elective Course) **(Formerly AIT 345)**

AITT 3480 STATISTICAL QUALITY CONTROL (3). An introduction to the basic statistical methods, control charts, sampling techniques and the implementation of statistical process control programs as relates to today's TQM. Prerequisite: MATH 1050 **(Formerly AIT 348)**

AITT 3500 RADAR PRINCIPLES (3). An elective course, which examines the principles of radar. Topics include basic radar concepts and installation, radar transmitters and receivers, radar displays, radiation safety and general maintenance and considerations. **(Formerly AIT 350)**

AITT 3520 INSTRUMENT GROUND INSTRUCTION (3). A study and review of the operations, regulations (FARs) and procedures necessary to perform competently as an instrument pilot. Prepares students for the instrument pilot written examination. Prerequisite: Private Pilot License or AITT 2500. **(Formerly AIT 352)**

AIT3550 COMMERCIAL GROUND Instr.(3) Ground instruction covering navigation systems, communications, principals of instrument flying, air traffic control procedures, approach and departure procedures, and FAA regulations. Prerequisite: Private Pilot License. **(Formerly AIT 355)**

AITT3560 FLIGHT INSTRUCTOR GROUND (3). Ground instruction on FAA regulations and publications, weather, advanced flight, computer operations, radio navigation, advanced aircraft and engine performance, and fundamentals of instructing. Prerequisite: Commercial Pilot's License with Instrument Rating. **(Formerly AIT 356)**

AITT3571 INSTRUMENT FLIGHT LAB (3). Flight and simulator training to perfect complex flight maneuvers using aircraft maximum performance and precision control as necessary to perform under instrument weather conditions. Prerequisite: Private Pilot License. **(Formerly AIT 357)**

AITT3581 COMMERCIAL FLIGHT LAB (3). A continuation course of AIT 3571, providing the additional flight and simulator training as required to perform as a commercial pilot with a multi-engine and instrument rating. **(Formerly AIT 358)**

AITT 3591 MULTI-ENGINE FLIGHT LAB (1). A continuation course providing the additional flight and simulator training and practice as required to perform as a commercial pilot with a multi-engine and instrument rating. **(Formerly AIT 359)**

AITT 3601 CFI FLIGHT LAB (2). A flight training course providing the additional flight, simulator training and practice as required to perform as a flight instructor for single engine airplane training. Prerequisite: Commercial Pilot License, Instrument Rating. **(Formerly AIT 360)**

AITT 3700 AVIATION METEOROLOGY (3). Properties and conditions of the atmosphere, landforms and topography leading to an understanding of weather conditions. Prerequisites: PHY 2020, 2021 **(Formerly AIT 370)**

AITT 3741, 3742 COOPERATIVE EDUCATION (6). 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. (An Elective Course) Prerequisite: Consent of the Department Head. **(Formerly AIT 374A & 374B)**

AITT 3810 THEORY OF FLIGHT & ENGINES (3). The laws of aerodynamics and nature as applied to aviation. The principals, familiarization and operation of the internal combustion engine and turbine engines. **(Formerly AIT 381)**

AITT 3840 AIRCRAFT SYSTEMS ANALYSIS (3). Analysis of structure, mechanical, electrical and hydraulic systems of aircraft. Procedures for inspection, maintenance and repair. Study of appropriate FARs. **(Formerly AIT 384)**

AITT 3900 AVIATION LEGISLATION (3). Legal concepts including federal, state and local legislation related to the operations, contracts, insurance and liability, regulatory statutes and case law. **(Formerly AIT 390)**

AITT 3950 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. **(Formerly AIT 395)**

AITT 4000 AIRCRAFT STRUCTURAL FACTORS (3). A detailed examination of aircraft development with emphasis on Manufacturing to include designs, materials selection, modification, maintenance and flight-testing. Additional topics include dynamic and static stress testing procedures, design loading, fatigue, and corrosion. Prerequisite: AIT 2500. **(Formerly AIT 340)**

AITT 4020 AIRLINE OPERATIONS (3). An in-depth study of U.S. Air Carrier Operations. The economics, organization, and regulation of domestic air carriers are covered in detail. Air Carrier training programs, route structure, sizing a line, and present and future projections are explored within this course. Prerequisite: AITT 3070, 3120, MGMT 3010 or consent of instructor. **(Formerly AIT 402)**

AITT 4040 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: AITT 2200, 2201, COMP 2220. **(Formerly AIT 404)**

AITT 4100 FLUID POWER CONTROL & INTERFACE (3). A study of fluid power system control using microcomputers, microprocessors and programmable controllers. Prerequisite: COMP 2220, AITT 3340. **(Formerly AIT 410)**

AITT 4170 LINEAR INTEGRATED CIRCUITS (3). Ideal operational amplifiers, biasing, comparitors, oscillators and filters are studied. Phase locked loops are introduced. Prerequisite: AITT 3320, 3321. **(Formerly AIT 417)**

AITT 4180 AVIATION MARKETING MANAGEMENT (3). Selling and pricing business aviation services and creative marketing strategy are studied in an analytical approach to advertising, sales force administration, promotion, distribution, retailing, logistics, wholesaling, product planning, price policies, market research and consumer behavior. Prerequisite: AITT 4020, MGMT 3010. **(Formerly AIT 418)**

AITT 4200 COMPUTER INTERFACING & PERIPHERALS (3). Applications of microprocessors to equipment with an emphasis on interfacing equipment. Prerequisite: AITT 4800. **(Formerly AIT 420)**

AITT 4210 DATA COMMUNICATIONS (3). An introduction to data communications hardware including synchronous/asynchronous communication, protocol, local area network controllers & modem. Prerequisite: AITT 4800. **(Formerly AIT 421)**

AITT 4300 DIGITAL COMPUTER STRUCTURES (3). Organization and description of computers from the register transfer level through microprogramming, memory organization and I/O examples of current popular computers. Prerequisite: AITT 3350, 3351. **(Formerly AIT 430)**

AITT 4400 INTRODUCTION TO AIR TRAFFIC CONTROL (3). A study of the national air traffic control system to include our basic operation procedures, the role of centers, approach control towers, flight service

stations, communications, navigation procedures, radar FARs operations, and facilities. **(Formerly AIT 440)**

AITT 4410 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. Prerequisite: AITT 2200, 2201. **(Formerly AIT 441)**

AITT 4420 AVIONICS (3). A course which covers the principles of electronics and electronic circuits element as used in aircraft and aerospace vehicles for communication, navigation and direction finding equipment. Prerequisite: AITT 3400. **(Formerly AIT 442)**

AITT 4640 CFI INSTRUMENTS (3). A flight and ground school-training course providing training required to perform as an instructor for instrument training. Prerequisite: Commercial License/Instrument Rating. **(Formerly AIT 464)**

AITT 4670 CFI MULTI-ENGINE (3). A flight and ground school training course providing training required to perform as an instructor for multi-engine training. **(Formerly AIT 467)**

AITT 4781, 4782 SPECIAL TOPICS IN INDUSTRIAL TECHNOLOGY (3). Special subject presented to cover current problems of unique advances in the leading edge of technology. Prerequisites: Senior standing and consent of instructor. **(Formerly AIT 478A & 478B)**

AITT 4800 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. Prerequisite: AITT 3350, 3351. **(Formerly AIT 480)**

Department of Architectural and Facilities Engineering

Nipha Kumar: Interim Department Head
ET 242A A. P. Torrence Hall
615-963-5411

Faculty: H. Jones, D. Martin, M. Samuchin

General Statement: The Department of Architectural and Facilities Engineering offers a program that prepares the student to approach, evaluate and complete the architectural engineering analysis, planning, design and construction management of various types of facilities/buildings. The four-year curriculum provides a program that emphasizes the fundamentals and design of building systems including structural design, mechanical and electrical systems design, construction and project management, and architectural design. Using these fundamentals, the student applies engineering principals to the design of a facility/building infrastructure. This provides the student with an understanding of the design process from planning through construction. The Bachelor of Science Degree in Architectural Engineering is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology. [EAC/ABET]

The Educational Objectives for the Department of Architectural and Facilities Engineering are as follows:

1. To provide the student with the knowledge of physical sciences, mathematics, and engineering science so that he/she has the capability to delineate and solve architectural and related engineering problems.
2. To familiarize the student with the systematic scientific approach to the identification and solution of practical problems in architectural engineering.

3. To provide the student with experience through the systematic application of engineering fundamentals to the design of architectural and related engineering components and systems.
4. To develop professional attitudes, ethical character, effective communication and an understanding of the engineer's responsibility to society.
5. To provide the student with intellectual challenges designed to arouse curiosity and a desire for lifelong learning.
6. To provide the student with experiences which will prepare them to function effectively in multicultural and multidiscipline groups.
7. To provide the student with the hands-on experiential learning activities with traditional and modern architectural and facilities engineering, state of the art technologies and software to enhance architectural engineering, planning, design, construction and management problem solving.

The outcomes of the program require that graduates demonstrate the following:

- (a) An ability to apply knowledge of mathematics, science, and engineering.
- (b) An ability to design and conduct experiments, as well as to analyze and interpret data.
- (c) An ability to design a system, component, or process to meet desired needs.
- (d) An ability to function on multi disciplinary teams.
- (e) An ability to identify, formulate, and solve engineering problems.
- (f) An understanding of professional and ethical responsibility.
- (g) An ability to communicate effectively.
- (h) The broad education necessary to understand the impact of engineering solutions in a global and societal context.
- (i) A recognition of the need for, and an ability to engage in life long learning.
- (j) A knowledge of contemporary issues.
- (k) An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.
- (l) Knowledge of codes and standards.
- (m) Business Sense.
- (n) A security sense and capability of integrating it into architectural engineering design.

Engineering Design Experience: Extraordinary opportunities are available through close contact with other engineering courses and research programs offered by the College of Engineering, Technology and Computer Science. The Architectural Engineering curriculum integrates technical resources with social and cultural needs.

The Engineering Design Experience provides the Architectural Engineering student with the training that enables him/her to develop the ability to systematically apply Engineering Fundamentals to the design of engineering components and systems. The Architectural Engineering program has in place a series of required engineering design courses which are integrated throughout its curriculum.

The Architectural Engineering design experience begins in the freshman year with ENGR 1011-Introduction To Engineering II, and continues into the sophomore year with ENGR 2010-Thermodynamics and ENGR 2110-Statics. During the junior year the design experience continues with ENGR 3200-Introduction To Design, AREN 3011-Architectural Design I, AREN 3501-Architectural CAD, AREN 4430- Lighting and Power Systems for Facilities, and MEEN 4200-Heating and Air-conditioning. Further required specialization in design takes place during the senior year with

AREN 3021-Architectural Design II, AREN 3420- Steel and Reinforced Concrete Design, and one (1) Design Option Elective, which can be selected from the following: AREN 3430-Masonry and Reinforced Concrete Design, AREN 3440-Structural Steel and Wood Design, AREN 4420-Building Engineering Systems, AREN 4450-Energy Conservation in Buildings, and AREN 4460 Manufacturing Facilities Layout Planning and Design. The design sequence is completed with a two semester discipline specific capstone design course ENGR 4500 and ENGR 4510.

AFE students shall demonstrate their competence with a portfolio, of design projects, which demonstrates proficiency in: (1) structural design, (2) building mechanical systems (HVAC) design, and (3) building electrical systems (Lighting and Power Systems for Facilities) design. The Building Systems Design Portfolio will be submitted to the faculty advisor one semester prior to graduation

The graduate of the Architectural Engineering program may find many opportunities through continued studies in graduate programs or employment with private firms, industrial establishments and/or governmental agencies.

The Minimum Number Of Semester Hours Required For A Bachelor of Science degree in Architectural Engineering is **128 Credit Hours**.

Major Core: A minimum of 37 Semester Credit Hours are required including AREN 1111, 3011, 3021, 3420, 3501, 4300, 4310, 4430, 4470 and AREN Elective; CVEN 3100, 3120, 3121, 3410; MEEN 4200.

Engineering Core: 91 Semester Credit Hours. See College's Engineering Core Requirement.

Bachelor of Science Degree in Architectural Engineering

FRESHMAN YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
ENGL 1010	3	ENGL 1020	3
MATH 1915	4	MATH 1925	4
CHEM 1110	3	PHYS 2110	3
CHEM 1111	1	PHYS 2111	1
ENGR 1001	1	ENGR 1011	1
ENGR 1151	1	AREN 1111	1
ENGR 1000	1	HIST 2010	3
	14		16
SUMMER SESSION			
PHYS 2120	3		
PHYS 2121	1		
MATH 2115	3		
	7		

SOPHOMORE YEAR

MATH 2125	3	MATH 3120	3
COMM 2200	3	ENGR 2000	3
ENGR 2110	4	ENGR 2001	1
ENGR2211	4	ENGR 2120	4
or 2221 or 2231	1	ENGR 2010	4
ENGL 2110	3		
HIST 2020	3		
	17		15

All students are required to pass the ENGINEERING ENTRANCE EXAMINATION prior to enrolling in Engineering Upper [300-400] level courses. Also they are required to take the Rising Junior Examination (RJE).

JUNIOR YEAR

AREN 3011	2	AREN 3501	2
CVEN 3100	3	AREN 4430	3
CVEN 3120	3	AREN 4300	3
CVEN 3121	1	CVEN 3410	3
ENGR 3200	3	MEEN 4200	3
ENGR 3300	2	**Humanities	
ENGL 2120	3	Elective	3
	17		17

SENIOR YEAR

AREN 3021	2	AREN 4310	2
AREN 3420	3	AREN 4470	3
ENGR 3400	3	ENGR 4510	1
*ENGR 4201	0	AREN Elective	3
ENGR 4500	1	**Social Science	
ENGR 4900	1	Elective	3
**Social Science Elective	3		
	13		12

(1) All Architectural Engineering majors must be advised by their academic advisor before completion of the registration process.

(2) Technical Elective must be chosen from the following courses with approval from advisor (AREN 3430, 3440, 4420, 4450, AREN 4460 and ENGR 3100)

(3)* Students must take the Fundamental of Engineering (FE) Examination in the same semester ENGR 4201 is taken and one semester before graduation. A student must provide evidence that he/she has filed an application to take the FE exam before filing for graduation. ENGR 4201 is offered only during fall semester.

(4)**Social-Behavioral Science and Humanities Elective courses must be chosen from a list of general education courses approved by the University.

(5) Students must provide proof of practicum experience of a minimum of continuous eight (8) weeks.

(6) Students must also take ETS examination in final year.

COURSE DESCRIPTIONS

AREN 1111 Architectural Graphics (1). Graphic techniques for preliminary presentation of architectural design problems. Emphasis are on the proper representation of the design components, structural systems, materials and other features. Three laboratory hours per week. Prerequisite: ENGR 1151. **(Formerly AE 111L)**

AREN 3011 Architectural Design I (2). Principles of design and systematic approach to problem solving of architectural design. Emphasis is on form and space relationships, structural elements, building materials and methods of construction, building and site relationships. Six laboratory hours per week. Prerequisites: ENGR 1151, AREN 1111. **(Formerly AE 301L)**

AREN 3021 Architectural Design II (2). 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. Six laboratory hours per week. Prerequisites: AREN 3011, AREN 3501. **(Formerly AE 302L)**

AREN 3420 Steel and Reinforced Concrete Design (3). Introduction to the design of structural steel and reinforced concrete members and systems. Behavior and design of beams, slabs, columns, tension member, and footings. Prerequisites: CVEN 3410. **(Formerly AE 342)**

AREN 3430 Masonry and Reinforced Concrete Design (3). The design of reinforced concrete and masonry structural members and systems. Prerequisite: CVEN 3410. **(Formerly AE 343)**

AREN 3440 Structural Steel and Wood Design (3). The design of steel and structural wood systems. Prerequisite: CVEN 3410. **(Formerly AE 344)**

AREN 3501 Architectural CAD (2). Design solutions of architectural problems using computer graphics as 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: ENGR 1151, AREN 1111, AREN 3011. **(Formerly AE 350L)**

AREN 4300 Building Materials and Construction (3). A study of the materials and construction methods used in the building construction industry. Codes, standards, and guidelines that regulate the manufacture, use as a building component, and installation requirements are included. The course covers the use of sustainable and energy conserving products in the design of building systems. Prerequisite: Junior Standing. **(Formerly AE 430)**

AREN 4310 Architectural History (2). 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. Prerequisite: Junior Standing. **(Formerly AE 431)**

AREN 4420 Building Engineering Systems (3). Water supply and drainage systems; fire safety and security, and acoustics. **(Formerly AE 442)**

AREN 4430 Lighting and Power Systems for Facilities (3). Principles and practices of electrical circuits and equipment design for buildings. Practical use of Electrical Codes for the design and sizing of power distribution, load characters, transformers, motors, generators, and control systems for single-and three-phase systems. Prerequisites: ENGR 2000 and ENGR 2001. **(Formerly AE 443)**

AREN 4450 Energy Conservation in Buildings (3). Energy use patterns for commercial, educational, medical, and industrial buildings. Various utility rate structures and the relevant LEED and USGBC standards are explored. Energy auditing techniques along with the effect of operation and maintenance on building energy use. Design projects are required. Prerequisite: Junior Standing. **(Formerly AE 445)**

AREN 4460 Manufacturing Facilities Layout, Planning and Design (3). The planning layout and design of industrial manufacturing facilities will focus on defining facility requirements, site location, workflow and work station analysis, personnel, legal and environmental issues. Emphasis is placed on utilizing computer graphics and data analysis to interactively optimize production flow paths, alternative layouts of plants and machines, storage areas, and other material and personnel flow. Prerequisites: AREN 3011. **(Formerly AE 446)**

AREN 4470 Construction Management (3). Principles and methods of cost analysis of materials, labor, and equipment production costs for the building trades. Scheduling, specification, and construction administration. Prerequisite: Junior Standing. **(Formerly AE 447)**

Department of Civil and Environmental Engineering

FAROUK MISHU, Ph.D., HEAD
ET 108, A.P. TORRENCE HALL
615-963-5421

Faculty: F. Chen, E. Isibor, I. McClain, P. Paily, R. Painter

General Statement: The Civil Engineering program systematically builds upon the knowledge acquired in the study of the physical sciences, mathematics, and engineering sciences to provide the students with a broad base knowledge in the various areas of civil engineering and environmental engineering. The program prepares the students for careers in the private and public sectors and/or to pursue graduate study.

The educational objectives for the Department of Civil and Environmental Engineering are as follows:

1. To provide the student with the knowledge of physical sciences, mathematics, and engineering science so that the student has the capability to delineate and solve civil and related engineering problems.
2. To familiarize the student with the systematic scientific approach to the identification and solution of practical problems in civil and environmental engineering.

3. To provide the student with design experience through the systematic application of engineering fundamentals to the design of civil and environmental components and systems.
4. To develop professional attitudes, ethical character, effective communication and an understanding of the engineer's responsibility to society.
5. To provide the student with intellectual challenges designed to arouse curiosity and a desire for lifelong learning.
6. To provide students with experiences which will prepare them to function effectively in multicultural and multidiscipline groups.
7. To provide students with the hands-on experiential learning activities with traditional and modern civil and environmental engineering practices incorporating state of the art technologies and software.

The outcomes of the program require that the graduating student demonstrate the following:

- a. Ability to apply knowledge of mathematics, science, and engineering;
- b. Ability to design and conduct experiments, as well as, to analyze and interpret data;
- c. Ability to design a system, component, or process to meet needs;
- d. Ability to function on multidisciplinary teams;
- e. Ability to identify, formulate, and solve engineering problems;
- f. Understanding of professional and ethical responsibility;
- g. Ability to communicate effectively;
- h. Broad education necessary to understand the impact of engineering solutions in a global and societal context;
- i. Recognition of the need of an ability to engage in life-long learning;
- j. Knowledge of contemporary issues;
- k. Ability to use the techniques, skills, and modern engineering tools necessary for engineering practice;
- l. Ability to understand, and use codes and standards in the analysis and design process;
- m. A business sense and understanding of the economics of industry; and
- n. A security sense and capability of integrating it into mechanical design.

Engineering Design Experience

The engineering design experience is stressed throughout the entire curriculum formally and informally. Freshmen are introduced to design in ENGR 1011 Introduction to Engineering II. Open-ended problems are assigned to the students in various courses in order to develop their creativity. Specifically, in ENGR 3200 Introduction to design, a design project problem is assigned which requires formulation, specifications and considerations of alternative solutions by each individual student. In Introduction to Design, the student is introduced to economic analysis and statistical analysis in the context of an engineering design. Design problems become more complex as the Civil Engineering student advances through the curriculum and takes the following design courses: CVEN 3200 Transportation Engineering, CVEN 3250 Hydraulics Engineering, CVEN 3350 Hydrology, CVEN 3420 Reinforced Concrete Design, CVEN 4250 Water and Waste Water Engineering, CVEN 4320 Highway Engineering, and one design elective course.

The student applies the above knowledge in a capstone design of a complete system. The Capstone Design, which consists of two semester sequence of ENGR 4500 and ENGR 4510, is done under the guidance of a faculty advisor or an industrialist and faculty advisor. The student must first present his/her design proposal for acceptance by the advisor and the department head. Every student is required to make an oral presentation on his/her project to students, faculty, and/or jury of practitioners in a formal setting. The student also presents a written report for approval by his/her advisor, department head and College Dean before a final grade is given.

Design Electives:

CVEN 3440	Steel Design
CVEN 4280	Solid Waste Management
CVEN 4290	Air Pollution
CVEN 4350	Hazardous Waste Management
CVEN 4440	Foundation Engineering
CVEN 4520	Civil Engineering Design

Departmental Requirements for Bachelor of Science-Civil and Environmental Engineering 37 Semester Hours

Four Year Plan: Total hours = 128

FRESHMAN YEAR

FALL SEMESTER		SPRING SEMESTER	
Courses	HR	Courses	HR
ENGL 1010	3	ENGL 1020	3
MATH 1915	4	MATH 1925	4
CHEM 110	3	PHYS 2110	3
CHEM 1111	1	PHYS 2111	1
ENGR 1001	1	ENGR 1011	1
ENGR 1151	1	HIST 2010	3
ENGR 1000	1		
	<hr/>		<hr/>
	14		15
SUMMER SESSION			
PHYS 2120	3		
PHYS 2121	1		
MATH 2115	3		
	<hr/>		
	7		

SOPHOMORE YEAR

ENGL 2110	3	ENGR 2000	3
ENGR 2110	4	ENGR 2001	1
ENGR 2231	1	ENGR 2010	4
MATH 2125	3	ENGR 2120	4
COMM 2200	3	MATH 3120	3
	<hr/>		<hr/>
	14		15

All students are required to pass the ENGINEERING ENTRANCE EXAMINATION prior to enrolling in engineering upper level (300-400) courses. Students are also required to take the Rising Junior Examination (RJE)

JUNIOR YEAR

CVEN 3000	2	CVEN 3130	2
CVEN 3100	3	CVEN 3131	1
CVEN3120	3	CVEN 3200	3
CVEN 3121	1	CVEN 3410	3
ENGR 3200	3	CVEN 4361	1
ENGR 3300	2	ENGR 3400	3
ENGL 2120	3	HIST 2020	3
	<hr/>		<hr/>
	17		16

SENIOR YEAR

CVEN 4250	3	CVEN 3250	3
CVEN 4320	3	CVEN 3350	3
ENGR 4500	1	CVEN 3420	3
ENGR 4201 FE*	0	ENGR 4510	1
ENGR 4900	1	Social Science.	
Humanities Elective**	3	Elective***	3
Design TECH ELEC**	3	Social Science	
		Elective***	3
	<hr/>		<hr/>
	14		16

*A student must have completed an application to take the FE exam offered by the State Board in the same semester ENGR 4201 is taken.
 **This elective must be chosen from an approved General Education list of Humanities courses.
 ***This elective must be chosen from an approved General Education list of social Science courses.
 A student must take ETS examination during the final year.
 A practicum is required for eight (8) continuous weeks.

COURSE DESCRIPTIONS

CVEN 3000 Introduction to Environmental Engineering (2). Methods to recognize, analyze and solve environmental problems related to air and water. Introduction to regulatory criteria for governing pollution. Prerequisite: Junior Standing. Co-requisite CVEN 3100. **(Formerly CE 300).**

CVEN 3100 Fluid Mechanics (3). Fluid properties; fluid pressure and pressure forces; fluid flow fundamentals; continuity, Bernoulli and momentum equations for ideal and real fluid flows; experiments in pipe flows and open channel flows. Two hours lecture and three hours lab. Prerequisites: ENGR 2010, ENGR 2110; Co-requisite: ENGR 2120. **(Formerly CE 310).**

CVEN 3120 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, Stress Transformation. Prerequisite: ENGR 2110. **(Formerly CE 312).**

CVEN 3121 Mechanics of Materials Lab (1). A laboratory based on CVEN 3120 lecture material, one 3-hour lab per week. Co-requisite: CVEN 3120. **(Formerly CE 312).**

CVEN 3130 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: CVEN 3120. **(Formerly CE 313).**

CVEN 3131 Soil Mechanics Lab (1). Laboratory based on CVEN 3120 lecture material, one 3-hour lab per week. Co-requisite: CVEN 3130. **(Formerly CE 313L).**

CVEN 3200 Transportation Engineering (3). An introduction to urban and rural transportation problems and the basic fundamentals for design, construction, maintenance and operation of various transportation modes, guideways and terminals. The course also includes introductory material in mass transportation, traffic and accident analysis, and measurement systems. This course will consist of two hours of lecture and three hours of lab. Prerequisite: ENGR 2120, Co-requisites: ENGR 3200. **(Formerly CE 320).**

CVEN 3250 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. Prerequisite: CVEN 3100; Corequisites: ENGR 3200, ENGR 3400. **(Formerly CE 325).**

CVEN 3350 Hydrology (3). Study of the hydrologic cycle including precipitation, and runoff; hydrograph analysis; methods to estimate peak flows; design of drainage systems and flood control reservoirs. Prerequisites: CVEN 3100; Co-requisite: ENGR 3200, ENGR 3400. **(Formerly CE 335).**

CVEN 3410 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, introduction to matrix methods of structural analysis. Prerequisite: CVEN 3120, ENGR 3400 (formerly CE 341)

CVEN 3420 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. Prerequisite: CVEN 3410; Co-requisite: ENGR 3200. **(Formerly CE 342).**

CVEN 3440 Steel Design (3). The analysis and design of structural steel elements and connections by LRFD Method, including tension members, compression members, beams and columns subjected to axial forces and bending moments. Prerequisite: CVEN 3410; Co-requisite: ENGR 3200. **(Formerly CE 344).**

CVEN 4250 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. Prerequisites: CVEN 3000, CVEN 3100; Co-requisites: ENGR 3200, ENGR 3400. **(Formerly CE 425).**

CVEN 4280 Solid Waste Management (3). Quantities and characteristics of solid wastes; collection methods and equipment; recycling of wastes; disposal methods including composting, incineration and sanitary landfills; economics and planning of solid waste management systems. Prerequisite: CVEN 3000; Co-requisite ENGR 3200. (Formerly CE 428).

CVEN 4290 Air Pollution Control (3). Sources of primary and secondary air pollution; production of air pollutants from combustion processes. air pollution control devices; air quality modeling. Prerequisite: CVEN 3000; Co-requisite: ENGR 3200. (Formerly CE 429).

CVEN 4320 Highway Engineering (3). An introduction to the concepts of design, construction, and maintenance of highway facilities including the integration and application of various engineering principles and techniques for comprehensive team projects. The course will include an introduction to some of the most recent technologies available and responsive to the needs of highway engineering. Prerequisite: CVEN 3200. (Formerly CE 432).

CVEN 4350 Hazardous Waste Management (3). Generation of hazardous wastes by industries; nature and quantities of hazardous wastes; transportation, treatment and disposal; environmental impacts; risk analysis of spills; management of radioactive wastes. Prerequisite: CVEN 3000. (Formerly CE 435).

CVEN 4361 Environmental Engineering Laboratory (1). Basics of wet chemical analysis of water samples; titrimetric and spectrometric analysis; evaluation of processes such as coagulations, thickening, adsorption and gas transfer, etc. Two hours of lecture and three hours of lab. Prerequisite: CVEN 3000. (Formerly CE 436L).

CVEN 4440 Foundation Engineering (3). Subsurface exploration, retaining walls, shallow foundations, bearing capacity of soils, spread and combined footings, raft foundations, deep foundations, piles, caissons and piers. Prerequisite: ENGR 3130; Co-requisites: ENGR 3200, ENGR 3400. (Formerly CE 444).

CVEN 4520 Civil Engineering Design (3). Civil engineering design implementation in one or more of the following areas: structures, geotechnical, water, environmental, and transportation. Prerequisite: Consent of Instructor. (Formerly CE 436L).

Department of Computer Science

Amir Gamshadi, PhD., Interim Head

**Rm 05, McCord Hall
615-963-5800**

Faculty: W. Chen, H. Miao, T. Rogers, A. Sarayloo, A. Sekmen, G. Shao, A. Thomas, M. Williams, F. Yao

General Statement: The Computer Science Department offers a BS degree in Computer Science. The CS program provides CS majors with a broad based knowledge in various contemporary computer science fields such as computer architecture and organization, algorithm design and analysis, computer programming, database management systems, and computer networks and data communication. The CS programs includes adequate courses from mathematics, natural sciences, ethics, communications, and other general educations to provide the base knowledge required for understanding computer science topics, for gaining the skills required for entering in diverse careers in private and public sectors and pursue graduate studies.

The educational objectives of the Department of Computer Science are consistent with the objectives and outcomes of the College of Engineering and TSU and are as follows:

1. To provide students with the basic knowledge in Mathematical and Natural Science topics that are required for problem solving and understanding of the computer science studies.
2. To provide CS students with fundamentals of computer science so that, they can solve complex problems and develop algorithms using top-down structured design and object oriented design.

3. To provide students with hands-on computer science experiences so that they can implement algorithms and produce application software.
4. To provide students with oral and writing skills required for effective communication and productive functioning in teams and complex working environments.
5. To make students aware of the social issues, ethical conducts, and their professional responsibilities to their society and the international community.
6. To prepare students so that they may pursue graduate studies and understand and appreciate benefits of life-long learning.

Program Requirements

A minimum of 120 semester credit hours are required for completion of the BS degree in Computer Science. The distribution of these credits is outlined below.

Engineering Orientation	01
Communication	12
Humanities / Fine Arts	09
Social / Behavioral Sciences	06
History	06
Natural Sciences	12
Mathematics	21
Engineering & CS	47
Computer Technical Electives	06
Total	120

Communication (12)

- ENGL 1010 Freshman English I (Composition) (3)
- ENGL 1020 Freshman English II (Composition) (3)
- COMM 2200 Public Speaking) (3)
- A course in a foreign language (3)

Humanities/Fine Arts (9)

1. ENGL 2110 American Literature I (3)
2. ENGL 2120 American Literature II (3)
3. PHIL 2010 Introduction to Philosophy (3)

Social/Behavioral Sciences (6)

1. PSYC 2010 General Psychology (3)
2. ECON 2010 Principles of Economics (3)

History (6)

1. HIST 2010 American History I (3)
2. HIST 2020 American History II (3)

Natural Sciences (12)

1. CHEM 1110 & 1111 General Chemistry I and Laboratory (3, 1)
2. PHYS 2110, PHYS 2120 General Physics I II (3,3)
3. PHYS 2111, PHYS 2121 General Physics I, II Laboratory (1, 1)

Orientation (1)

1. ENGR 1000 Orientation (1)

Mathematics (21)

1. MATH 1115 Fundamentals of Problem Solving (1)
2. MATH 1915 Calculus & Analytic Geometry (4)
3. MATH 1925 Calculus II (4)
4. MATH 2115 Calculus III (3)
5. STAT 3110 Probability and Statistics I (3)
6. MATH 3610 Linear Algebra I (3)
7. COMP 3200 Discrete Mathematics (3)

Computer Science (47)

Computer science courses are grouped into 2 categories: CS Core courses (35) and concentration courses (12). Four concentration areas are included. These are: Business, Software Engineering, Computer Hardware and Data Communications and Networking.

Computer Science (Core 35)

1. ENGR1001 Introduction to Engineering I (1)
2. ENGR1011 Introduction to Engineering II (1)
3. COMP 2040 Introduction to Computer, Problem Solving and Computer Use (3)
4. COMP 2140 Structured Problem Solving and Programming (3)
5. COMP 2240 Object Oriented Programming (3)
6. COMP 2400 Computer Organization I (3)
7. COMP 2600 Assembly Language (3)
8. COMP 3560 Automata and Formal Languages (3)
9. COMP 3040 Data Structures and Algorithms (3)
10. COMP 3190 Ethics and Professionalism in Computing (3)
11. COMP 3310 Data Communication and Computer Networks (3)
12. COMP 4100 Operating Systems (3)
13. COMP 4500 (Senior Project I (1)
14. COMP 4510 (Senior Project II (1)
15. ENGR 4900 Professional Development Seminar (1)

Concentrations (12)

Business

1. ACCO 2110 Principles of Financial Accounting I (3)
2. BISI 3160 Business Application Development (3)
3. BISI 3230 Management Information Systems (3)
4. COMP 3710 Relational Databases (3)

Software Engineering

1. COMP 3030 Event Driven Programming (3)
2. COMP 4300 Software Engineering (3)
3. COMP 4200 Compiler Construction (3)
4. COMP 4700 Algorithms (3)

Computer Hardware

1. ENGR 2000, ENGR 2001 Circuits I and Lab(3,1)
2. COMP 3500 Digital Logic Design (3)
3. COMP 4310 Advanced Computer Organization(3)
4. COMP 3170 Unix Operating Systems (2)

Data Communication and Computer Networks Concentration (12)

1. COMP 3650 Microcomputers (3)
2. COMP 4450 Computer Network Architecture (3)
3. COMP 4550 Computer Network Protocols (3)
4. COMP 4750 Computer Network Management (3)

Technical Electives

Every CS major must take a minimum of 6 credit hours of technical elective courses. These courses can be CS, Technology or Engineering courses. Courses must be approved by student advisor before they can be taken.

A Suggested Four Year Plan

FRESHMAN YEAR

FALL SEMESTER		SPRING SEMESTER		HR
Course	HR	Course	HR	
ENGR 1001	1	ENGR 1011	1	
ENGL 1010	3	ENGL 1020	3	
HIST 2010	3	HIST 2020	3	
MATH 1915	4	MATH 1925	4	
MATH 1115	1	PHIL 1030	3	
ENGR 1000	1	COMP 2040	3	
TOTAL	13			17

SOPHOMORE YEAR

FALL SEMESTER		SPRING SEMESTER	
ENGL 2110	3	FORN LANGUAGE	3
COMM 2200	3	ENGL 2120	3
CHEM 1110 /1111	4	MATH 3610	3
COMP 2140	3	COMP 2240	3
MATH 2115	3	ECON 2010	3
TOTAL	16		15

JUNIOR YEAR

FALL SEMESTER		SPRING SEMESTER	
PHYS 2110,2111	4	PHYS 2120,2121	4
STAT 3110	3	COMP 3310	3
COMP 3040	3	COMP 2600	3
COMP 2400	3	COMP 3200	3
COMP 3190	3	PSYC 2010	3
TOTAL	16		16

SENIOR YEAR

FALL SEMESTER		SPRING SEMESTER	
COMP 4500	1	COMP 4510	1
COMP 3560	3	Tech. ELECTIVE	3
COMP 4100	3	CONCENTRATION	3
ENGR 4900	1	CONCENTRATION	3
CONCENTRATION	3	Tech. ELECTIVE	3
CONCENTRATION	3		
TOTAL	14		13

In addition to the University requirements for graduation, the following specific College graduation requirements must be met by students in the college:

Students may graduate with a maximum of two D" grades earned in the last two semesters of the senior year. All other D" grades earned in courses prior to the senior year must be repeated the very next time the courses are offered until a minimum grade of C is earned, If a graduating senior earns more than two grades of D during the senior year, that senior will not graduate until that senior has only two grades of "D".

COURSE DESCRIPTIONS

COMP 1210 Introduction to Computing (3). This course is for non-CS majors. The purpose is to introduce students to computer hardware and use. Topics covered include: Computer hardware, operating systems and some of the commonly used application software such as a word Processor, an Internet browser, an email manager, a presentation manager and a spreadsheet processor. Course includes hands-on work with computers. Not open to CS majors. Offered every semester. Prerequisite: high school algebra. **(Formerly CS121)**

COMP 2040 Introduction to Computer, Problem Solving and Computer use (3). This is the first course for CS majors. The purpose is to introduce students to essential of computer hardware, operating systems and problem solving. Topics to be offered are binary, decimal and hexadecimal numbers, computer memory and data storage methods, problem solving and algorithm development, Windows and the UNIX operating systems and their uses. Prerequisite is ENGR 1001. **(Formerly CS210)**

COMP 2140 Structured Problem Solving and Programming (3). This course discusses basic structures of an object oriented programming language and an integrated development software. Students will use computer labs to implementation programs. Basic language structures needed for translating single-function and multi-function algorithms involving decisions and loops are discussed. Discussions will be in the context of programming language concepts. Prerequisite: COMP 2040 or equivalent. **(Formerly CS211)**

COMP 2240 Object Oriented Programming (3). This is the continuation of COMP 2140. The remaining structures of the language used in COMP 2140, including object oriented design, detail discussions of classes and methods (functions), inheritance and polymorphism, exception handling, one-dimensional and multi-dimensional arrays and their uses, strings, matrices, and hashing will be discussed. Discussions will be in the context of programming language concepts. Prerequisite: COMP 2140 or equivalent. **(Formerly CS212)**

COMP 2400 Computer Organization I (3). This course introduces the structures and working principles of the different hardware units of a computer. Computer systems organization, the digital logic level (gates and circuits, memory), micro-architecture level (data path, microinstructions), The instruction set architecture level (instruction format, addressing) and parallel computer architectures are discussed. Prerequisites: COMP 2140. **(Formerly CS240)**

COMP 2600 Assembly Language (3). This course introduces low level programming through an assembly programming language. Topics include: quick review of main memory and CPU, use of memory, data types, data processing, addressing, compilation and linking processes. Prerequisite: COMP 2400. **(Formerly CS260)**

COMP 2630 Selective Programming Languages (1-2). The purpose of this course is to teach all components of a selected programming language. Some of the languages to be offered are Visual Basic, C, C++, Smalltalk, Scheme, Common Lisp, Prolog. CSO majors can take the course but credits cannot be applied towards graduation requirements. Prerequisite: COMP 2040. **(New course)**

COMP 3000 Computer Programming for non-CS majors (3). This course is a computer programming for non-CS majors. Topics covered include: Introduction to computer hardware, problem solving and algorithm development, translating algorithms using an object oriented programming language. Schedule will include two lecture hours and two lab sessions. Prerequisite: High school algebra. Offered on demand. **(new course)**

COMP 3030 Event Driven Programming (3). This course introduces basics of visual programming, also known as event driven programming, using the programming language used in COMP 2140 and 2240. Topics discussed include: Language facilities for visual programming, messages and message handling, message loop, creating windows including dialog boxes, constructing controls within windows, graphics and I/O with documents. Prerequisite: COMP 2240 or equivalent. **(Formerly CS310)**

COMP 3040 Data Structures (3). This course introduces basic data structures. Topics discussed are: abstract data types, implementation of stack and queue data structures with arrays and linked lists, binary trees, heaps, and primary queues, some sorting and searching algorithms and their implementations. Prerequisite: COMP 2240 or equivalent. Offered fall and spring **(Formerly CS304)**

COMP 3050 Programming Languages (3). This course presents fundamental concepts of programming languages. Topics include: Syntax, Semantics, memory management, parameter passing methods, new programming language extensions (object oriented programming, event driven programming) and comparison of existing programming languages. Prerequisite: COMP 3040. **(Formerly CS305)**

COMP 3170 Applied Operating Systems (1-2). This course is designed for presenting advanced features of some commonly used operating systems and their uses. It can be taken more than one time, provided each time a different operating system is taught. Examples of operating systems to be offered are MS Windows, LINUX, and UNIX. Prerequisite: COMP 2040. **(New course)**

COMP 3190 Ethics and Professionalism in Computing (3). This course presents the important topics of communications and ethics for computer professionals. Topics discussed include: Introduction and definitions, Ethics for CS professionals and computer users, Computer and Internet Crime, privacy, freedom of expression, intellectual property, Software development, employer/employee issues, software engineering and IEEE code of ethics and professional practice: Prerequisite: COMP 2040 **(New course)**

COMP 3200 Discrete Mathematics (3). This course presents discrete mathematical structures for computer science. Topics include: sets functions and relations, congruence, logic and proof methods, Boolean algebra, graphs and trees and their applications in computer science. Prerequisite: Math 1915 and COMP 2240. **(Formerly CS320)**

COMP 3310 Data Communications and Computer Networks (3). This course presents basic concepts of data communications and computer networks. Topics include: Definitions, signals, encoding and modulation, digital data transmission and transmission media, error detection and control, types of networks, structure of an open network model, data link and data link protocols. Prerequisite: COMP 2400. **(Formerly CS330)**

COMP 3410 Advanced Computer Organization (3). This course focuses on advanced computer organization and architecture. Topics include RISC and CISC architectures, 1-bus and multi-bus processor design, pipelining, microprogramming, memory system, and performance measures. Students will work in teams on design projects. Prerequisite: COMP 2400. **(Formerly CS 341)**

COMP 3500 Digital Logic Design (3). Review of Boolean algebra and digital logic gates, Switching algebra, combinational and sequential logic design, minimization methods. Prerequisite: COMP 2400. **(Formerly CS350)**

COMP 3560 Automata and Formal Languages (3). The purpose of this course is to teach concepts of formal languages and automata. Topics include: mathematical preliminaries, deterministic and nondeterministic finite acceptors, regular expressions, regular languages and grammars, context free grammars and languages, Turing machines.. Prerequisite: COMP 3200. **(Formerly CS355)**

COMP 3650 Microcomputers (3). This course is designed for teaching the personal computer hardware and software essentials. Topics include: Structures of the PC system board, main memory, CPU, the bus systems, expansion slots, secondary memory units (disks, CD and DVDs, ...), other hardware devices, basics of the PC operating systems, PC management, repair and maintenance. Prerequisite: COMP 2040. **(Formerly CS365)**

COMP 3710 Relational Databases. (3). This course presents basic principles of relational databases and a relational database management system. Topics include basic definitions of database systems, relations and their operations, design of and implementation of a relational database, creating queries and the SQL (structured Query Language). Prerequisite: COMP 3200. **(Formerly CS370)**

COMP 3900 Numerical Analysis (3). This course is for programming some mathematical problems including solutions of non-linear equation and simultaneous linear equations, matrix related computations, numerical differentiation and integration, interpolation and approximation. Prerequisites: COMP 2140 and MATH 3610. **(Formerly CS 390)**

COMP 4100 Operating Systems I (3). This course presents theory of operating systems. Topics include: 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: COMP 2400, COMP 3040. **(Formerly CS410)**

COMP 4200 Compiler Construction (3). This course is for teaching fundamentals of writing compilers for programming languages. Topics include: lexical analysis, parsing, semantic analysis and code generation. Prerequisites: COMP 3560. **(Formerly CS420)**

COMP 4300 Software Engineering (3). This course presents principles of producing efficient and reliable software systems. Topics include: 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: COMP 3040. **(Formerly CS430)**

COMP 4400 Artificial Intelligence (3). An introduction to the core concepts of AI. Topics include expert systems, game playing, planning, vision, machine learning, neural networks, and robotics. Prerequisite: COMP 3040. (Formerly CS440)

COMP 4450 Computer Network Architecture (3). Network design and types, circuits switching, bridges, routers, control signaling, traffic control, LANs, MANs, WANs and digital networks. Prerequisite: COMP 3310. (Formerly CS445)

COMP 4500(ENGR 4500) Senior Project I (1). Each CS major must start working on a research project on the first semester of the graduating year. The project is to be completed in COMP 4510 in the second semester of the graduating year. A written report and an oral defense of the project are required. Prerequisite: graduating senior. (Formerly ENGR 450)

COMP 4510(ENGR 4510) Senior project II (1). This course is the continuation of the COMP 4500. The project started in COMP 4500 must be completed. The report must be presented and orally defended. Prerequisite: COMP 4500. (New Course)

COMP 4550 Computer Network Protocols (3). Basic flow control, types of protocols, routing, transports, contention, redundancy checks, encryption and decryption, viruses and internet protocols. Prerequisites: COMP 4450 and COMP 3200. (Formerly CS455)

COMP 4600 Microprocessors (2). Microprocessor Architecture, Address modes and the instruction set, Programming the Microprocessor, memory interface, Basic I/O interface, Direct Memory Addressing, Bus interface, survey of Intel Microprocessors. (Formerly CS 460)

COMP 4610 Object Oriented and Hybrid Database Systems (3). This course presents Object Oriented and hybrid database concepts. Topics include: definitions of objects and attributes, methods and messages, classes, object-oriented data models, architectural issues, the Object-Oriented Database System Manifesto, Object-Oriented Database Design, Object-Oriented Database Management Systems, Object/Relational Database Management Systems, SQL3. Prerequisite: COMP 3710. Offered Alternate years. (New Course)

COMP 4700 Algorithms (3). The purpose of the course is to teach principles of algorithm design and algorithm analysis. Topics include: Some basic algorithms, such as sorting and searching, pattern matching, Classes of P, NP, NP-complete, intractable problems and some algorithm design techniques, such as dynamic programming, greedy algorithms. Prerequisites: COMP 3040. Offered in alternate years or as demanded. (Formerly CS470)

COMP 4750 Computer Network Management (3). Network interfacing, measuring failures and availability, reliability, security, maintenance, network statistics, reconfiguration and documentation. Prerequisites: COMP 3310. Offered in spring. (Formerly CS475)

COMP 4800 Computer Graphics (3). This course presents basics, including mathematical topics used in writing graphics software. Topics include: Introduction, Passive and interactive computer graphics, programming, hardware, user languages and output devices, transformations, algorithms, object modeling, storage and manipulations and image processing. Prerequisite: COMP 3040. (Formerly CS 480)

COMP 4910 Special Topics (1 to 3). This course is for teaching important emerging computer science topics that are not covered in other CS courses. Prerequisites: junior or senior status and successful completion of at least 18 hours of CS courses. (Formerly CS 490)

Department of Electrical and Computer Engineering

Satinderpaul Singh Devgan, Ph.D., P.E., Head
ET-214F A.P. Torrence Hall
615-963-5362

Faculty: C. A. Berry, M. Bodruzzaman, L. Hong, M. J. Malkani, D.R. Marpaka, M.S. Zein-Sabatto

General Statement: The mission of the Department of Electrical and Computer Engineering, commensurate with the mission of the University and the College of Engineering, Technology and Computer Science, is to provide quality Electrical Engineering, Computer and Information Systems Engineering, and Biomedical Engineering education, pursue basic and applied research (inquiry) in selected and focused critical areas, and to engage in service to its constituents.

The program in electrical engineering systematically builds upon the knowledge acquired in natural sciences, mathematics, and engineering sciences to provide the students a broad base in the various areas of electrical engineering. The program also offers a concentration in Computer Engineering under the B.S.E.E. degree. The program offers courses in electrical circuits, linear systems, computer programming, electronics, control systems, energy conversion, power systems, electromagnetic theory, communication systems, digital logic design, software engineering, computer structures and microprocessors. The students 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 educational objectives of the program are as follows:

The goal of the Department of Electrical and Computer Engineering at Tennessee State University is to offer a high quality, broad-based program in electrical engineering, complemented by basic and applied research and public service to prepare its graduates for starting positions in industry, government and/or pursue graduate study in related fields. The Program Educational Objectives (PEO) of the Electrical Engineering (EE) program are:

1. To provide the student with the knowledge of natural sciences, mathematics, engineering and computer science so that the student has the capability to systematically delineate and solve electrical and related engineering problems.
2. To provide the student with a broad-based background in electrical engineering with experiences in the design, development and analysis of electrical and computer systems, subsystems and components.
3. To provide the students with an engineering education to function as educated members of a global society, with awareness of the contemporary issues, professional responsibility, ethics, impact of technology on society, and the need for life long learning.
4. To provide the students with skills to function as members of multidisciplinary teams, and to communicate effectively using available modern tools.

The outcomes of the program require that the graduating student demonstrate the following:

- a. an ability to systematically apply knowledge of mathematics, science and engineering sciences to solve problems
- b. an ability to plan, design, and conduct engineering experiments as well as to analyze and interpret data and report results
- c. an ability to systematically identify, formulate, design and demonstrate electrical engineering systems, subsystems, components and/or processes that meet desired performance, cost, time and safety requirements
- d. an ability to function on multidisciplinary teams

- e. an ability to identify, formulate and solve engineering and electrical engineering problems
- f. an understanding of professional and ethical responsibility
- g. an ability to communicate technical information through professional quality reports, oral presentations and interaction with audience
- h. the broad education necessary to understand the impact of electrical engineering solutions in a global and societal context
- i. a recognition of the need for and an ability to engage in life-long learning
- j. a knowledge of contemporary issues
- k. an ability to use modern techniques, skills and tools including computer based tools for analysis and design
- l. Knowledge of probability and statistics, numerical analysis and their applications
- m. familiarity with appropriate Codes and Standards
- n. Awareness of business environment in which engineering systems are designed and developed.
- o. a sense of security and capability to integrate it into electrical system design

Engineering design is the process of devising a system, component, or process to meet desired needs. It is a decision making process (often iterative). The fundamental elements of the design process are the establishment of objectives and criteria, synthesis, construction, testing and evaluation and should include a variety of realistic constraints, such as economic factors, safety, reliability, aesthetics, ethics and social impact.

Engineering design experience is integrated throughout the curriculum starting with definition of engineering and engineering design in ENGR 1011 Introduction to Engineering II in freshman year where student's creativity and economic analysis skills are used in a required group design project. Design experience continues in sophomore year with ENGR 2130 Combined Statics and Mechanics of Materials course. In the junior year, design process and methodology are covered in a required ENGR 3200 Introduction to Design course that covers development of specifications, realistic constraints and consideration of alternate feasible solutions leading to design projects. During junior and senior years, design experiences are continued through required design projects in EECE 2120 Circuits II, EECE 3100, 3101 Design of Digital Logic Systems and Lab., EECE 3300, 3301 Electronics and Lab., EECE 3410 Energy Conversion, EECE 3420 Power Systems, EECE 4000, 4001 Control Systems I and Lab., EECE 3500 Communication Systems, EECE 4300 Digital Computer Structures, EECE 4310 Software Engineering, EECE 4800 Introduction to Microprocessors and group design projects in EECE 4101 Electrical Systems Design Laboratory (100% design) courses. These design experiences lead to a culminating major, meaningful design experience in a required two semester sequence of program specific ENGR 4500, ENGR 4510 Capstone Design Project I, II courses in the senior year. Students' communication skills are also developed through required written reports in laboratory courses, design project reports, formal oral presentation and bound written report for ENGR 4510 - Capstone Design Project II course.

The B. S. degree program in Electrical Engineering is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC of ABET).

Departmental Requirements for Bachelor of Science - Electrical Engineering 128 Semester Hours

MAJOR CORE: A minimum of 37 semester hours including: EECE 2120, 3061, 3100, 3101, 3200, 3210, 3300, 3301, 3410, 3420, 3500, 4000, 4001, 4101; Guided Electives.

MAJOR CORE FOR CONCENTRATION IN COMPUTERS ENGINEERING: A minimum of 37 semester hours including: EECE 2120, 3061, 3100, 3101, 3200, 3210, 3300, 3301, 3500, 4101, 4300, 4310, 4800, COMP 3200; Guided Elective.

TECHNICAL ELECTIVES: A minimum of 5 semester hours. Choose two from the following with the approval of the advisor: EECE 3330, 3430, 4020, 4100, 4320, 4350, 4410, 4600, 4800. Only one 3 credit hour technical elective is needed for concentration in computer engineering.

Four Year Plan:

Bachelor of Science in Electrical Engineering

FRESHMAN YEAR

FALL SEMESTER Courses		HR	SPRING SEMESTER Courses		HR
ENGL 1010		3	ENGL 1020		3
MATH 1915		4	MATH 1925		4
CHEM 1110		3	PHYS 2110		3
CHEM 1111		1	PHYS 2111		1
ENGR 1151		1	HIST 2010		3
ENGR 1001		1	ENGR 1011		1
ENGR 1000		1			
		<hr/>			<hr/>
		14			15

SUMMER SESSION

PHYS 2120	3
PHYS 2121	1
MATH 2115	3
	<hr/>
	7

SOPHOMORE YEAR

FALL SEMESTER Courses		HR	SPRING SEMESTER Courses		HR
MATH 2125		3	MATH 3120		3
COMM 2200		3	ENGR 2000		3
ENGR 2130		4	ENGR 2001		1
ENGR 2231		1	ENGR 2120		4
ENGL 2110		3	ENGR 2250		4
HIST 2020		3			
		<hr/>			<hr/>
		17			15

All students are required to pass the Engineering Entrance Examination prior to enrolling in major and engineering upper level (300-400) courses. Also they are to take the Rising Junior Examination (RJE).

JUNIOR YEAR

EECE 2120	3	EECE 3200	3
EECE 3100	3	EECE 3300	3
EECE 3101	1	EECE 3301	1
ENGR 3200	3	EECE 3210	3
ENGR 3300	2	ENGR 3400	3
EECE 3061	1	ENGL 2120	3
Social Science Elective (2)	3		
	<hr/>		<hr/>
	16		16

SENIOR YEAR

EECE 3410	3	EECE 3420	3
EECE 3500	3	ENGR 4510	1
EECE 4000	3	ENGR 4900	1
EECE 4001	1	Technical Elective (1)	3
EECE 4101	1	Technical Elective (1)	2
ENGR 4500	1	Humanities Elective (2)	3
ENGR 4201(3)	0		
Social Science Elective (2)	3		
	<hr/>		<hr/>
	15		13

(1) Technical and design electives must be chosen from the following courses with approval from advisor. (EECE 3330, 3430, 4010, 4020, 4100, 4300, 4310, 4320, 4350, 4410, 4600, 4800)

(2) Social Science and Humanities Electives must be chosen from an approved list of general education courses.

(3) The student must file an application and take the Fundamentals of Engineering (FE) examination in the same semester ENGR 4201 is taken and one semester before graduation. The student must provide evidence that he/she has filed the application to take the FE examination before filing for graduation. ENGR 4201 is offered only during the fall semester.

(4) Student must provide proof of practicum experience of a minimum of continuous eight (8) weeks.

(5) Student must also take the ETS examination in Final year.

Four Year Plan:

Bachelor of Science in Electrical Engineering with Concentration in Computer Engineering

FRESHMAN YEAR

FALL SEMESTER		SPRING SEMESTER	
Courses	HR	Courses	HR
ENGL 1010	3	ENGL 1020	3
MATH 1915	4	MATH 1925	4
CHEM 1110	3	PHYS 2110	3
CHEM 1111	1	PHYS 2111	1
ENGR 1151	1	HIST 2010	3
ENGR 1001	1	ENGR 1011	1
ENGR 1000	1		
	<hr/>		<hr/>
	14		15
SUMMER SESSION			
PHYS 2120	3		
PHYS 2121	1		
MATH 2115	3		
	<hr/>		
	7		

SOPHOMORE YEAR

MATH 2125	3	MATH 3120	3
COMM 2200	3	ENGR 2000	3
ENGR 2130	4	ENGR 2001	1
ENGR 2231	1	ENGR 2120	4
ENGL 2110	3	ENGR 2250	4
HIST 2020	3		
	<hr/>		<hr/>
	17		15

All students are required to pass the Engineering Entrance Examination prior to enrolling in major and engineering upper level (300-400) courses. Also they are to take the Rising Junior Examination (RJE).

JUNIOR YEAR

EECE 2120	3	EECE 3200	3
EECE 3100	3	EECE 3300	3
EECE 3101	1	EECE 3301	1
ENGR 3200	3	EECE 3210	3
ENGR 3300	2	ENGR 3400	3
EECE 3061	1	ENGL 2120	3
Social Science Elective (2)	3		
	<hr/>		<hr/>
	16		16

SENIOR YEAR

EECE 4310	3	EECE 4300	3
EECE 3500	3	EECE 4800	3
EECE 4500	1	ENGR 4510	1
EECE 4101	1	ENGR 4900	1
ENGR 4201(3)	0	Humanities Elective (2)	3
Technical Elective (1)	3	Social Science	
COMP 3200	3	Elective (2)	3
	<hr/>		<hr/>
	14		14

- (1) Technical and design electives must be chosen from the following courses with approval form advisor. (EECE 3330, 3420, 3430, 4010,4020, 4100, 4150, 4320, 4350, 4410, 4600, 4800,3420)
- (2) Social Science and Humanities Electives must be chosen from an approved list of general education courses.
- (3) The student must file an application and take the Fundamentals of Engineering (FE) examination in the same semester ENGR 4201 is taken and one semester before graduation. The student must provide evidence that he/she has filed the application to take the FE examination before filing for graduation. ENGR 4201 is offered only during the fall semester.
- (4) Student must provide proof of practicum experience of a minimum of continuous eight (8) week.
- (5) Student must also take the ETS examination in final year.

COURSE DESCRIPTIONS

EECE 2120 Circuits II (3). Steady-state A.C. circuits; polyphase circuits; complex frequencies; resonance and frequency response; Bode plots; magnetically coupled circuits; two-port networks; Introduction to Fourier analysis. One hour of recitation is required. Prerequisites: ENGR 2000, 2001, MATH 3120. (Formerly EE 212).

EECE 3061 Advanced Programming Lab (1). Application of concepts of programming using I/O files, object oriented programming, algorithm analysis and data structures. Class projects involve software development and implementation. Prerequisite: EEE, ENGR 2221 or 2231. (Formerly EE 306L).

EECE 3100, 3101 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 and PLD'S. VHDL Simulation, Micro-coding and assembly language programming. Lecture: 3 credits. Prerequisites: ENGR 2000, 2001. Co-requisites: ENGR 3200, EECE 3101. Laboratory: 1 credit. Prerequisite: ENGR 2001. Co-requisites: EECE 3100, ENGR 3200. (Formerly EE 310, 310L).

EECE 3200 Linear Systems (3). Classical analysis of linear systems; Continuous and discrete time signals; Fourier series, Fourier Transform; Laplace Transform and its applications; transfer functions and impulse response; Z-transform; state space analysis of networks. Prerequisite: EECE 2120. (Formerly EE 320).

EECE 3210 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: EECE 2120. (Formerly EE 321).

EECE 3300, 3301 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: EECE 2120, ENGR 3200, 3300. Co-requisite: EECE 3301. Laboratory: 1 credit. Prerequisites: EECE 2120, ENGR 3200, 3300. Co-requisite: EECE 3300. (Formerly EE 330,330L).

EECE 3330 Power Electronics (3). Introduction to 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: EECE 3300, 3301. Co-requisite: EECE 3410. (Check with department about frequency of offering). (Formerly EE 333).

EECE 3410 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: EECE 2120, ENGR 3200. (Formerly EE 341).

EECE 3420 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; symmetrical faults, network reduction; load flow analysis. Prerequisites: EECE 3410, ENGR 3400. Co-requisite: EECE 3210. (Formerly EE 342)

EECE 3430 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. Prerequisites: EECE 3410. (Formerly EE 343).

EECE 3500 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. Prerequisites: EECE 3200, ENGR 3200. (Formerly EE 350).

EECE 4000 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: EECE 3200, ENGR 2130, 3200. Co-requisites: EECE 3410, 4001. (Formerly EE 400)

EECE 4001 Control Systems Laboratory (1). Experimental analysis of A.C. and D.C. servo systems, design of compensation and control systems, PLC and robotic applications. Prerequisites: EECE 3200, ENGR 2130, 3200. Co-requisites: EECE 3410, 4000. (Formerly EE 400L)

EECE 4020 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: EECE 4000. (Formerly EE 402)

EECE 4100 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: EECE 3200, ENGR 3200. Co-requisite: EECE 3500. (Formerly EE 330, 330L).

EECE 4101 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, constraints, implementations, presentations and milestones. Practical implementation of several systems in different areas of Electrical Engineering. Prerequisites: Graduating Senior and Instructor Approval, EECE 3300, 3301, ENGR 3200. Co-requisite: EECE 3500, 4000. (Formerly EE 410L).

EECE 4150 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: EECE 3100, 3101, 3300, 3301. (Check with department about frequency of offering). (Formerly EE 415).

EECE 4300 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: EECE 3100, 3101, ENGR 3200. (Formerly EE 430).

EECE 4310 Software Engineering (3). 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: EECE 3061. Co-requisite: ENGR 3200. (Formerly EE 431).

EECE 4320 Computer Hardware Design (3). An introduction to hardware design of computers and "hardwired" and micro programmed standard peripherals. Modular design is emphasized. Topics include system buses and protocols, synchronous timing, and co-processing techniques. Prerequisites: EECE 3100, 3101, ENGR 3200. (Check with department about frequency of offering). (Formerly EE 432).

EECE 4350 Computer Communication and Networks (3). Introduction to local area networks, data communication over transmission lines; network technology, topology, characteristics and the ISO layered network protocol; high speed networks, packet switching and routing, and the network interface; network performance and local area network design issues. Prerequisite: EECE 3061, EECE 3100, 3101, ENGR 3200. (Formerly EE 435).

EECE 4410 Design of Renewable Energy Systems for Remote Community (3). Review of renewable energy sources, energy and society, and thermodynamics; discussion of sociopolitical, economic and environmental factors; theory of photo-voltaic, wind turbine power, batteries, and other renewable energy sources, load forecasting, transmission and distribution systems; design of hybrid energy systems, wind electric water pumping

system, and design of electric power distribution system for a community. Prerequisite: EECE 3410. (Check with department about frequency of offering). (Formerly EE 441).

EECE 4600 Introduction to Biomedical Engineering (3). A multi-disciplinary course of biomedical engineering which include: basics of anatomy and physiology, bio-electric phenomena, biomedical sensors, bio-signal processing, medical imaging, physiological modeling, biotechnology and rehabilitation engineering. Laboratory experiments for biomedical project design are also part of this course. Lecture 3 Credits. Prerequisites: Senior Standing. (Formerly EE 460).

EECE 4800 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: EECE 3100, 3101, ENGR 3200. (Formerly EE 480).

Department of Mechanical and Manufacturing Engineering

Hamid R. Hamidzadeh, Ph.D., Head
ET 136 A. P. Torrance Hall
615-963-5391

Faculty: Y. Clark, L. Onyebueke, D. Rogers, A. Shirkhodaie.

General Statement: The Mechanical Engineering program systematically builds upon the knowledge acquired in the study of the physical sciences, mathematics, and engineering sciences to provide the student with a broad base in the various areas of mechanical and manufacturing engineering, and prepares them for careers in the private and public sectors and/or to pursue graduate study. Students may orient their program toward the mechanical design or manufacturing engineering or thermal-fluid systems design.

The educational objectives for the department of Mechanical and Manufacturing Engineering are as follows:

The Mechanical and Manufacturing Department in the College of Engineering, Technology, and Computer Science prepares graduates for entry level positions in industry, to pursue graduate studies, and/or to work in related fields. The educational objectives for the Mechanical Engineering Program are:

1. To provide the student with the knowledge of physical sciences, mathematics, and engineering science so that the student has the capability to delineate and solve mechanical and related engineering problems;
2. To familiarize the student with the systematic scientific approach to the identification and solution of practical problems in mechanical engineering;
3. To provide the student with experience through the systematic application of engineering fundamentals to the design of mechanical, thermal, and manufacturing components and systems;
4. To develop professional attitudes, ethical character, effective communication, and an understanding of the engineer's responsibility to society and the impact of technology on society;
5. To provide the student with intellectual challenges and contemporary issues designed to arouse curiosity and a desire for life-long learning as a responsible engineer;

6. To provide students with experiences which will prepare them to function effectively in multicultural and multidiscipline teams with effective communication skills; and
7. To provide students with hands-on experimental learning activities with traditional and modern mechanical and manufacturing machinery, state-of-the-art technologies to enhance engineering problem solving including man-machine interface problems.

The outcomes of the program require that the graduating students demonstrate the following:

- a. Ability to apply knowledge of mathematics, science, and engineering;
- b. Ability to design and conduct experiments, as well as, to analyze and interpret data;
- c. Ability to design a system, component, or process to meet needs;
- d. Ability to function on multidisciplinary teams;
- e. Ability to identify, formulate, and solve engineering problems;
- f. Understanding of professional and ethical responsibilities;
- g. Ability to communicate effectively;
- h. Broad education necessary to understand the impact of engineering solutions in a global and societal context;
- i. Recognition of the need of an ability to engage in life-long learning;
- j. Knowledge of contemporary issues;
- k. Ability to use the techniques, skills, and modern engineering tools necessary for engineering practice;
- l. Ability to understand, and use codes and standards in the analysis and design process;
- m. A business sense and understanding of the economics of industry; and
- n. A security sense and capability of integrating it into mechanical design.

Mechanical Engineering Design Experience: A major curriculum objective is to provide mechanical engineering students with the ability to systematically apply engineering fundamentals to the design of mechanical, thermal, and manufacturing components and/or systems. Courses with engineering design content are integrated throughout the mechanical engineering curriculum.

The engineering design experience begins in the freshman year with ENGR 1011-Introduction to Engineering II. The design experience continues in the sophomore year with ENGR 2010-Thermodynamics, ENGR 2110-Statics, and ENGR 2120-Dynamics.

The sequence is followed in the Junior year with an interdisciplinary design course: ENGR 3200-Introduction to Design.

The Mechanical Design and Manufacturing sequence begins in the junior year with MEEN 3210-Mechanism Design, CVEN 3120-Mechanics of Materials, MEEN 3220-Design of Machine Elements, MEEN 3250 Computer Aided Design, and follows in the senior year with MEEN 4230-Machine Design. Students may take an elective course of MEEN 4800-Advanced Machine Design with 100% design content and a technical elective course of MEEN 4100-Instrumentation and Automatic Controls or MEEN 4700-Mechanical Vibration.

The Thermal Design sequence builds on ENGR 2010-Thermodynamics, CVEN 3100-Fluid Mechanics with two senior level thermal design courses MEEN 4150-Heat Transfer, MEEN 4250-Ther-

mal-Fluid Systems Design, and an elective course with 100% design content MEEN 4200-Heating and Air Conditioning.

The mechanical engineering design requirement is completed with two semester capstone design courses ENGR 4500, 4510-Capstone Design I & II, which draw upon previous course work. An integral part of the design experience is the introduction of ethics, economics, social issues, and safety factors which are required to make a design successful. These concepts are introduced during the freshman year ENGR 1001, ENGR 1011-Introduction to Engineering I & II, reinforced during the junior year. ENGR 3200-Introduction to Design is integrated into design projects in junior and senior level design courses. At each level, a formal written report and a formal oral presentation are required to communicate the design.

The Bachelor of Science degree program in Mechanical Engineering is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC of ABET).

Degree Requirements For Bachelor of Science in Mechanical Engineering: **128 Semester Hours**
Engineering Core: **91 semester hours**
Major Core: **37 semester hours**

TECHNICAL ELECTIVES: Choose one from the following: MEEN 4100, 4120, 4300, 4400, 4600, 4700, EECE 4020 or any other approved by the advisor and Department Head.

DESIGN ELECTIVES: Choose one from the following: MEEN 4200, 4800.

Bachelor of Science Degree in Mechanical Engineering

Four Year Plan

FRESHMAN YEAR

FALL SEMESTER Courses	HR	SPRING SEMESTER Courses	HR
ENGL 1010	3	ENGL 1020	3
MATH 1915	4	MATH 1925	4
CHEM 1110	3	PHYS 2110	3
CHEM 1111	1	PHYS 2111	1
ENGR 1001	1	ENGR 1011	1
ENGR 1151	1	HIST 2010	3
ENGR 1000	1		
	14		15

SUMMER SEMESTER

PHYS 2120	3
PHYS 2121	1
MATH 2115	3
	7

SOPHOMORE YEAR

MATH 2125	3	MATH 3120	3
COMM 2200	3	ENGR 2000	3
ENGR 2110	4	ENGR 2001	1
ENGR 2211, 2221, 2231	1	ENGR 2010	4
ENGL 2110	3	ENGR 2120	4
	14		15

All students are required to pass the **ENGINEERING ENTRANCE EXAMINATION** prior to enrolling in engineering upper level (300-400) courses. Students are also required to take Rising Junior Examination (RJE).

JUNIOR YEAR

ENGR 3200	3	HIST 2020	3
ENGR 3300	2	MEEN 3100	2
ENGR 3400	3	MEEN 3250	3
MEEN 3210	3	MEEN 3220	3
CVEN 3120	3	CVEN 3100	3
CVEN 3121	1	MEEN 3521	1
MEEN 3511	1		
	<hr/>		<hr/>
	16		15

SENIOR YEAR

*Humanities	3	MEEN 4021	1
MEEN 4011	1	MEEN 4250	3
MEEN 4150	3	ENGR 4510	1
MEEN 4230	3	Design Elective	3
ENGR 4201	0	**Social Science	
ENGR 4500	1	Elective	3
ENGR 4900	1	**Social Science	
Technical Elective	3	Elective	3
		*Humanities Elective	3
	<hr/>		<hr/>
	15		17

* Electives from Humanities must be chosen from General Education list of Humanities and Fine Arts courses approved by the University. One of these electives must be from ENGL courses.

**Electives from Social Science must be chosen from General Education list of social science courses approved by the University. Every student must take the Fundamentals of Engineering (FE) examination in the same semester ENGR 4201 is taken and one semester before graduation. Each student must demonstrate that she/he has filed an application to take the FE before filing for graduation. ENGR 4201 is offered during the fall semester. Every student must take ETS examination during the final year. A practicum is required for eight (8) continuous weeks.

COURSE DESCRIPTIONS

MEEN 3100 Materials Processing (2). Introduction to Manufacturing systems and the primary and secondary manufacturing processes. Prerequisite ENGR 3300, Co-requisite: MEEN 3511. **(Formerly ME 310)**

MEEN 3210 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 different gear trains. Design projects required. Prerequisite ENGR 2120. **(Formerly ME 321)**

MEEN 3220 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: MEEN 3210, CVEN 3120. **(Formerly ME 322)**

MEEN 3250 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 3400. **(Formerly ME 325)**

MEEN 3511 Measurements and Instrumentation 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: ENGR 2211 or 2221 or 2231. Co-requisite: ENGR 3200, MEEN 3100. **(Formerly ME 351L)**

MEEN 3521 Manufacturing Processes 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 3300, ENGR 3200, Co-requisite: MEEN 3100. **(Formerly ME 352L)**

MEEN 4011 Mechatronics Laboratory (1). Introduction to advanced instrumentations used by engineers including displacement, acceleration, and force transducers, strain gauges, thermocouples, oscilloscopes, and data acquisition systems. Behavior of zeroth, first, and second order systems. Measurement of vibration and sound. Prerequisites: ENGR 2000, 2001. **(Formerly ME 401L)**

MEEN 4021 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 and heat pumps, and solar energy system. Prerequisite: CVEN 3100. **(Formerly ME 402L)**

MEEN 4100 Instrumentation and Automatic Control(s). Dynamic models and response of instruments and dynamic systems; transfer function and state space representation of mechanical, thermal, and electromechanical systems; time and frequency responses of systems; linear analysis of simple closed-loop systems; stability criteria; improvement of systems performance; and design of simple dynamic systems. Prerequisites: MATH 3120, ENGR 2000, 2001. **(Formerly ME 410)**

MEEN 4120 Mechanical Metallurgy (3). Introduction to various measures of strength. Topics include mechanical testing of polycrystalline materials, plastic deformation of metals, and elementary geometry of dislocations. Prerequisites: ENGR 3300, CVEN 3120. **(Formerly ME 412)**

MEEN 4150 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, and heat exchangers. Prerequisites: CVEN 3100, ENGR 3400. **(Formerly ME 415)**

MEEN 4200 Heating and Air Conditioning(s). 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. Co-requisite: MEEN 4150. **(Formerly ME 420)**

MEE 4230 Machine Design (3). The design of machine parts including shafting, gears, brakes, clutches, flywheels, and frames. Design projects required. Prerequisites: MEEN 3220, 3250. **(Formerly ME 423)**

MEEN 4250 Thermal Fluid Systems Design (3). Application of analytical techniques, the design of thermal devices, and thermal-fluids engineering systems. Design projects required. Prerequisite: MEEN 4150. **(Formerly ME 425)**

MEEN 4300 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 2010, CVEN 3100. **(Formerly ME 430)**

MEEN 4400 Manufacturing Engineering (3). 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: MEEN 3100. **(Formerly ME 440)**

MEEN 4600 Fluid Dynamics (3). Review of foundations of fluid dynamics and thermodynamics as related to control volumes; intro-

170 The College of Engineering, Technology and Computer Science

duction 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: CVEN 3100. **(Formerly ME 460)**

MEEN 4700 Mechanical Vibration (3). Free and forced vibrations of systems with one and multi degrees of freedom. Modal analysis. Vibration measurement. Vibration of distributed systems. Passive and active vibration controls. Design considerations. Prerequisites: MATH 3120, ENGR 2120. **(Formerly ME 470)**

MEEN 4800 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: MEEN 4230. **(Formerly ME 480)**

COLLEGE OF HEALTH SCIENCES

Kathleen A. McEnerney, D.A., Dean
161 Clement Hall
615-963-5924

General Statement: The College of Health Sciences was established in 1974 as the School of Allied Health Professions. Program offerings in the College include Cardio-Respiratory Care Sciences, Dental Hygiene, Health Care Administration and Planning, Health Sciences, Health Information Management, Medical Technology, Occupational Therapy, Physical Therapy, and Speech Pathology and Audiology. The College 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 missions of Tennessee State University.

The goals of the College of Health Sciences are:

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 College and instill in these students the basic principles of morality and professional ethics; to provide these students with career counseling, academic advisement, and tutorial assistance designed to assist in achieving career goals.
3. To identify and serve the needs of students whose prior disadvantage has prevented achievement of the level of preparation required to pursue an allied health career.

4. To maintain full accreditation by appropriate agencies for all programs offered by the College.
5. To recruit and maintain faculty capable of making significant contributions to the basic and applied research efforts of the supporting institutions.
6. To encourage and promote the rendering of service to the community through the sponsorship of seminars, workshops, consultation, and the delivery of health care when and where appropriate.

Admission/Retention Requirements: The College of Health Sciences offers programs in eight undergraduate health related fields and two graduate fields. (See Graduate Catalogue for information on master's degree programs in Physical Therapy and Speech and Hearing Sciences.) Five of the eight programs require completion of a pre-professional curriculum as prerequisite to admission to the professional/clinical level program. 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. Admission to professional programs is a competitive process in addition to and separate from the University's admissions process. Completion of the prerequisites for any health sciences program does not ensure acceptance into that program.

Admission and retention policies for each program are found under departmental headings. The following table gives basic program information:

HEALTH SCIENCES PROGRAMS

Program	Level of Entry	Application Deadline	Starting Semester	Degree Awarded	*Professional Examination
Cardio-Respiratory Care Sciences	Junior	June 30	Fall	B.S.	CRT/RRT
Dental Hygiene	Freshman	December 31	Fall	A.A.S./ B.S.	NBDHE/SREB
Health Care Administration and Planning	Sophomore	July 31	Fall	B.S.	N/A
Health Information Management	Sophomore	June 30/December 1	Fall/Spring	B.S.	RHIA
Medical Technology	Senior	March 31	Fall	B.S.	ASCP, NCA, or AMT
Occupational Therapy	Junior	January 31	Summer	B.S.	NBCOT
Speech Pathology & Audiology	Sophomore	July 31/December 1	Fall/Spring	B.S.	Certification at Graduate Level
Health Sciences	Freshman	December 31	Fall /Spring	B.S.	N/A

* Certified Respiratory Therapist Exam/Registered Respiratory Therapist Board Examination
 National Board Dental Hygiene Examination (National & Regional)
 National Certification Examination for Registered Health Information Administrators
 American Society of Clinical Pathologists Board of Registry Examination, National Certifying Agency, or American Medical Technologist
 National Board Certification for Occupational Therapy.

Department of Cardio-Respiratory Care Sciences

Thomas John, Ph.D., R.R.T., Head

328 Industrial Arts Building
615-963-7431

Faculty: S. Carey, D. Chatterji, B. John

General Statement: 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. Students receive clinical training in affiliated hospitals.

The field of Respiratory Care needs respiratory care practitioners to administer various treatment modalities and 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 student who satisfactorily completes all the courses in the curriculum by the end of the fourth year is awarded the **Certificate of Completion**. The program director will make the recommendation to the dean of the College of Health Sciences when the student is ready for such a certificate. Students must also pass CRCS 3120 with 75% in order to receive the degree.

ADMISSIONS REQUIREMENTS

Students who wish to pursue the Cardio-Respiratory Care Sciences (CRCS) major may apply to the CRCS Admissions Committee for acceptance. Students must be formally admitted to the Cardio-Respiratory Care Sciences Program in order to take professional courses which begin in the junior year. Applications for admission are accepted from students who meet the following application requirements:

Admission to Tennessee State University.

A minimum high school grade point average of 2.5 on a 4.0 scale.

One year of high school algebra, biology, and chemistry.

Completion of first year CRCS curriculum with a grade point average of 2.5 on a 4.0 scale.

A "C" or better grade in supporting science courses.

Two letters of recommendation from instructors who have taught the applicant.

An interview with the CRCS Admissions and Retention Committee or its designee.

Applicants will be screened by the CRCS Admissions and Retention Committee and will be advised of the final decision regarding acceptance into the program by a representative of the Committee.

Criminal Background Check

A criminal background check may be a requirement at some affiliated clinical sites for training. Based on the results of these checks an affiliated clinical site may determine to not allow your

presence at their facility. This could result in your inability to successfully complete the requirements of this program. Additionally, a criminal background may preclude licensure or employment.

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 admission requirements for entering applicants. Any exceptions to the rule must be approved by the Cardio-Respiratory Care Sciences Admissions and Retention Committee.
3. Transfer credits for non-major courses will be accepted according to University policies on admission with advanced standing. All transfer credits from accredited Respiratory Care 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 "C."
4. In addition to the above, a Tennessee State University student seeking to transfer into Cardio-Respiratory Care Sciences is required to complete a Change of Major form. The Admission and Retention Committee will make the final decision regarding admission to the program. The candidate will be advised of the final decision regarding acceptance.

Students with a Science Degree or Associate Degree in Respiratory Care

Students who have a degree in Science may be admitted to the program if they meet the admission criteria. Students who have already taken the required science and general education courses may be able to accelerate their studies, but should consult the program director for details.

Special Requirements

Students are required to have a physical examination and obtain medical and malpractice insurance prior to clinical rotations. During clinical rotations, students may be assigned to off-campus facilities. Students are responsible for transportation costs, clinic attire, and other expenses related to clinical experiences. Students are also expected to obtain membership in the American Association for Respiratory Care (AARC).

RETENTION POLICY

1. Students who earn a non-passing grade in any supporting science course or any CRCS course will not be permitted to take the next sequential course(s). A failed course may be repeated when next offered with permission of the department head provided there is space available in the class. The grade "C" is equivalent to 75% for all professional courses.
2. Students will be dismissed from the professional program for any of the following:
 - a. Failure to maintain a cumulative grade point average of 2.0.
 - b. A grade of less than "C" in 6 or more semester hours in the major.
 - c. A grade of "F" in more than 2 semester credit hours in the major.
 - d. A grade of less than "C" in more than one clinical experience.

- e. A grade of less than "C" in a course that has been repeated.
 - f. Withdrawal from any Cardio-Respiratory Care Sciences course or failure to register for any semester without prior written approval from the department head.
 - g. Failure to comply with clinical and/or academic policies set by the Department.
3. Students who have been dismissed from the program due to poor academic performance must reapply for admission during the next application cycle and compete for space in a subsequent class. Students who request readmission should present to the Admissions Committee evidence of a substantial change in circumstances that could lead to improved academic performance.

National Board Exam: Students who pass the Certificate of Completion Exam (CRCS 3120) and complete all the required courses for the BS degree are eligible to sit for the National Board Examinations.

General Education Core Courses (41 credit hours): ENGL 1010, 1020; ENGL Literature; HIST 2010, 2020; Humanities 6 semester hours; MATH 1110; PSYC 2010; SOCI 2010; BIOL 2210, 2211, 2220, 2221; COMM 2200.

Additional Required Courses (12 credit hours): HLSC 1000; CHEM 1110, 1111; BIOL 2400, 2401; PSYC 2180.

Major Core Courses (67 credit hours): CRCS 1000, 2014, 2030, 2031, 2044, 2110, 2120, 2320, 3010, 3011, 3020, 3015, 3016, 3024, 3030, 3040, 3050, 3110, 3120, 3224, 4224, 4264, 4320, 4410, 4500.

Cardio-Respiratory Care Sciences – Bachelor of Science Degree

Plan I*

FRESHMAN YEAR

Fall Semester		Spring Semester	
HLSC 1000	1	MATH 1110	3
BIOL 2210/2211	4/0	BIOL 2220/2221	4/0
ENGL 1010	3	ENGL 1020	3
CHEM 1110/1111	4/0	Humanities/ Fine Arts	
CRCS 1000	2		3
	14		13

SOPHOMORE YEAR

Fall Semester		Spring Semester	
COMM 2200	3	ENGL Literature 3	
BIOL 2400/2401	4/0	SOCI 2010	3
HIST 2010	3	HIST 2020	3
Humanities/ Fine Arts	3	PSYC 2010	3
	13		12

JUNIOR YEAR

Fall Semester		Spring Semester	
CRCS 2014	2	CRCS 2044	4
CRCS 2030	3	CRCS 2120	3
CRCS 2031	1	CRCS 2320	3
CRCS 2110	3	CRCS 3015	3
CRCS 3010	3	CRCS 3020 3	
CRCS 3011	1		
PSYC 2180	3		
	16		16

Summer Session

CRCS 3030	3
CRCS 3050	2
	<hr/> 5

SENIOR YEAR

Fall Semester		Spring Semester	
CRCS 3016	2	CRCS 3110	2
CRCS 3024	4	CRCS 3120	1
CRCS 3040	3	CRCS 3224	4
CRCS 4264	3	CRCS 4224	3
CRCS 4320	3	CRCS 4410 3	
		CRCS 4500	3
	15		16

Cardio-Respiratory Care Sciences Bachelor of Science Degree

Suggested Plan II

*All associate level transfer students who satisfactorily complete 2 years of college are required to enroll in CRCS courses outlined in the junior and senior years listed in Plan I.

*Transfer credits may be given for all equivalent courses taken at the associate degree level. Transfer students should contact the CRCS department for policy details. Transfer students must take all the remaining general education and science courses not taken at the associate level to fulfill the courses requirements for Plan I.

ACCREDITATION

The Cardio-Respiratory Care Sciences program is accredited by the Commission on Accreditation of Allied Health Education Programs.

COURSE DESCRIPTIONS

Cardio-Respiratory Care Sciences (CRCS)

CRCS 1000 Introduction to Cardio-Respiratory Care Sciences (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 process and basics of respiratory management. **(Formerly CCS 100)** Prerequisite: Consent of Instructor.

CRCS 2014 Cardio-Respiratory Care Sciences Clinical I (2) This course serves to introduce the beginning 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 respiratory care in the clinical setting during the last 8 weeks of the semester. **(Formerly CCS 104)** Corequisite: CRCS 3010.

CRCS 2030 Pulmonary Function Testing and Evaluation (3) 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. **(Formerly CCS 203)** Prerequisites: BIOL 2210, 2211, 2220, 2221; CHEM 1110, 1111; MATH 1110.

CRCS 2031 Pulmonary Function Testing and Evaluation Laboratory (1) A course designed to expose the student to pulmonary function testing, evaluation, and assessment. This lab course includes spirometry, flow volume loops and ABG analysis. Corequisite: CRCS 2030.

CRCS 2044 Cardio-Respiratory Care Sciences Clinical II A & B (4) This course provides the Cardio-Respiratory Care Sciences student with opportunities to practice basic respiratory care procedures. The student will get

experience in the clinical setting with emphasis placed on performance of 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. **(Formerly CCS 204a)** Prerequisite: CRCS 3010, 3011.

CRCS 2110 Pulmonary Function in Disease (3) A review of the application of 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. **(Formerly CCS 211)** Corequisites: CRCS 2030, 2031.

CRCS 2120 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 upon the effects, indications, and contraindications of respiratory pharmacological agents. **(Formerly CCS 212)** Prerequisites: CHEM 1110, 1111; BIOL 2210, 2211, 2220, 2221; BIOL 2400, 2401.

CRCS 2320 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. **(Formerly CCS 232)** Prerequisites: BIOL 2210, 2211, 2220, 2221; CHEM 1110, 1111.

CRCS 3010 Cardio-Respiratory Care Sciences Technology I (3) A course designed to introduce the student to the fundamental principles of 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 therapy; and basic respiratory mechanics. **(Formerly CCS 101)** Prerequisites: BIOL 2210, 2211, 2220, 2221; CHEM 1110, 1111; MATH 1110; Corequisite 3011.

CRCS 3011 Cardio-Respiratory Care Science Technology I Laboratory (1) Course content will include laboratory study of equipment taught in Technology I and patient assessment. Corequisite: CRCS 3010.

CRCS 3015 Mechanical Ventilation I (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, establishing the need for and discontinuance of mechanical ventilation. This course includes a laboratory segment. **(Formerly CCS 301a)** Prerequisite: CRCS 2320.

CRCS 3016 Mechanical Ventilation II (2) This course presents material on the application of mechanical ventilation with regard to patient diagnosis and changes in condition. Course includes discussions of case studies and patient management involving various modes of mechanical ventilation, presentation of recent advances in mechanical ventilation, and an emphasis on troubleshooting equipment and patient problems. **(Formerly CCS 301b)** Prerequisite: CRCS 3015.

CRCS 3020 Cardio-Respiratory Care Technology II and Laboratory (3) A study which includes the principles of the operation and usage of various respiratory care modalities such as aerosol therapy, IPPB, IS, PD&C, manual resuscitators, sterilization techniques and classification of mechanical ventilators. The student will also be instructed in CPR and patient assessment. **(Formerly CCS 201)** Prerequisite: CRCS 3010, 3011.

CRCS 3024 Cardio-Respiratory Care Sciences Clinical III (4) A 24 hour/week supervised clinical application of patient care skills developed in CRCS 2030, 2044, 2120, 2320, and 3020 for 10 weeks. This course provides the student with opportunities to refine procedures and evaluation skills including applied respiratory pharmacology, bedside spirometry, PFT, ABG analysis, and pre-post operative evaluation. IPPB and mechanical ventilation also will be practiced. **(Formerly CCS 302)** Prerequisites: CRCS 3010, 3011, 3020.

CRCS 3030 Critical Care (3) An intensive study of critically-ill patient care which includes special procedures, patient monitoring techniques and evaluation, acute and chronic respiratory failure, neuromuscular diseases, and trauma management. **(Formerly CCS 303)** Prerequisite: CRCS 3015.

CRCS 3040 Neonatal/Pediatric Respiratory Care (3) A study of the principles, practices, and techniques utilized in the respiratory care management of the newborn and pediatric patient. Topics will include common

pathological conditions associated with such patients. **(Formerly CCS 304)** Prerequisites: CRCS 2110, 3015.

CRCS 3050 Case-Based Seminar (2) This course presents a discussion of cases and topics relevant to respiratory care. **(Formerly CCS 305)** Prerequisites: CRCS 2110, 3015.

CRCS 3110 Current Trends in Respiratory Care (2) A discussion and presentation of new trends and topics in respiratory care. The course shall also include preparation for professional credentialing examinations. **(Formerly CCS 311)** Prerequisites: All CRCS junior and senior year fall semester courses.

CRCS 3120 Professional Exam Seminar (1) This course shall include practice of credentialing-type examinations. These exams are equivalent to Certificate of Completion exams. **(Formerly CCS 312)** Prerequisite: CRCS 3110.

CRCS 3224 Cardio-Respiratory Care Clinical IV (4) A 24 hour/week supervised clinical practicum for 10 weeks designed to provide performance competencies in the administration of respiratory care to critically ill patients and pediatric respiratory care. **(Formerly CCS 322)** Prerequisite: CRCS 3024.

CRCS 4224 Advanced Critical Care Management (3) An advanced clinical course where the student is exposed to continuous and extensive critical care patient management during the last six weeks of the semester. **(Formerly CCS 422)** Corequisite: CRCS 3224.

CRCS 4264 Advanced Pulmonary Function Testing and Pulmonary Rehabilitation (3) An advanced clinical course where the student can develop emphasis on methodology of diagnosis of respiratory diseases, including advanced pulmonary physiology and pathology during the last six weeks of the semester. The student is exposed to pulmonary exercise testing and rehabilitation procedures. **(Formerly CCS 426)** Prerequisite: CRCS 2030, 2031. Corequisite: CRCS 4320.

CRCS 4320 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. **(Formerly CCS 432)** Prerequisites: CRCS 2030, 2031, 2110.

CRCS 4410 Cardio-Respiratory Care Sciences Management Concepts (3) This course includes clinical management of patients and clinical simulations. Also, the human dimensions of personnel, financial, and material management, and planning as related to respiratory care services presented and discussed. **(Formerly CCS 441)** Prerequisites: CRCS 3015, 3016.

CRCS 4500 Senior Project (3) An approved directed independent study project. The students will collect clinical data, analyze and write a detailed paper with references from pertinent journals. **(Formerly CCS 450)** Prerequisites: CRCS junior and senior year fall semester courses.

DEPARTMENT OF DENTAL HYGIENE

Marian W. Patton, R.D.H., Ed.D., Head

219 Clement Hall

615-963-5801

Faculty: J. Brinson, T.C. Newbern, R. Word, H. Mitchell-Oliver, G.L. Lewis, **(Meharry Faculty):** B. Ballard, D. Felix). **(Adjunct Faculty):** O. Maxwell, J. Brown

General Statement: 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.

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 National Board Dental Hygiene Examination and Regional/State Board Examinations throughout the country.

MISSION STATEMENT

The Department of Dental Hygiene is committed to ensure an educational program of excellence to its students. It further pledges to provide for ongoing oral health care to those populations designated as under-served, to continue promotion of Dental Hygiene as a profession and to promote lifelong learning.

GOALS

Goals of the Department of Dental Hygiene are:

To develop a well-prepared dental hygiene professional who is sensitive to the delivery of quality care regardless of age, race, creed, color, religion or special needs.

To provide an environment to facilitate the student to think independently and to participate in critical thinking, problem solving, and lifelong learning.

To promote a positive value system that will foster ethical behavior through the dental hygiene career and life.

To promote and provide oral health care to all, including populations designated as underserved.

To provide impetus for the promotion of Dental Hygiene as a profession.

ADMISSION 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 December 31 prior to the year for which admission is being requested. Any applications received after the December 31 deadline are considered by the Dental Hygiene Admissions Committee on a space available basis. Admission into Dental Hygiene is required prior to enrolling in any dental hygiene courses.

Associate of Applied Science (AAS) Degree Program

In addition to University admission requirements, applicants to the two-year AAS degree program must meet the following program requirements in order to be considered for admission:

1. A minimum high school grade point average of 2.5 and college 2.7 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 semester of college English Composition.
7. *One year of Anatomy and Physiology.
8. *One semester of Microbiology.
9. *One semester of Humanities.

10. **One letter of recommendation from science teachers describing the applicant's potential for success in the Dental Hygiene curriculum.
11. One character recommendation.
12. A brief autobiographical sketch in the applicant's handwriting.
13. A complete health evaluation on the official forms provided by the Department of Dental Hygiene.
14. A personal interview. Interviews may be arranged for applicants who live beyond 300 miles of the University.
15. A criminal background check will be required of all applicants.

***COURSES REQUIRED FOR THE AAS DEGREE IN DENTAL HYGIENE MUST BE COMPLETED BEFORE BEING ACCEPTED INTO THE PROGRAM.**

**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 (BS) Degree Program

Acceptance into the baccalaureate degree program may be accomplished by: (1) meeting the requirements for admission into the AAS degree program as a first-year student; or (2) meeting the requirements for admission at the third-year level. Applicants who wish to enter the BS degree program 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. Applicants with grade point averages higher than the minimum may be given priority in acceptance.
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. (May not be required of recent TSU/MMC graduates.)
3. Official college transcript(s). (May not be required of recent TSU/MMC graduates.)
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 from the University.
6. The following advanced dental hygiene courses (3000-4000 level) require national board certification and/or Tennessee State Licensure: DHYG 3010, 4020, 4110, and 4120.

NOTE: Acceptance to the University does not ensure 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 chairperson 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 AAS 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.

176 College of Health Sciences

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 ensure adequate preparation for continued dental hygiene study.

Retention/Progression Policy

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 unable to progress. Dismissal from the program may result from documented poor studentship.

Recommendations for advancement are the charge of the Dental Hygiene Evaluation Committee, which meets following mid-term and the final examination periods.

Students who have been dismissed from the dental hygiene program are eligible for reconsideration only under extenuating circumstances.

Students who earn a non-passing grade in any supporting science course or any Dental Hygiene course will not be permitted to take the next sequential course(s).

Students will be dismissed from the professional program for either of the following:

- Failure to maintain a cumulative grade point average of 2.0 or above.
- A grade of less than “C” in 2 or more major field courses.
- A grade of less than “C” in more than one clinical experience.
- A grade of less than “C” in a course that has been repeated.
- Withdrawal from any Dental Hygiene course or failure to register for any semester without prior written approval from the Department.

Students who have been dismissed from the program due to poor academic performance may reapply for admission during the next application cycle and compete for space in a subsequent class. Students requesting readmission should write the Admissions Committee showing evidence of substantial change in circumstances that could lead to improved academic performance.

Readmission Progress

A student who earns a failing grade in a dental hygiene course and wants to re-apply must do so, in writing, to the Program Director for reentry at least six weeks before the beginning of the semester reentry is requested. An updated transcript is required. Readmissions are based on previous performance in dental hygiene courses, faculty recommendations, and available faculty and clinical resources. There is no guarantee that any student will be readmitted.

A student who earns a second failing grade in any dental hygiene course at TSU cannot continue in the program.

Students who withdraw from the program may be reviewed, (one time only), by the faculty to determine, on an individual basis, if they are eligible for re-admission to the program.

Suggested Plan for AAS Degree:

Departmental Requirements for Associate of Applied Science Degree in Dental Hygiene

+FRESHMAN YEAR

Fall Semester		Spring Semester	
HLSC 1000	1	DHYG 1020/1024 2/2	
CHEM 1110/1111	3/1	DHYG 1040	2
DHYG 1010/1014	3/2	DHYG 1100	2
DHYG 1030	2	DHYG 1140	2
DHYG 1110	2	NUFS 2110	3
COMM 2200	3	PSYC 2010	3
BIOL 2210/2221**	4/0	BIOL 2220/2221** 4/0	
ENGL 1010**	3		
	24		20
Summer Session			
DHYG 1050	2		
DHYG 1134	1		
BIOL 2400/2401**	4		
	7		

+SOPHOMORE YEAR

Fall Semester		Spring Semester	
CHEM 2500	3	DHYG 2020/2024 2/3	
DHYG 2010/2014	2/3	DHYG 2150	2
DHYG 2050	2	SOCI 2010	3
DHYG 2110	2	Humanities/ Fine Arts	
DHYG 2100	3		3
	15		13

79 Credit Hours for AAS Degree

**These courses must be taken prior to acceptance in the Dental Hygiene Program.

Departmental Requirements for Bachelor of Science in Dental Hygiene

+Degree Completion

+Students pursuing the Bachelor of Science degree in Dental Hygiene must successfully complete 79 credit hours during the freshman and sophomore years. See courses listed in the “Suggested Plan for AAS Degree.”

In addition, core courses and general education courses required for completion are:

COURSE	CREDIT HOURS
DHYG 3010	3
HIST 2010	3
MATH 1110	3
ENGL 1020	3
DHYG 4120	3
PSYC 2180	3
DHYG 4020	3
ENGL 2010	3
HIST 2020	3
Humanities/Fine Arts	3
EDCI 3870	3
HLSC 4900	3
HLSC 4500	3
HPER Activity	2

Total Hours Required for BS: 120

ACCREDITATION

The Dental Hygiene program is accredited by the Commission on Dental Accreditation (and has been granted the accreditation status of "approval without reporting requirements"). The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611.

COURSE DESCRIPTIONS

Dental Hygiene (DH)

DHYG 1010 Dental Hygiene Lecture (3). An introduction to basic concepts, methods, materials, and techniques of dental hygiene care. (Formerly DH 101).

DHYG 1014 Pre-Clinical Dental Hygiene (2). Clinical simulation of dental hygiene using mannequin heads and student partners. Taken concurrently with DHYG 1010. (Formerly DH 101C).

DHYG 1020 Dental Hygiene Lecture (2). A continuation of DHYG 1010 lecture, including dental hygiene care for patients with special needs and first aid procedures. (Formerly DH 102) Prerequisites: CHEM 1010, 1011, and satisfactory completion of all prescribed first semester curriculum.

DHYG 1024 Clinical Dental Hygiene (2). Supervised application of the practice of dental hygiene on patients within the clinical setting. Taken concurrently with DHYG 1020. (Formerly DH 102C) Prerequisite: Satisfactory completion of prescribed first semester curriculum.

DHYG 1030 Radiology (2). Lecture, group, and individually supervised practice covering x-ray production, radiation hygiene, exposing, developing, mounting, reading and interpretation of intra-oral radiographs. (Formerly DH 103) Taken concurrently with DHYG 1024. Prerequisite: Satisfactory completion of prescribed first semester curriculum.

DHYG 1040 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. (Formerly DH 104) Taken as designated in the first year curriculum. Prerequisite: Satisfactory completion of first semester curriculum.

DHYG 1050 Periodontics (2). An introduction to periodontics with emphasis on the recognition of gingival and periodontal problems, their probable cause, treatment and prevention, techniques of patient education, and continued application of theoretical principles of clinical dental hygiene. (Formerly DH 105) Prerequisite: Satisfactory completion of the prescribed first two semesters of studies.

DHYG 1100 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. (Formerly DH 110) Taken concurrently with prescribed courses of the first semester, first year curriculum.

DHYG 1110 Tooth Morphology (2). A study of the nomenclature, form and structure of the permanent and deciduous dentition and their supporting and related structures. (Formerly DH 111) Taken concurrently with other prescribed courses of the first semester, first year curriculum.

DHYG 1134 Clinical Dental Hygiene (1). This course is designed to be a continuation of freshman clinical experiences and provides a bridge to the sophomore year. (Formerly DH 113C).

DHYG 1140 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. (Formerly DH 114) Prerequisite: Satisfactory completion of prescribed first semester curriculum.

DHYG 2010 Dental Hygiene Lecture (2). Includes several modules; ethics, jurisprudence, and special patients. (Formerly DH 201) Prerequisite: Satisfactory completion of the prescribed first year of study.

DHYG 2014 Clinical Dental Hygiene (3). Supervised competency-based application of the practice of clinical dental hygiene. (Formerly DH 201C)

Prerequisite: Satisfactory completion of the prescribed first two semesters of studies. DHYG 2010 and 2100 must be taken concurrently.

DHYG 2020 Dental Hygiene Lecture (2). This course discusses methods of pain control which includes monitoring of nitrous oxide analgesic and administration of regional anesthesia. (Formerly DH 202) Prerequisites: Satisfactory completion of first semester sophomore courses. DHYG 2024 must be taken concurrently.

DHYG 2024 Clinical Dental Hygiene (3). A progressive continuation of competency based supervised applications of clinical dental hygiene and expanded periodontics (Formerly DH 202C and 205C) Prerequisite: DHYG 1050, 2050, and satisfactory completion of first semester sophomore courses. DHYG 2020 must be taken concurrently.

DHYG 2050 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. (Formerly DH 205) Prerequisites: DHYG 1050 and satisfactory completion of the prescribed first year of study.

DHYG 2100 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. (Formerly DH 210) Prerequisite: Satisfactory completion of prescribed first year of study.

DHYG 2110 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. (Formerly DH 211) Prerequisite: Completion of the prescribed first year curriculum.

DHYG 2150 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. (Formerly DH 215) Prerequisite: Satisfactory completion of first semester sophomore courses.

DHYG 3010 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. (Formerly DH 301) Prerequisite: EDCL 3870.

DHYG 4020 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 DHYG 4020 clinics. Experiences will be individualized and designed to meet student proposed career goals. (Formerly DH 402).

DHYG 4120 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. (Formerly DH 412) Prerequisite: DHYG 3010.

Department of Health Administration and Health Sciences

Rosemary Theriot, Ed.D., M.S.P.H., Head

364 Clement Hall
615-963-2151

Health Care Administration and Planning

Faculty: L. Snyder

General Statement: The Health Care Administration and Planning (HCAP) program is designed to prepare individuals for leadership roles in the health care field. The curriculum includes

178 College of Health Sciences

instruction in health management, business, decision making, and health planning. Emphasis is placed on those management and decision-making techniques which lead to effectiveness and efficiency in a supervisory position.

The BS degree in Health Care Administration and Planning is awarded after satisfactory completion of a minimum of 120 semester hours including one summer field placement at the end of the junior year. Graduates are prepared to assume entry level management positions in various health care settings or to continue their education in a variety of disciplines in masters' degree programs.

ADMISSION REQUIREMENTS

Students who wish to pursue the HCAP major must first be accepted for admission to Tennessee State University. Applications for admission to the Program are accepted from students who have completed the first year prerequisites (including transfers). The HCAP Admissions Committee will consider applications from candidates who present the following qualifications:

Acceptance into Tennessee State University.

Completion of first year HCAP curriculum with a grade point average of 2.5 on a 4.0 scale. Consideration will be given to relevant work experience when considering applicants who fall below this requirement.

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.

Interview by the Admissions Committee or an out-of-town agency designated by the Committee.

Criminal Background Check

A criminal background check may be a requirement at some affiliated clinical sites for training. Based on the results of the check an affiliated clinical site may determine to not allow your presence at their facility. This could result in your inability to successfully complete the requirements of this program. Additionally, a criminal background may preclude licensure or employment.

RETENTION POLICY

The Health Care Administration and Planning program retention policy requires the following:

Students must maintain a minimum cumulative grade point average of 2.0.

Students must earn a C or better in all major courses, supporting Science, Business, English, and Mathematics courses. Failure to maintain a C in any of these courses will result in repeating the course the next semester the course is offered with approval of the advisor.

Students who earn a grade less than C in HCAP courses for more than one semester will be dismissed from the program.

Students who have been dismissed from the HCAP program may apply for readmission. Students who request readmission should present evidence to the Admissions Committee of substantial change in circumstances warranting reconsideration.

Departmental Requirements for the Bachelor of Science Degree in Health Care Administration & Planning

Major Core Courses: (42 credit hours) HCAP 2010, 2100, 3100, 3200, 3300, 3900, 4000, 4200, 4500, 4700, 4800, 4900; HCAP Elective)

Suggested Four-Year Plan:

Bachelor of Science Degree in Health Care Administration and Planning

FRESHMAN YEAR

Fall Semester		Spring Semester	
HLSC 1000	1	Humanities/	
HIMA 1010	1	Fine Arts	3
BIOL 2210/2211	4	BIOL 2220/2221	4
ENGL 1010	3	ENGL 1020	3
HIST 2010	3	HIST 2020	3
MATH 1110	3	COMM 2200	3
HPER Activity	3	HPER Activity	1
	<u>16</u>		<u>17</u>

SOPHOMORE YEAR

Fall Semester		Spring Semester	
ECON 2010	3	ECON 2020	3
ENGL Literature	3	BISI 2150	3
HCAP 2010	3	HCAP 2100	3
POLI 2010	3	HIMA 1040	3
SOCI 2010	3	Humanities/Fine Arts	3
	<u>15</u>		<u>15</u>

JUNIOR YEAR

Fall Semester		Spring Semester	
ACCT 2010	3	ACCT 2020	3
HCAP 3100	3	HCAP 3900	3
HCAP 3200	3	HCAP 4500	3
HCAP 4200	3	SOCI 3000	3
MGMT 3010	3		
	<u>15</u>		<u>12</u>
Summer Session			
HCAP 4000	6		
(Field Placement Practicum)			

SENIOR YEAR

Fall Semester		Spring Semester	
HCAP 3300	3	HCAP 4700	3
Elective*	3	HCAP 4800	3
MGMT 4030	3	HCAP 4900	3
SOCI 2300	3	MGMT 4040	3
	<u>12</u>		<u>12</u>

*Recommended Electives (choose one)

- HCAP 3800 Principles of Public Health
- HLSC 4300 Epidemiology
- HLSC 3020 Critical Health Issues
- HLSC 3040 Maternal and Child Health
- HLSC 4020 Environmental and Sanitary Health
- HLSC 4500 Contemporary Issues in Clinical Geriatric Care
- MGMT 4050 Organization Behavior
- MGMT 3020 Operations Management
- SOCI 3450 Cultural-Social Aspects of Health Care
- SOWK 4700 Social Gerontology

ACCREDITATION

The Health Care Administration and Planning Program is certified by the Association of University Programs in Health Administration (AUPHA)

COURSE DESCRIPTIONS

Health Care Administration & Planning (HCAP)

HCAP 2010 Introduction to Health Care Organization (3). Provides an overview of the American Health 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. **(Formerly HCA 201)** Prerequisites: HLSC 1000; HIMA 1010.

HCAP 2100 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. **(Formerly HCA 210)** Prerequisites: HLSC 1000; HIMA 1010; HCAP 2010.

HCAP 3100 Health Economics (3). The economics of the health care industry will be reviewed with an emphasis on 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 relation to the poor and minority groups. **(Formerly HCA 310)** Prerequisites: HLSC 1000; HCAP 2010, 2100; ECON 2010.

HCAP 3200 Seminar: Health 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 of patient rights by the health care system will be examined. Topic areas also include malpractice suits and legislation, collection of bills, labor laws, and informed consent of patients to medical and surgical procedures. **(Formerly HCA 320)** Prerequisites: HCAP 2010, 2100.

HCAP 3300 Sociology of Health (3). This course will 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. **(Formerly HCA 330)** Prerequisites: HCAP 2010; SOCI 2010.

HCAP 3900 Communication and Technical Writing (3). The special requirements and techniques for preparing professional reports will be examined along with an analysis of the general communication skills both oral and written that are required of the professional health administrator. Also, attention will be given to the development of writing skills and the special communication needs of individual students. **(Formerly HCA 390)** Prerequisites: ENGL 1010, 1020; COMM 2200.

HCAP 4000 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 newly acquired normative and cognitive skills in an actual working situation. The areas from which students may choose are hospitals, state and federal government agencies, long-term care facilities, intermediate care facilities, group practices, insurance companies, the pharmaceutical industry, 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. Prerequisites: Senior standing, completion of a minimum of 30 credit hours of HCAP major courses, and permission of instructor. **(Formerly HCA 400)**.

HCAP 4200 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 the health care systems approach to decision making, the establishment of management principles to complex and normative organizations will be discussed. Also, the different levels of administrative management will be discussed. **(Formerly HCA 420)** Prerequisites: HCAP 2010, 2100; ECON 2010; ACCT 2010; BISI 2150.

HCAP 4500 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. **(Formerly HCA 450)** Prerequisites: ACCT 2110, 2120; ECON 2010, 2020; HCAP 2010, 3100.

HCAP 4700 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 is related to accessibility and availability of health and the aspects of administration in long-term care facilities. **(Formerly HCA 470)** Prerequisites: HCAP 2010; HIMA 1010, 1040.

HCAP 4800 Principles of Managed Care Organizations (3). Introduction and principles of managed care, the health delivery system, medical management, general management and marketing, finance and underwriting, special market segments, relationships with government regulatory agencies, legal issues and health care reform. **(Formerly HCA 480)** Prerequisites: HLSC 1000; ECON 2010; HCAP 2010.

HCAP 4900 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 out a research problem to completion. **(Formerly HCA 490)** Prerequisites: Senior standing; SOCI 3000 or PSYC 2180.

Health Care Administration and Planning Elective

HCAP 3800 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 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 2010, and career opportunities in public health. **(Formerly HCA 380)** Prerequisite: Permission of the instructor.

Health Sciences

Bachelor of Science Degree Program

The Department of Health Administration and Health Sciences offers the Bachelor of Science degree in Health Sciences. Students may obtain the BS in Health Sciences by completing a total of 120 credit hours. The BS in Health Sciences will provide: (1) the knowledge base and skills development for those seeking entry and intermediate-level professional and service positions in health care agencies, organizations, and institutions in public, private, and non-profit sectors; (2) a degree completion program for associate-degree credentialed healthcare practitioners pursuing career advancement or career change; and (3) a pre-professional program for students preparing to enter programs for which the master's degree is the licensing credential. Students may choose concentrations in Physical Sciences, Public Health, or Therapeutic Studies.

ADMISSION REQUIREMENTS

Students who wish to pursue the Health Sciences major must first be accepted for admission to Tennessee State University. Applications for admission to the Program are accepted from students who have completed all general education prerequisites (including transfers). The Health Sciences Admission Committee will consider applications of candidates who present the following qualifications:

180 College of Health Sciences

Acceptance into Tennessee State University.

Completion of first year Health Sciences curriculum with a grade point average of 2.5 on a 4.0 scale. Consideration will be given to relevant work experience when considering applicants who fall below this requirement.

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.

Interview by the Admissions Committee or an out-of-town agency designated by the Committee.

RETENTION POLICY

The Health Sciences program retention policy requires the following:

Students must maintain a minimum cumulative grade point average of 2.0.

Students must earn a C or better in all major courses, supporting Science, Business, English, and Mathematics courses. Failure to maintain a C in any of these courses will result in repeating the course the next semester the course is offered with approval of the advisor.

Students who earn a grade less than C in Health Sciences courses for more than one semester will be dismissed from the program.

Students who have been dismissed from the Health Sciences program may apply for readmission. Students who request readmission should present evidence to the Admissions Committee of substantial change in circumstances warranting reconsideration.

Suggested four-year plans for the BS in Health Sciences follow:

Bachelor of Science in Health Sciences (General Concentration)

FRESHMAN YEAR

Fall Semester		Spring Semester	
HLSC 1000	1	CHEM 1110/1111	3/1
BIOL 2210/2211	4/0	BIOL 2220/2221	4/0
ENGL 1010	3	ENGL 1020	3
MATH 1110	3	SOCI 2010	3
HPER Activity	1	HPER Activity	1
Computer Literacy	3		
	<u>15</u>		<u>15</u>

SOPHOMORE YEAR

Fall Semester		Spring Semester	
HIST 2010	3	HIST 2020	3
PSYC 2010	3	NUFS 2110	3
ENGL Literature	3	PSYC 2180	3
HCAP 2010	3	COMM 2200	3
Humanities/ Fine Arts	3	Humanities/ Fine Arts	3
HIMA 1040	3		
	<u>18</u>		<u>15</u>

JUNIOR YEAR

Fall Semester		Spring Semester	
HCAP 3800	3	HLSC 4500	3
PSYC 3360	3	HCAP 3100	3
HLSC 3100	3	HLSC 4300	3
HLSC 3110	3	HLSC Elective	3
HLSC 3200	3	PSYC 3510	3
	<u>15</u>		<u>15</u>

SENIOR YEAR

Fall Semester		Spring Semester	
SOCI 3350	3	HCAP 4900	3
HPSS 3030	3	HPSS 4090	3
HLSC 4040	3	HLSC Elective	3
HLSC Elective	3	Guided Elective	3
Guided Elective	3		
	<u>15</u>		<u>12</u>

Bachelor of Science in Health Sciences (Physical Sciences Concentration)

FRESHMAN YEAR

Fall Semester		Spring Semester	
HLSC 1000	1	PSYC 2010	3
ENGL 1010	3	ENGL 1020	3
CHEM 1000/1001	3/1	CHEM 1110/1111	3/1
COMM 2200	3	MATH 1710	3
BIOL 1110/1111	3/1	BIOL 1120/1121	3/1
Computer Literacy	3		
	<u>18</u>		<u>17</u>

SOPHOMORE YEAR

Fall Semester		Spring Semester	
ENGL Literature	3	SOCI 2010	3
PHIL 1030	3	Humanities/ Fine Arts	3
HCAP 2010	3	HIST 2020	3
HIST 2010	3	BIOL 2220/2221	4/0
BIOL 2210/2211	4/0	HIMA 1040	3
	<u>16</u>		<u>16</u>

JUNIOR YEAR

Fall Semester		Spring Semester	
PHYS 2010/2011	3/1	PHYS 2020/2021	3/1
HCAP 3800	3	HCAP 3100	3
HLSC 3000	3	HPSS 3140	3
HLSC 3100	3	NUFS 2110	3
HLSC 4300	3		
	<u>16</u>		<u>13</u>

SENIOR YEAR

Fall Semester		Spring Semester	
PSYC 2180	3	HLSC 3110	3
PSYC 3360	3	HLSC 4500	3
HLSC 3200	3	HCAP 4900	3
SOCI 3450	3	HLSC Elective	3
	<u>12</u>		<u>12</u>

Bachelor of Science in Health Sciences (Public Health Concentration)

FRESHMAN YEAR

Fall Semester		Spring Semester	
HLSC 1000	1	PSYC 2010	3
ENGL 1010	3	ENGL 1020	3
HIST 2010	3	HIST 2020	3
Natural Sciences I	4	Natural Sciences	11 4
Humanities/ Fine Arts	3	Humanities/ Fine Arts	3
COMM 2200	3		
	<u>17</u>		<u>16</u>

SOPHOMORE YEAR

Fall Semester		Spring Semester	
ENGL Literature	3	Social/Behavior Sciences	3
HIMA 1010	1	HCAP 2010	3
SOCI 2010	3	BIOL 2220/2221	4
BIOL 2210/2211	4	PSYC 2180	3
MATH 1110	3	Computer Literacy	3
	<hr/>		<hr/>
	14		16

JUNIOR YEAR

Fall Semester		Spring Semester	
HLSC 3050	3	HLSC 3010	3
HCAP 3800	3	HLSC 4300	3
PSYC 3360	3	HLSC 3040	3
HCAP 3100	3	HLSC Elective	3
HIMA 1040	3		
	<hr/>		<hr/>
	15		12

SENIOR YEAR

Fall Semester		Spring Semester	
HLSC 3020	3	HLSC 4010	3
NUFS 2110	3	HCAP 4900	3
HLSC 4040	3	HLSC 3060	3
HLSC Elective	3	HLSC 4020	3
HLSC Elective	3	HLSC Elective	3
	<hr/>		<hr/>
	15		15

**Bachelor of Science in Health Sciences
(Therapeutic Studies Concentration)****FRESHMAN YEAR**

Fall Semester		Spring Semester	
HLSC 1000	1	Humanities/Fine Arts	3
ENGL 1010	3	ENGL 1020	3
MATH 1110	3	HCAP 2010	3
SOCI 2010	3	PSYC 2010	3
Natural Sciences I	4	Natural Sciences II	4
HPER Activity	1		
	<hr/>		<hr/>
	15		16

SOPHOMORE YEAR

Fall Semester		Spring Semester	
HIST 2010	3	HIST 2020	3
NUFS 2110	3	ENGL Literature	3
PSYC 2180	3	HIMA 1010	1
Humanities/ Fine Arts	3	BIOL 2210/2211	4
HIMA 1040	3	COMM 2220	3
	3	Computer Literacy	3
	<hr/>		<hr/>
	15		17

JUNIOR YEAR

Fall Semester		Spring Semester	
PSYC 3510	3	HLSC 3100	3
PSYC 3210	3	HPSS 3140	3
HCAP 3100	3	PSYC 3360	3
HLSC 2140	3	HLSC 3200	3
HLSC 3000	3	PSYC 3300	3
	<hr/>		<hr/>
	15		15

SENIOR YEAR

Fall Semester		Spring Semester	
HLSC Elective	3	HCAP 4900	3
SOCI 3450 or PHIL 3360	3	Guided Elective	3
HLSC 3110	3	HLSC Elective	3
HCAP 3800	3	HLSC 4300	3
Guided Elective	3		
	<hr/>		<hr/>
	15		12

HEALTH SCIENCES COURSE DESCRIPTIONS (HLSC)

HLSC 1000 Orientation to Health Sciences (1) A requirement for all entering freshman Health Sciences majors or transfer students with less than 60 transfer credits. This course presents an overview of the allied health field, the history/development of allied health professions, and the historical development of the College of Health Sciences (formerly School of Allied Health Professions) at Tennessee State University. Students will be introduced to values, ethics, and professionalism required for health care providers as well as TSU policies, procedures, and student support services relative to academic success. **(Formerly AHP 100)**

HLSC 2140 Physics Principles for Health Sciences (3) This course provides students with the opportunity to learn basic physics principles including those of lever systems, laws of motion, forces and force interactions, temperature, and heat. These concepts are then applied to the environment and the human body so that students may acquire a sound basis for their subsequent work in HLSC 4140, Biomechanics and Gross Anatomy. Prerequisite: MATH 1110.

HLSC 3000 Ethics and Professionalism in Health Sciences (3) This course presents current issues and information on professionalism and medical ethics for Health Sciences professionals. Specific areas that will be investigated include: what it means to be a professional, career development strategies, the role of service for the professional, ethical issues for healthcare providers, the ongoing process of developing an ethical practice, withdrawing care from the terminally ill, and other current issues in the national media. Prerequisite: Admission is open to all students formally admitted to Health Sciences Program or by permission of the instructor.

HLSC 3010 Consumer Health (3) This course provides students with the following: (1) a model for making informed consumer health related decisions; (2) current information involving informed decisions; and (3) mechanisms for continued consumer awareness and protection, i.e., sources of accurate consumer information and lists of consumer information and protection agencies. This course also examines the benefits and/or hazards associated with health related products, services and information presently available to the consumer. The methods and techniques of health fraud are analyzed. Emphasis is placed on the development of individual criteria for the potential selection and purchase of health products and services. Field trips may be required. Prerequisites: HCAP 3800 and junior standing.

HLSC 3020 Critical Issues in Health Care (3) This course examines current health problems from both school and community viewpoints. The purpose of the course is to permit in-depth exploration through research and discussion of specific local, national, and worldwide health and safety problems. Prerequisites: HCAP 3800; HLSC 3050.

HLSC 3040 Maternal and Child Health (3) This course describes the biological and physiological basis for health care to MCH populations including pregnant women, infants, and persons through age 21. Using an evidence-based approach to the MCH care, this course examines the use of current epidemiologic and analytic literature to evaluate the effectiveness of interventions and technologies used to prevent, diagnose, and treat clinical problems of women, mothers, infants, children, and adolescents. The course addresses the role of nutrition in the prevention of chronic diseases in women and children and its influence on normal childhood growth and development. Prerequisites: Completion of Natural Sciences requirement or consent of the instructor.

HLSC 3050 Health Promotion and Disease Prevention (3) This course introduces students to the basic concepts of epidemiology, health promotion, disease prevention, and their impact on the health status of culturally diverse and vulnerable individuals, families, small groups and communities. The focus is on health problems and potential interventions throughout the life of an individual. The principles of teaching/learning and the process of critical thinking are incorporated as they apply to the health professional. Prerequisite: HCAP 3800.

HLSC 3060 International Health (3) This course examines major trends and issues related to international health including health care systems, nutrition, family planning, distribution and the nature of communicable and chronic diseases, and preventive measures in selected countries. Special emphasis is placed on problems that can be prevented through health education programs. Prerequisite: None.

HLSC 3100 Complementary and Alternative Approaches to Health Care (3) This course serves as an introduction to the variety of health care

options currently available in our society. Students will explore basic concepts of pharmacology, nutritional supplements, homeopathy, psychological effects on health, oriental medicine, techniques healing movement, healing touch, and manipulation techniques. Students will be exposed to a variety of viewpoints and encouraged to critically evaluate different theories of health and health care. Prerequisites: Completion of Natural Sciences requirement.

HLSC 3110 Health Conditions in Function and Disability (3) To function within the health care system, health providers must be able to articulate their profession's concept of health within the context of medical management of common health conditions. Students learn how to search the World Wide Web to locate instructional resources and to gather clinically related evidence to solve problems. In this process, they learn about the underlying pathophysiology, diagnostic, and treatment procedures, while collaborating with other students in completion of online and face-to-face assignments. As students examine the internal and external factors that impact human health, they learn about care of common health conditions and roles of various practitioners. Prerequisites: Completion of Natural Sciences.

HLSC 3200 Pulmonary Diseases/CPR (3) This course presents current issues and information on the growing population of geriatric patients with pulmonary diseases. Further this course presents a description of basic pulmonary problems associated with the geriatric population. Some of the problems are chronic obstructive pulmonary diseases (COPD) and restrictive diseases such as pneumonia, cancer, and congestive heart failure. Emphasis is placed on areas such as recognition of symptoms, choosing the correct method of diagnosis, effective patient management, and evaluation of current outcomes data for each disease. Part two of this course includes current information on cardio-pulmonary resuscitation (CPR), student demonstration of concepts, current information on aspects of CPR and the geriatric population. Prerequisite: Admission is open to all non Cardio-Respiratory Science majors who have been formally admitted into a Health Sciences Program or by permission of the instructor.

HLSC 4010 Introduction to Biostatistics (3) This course will examine the applications of: (1) collecting, summarizing, presenting, analyzing, and interpreting data; (2) measuring central tendency and variation; and (3) investigating binomial and normal probability distributions, which are essential to today's health care professional. Topics include probability, confidence intervals and hypothesis testing using t-tests, chi-square, correlation, and regression. A brief introduction to ANOVA and multivariate analysis and emphasis on practical applications are discussed. Laboratory use of the personal computer in statistical problem solving is required. Prerequisite: MATH 1110; PSYC 2180.

HLSC 4020 Introduction to Environmental Health (3) An introductory overview of the major areas of environmental health is included in this course. Areas of emphasis include food protection, air, water and land pollution, hazardous waste, population concerns, and noise and radiation hazards. Prerequisite: None.

HLSC 4040 Public Health Policy (3) This course is an analysis of the current issues in health policy including a history of the issues, arguments for various positions, and development of frameworks that will facilitate development of positions on the issues. Prerequisite: None.

HLSC 4060 Principles of Geographic Information Systems for Health Organizations (3) This course is a comprehensive overview of the concepts, functions, applications, technologies, and trends pertaining to automated geographic information systems (GIS) applicable to health sciences. Topics include GIS hardware and software considerations, data resources, and technical issues and applications in GIS. Prerequisite: None.

HLSC 4300 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. **(Formerly HCA 430)** Prerequisites: BIOL 2210, 2211, 2220, 2221; HCAP 2010; HIMA 1010, 1040; SOCI 3000.

HLSC 4500 Contemporary Issues in Clinical Geriatric Care (3) This course is a study of geriatric issues of importance to health care professionals. Normal aging, disease processes associated with aging, psycho-social factors, health care service delivery, advocacy and other relevant considerations will be addressed with the goal of enhancing practitioners' effectiveness in working with the geriatric population. Prerequisite: None.

Department of Health Information Management

Elizabeth Kunnu, Ed.S., RHIA, Head

314 Industrial Arts Building
615-963-7441

Faculty: C. Fouche'

General Statement: Health Information Management (HIM) is the profession that focuses on health care data and the management of healthcare information resources. 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, financing, and evaluation of health care services.

Job opportunities: Health Information Management professionals, as part of a quality patient care team, work as HIM department director, HIM system manager, data quality manager, information security/privacy officer, educator, consultant, health data analyst, quality improvement analyst, physician office manager, claims and reimbursement coordinator in a variety of health care settings. The settings include hospitals, outpatient clinics, managed-care organizations, consulting firms, accounting firms, medical group practices, hospice and home healthcare agencies, long-term care facilities, correctional facilities, pharmaceutical companies, rehabilitation facilities, behavioral healthcare organizations, healthcare research facilities, insurance companies, law firms, or state and federal healthcare agencies.

The Department of Health Information Management offers a four-year program leading to the Bachelor of Science degree. Its goals are to prepare interested students as competent, confident, innovative and contributing health information professionals who can identify and use a variety of information management resources and technologies to accomplish the objectives of various health care facilities and related organizations; and to prepare students for the National Certification Examination for credentialing by the American Health Information Management Association.

The Health Information Management curriculum takes a career-ladder approach and is divided into a technical phase and a professional phase. It is designed to accommodate high school graduates, transfer students, graduates from accredited community colleges who have completed prerequisite science courses, and Registered Health Information Technicians (RHITs) who wish to progress to the professional level of a Health Information Administrator. The curriculum is comprised of general education, management principles, computer technology/information systems, professional education requirements and integrated supervised professional practice.

The Bachelor of Science degree is awarded after satisfactory completion of 120 credit hours. Graduates of this program are required to demonstrate entry-level competencies for Registered Health Information Administrators (RHIAs) and are eligible to sit for the National Certification Examination administered by the American Health Information Management Association (AHIMA). The graduates are strongly encouraged to take the National Registration Examination in the same year of graduation to be recognized as a leader in Health Information Management by employers and other healthcare professionals.

ADMISSION REQUIREMENTS

There are two options available to students interested in the Health Information Management 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 University admission criteria, the program admission and retention requirements include:

Entering Freshmen

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.

A minimum composite test score of 19 on the ACT. (This may change according to University entrance requirements.)

First-time freshmen are required to have successfully completed any remedial or developmental courses before consideration for unconditional admission into the HIM program.

Transfer Students

Applications will be accepted from students transferring from other colleges, universities or other departments at Tennessee State University.

Transfers, students changing their major to HIM, and continuing students are required to have successfully completed any remedial or developmental courses before consideration for unconditional admission into the program.

Applicants must have a minimum cumulative grade point average of 2.5 on a 4.0 scale.

Students transferring from other departments within Tennessee State University are required to complete a Change of Major form.

Advanced Standing

Students who already have a degree in health related and other fields may be admitted to the program if they meet admission criteria.

Individuals who have an associate degree in medical record/health information technology and who are interested in receiving a baccalaureate degree in Health Information Management must have completed a minimum of 60 semester credit hours including directed practice. These individuals are required to complete general education requirements for a BS degree, as well as management, sciences, other prerequisite courses for the program and all the 3000-4000 level courses as indicated in the curriculum.

Additional Requirements

Submission of application to the program is due by June 30 for fall semester and December 1 for spring semester.

Two letters of recommendation from persons (non-family member) who know the applicant.

A personal interview by Admissions and Retention Committee or its designee.

Applicants will be informed of the final decision regarding acceptance into the program.

Responsible for transportation expenses and other costs relating to clinical experience and field trips.

Responsible for a physical examination and malpractice insurance prior to professional practice rotations.

Acceptance of professional practice rotation in and out-of-state health care facilities.

Students are encouraged to complete a minimum of 20 volunteer hours in a medical record or health information management department at any health care facility prior to or during the first semester of enrollment in the program. Students with work experience in the HIMA field may provide evidence in writing from the health care facility.

Students are required to complete these courses (ENGL 1010 & 1020 with minimum grades of C; three hours of college mathematics; HIST 2010 and 2020 or 3410; at least eight hours of natural sciences; and nine hours in Humanities and/or Fine Arts, including three hours of English Literature prior to their junior year, and to take the **RISING JUNIOR EXAMINATION** for admission to upper HIMA courses (2000-4000) level.

Criminal Background Check

A criminal background check may be required at some affiliated clinical sites for training. Based on the results of the check an affiliated clinical site may determine to not allow your presence at their facility. This could result in your inability to successfully complete the requirements of this program. Additionally, a criminal background may preclude licensure or employment.

RETENTION POLICY

The Health Information Management program retention policy requires the following:

1. Students must maintain a minimum cumulative grade point average of 2.0.
2. Students must earn a C or better in all major courses, supporting Science, Business, Health Care Administration, English, and Mathematics courses. Failure to maintain a C in any of these courses will result in repeating the course the next semester the course is offered with approval of the advisor.
3. Students who earn a grade less than C in HIMA courses for more than one semester will be dismissed from the program.
4. Students who have been dismissed from the Health Information Management 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 Courses: A minimum of 69 semester hours including ACCT 2010; HLSC 1000; BISI 2150; 3230; BIOL 2210; 2211, 2220, 2221; CHEM 2500; ENGL 1010, 1020, HCAP 4500; 4900; HIST 2010, 2020; MATH 1110; MGMT 3010; 4030; PHIL 1030; COMM 2200; ECON 2010; SOCI 3000; Humanities/Fine Arts Elective (3 semester hours); Social or Behavioral Sciences Elective (3 semester hours); English Literature (3 semester hours).

Departmental Requirements Bachelor of Science for Health Information Management

MAJOR CORE: A minimum of 51 hours including HIMA 1010, 1040, 2020, 2100, 2200, 2250, 2300, 2350, 2400, 2704, 3010, 3020, 3030, 3300, 4000, 4400, 4424 and 4430.

Students who have completed these courses (ACCT 2010, ECON 2010, MGMT 3010, MGMT 4030, BISI 3230) in HIM curriculum and are interested in getting a minor in general business may contact the College of Business for detailed information.

Suggested Four-Year Plan for students entering at freshman level:

Bachelor of Science in Health Information Management

PLAN I

FRESHMAN YEAR			
Fall Semester		Spring Semester	
HLSC 1000	1	HIMA 1010	1
BISI 2150	3	ACCT 2010	3
ENGL 1010	3	ENGL 1020	3
BIOL 2210/2211	4/0	BIOL 2220/2221	4/0
MATH 1110	3	HIST 2010	1
	<u>14</u>		<u>14</u>

SOPHOMORE YEAR			
Fall Semester		Spring Semester	
COMM 2200	3	BISI 3230	3
HIST 2020	3	ENGL Literature	3
HIMA 1040	3	ECON 2010	3
PHIL 1030	3	Social/Behavioral Sciences	3
SOCI 3000	3	Humanities/Fine Arts	3
	<u>15</u>		<u>15</u>

JUNIOR YEAR			
Fall Semester		Spring Semester	
MGMT 3010	3	MGMT 4030	3
HIMA 2020	3	HIMA 2300	3
HIMA 2100	3	HIMA 2350	3
HIMA 2200	2	HIMA 2400	3
HIMA 2250	2	HIMA 3030	3
CHEM 2500	3		
	<u>16</u>		<u>15</u>

Summer Session	
HIMA 2704	3
	<u>3</u>

SENIOR YEAR			
Fall Semester		Spring Semester	
HIMA 3010	2	HIMA 4424	6
HIMA 3020	3	HIMA 4430	3
HIMA 3300	2	HCAP 4900	3
HIMA 4000	3		
HIMA 4400	3		
HCAP 4500	3		
	<u>16</u>		<u>12</u>

Total Credit Hours Required: 120

Plan II

Suggested Two-Year Plan Option for students with an Associate Degree in Health Information Technology.

All general education requirements of the University must be met.

JUNIOR YEAR			
Fall Semester		Spring Semester	
ACCT 2010	3	ENGL Literature	3
HIST 2020	3	PHIL 1030	3
ECON 2010	3	HIMA 3030	3
CHEM 2500	3	BISI 3230	3
HIMA 3010	2	SOCI 3000	3
		Humanities/Fine Arts	3
	<u>14</u>		<u>18</u>

Summer Session

MGMT 3010	3
MGMT 4030	3
	<u>6</u>

SENIOR YEAR

Fall Semester		Spring Semester	
HIMA 3020	3	HIMA 4424	6
HIMA 3300	2	HIMA 4430	3
HIMA 4000	3	HCAP 4900	3
HIMA 4400	3		
HCAP 4500	3		
	<u>14</u>		<u>12</u>

Total Credit Hours Required: 64

The information contained in this catalog was prepared as a guide for current and prospective students, and may be changed without notice.

Adjunct Instructional Staff and Clinical Instructors: Shonda Cannon Baptist Hospital, Nashville, TN; R. Bowen, RHIA, Erlanger Medical Ctr., Chattanooga, TN; R. Callender, RHIA, Grady Memorial Hosp., Atlanta GA, M. Lampley, RHIA, Metropolitan General Hosp., Nashville, TN; M. Coley, RHIA, Columbia/HCA Health Systems, Nashville, TN; K. White, Southern Hills Medical Ctr., Nashville, TN; S. Barnicle, RHIA, Centennial Medical Ctr., Nashville TN; Teresa Holbert, RHIA, Tennessee Christian Medical Ctr., Madison TN; B. Grossheim, RHIT, Williamson Medical Ctr., Franklin TN; K. Milam, RHIA, Summit Medical Ctr., Hermitage TN; B. Totty, RHIA, Maury Regional Hosp., Columbia TN; B. Samuels, RHIA, Skyline Medical Ctr., Madison TN; C. Ehiemua, RHIA, Matthew Walker Comprehensive Health Ctr., Nashville TN; T. Perkins, THIA, Meharry Medical Services Foundation, Nashville TN; L. Tate, RHIT, Middle Tennessee Mental Health Inst., Nashville TN; T. Taylor, RHIA, Sumner Regional Medical Ctr., Gallatin TN; T. Woodson, RHIA, Methodist Hospital, Lexington, TN; B. Vanderford, RHIA, Jackson Regional Hosp., Jackson TN; L. Howell, RHIT, Bolivar General Hospital, Bolivar TN; M. Clement, RHIA, National Institutes of Health, Bethesda, E. Berry, RHIA, LeBonheur Children's Medical Hosp., Memphis, TN.

ACCREDITATION

The Health Information Management Program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

COURSE DESCRIPTIONS

Health Information Management (HIMA)

HIMA 1010 Introduction to Health Record Management (1). This course is designed for health related majors who have interest in learning more of health records and documentation practices in various health care delivery systems. The course focuses on the purpose and use of the health record, the role of the health information management department, and its relationship with other services within the health care facility. **(Formerly HIM 101)** Prerequisites: None

HIMA 1040 Medical Terminology (3). A study of the language of medicine with emphasis on body systems, prefixes, suffixes, root terms, pronunciation and spelling. Emphasis on surgical instruments and procedures, diseases, laboratory tests, clinical procedures, and abbreviations for each system. Terms related to cancer medicine, radiology, nuclear medicine, pharmacology, psychiatry, systemic disorders, and autopsy procedures will be included. **(Formerly HIM 104)** Prerequisites: BIOL 2210, 2211 with a grade of a C or better. Corequisite: BIOL 2220, 2221.

HIMA 2020 Foundations of Health Information Management (3). A study of Health Information Management systems with emphasis on health care delivery systems; the health information management profession; regulatory and accrediting requirements of patient care data; health care data development, content, structure, and use; data collection, quality,

access and retention of paper-based records, electronic information, and image-based records. This course requires a laboratory component (2 lecture & 2 lab hours/week). **(Formerly HIM 202)** Prerequisites: Completion of HLSC 1000; BIOL 2210, 2211, 2220, 2221; BISI 2150; HIMA 1010, 1040 with a minimum grade of a C or better. Corequisites: HIMA 2100, 2200, 2250. Student must be accepted into the HIMA program and/or with instructor's approval.

HIMA 2100 Fundamentals of Medical Science (3). A study of the nature, cause, treatment and management of pathologic, microbiologic and clinical disease processes. **(Formerly HIM 210)** Prerequisites: BIOL 2210, 2211, 2220, 2221; HIMA 1010, 1040.

HIMA 2200 Legal and Ethical Aspects of Health Information (2). The American legal and court systems, terminology and procedures; principles of liability; patient record requirements with emphasis on regulations for content, retention, and destruction; access to health information; confidentiality and informed consent; the judicial process of health information; HIPAA privacy standards, fraud and abuse; specialized patient records; risk management and quality assessment of patient records as it relates to internal and external reporting; HIV information; computerized patient records with emphasis on accreditation, licensure; liability issues and ethical standards for health information practices. **(Formerly HIM 220)** Prerequisite HIMA 1010. Corequisites: HIMA 2020, 2100, 2250.

HIMA 2250 Health Statistics and Analysis (2). A study of the basic knowledge and skills in health statistics and focus on the applications of the techniques for analyzing and calculating hospital, health, and vital statistics for administrative use and health care planning utilizing manual and computerized health information systems for the purpose of graphic display and required reporting. **(Formerly HIM 225)** Prerequisite: MATH 1110. Corequisites: HIMA 2020, 2100, 2200.

HIMA 2300 Alternative Health Record Systems and Registries (3). A course designed to expose students to health record management in a non-traditional healthcare setting with focus on health record content and structure; regulatory and accreditation requirements; data access, collection, and retention. The overall purpose, organization, development, and maintenance of various registries and indexes will be discussed. Field trips will be required as part of the classroom experience. This course requires a laboratory component (2 lecture & 2 lab hours/week). **(Formerly HIM 230)** Prerequisites: HIMA 1010, 2020, 2100, 2200, 2250. Corequisites: HIMA 2350, 2400.

HIMA 2350 Coding and Classification of Health Data (3). An introduction to ICD-9-CM classification and coding of symptoms, diseases, operations, and procedures with emphasis on the UHDDS; basic coding steps and guidelines; coding guidelines for operations and procedures; supplementary classifications; signs & symptoms; and ethical coding standards. This course requires a laboratory component (2 lecture & 2 lab hours/week). **(Formerly HIM 235)** Prerequisites: BIOL 2210, 2211, 2220, 2221; HIMA 1010, 1040, 2100. Corequisites: HIMA 2300, 2400.

HIMA 2400 CPT/HCPCS Coding Classification Systems (3). A basic introduction to CPT and HCPCS coding classification systems for ambulatory care with focus on their structure, application, and purpose as well as related reimbursement issues. Activities for this course will include coding, classification, and indexing of procedures in CPT/HCPCS for the purpose of standardization, retrieval, and analysis. This course requires a laboratory component (2 lecture & 2 lab hours/week). **(Formerly HIM 240)** Prerequisites: BIOL 2210, 2211, 2220, 2221; HIMA 1010, 1040, 2100. Corequisites: HIMA 2300, 2350.

HIMA 2704 Directed Professional Practice and Seminar in Health Information Services (3). Students are assigned to health information centers during the summer for practice experience under the direct supervision of either an RHIA or RHIT. Students will gain experience through observation and demonstration in applying theory and knowledge of technical aspects of Health Information Management previously and currently studied. A seminar will be held to discuss the experiences acquired during directed professional practice. Focus will be on presentation of the outcome of assigned projects and activities. Capstone examination will be administered to evaluate student competency-based knowledge at the technical level in Health Information Management. **(Formerly HIM 270)** Prerequisites: Completion of HLSC 1000; BIOL 2210, 2211, 2220, 2221; HIMA 1010, 1040, 2020, 2100, 2200, 2250, 2300, 2350, 2400. All HLSC, BIOL, and HIMA courses completed with a minimum grade of a C or better. An overall minimum grade point average of C or better.

HIMA 3010 Healthcare Billing (2). A study of health insurance process and responsible health care payers. The course includes discussion on

professional and uniform billing; the claim process; managed care including accounts receivable, collections, and terminology; electronic data interchange (EDI); commercial plans; federal and state plans; workers compensation and disability compensation programs. **(Formerly HIM 301)** Prerequisites: HIMA 2020, 2300, 2350, 2400.

HIMA 3020 Current Issues in Health Information Management (3). A study of trends, updates and practical problems related to Health Information Management. Other topics include perspectives in health care. **(Formerly HIM 302)** Prerequisites: Junior standing in HIMA curriculum or with permission of the instructor.

HIMA 3030 Quality Assessment and Performance Improvement (3). The study of quality management in healthcare with emphasis on quality improvement, utilization review, risk management, clinical outcomes management, case management/critical path concepts, and accreditation and licensure standards. Student will acquire knowledge, skills, and tools needed to coordinate quality and resource management activities in healthcare facilities. This course requires a laboratory component. **(Formerly HIM 303)** Prerequisites: HIMA 1010, 2020, 2100, 2200, 2250, 2300, 2350, 2400, 2704.

HIMA 3300 Advanced Coding and Classification of Health Data (2). An advanced study of ICD-9-CM coding and reimbursement systems with special emphasis on the complexities of coding related to principle diagnosis selection and sequencing, problem diagnoses and procedures by body system, DRG assignment and PPS regulations for DRG validation, PRO requirements, case-mix concepts, and methods to ensure coding accuracy in automated and manual coding systems. This course requires a laboratory component (1 lecture & 2 lab hours/week). **(Formerly HIM 330)** Prerequisites: BIOL 2210, 2211, 2220, 2221; CHEM 2500; HIMA 2100, 2350, 2400. This course is designed for HIMA majors only or with permission of the HIMA instructor.

HIMA 4000 Computerized Health Information Systems (3). Development of managerial skills in Systems Analysis and Computer Applications in Health Information Management. **(Formerly HIM 400)** Prerequisites: MATH 1110; BISI 2150, 3230; HIMA 2020.

HIMA 4400 Organization and Management of Health Information Services (3). This course is designed to provide students with managerial skills in the areas of planning, organizing, directing, and controlling. Emphasis will be on the processes of budgeting, staffing, directing, decision making, development and evaluation of policies and procedures, and establishing standards for the quality of health information services. Special assignments include in-service education. **(Formerly HIM 440)** Prerequisites: MGMT courses, senior standing in the HIMA curriculum with a minimum grade point average of 2.0 or better.

HIMA 4424 Management Professional Practice in Health Information Services (6). Students are assigned to a Health Information center for supervised Management Professional Practice experience to observe employee relations and interact with healthcare professionals and consumers while under the direct supervision of a qualified Registered Health Information Administrator. Students are provided the opportunity to apply the skills and knowledge previously gained through classroom, directed professional practice, and laboratory experiences in carrying out management and administrative activities. A pre-practice seminar will be held to discuss practice expectations and explore potential methods of identifying and solving problems that may be encountered during management practice. **(Formerly HIM 442)** Prerequisites: Completion of all HIMA, MGMT, BIOL, HLSC and HCAP courses with a minimum grade of a C or better, have an overall minimum grade point average of C (2.0) or better, and senior standing in the HIMA curriculum.

HIMA 4430 Management Professional Practice Seminar (3). Student will participate in seminar to discuss the experiences acquired during Management Professional Practice. Focus will be on presentation of the outcome of assigned projects and activities; employment opportunities and preparation for job search; and discussion on graduate and professional studies. Students will participate in preparation for the registration examination. Focus will be on test-taking skills and assimilation of AHIMA required competencies. Capstone examination will be administered to evaluate student competency-based knowledge of Health Information Management. Prerequisites: Completion of all HIMA, MGMT, BIOL, HLSC and HCAP courses with a minimum grade of a C or better have an overall minimum grade point average of C or better (2.0), and senior standing in the HIMA curriculum. **(Formerly HIM 443)** Corequisite: HIMA 4424.

Department of Medical Technology

**Theola N. Copeland, M.S., M.T., (ASCP),
Interim Education Coordinator**

**216 Industrial Arts
615-963-5001**

Faculty: W. Burrell, K. McEnerney

General Statement: The Medical Technology Program 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 a certification examination and apply for a license from the Tennessee Department of Health and Environment.

The medical technologist performs a broad range of chemical, microscopic, and bacteriological procedures to assist the physician in identifying and treating diseases and to determine abnormal conditions including the presence of bacteria, viruses, and other microorganisms. Medical technologists also type and crossmatch blood samples for transfusions.

Description of Clinical Laboratory Practicum Sites: Nashville Metropolitan General Hospital, Alvin C. York VA Medical Center, Centennial Medical Center, DCI Laboratory, and PathGroup Laboratory serve as clinical practicum sites for medical technology students.

Nashville Metropolitan General Hospital has 150 beds, a fully automated laboratory and serves patients in the departments of surgery, internal medicine, obstetrics and gynecology, and pediatrics. The hospital is located on Meharry Medical College's campus. Alvin C. York VA Medical Center is located in Murfreesboro, Tennessee, approximately 40 miles from Nashville. The VA Medical Center has 570 beds and a fully automated laboratory. Columbia Centennial Medical Center is a 685 bed acute care facility located near downtown Nashville with a fully automated laboratory. DCI Laboratory is a comprehensive dialysis clinical laboratory located in South Nashville. PathGroup Laboratory is a comprehensive clinical laboratory located in South Nashville.

ADMISSION REQUIREMENTS

Pre-professional Component

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:

High school graduation with a minimum cumulative grade point average of 2.5 on a 4.0 scale.

GED test scores of 50 or above for the five subjects tested.

A minimum composite test score of 19 on the ACT (Enhanced).

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 earned a grade lower than "C."

Clinical/Professional Component

Application for admission to the professional/clinical year of the Medical Technology program is required. Applicants must meet one of the following criteria for acceptance.

1. 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.
2. 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.
3. 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), Immunology, Organic Chemistry or Biochemistry prior to being admitted to the professional component on a competitive basis.
4. 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 NAACLS (National Accrediting Agency for Clinical Laboratory Sciences) approved Medical Laboratory Technology program and must have a minimum of three years of experience as a generalist. These individuals must complete general education requirements for the Bachelor of Science degree, as well as science prerequisites for the Medical Technology program and at least nine (9) hours of 4000 level Medical Technology courses (MT Seminar). Students must have completed a minimum of 42 credit hours at the 3000 to 4000 levels. Electives may be taken in Biology, Chemistry, or other related fields.
5. Individuals who wish to receive a Certificate of Training in Medical Technology must complete all science prerequisite courses in the clinical/ professional component of the Medical Technology program.

All Applicants

Prior to enrolling in the clinical component of the program, the student must be evaluated by the Medical Technology Department. Departmental requirements include:

Prerequisites: Chemistry - 20 semester hours to include Organic Chemistry; Biological Sciences - 16 semester hours to include Bacteriology, and Immunology (as a part of a course or as a separate course); and Mathematics - minimum of one college level course.

Submission of two letters of recommendation from science professors, and one letter of recommendation from major advisor.

Completion of the interview process which includes a review of the Technical Standards of the Medical Technology Program.

At the time of the admissions interview, applicants are given a copy of the Technical Standards of the Medical Technology Program.

Technical standards represent the essential non-academic requirements of the program that students must master to participate successfully in the program and become employable. The following is a list of the technical abilities and skills applicants for admission must possess:

Manual Dexterity: Ability to use hand(s) or terminal devices with coordination.

Fine Motor: Ability to manipulate small objects with fingertips or adaptive devices.

Mobility: Ability to maneuver in the laboratory and around instruments and in patient-care settings.

Vision: Ability to distinguish red, yellow, and blue colors; distinguish clear from cloudy, and see through a microscope.

Hearing: Ability to adapt with assistive devices (i.e., phone receivers, hearing aid, etc.)

Speech: Ability to verbally communicate understandably in English.

Writing: Ability to communicate effectively in the written form in English.

Reading: Ability to read, understand, and follow directions printed in English.

Criminal Background Check

A criminal background check may be a requirement at some affiliated clinical sites for training. Based on the results of the check an affiliated clinical site may determine to not allow your presence at their facility. This could result in your inability to successfully complete the requirements of this program. Additionally, a criminal background may preclude licensure or employment. It is the student's responsibility to pay for the background check.

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 dismissed from the program. No credit will be accepted for major field courses in which the student has earned a grade lower than "C."

Departmental Requirements for

Bachelor of Science Medical Technology

General Education Core Courses: (41 credit hours) ENGL 1010, 1020; COMM 2200; ENGL Literature; Humanities/Fine Arts (6 hours); Social/Behavioral Sciences (6 hours); HIST 2010, 2020; BIOL 1110, 1111, 1120, 1121 (8 Hours); MATH 1110.

Major Core Courses: (36 credit hours) MEDT 3010, 4010, 4014; 4110, 4210, 4310, 4510, 4600, 4710, 4100, 4200, 4300, 4114, 4214, 4514.

Science Course Requirements: (36 credit hours) BIOL 2210, 2221, 2120, 2121, 2400, 2401, 4410, 4411; CHEM 1110, 1111, 1120, 1121, 2110, 2111, 2120, 2121, 3410, 3411.

Additional Course Requirements: (7 credit hours) HLSC 1000; MT 3010; HIMA 1040.

Bachelor of Science Degree in Medical Technology

FRESHMAN YEAR

Fall Semester		Spring Semester	
HLSC 1000	1	Humanities/ Fine Arts	3
MATH 1110	3		
BIOL 1110/1111	3/1	BIOL1120/1121	3/1
CHEM 1110/1111	4/0	CHEM 1120/1121	4/0
ENGL 1010	3	ENGL 1020	3
	15		14

SOPHOMORE YEAR

Fall Semester		Spring Semester	
CHEM 2010/2011	4/0	CHEM 2020/2021	4/0
HIST 2010	3	HIST 2020	3
Social/Behavioral Sciences Elective	3	Social/Behavioral Sciences Elective	3
COMM 2220	3	Humanities/ Fine Arts	3
ENGL Literature	3		
	16		13

JUNIOR YEAR

Fall Semester		Spring Semester	
BIOL 2210/2211	4/0	BIOL 2120/2121	4/0
BIO 2400/2401	4/0	MEDT 3010	3
CHEM 3410/3411	4/0	BIOL 4410/4411	4/0
		HIMA 1040	3
	12		14

SENIOR YEAR

Fall Semester		*Spring Semester	
MEDT 4010	3	MEDT 4100	4
MEDT 4110	3	MEDT 4200	3
MEDT 4210	3	MEDT 4014	3
MEDT 4310	1	MEDT 4114	3
MEDT 4510	3	MEDT 4214	3
MEDT 4600	1	MEDT 4514	3
MEDT 4710	1		
	15		*(13)

*Students will enroll in 2 of the rotation courses in spring semester for a total of 13 credit hours (6 weeks per rotation).

+Summer Session

MEDT 4300	2
MEDT 4014	3
MEDT 4114	3
MEDT 4214	3
MEDT 4514	3
	+(8)

+Students will enroll in 2 rotations not previously taken for a total of 8 credit hours (6 weeks per rotation).

Total Credit Hours Required for BS in Medical Technology - 120

ACCREDITATION

The Medical Technology Program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), 8410 West Bryn Mawr Avenue, Suite 670, Chicago, IL 60631-3415, and (773) 714-8880.

COURSE DESCRIPTIONS

Medical Technology (MEDT)

MEDT 3010 Introduction to Medical Technology (3). This course is designed to give students an introduction to the field of medical technology. The focus will be on these disciplines: Hematology, Clinical Chemistry, Immunology, Immunohematology, Clinical Microbiology and Urinalysis. Students will be introduced to basic laboratory techniques in each of the areas and be able to apply knowledge learned in undergraduate science courses in the MT student clinical laboratory. **(Formerly MT 301)** Prerequisites: BIOL 2210, 2211; MATH 1110; CHEM 1010, 1011, 1020, 1021.

MEDT 4010 Chemistry (3). The lecture course and student laboratory will offer the student a brief review of basic chemistry before going into the principles of clinical chemistry. Chemistry problems, automation, and quality control are also included. The lectures include a review of anatomy and physiology of body systems, contents of body fluids and special techniques. **(Formerly MT 401)** Prerequisite: Admission to clinical (professional) component.

MEDT 4014 Clinical Rotation I: Chemistry (3). A rotation in this area of the laboratory will require the student to rotate a minimum time of six weeks. Chemistry consists of routine chemistry, special chemistry and toxicology. Students will work predominately with many different types of automated clinical analyzers in service in clinical laboratories. Students will perform manual procedures as required by the clinical site. A student's experience in clinical chemistry will be dependent on the instrumentation available at a site, however all students will acquire experience with automated analyzers and performance of daily maintenance. Students will gain experience in organizing workloads and performing and monitoring quality control in the chemistry laboratory. Prerequisite: Passing all courses in the didactic program.

MEDT 4100 MT Seminar I (4). Through lecture presentations by MT faculty, MMC Basic Science Faculty, guest lecturers and the use of other teaching strategies, such as case presentations, small group discussions, Web-enhanced lectures and field trips, the students will review selected topics in Body fluids, Clinical Chemistry, and Microbiology. Prerequisites: MEDT 4010, 4110, 4710.

MEDT 4110 Microbiology (3). The lecture course and student laboratory will offer the student 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, and Kirby-Bauer sensitivity. An introduction to mycology is also presented. **(Formerly MT 411)** Prerequisite: Admission to clinical (professional) component.

MEDT 4114 Clinical Rotation II: Microbiology (3). A rotation in this area of the laboratory will require the student to rotate a minimum time of six weeks. Microbiology will encompass General Bacteriology (aerobic and anaerobic organisms), Mycology, Mycobacteriology, and Parasitology. Students will be responsible for learning the operation of a microbiology laboratory. Students will perform initial inoculations of clinical samples, perform gram stains, learn how to interpret growth characteristics of many different organisms, examine blood cultures, perform ova and parasite studies and perform any test determined by the bench instructor or supervisor. A student's experience in microbiology will be dependent on the instrumentation available at a site, however all students will acquire experience with automated analyzers and performance of daily maintenance. Students will gain experience in organizing workloads and performing and monitoring quality control in the microbiology laboratory. Prerequisite: Passing all courses in the didactic program.

MEDT 4200 MT Seminar II (3). Through lecture presentations by MT faculty, MMC Basic Science Faculty, guest lecturers and the use of other teaching strategies, such as case presentations, small group discussions, Web-enhanced lectures and field trips, the students will review selected topics in Immunohematology, Hematology, Coagulation, and Immunology. Prerequisites: MEDT 4210, 4310, 4510.

MEDT 4210 Immunohematology (3). The lecture and student laboratory will introduce the student to the basic principles of blood banking with emphasis on importance of accuracy in laboratory testing. Procedures performed include blood grouping, compatibility testing, and identification of antibodies. Preparation of components and component therapy, ad-

verse transfusion reactions and hemolytic disease of the newborn are presented in the course. **(Formerly MT 421)** Prerequisite: Admission to clinical (professional) component.

MEDT 4214 Clinical Rotation IV: Immunohematology and Immunology/Serology (3). A rotation in this area of the laboratory will require the student to rotate a minimum time of 4 weeks in Immunohematology, and two weeks in Immunology/Serology. Immunohematology procedures will include ABO and Rh blood grouping, antibody screening and identification, compatibility testing, preparation of components, maintaining inventory of blood products, and quality control of reagents. Immunology/Serology procedures include RPRs, RA, ANAs, Infectious Mono testing, Hepatitis, and HIV testing. Student's experience in Immunology/Serology will be dependent on the instrumentation available at a site, however all students will acquire experience with automated analyzers and performance of daily maintenance. Students will gain experience in organizing workloads and performing and monitoring quality control in the Immunohematology and Immunology/Serology laboratories. Prerequisite: Passing all courses in the didactic program.

MEDT 4300 MT Seminar III (2). This course is designed to provide the student an introduction to the principles of education and laboratory management. The students will prepare a lesson plan and teach a unit of instruction in the MT Program. Guest lecturers will provide some of the experiences for students. Prerequisites: MEDT 4100, 4200.

MEDT 4310 Immunology/Serology (1). Formal lectures in this course will include immune response, antigen-antibody reactions, hyper-sensitivity, autoimmune disease and serologic procedures. **(Formerly MT 431)** Prerequisite: Admission to clinical (professional) component.

MEDT 4510 Hematology/Coagulation (3). The lecture and student laboratory introduce the student to basic hematology procedures; manual and automated CBC (complete blood count), which include red blood cells, white blood cells, platelets, hematocrit, hemoglobin, RBC indices, and WBC differential. Red and white cell kinetics, anemias, and leukemias are presented. Theory and mechanisms of hemostasis, clotting and fibrinolysis are explored. The uses of the microscope and blood collection are explored. **(Formerly MT 451)** Prerequisite: Admission to clinical (professional) component.

MEDT 4514 Clinical Rotation III: Hematology/Coagulation/Urinalysis (3). A rotation in this area of the laboratory will require the student to rotate a minimum time of 4 weeks in Hematology, 1 week in Coagulation and 1 week in Urinalysis. In Hematology students will work predominately with automated cell counters and perform some manual tests. Coagulation consists of performing tests for clotting disorders and bleeding disorders. In Urinalysis students will perform physical, chemical and microscopic examinations on urine. A student's experience in Hematology/Coagulation/Urinalysis will be dependent on the instrumentation available at a site, however all students will acquire experience with automated analyzers and performance of daily maintenance. Students will gain experience in organizing workloads and performing and monitoring quality control in the Hematology/Coagulation/Urinalysis laboratory. Prerequisite: Passing all courses in the didactic program.

MEDT 4600 Parasitology (1). This course 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. **(Formerly MT460)** Prerequisite: Admission to clinical (professional) component.

MEDT 4710 Clinical Microscopy (1). The lecture and student laboratory will offer the student general information regarding (1) the anatomy and physiology of the urinary system and (2) the role of urine, and body fluids in the diagnosis of diseases by laboratory methods. **(Formerly MT 471)** Prerequisite: Admission to clinical (professional) component.

Department of Occupational Therapy

Larry Snyder, Interim Head

615-963-5891

Faculty: P. Gailey, D. Smart, L.Snyder

General Statement: Occupational Therapy is skilled treatment that helps individuals achieve independence in all facets of their lives. Occupational Therapy gives people the “skills for the job of living” necessary for independent and satisfying lives. Services typically include:

- *Customized treatment programs to improve one’s ability to perform daily activities
- *Comprehensive home and job site evaluations with adaptation recommendations
- *Performance skills assessments and treatment
- *Adaptive equipment recommendations and usage training
- *Guidance to family members and caregivers

About Occupational Therapy Practitioners

Occupational Therapy practitioners are skilled professionals whose education includes the study of human growth and development with specific emphasis on the social, emotional, and physiological effects of illness and injury. The occupational therapist enters the field with a bachelors, masters, or doctoral degree. “Practitioners work in a variety of systems including health care, education, academic, governmental, social, and corporate settings” (www.aota.org/featured/area6).

According to the American Occupational Therapy Association, “Students today can look forward to dynamic careers working in multiple settings with people of all ages. And the employment outlook for occupational therapists is bright!” Recent information published by the U.S. Department of Labor’s Bureau of Labor Statistics reveals that the job outlook for occupational therapists will improve substantially in the next several years and will continue to do so for the foreseeable future. Specifically, it states that: “Employment of occupational therapists is expected to increase faster than the average for all occupations through 2010,” meaning that employment is expected to increase by 21-35% (<http://www.aota.org/featured/area2/links/link10.asp>).

Individuals interested in learning more about a career in Occupational Therapy are encouraged to contact the American Occupational Therapy Association (AOTA) at (301) 652-AOTA.

ADMISSIONS REQUIREMENTS

Entering freshman and transfer students must meet Tennessee State University admission standards and have cumulative, science, and prerequisite grade point averages of at least 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 program (junior and senior year courses) is the result of a competitive process separate from, and in addition to, admission to the University. Minimum requirements for application to professional student status include:

Admission to Tennessee State University

Successful completion of all prerequisite courses with minimum cumulative, science, and prerequisite GPAs of 2.5 on a 4.0 scale. Proof, (official transcripts from all colleges and universities attended) of course completion must be provided prior to entrance into the professional component of the program.

Submission of the completed APPLICATION TO OCCUPATIONAL

THERAPY postmarked no later than January 31 to be considered for entry into the professional program.

NOTE: A personal interview may be conducted as part of the admissions process. Completion of minimum requirements does not guarantee an interview with the Admissions Committee nor acceptance into the professional phase of the program. Applicants are strongly encouraged to have a minimum of 45 hours in volunteer or work experience in Occupational Therapy.

RETENTION POLICY

In order to be retained in good standing in the Occupational Therapy Program, the following standards must be met. Failure to maintain good standing will result in dismissal from the program, but not from the University. Because of the pending termination of the baccalaureate program in 2006, no readmissions will be considered. Other disciplinary actions established by the University may apply.

Students must successfully complete all major field courses with a grade of 2.0 (C) on a 4.0 scale. No major field courses, aside from fieldwork experiences, may be repeated. Students who do not pass a major field course must complete the degree requirements for another major.

Students may repeat one 3000 level fieldwork course (OCCT 3814, 3914) or one 4000 level fieldwork course (OCCT 4474, 4734, 4744, 4754, 4764) only once. Failure to pass the second enrollment of a fieldwork course with a grade of 2.0 (C) will result in dismissal from the program.

Students must maintain a cumulative grade point average of 2.0 (C) or above.

Students must register for Occupational Therapy courses each semester while in the program.

Students must complete all degree requirements by the final day of classes in fall 2006 in order to sit for the national certification examination.

Students must comply with the practice and academic policies established by the Program and institutions providing fieldwork experiences.

Additional Requirements

Applicants accepted into the professional phase of the program are required to submit a physician’s statement indicating satisfactory current health status. If at any point in the program the student’s health status changes, a physician’s statement that clears the student for full participation or details any restrictions in participation in all classroom or out of classroom activities must be provided to the program director before resuming classes.

In addition to Tennessee State University tuition and fees, students in the professional phase are responsible for providing health insurance, textbooks, prescribed uniforms, professional liability insurance, transportation to assigned clinical experiences, current certification in child and adult cardiopulmonary resuscitation (CPR), and housing arrangements for clinical assignments outside of the Nashville area.

Criminal Background Check

A criminal background check may be a requirement at some affiliated clinical sites for training. Based on the results of the check an affiliated clinical site may determine to not allow your presence

190 College of Health Sciences

at their facility. This could result in your inability to successfully complete the requirements of this program. Additionally, a criminal background may preclude licensure or employment

General Education Core Requirements (41 credit hours) including, ENGL 1010, 1020; COMM 2200; ENGL Literature; Humanities/ Fine Arts 6 hours; PSYC 2010, Social/Behavioral Sciences 3 hours; HIST 2010, 2020; BIOL 1010, 1011, 1020, 1021 or BIOL 2210, 2211, 2220, 2221 (8 hours); MATH 1110.

Additional Required Courses (26 credit hours) HLSC 1000; HIMA 1040; COMP 2010 or BISI 2150; PSYC 2180, 3210, 3510; OCCT 2140; CHEM 1110, 1111, 1120, 1121.

Professional Core Requirements: (minimum of 83 semester hours) OCCT 3010, 3050, 3110, 3120, 3121, 3140, 3141, 3160, 3161, 3200, 3300, 3400, 3401, 3420, 3500, 3501, 3550, 3600, 3650, 3814, 3914, 4000, 4101, 4450, 4460, 4474, 4700, 4730 4744, 4754 or 4764. (OCCT 3430, 3440 are elective courses and cannot substitute for core requirements.)

Departmental Requirements: For a Bachelor of Science degree in Occupational Therapy, students must complete a minimum of 150 semester hours, (67 prerequisites and 83 professional course hours).

Suggested Four Year Plan:

Bachelor of Science Degree in Occupational Therapy

FRESHMAN YEAR

Fall Semester		Spring Semester	
HLSC 1000	1	MATH 1110	3
BIOL 1110/1111 or BIOL 2210/2211 or BIOL 2220/2221	3/1	BIOL 1120/1121	3/1
CHEM 1110/1111	3/1	CHEM 1120/1111	3/1
ENGL 1010	3	ENGL 1020	3
PSYC 2010	3	Humanities/ Fine Arts	3
Social/Behavioral Sciences	3		3
	18		17

SOPHOMORE YEAR

Fall Semester		Spring Semester	
HIST 2010	3	HIST 2020	3
Computer Literacy	3	ENGL Literature	3
HIMA 1040	3	PSYC 2180	3
OCCT 2140	3	PSYC 3210	3
PSYC 3510	3	Humanities/ Fine Arts	3
COMM 2200	3		3
	18		15

JUNIOR YEAR

Summer Session - Begins Professional Phase of Program

Full Summer (10 Weeks)

OCCT 3010	1		
OCCT 3110	7		
	8		
Fall Semester		Spring Semester	
OCCT 3050	3	OCCT 3160/3161	3/2
OCCT 3200	3	OCCT 3400/3401	3/2
OCCT 3120/3121	3/1	OCCT 3550	3
OCCT 3140/3141	3/1	OCCT 3600	3

OCCT 3330	3	OCCT 3814	1
	17		17

SENIOR YEAR

Summer Session

OCCT 3420	3		
OCCT 3500/3501	3/2		
OCCT 3650	3		
OCCT 3914	1		
	12		

Fall Semester

OCCT 4000	3	OCCT 4744	6
OCCT 4101	2	OCCT 4754/4764	6
OCCT 4450	3	(Fieldwork Experience)	
OCCT 4460	2		
OCCT 4474	2		
OCCT 4700	3		
OCCT 4730	1		
	16		12

ACCREDITATION

The Occupational Therapy undergraduate program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE), of the American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, P.O. Box 312020, Bethesda, MD 20824-1220, (301) 652-AOTA.

Beginning in 2007, ACOTE requirements dictate that all occupational therapy practitioners must graduate with the minimum of a master's degree. Therefore, the last class of students being accepted to matriculate in the undergraduate program in Occupational Therapy will be admitted summer 2004 and will graduate no later than December 2006. These students will be eligible to sit for the certification examination offered by the National Board for Certification in Occupational Therapy (NBCOT) in 2007. After successful completion of this examination, 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.

NOTE: A program leading to the master of occupational therapy is proposed to begin enrollment in summer 2006.

COURSE DESCRIPTIONS

Occupational Therapy (OCCT)

OCCT 2140 Principles of Motion (3). This course will provide students the opportunity to learn the basic principles of motion so they may acquire a sound basis, facilitating their subsequent work in OCCT 3140 (Biomechanics). This course is designed to incorporate practice in relating scientific principles and models to real world phenomena. **(Formerly OT 214)** Prerequisite: MATH 1110.

OCCT 3010 Foundations in Occupational Therapy (1). 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. **(Formerly OT 301)** Prerequisite: OCCT professional student status.

OCCT 3050 Health Maintenance and Wellness (3). This course provides a holistic focus on health maintenance and prevention from an occupational therapy perspective. Theoretical concepts are introduced and explored through active learning strategies. An emphasis on group/team dynamics and problem solving and study of emotional and physical daily living skills from a personal perspective provides students with multiple opportunities

for insight into theory and health. **(Formerly OT 305)** Prerequisites: OCCT 3010, 3110.

OCCT 3110 Cadaver Anatomy (7). Study of the human body through laboratory dissection and lecture. Includes musculoskeletal, skeletal, cardiovascular, and neurological systems. **(Formerly OT 311)** Prerequisite: OCCT professional student status.

OCCT 3120 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. **(Formerly OT 312)** Prerequisite: OCCT 3110.

OCCT 3121 Neurobiology Laboratory (1). Laboratory to be taken concurrently with OCCT 3120. **(Formerly OT 312L).**

OCCT 3140 Biomechanics & Kinesiology (3). Laboratory course applying anatomy and kinesiology to the evaluation of joint range of motion, muscle strength, muscle tone and coordination, and construction and use of static hand splints. **(Formerly OT 314)** Prerequisite: OCCT 3110.

OCCT 3141 Biomechanics Laboratory (1). Biomechanics laboratory to be taken concurrently with OCCT 3140. **(Formerly OT 314L).**

OCCT 3160 Occupational Therapy Principles and Practice in Mental Health (3). The study of interpersonal skills, self-expression, coping skills, time management, and self-control, and to foster the psychosocial competencies of the student. This course is part of the educational foundation for all occupational therapy practice, regardless of the treatment setting, including applications for physical disabilities. Students are also introduced to specialization in mental health practice. Course includes application of core and specialized knowledge of those individuals with a diagnosis of mental illness for which psychopathologies impact the ability to cope with and manage daily living roles and activities. **(Formerly OT 316)** Prerequisites: PSYC 3210, 3510; OCCT 3010, 3050.

OCCT 3161 OT Psychosocial Laboratory (2). Laboratory to be taken concurrently with OCCT 3160. **(Formerly OT 316L).**

OCCT 3200 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 as the individual patient/client needs. **(Formerly OT 320)** Prerequisites: OCCT 3010, 3110.

OCCT 3300 Activity Processes (3). Therapeutic application of media techniques, activity analysis, and teaching methods for individual and group treatment. **(Formerly OT 330)** Prerequisite: OCCT 3010.

OCCT 3400 Physical Disabilities, Principles and Practice I (3). Study of orthopedic conditions and evaluation and treatment techniques. **(Formerly OT 340)** Prerequisites: OCCT 3010, 3050, 3110, 3120, 3140, 3200.

OCCT 3401 Physical Disabilities Laboratory I (2). Laboratory course to be taken concurrently with OCCT 3400. **(Formerly OT 340L).**

OCCT 3420 Special Topics in Development (3). Study of current topics in adult development and their application in occupational therapy. **(Formerly OT 342)** Prerequisites: PSYC 3210; OCCT 3050, 3160.

OCCT 3430 Upper Extremity Injuries and Orthotics (1). A laboratory course teaching upper extremity pathology and orthotics; theory and fabrication. This is an elective course **(Formerly OT 343)** Prerequisite: Permission of Department Head.

OCCT 3440 Modalities in Occupational Therapy (1). A laboratory course teaching theory and treatment procedures and applications of various therapeutic modalities. This is an elective course. **(Formerly OT 344)** Prerequisite: upper class status in occupational therapy professional program.

OCCT 3500 Physical Disabilities Principles and Practice II (3). Course devoted to theories and approaches to evaluation and treatment of adults using the neurodevelopment, cognitive, and cognitive behavioral frames of reference. It will include applications of positioning approaches, such as orthotics and seating, as well as physical agent modalities. Evaluation and treatment are examined in content of time, environmental, cultural, and

social factors to promote successful adaptation to disability. **(Formerly OT 350)** Prerequisites: OCCT 3400, 3401.

OCCT 3501 Physical Disabilities Lab II. (2) Laboratory course to be taken concurrently with OCCT 3500. **(Formerly OT 350L).**

OCCT 3550 Organization and Administration (3) An introductory course on the business of health care and managerial skills. Topics include: health care reform, administration, planning, financial management, marketing policies and procedures, clinical supervision, OCCT ethics and standards of practice and role delineations. **(Formerly OT 355)** Prerequisite: Permission of Department Head.

OCCT 3600 Assistive Technology in Rehabilitation and Education (3). Lecture laboratory based introduction to the use of computers, adaptive technology and software as applicable to individuals with disabilities. **(Formerly OT 360)** Prerequisite: COMP 2010 or BISI 2150.

OCCT 3650 Community Practice (3) Fundamentals of community practice, consultation and use of community resources. Exploration of non-traditional community settings, goal writing and funding. **(Formerly OT 365)** Prerequisite: Permission of Department Head.

OCCT 3814 Clinical Practicum II (1). Weekly seminar and 40 hours of clinical experience in a setting in which the biomechanical and/or rehabilitative frames of reference are used. Skills in documentation and professional behavior are enhanced, as appropriate to these settings. **(Formerly OT 381)** Prerequisites or corequisites: OCCT 3400, 3401.

OCCT 3914 Physical Disabilities II Clinical Practicum (1). Weekly seminar and 40 hours of clinical experience in a setting in which the neurodevelopmental and cognitive/ cognitive behavioral frames of reference are used. Skills in documentation and professional behavior are further refined, as appropriate to these settings. **(Formerly OT 391)** Prerequisites or corequisites: OCCT 3500, 3501.

OCCT 4000 Occupational Therapy Principles III (3). Study of various developmental disabilities, their impact on family and social systems, and occupational therapy theory and treatment. **(Formerly OT 400)** Prerequisites: OCCT 3500, 3501.

OCCT 4101 Occupational Therapy Practice III (2). Laboratory practice of occupational therapy assessments and intervention techniques for individuals with developmental disabilities. **(Formerly OT 410)** Corequisite: OCCT 4000.

OCCT 4450 Community Mental Health (3) This course includes the study of psychological dysfunction throughout the life span, including child and family issues and issues that arise for people functioning in community settings. **(Formerly OT 445)** Prerequisites: OCCT 3050, 3160, 3161, 3650. Corequisites: OCCT 4460, 4474.

OCCT 4460 Community Mental Health Practice (2). This course will encompass the study of psychosocial factors affecting one's overall health and ability to function within the community and society. This course will also study the psychosocial factors that impact health throughout the life span. **(Formerly OT 446)** Prerequisites: OCCT 3050, 3160, 3161, 3650 Corequisites: OCCT 4450, 4474.

OCCT 4474 Community Mental Health Practicum (2). Students participate in a community-based fieldwork experience where they have opportunities to work with individuals of various ages, ranging from childhood to late adulthood, and with psychosocial and/or physical illness or disability. This course will provide experience in applying the holistic perspective of occupational therapy. **(Formerly OT 447)** Prerequisites: OCCT 3050, 3160, 3161, 3650. Corequisites: OCCT 4450, 4460.

OCCT 4700 Senior Project (3). This course provides an opportunity to students to plan and implement either a research project or special project. The project development and implementation will be supported by course material including research design, human subject review protocol, and analysis of other occupational therapists related work. **(Formerly OT 470)** Prerequisite: Permission of instructor.

OCCT 4730 Clinical Practicum III (1). Level I field experience within a pediatric setting. includes 1 hour seminar and 30-40 hours working with a person with a developmental disability. **(Formerly OT 473)** Prerequisite or corequisite: OCCT 4000, 4001.

OCCT 4744 Field Work Experience (6). 12 weeks of full-time supervised clinical experience in a hospital, clinical or other center-based facility

approved by the Department. The supervision should be provided by a registered occupational therapist with at least one year of experience. **(Formerly OT 474)** Prerequisites: Completion of all other degree requirements and permission of Department Head.

OCCT 4754 Field Work Experience (6). 12 weeks of full-time supervised fieldwork experience in a community based or psychosocial practice setting approved by the Department Head. A minimum of six hours of supervision is required by a registered occupational therapist, with at least one year of experience, in a community setting. However, full-time supervision by a registered occupational therapist, with at least one year of experience, is required in an outpatient medical setting. **(Formerly OT 475)** Prerequisite: Completion of OCCT 4744 or concurrent enrollment.

OCCT 4764 Field Work Experience (6). 12 weeks of full-time supervised fieldwork experience in a pediatric, educational, or family centered model approved by the Department Head. The supervision should be provided by a registered occupational therapist with at least one year of experience. **(Formerly OT 476)** Prerequisite: Completion of OCCT 4744 or concurrent enrollment.

Department of Speech Pathology and Audiology

Harold R. Mitchell, Ph.D., Head

**Suite A, Avon Williams Campus
615-963-7081**

Faculty: P. Burch-Sims, J. Cantrell, M. Fitzgerald, I. Johnson, V. Matlock, T. Smith

General Statement: The Department of Speech Pathology and Audiology in the College of Health Sciences offers courses of study leading to the Bachelor of Science degree in Speech Pathology and Audiology. Certification to practice speech-language pathology requires a master's degree as entry level. Effective January 1, 2005, ASHA certification will require completion of a course in physical science. Majors are advised to consult with their advisors regarding suitable electives to meet this requirement. Certification in Audiology will require a doctoral degree by January 1, 2007. The Bachelor of Science degree primarily prepares students for graduate programs. (See the *Tennessee State University Graduate School Catalog* for teacher education and graduate program information.) 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 Speech and Language Clinic and the Audiology Clinic provide diagnostic and therapy services to children and adults in Nashville-Davidson County and surrounding counties. Students can be assigned to off-campus practicum sites for observation of clinical experiences and involvement in interdisciplinary team approaches to case management.

In addition to its academic commitment, the Department of Speech Pathology and Audiology provides diagnostic and therapeutic clinical services in the areas of speech, hearing, and language pathologies for the surrounding University community.

ADMISSION/RETENTION REQUIREMENTS

The Department offers a curriculum leading to a BS degree, which is considered a preprofessional degree. Undergraduate admission and retention requirements follow:

Admission to Tennessee State University.

All students must be screened for oral and written professional skills. Students who need improvement in oral and/or written communication will be required to enroll in the proper therapeutic program or remediation activity. Students are also reminded that they are expected to show steady growth in development of vocabulary, reading, speaking, and writing skills.

Grades of "C" or better are required in courses within the major. Grades, which are less than "C," must be repeated.

Criminal Background Check

A criminal background check may be a requirement at some affiliated clinical sites for training. Based on the results of the check an affiliated clinical site may determine to not allow your presence at their facility. This could result in your inability to successfully complete the requirements of this program. Additionally, a criminal background may preclude licensure or employment.

Departmental Requirements for Bachelor of Science in Speech Pathology and Audiology

Major Core Courses: (48 credit hours) SPTH 2500, 2600, 3050, 3100, 3300, 3500, 3720, 3730, 3740, 4500, 4600, 4700, 4730, 4800 and the clinical courses 3514 and 4514.

Suggested Four-Year Plan:

Bachelor of Science Degree in Speech Pathology and Audiology

FRESHMAN YEAR

Fall Semester		Spring Semester	
HLSC 1000	1	MATH 1110	3
ENGL 1010	3	ENGL 1020	3
BIOL 2210/2211	3/1	BIOL 2220/2221	3/1
HIST 2010	3	HIST 2020	3
Humanities/Fine Arts	3	Humanities/Fine Arts	3
COMM 2200	3		
	17		16

SOPHOMORE YEAR

Fall Semester		Spring Semester	
ENGL Literature	3	PSYC 2010	3
SPTH 2500	3	SOCI 2010	3
SPTH 2600	3	PSYC 2420	3
SPTH 3050	3	COMP 1210	3
SPTH 3100	3	CHEM 1000/1001	4/0
	15		16

JUNIOR YEAR

Fall Semester		Spring Semester	
SPTH 3300	3	SPTH 3514	1
SPTH 3500	3	SPTH 3720	3
SPTH 3740	3	SPTH 3730	3
EDSE 3330	3	EDSE 4800	3
EDAD 4000	3	SOCI 3000	3
	15		13

SENIOR YEAR

Fall Semester		Spring Semester	
SPTH 4500	3	SPTH 4514	1
SPTH 4700	3	SPTH 4760	3
SPTH 4730	3	SPTH 4800	3
Upper Division Electives**	6	Upper Division Elective**	3
		SPTH 4600	3
	15		13

*or approved equivalent

**confer with department advisor regarding recommended electives

ACCREDITATION

The Department of Speech Pathology and Audiology's graduate program has maintained accreditation by the Council of Academic Accreditation of the American Speech-Language-Hearing Association since 1985.

COURSE DESCRIPTIONS

Speech Pathology and Audiology (SPTH)

SPTH 2500 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. **(Formerly SPTH 250).**

SPTH 2600 Phonetics (3). An introductory course in phonetics, the science of speech sounds, which includes 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. **(Formerly SPTH 260).**

SPTH 2700 Phonetics Laboratory (1). A remedial, self paced course for the individual who needs to improve his or her skills in phonetic transcription. This course follows SPTH 2600 (only if a grade of C was earned in SPTH 2600). **(Formerly SPTH 270).**

SPTH 3050 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. Attention is given to phonetic and phonemic awareness of various dialects of English. **(Formerly SPTH 305).**

SPTH 3100 Introduction to Human Communication (3). An introduction to the professions of speech pathology and audiology and the nature, types, and characteristics of speech, hearing, language and literacy problems. An overview of various methods used in identifying and managing communication disorders or language differences including approaches for individuals whose native language is not English is provided. **(Formerly SPTH 310).**

SPTH 3300 Clinical Methods in Articulation Disorders (3). This course is designed for student comprehension of the physical production of speech, normal developmental learning patterns of speech, various models of speech processes and theoretical bases for therapeutic procedures. Principles of diagnosis and remediation of articulation problems are emphasized. **(Formerly SPTH 330)** Prerequisite: SPTH 2600.

SPTH 3500 Language and Speech Development of 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, the neurophysiological bases for language development, and the psychosocial aspects of the development of speech and language. **(Formerly SPTH 350).**

SPTH 3514 Observation of Clinical Practicum (1). Students will be required to complete 25 hours of clinical observation (assessment or therapy) in Speech Pathology and Audiology, as required by ASHA. Completion of these hours will be a prerequisite to any further practica experiences. **(Formerly SPTH 351)** Prerequisites: SPTH 2600, 3100, 3500.

SPTH 3720 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. **(Formerly SPTH 372)** Prerequisites: SPTH 2600, 3100, 3300, 3500.

SPTH 3730 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. **(Formerly SPTH 373)** Prerequisite: SPTH 3740.

SPTH 3740 Introduction to Audiology (3). An introduction to the anatomical and physiological 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. **(Formerly SPTH 374)** Prerequisite: SPTH 2500.

SPTH 3760 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 own speech, voice, language, and vocabulary skills with a plethora of opportunities to modify them through practical clinical exercises, designed by the instructor. **(Formerly SPTH 376)** Prerequisite: The student is encouraged to have completed or be concurrently enrolled in SPTH 3050.

SPTH 3770 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 disabled 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. **(Formerly SPTH 377).**

SPTH 4500 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. **(Formerly SPTH 450).**

SPTH 4514 Clinical Practicum (1). An introduction to client management in the field of speech-language pathology and audiology, which will include planning, evaluation, treatment and follow-up. Student will receive a clinical assignment with direct supervision. This course may be repeated 1-3 times. It will be expected that students demonstrate increasing levels of competence. **(Formerly SPTH 451)** Prerequisite: SPTH 3514.

SPTH 4600 Organic Speech Disorders (3). This course examines the nature of communication disorders in which structural alterations can be demonstrated or inferred as important contributing factors. Congenital and acquired disorders and conditions that can affect human communication are focused upon, along with principles of management strategies with children and adults. Prerequisite: Must have completed all major courses required of junior year. **(Formerly SPTH 460).**

SPTH 4700 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 stuturer and members of his family and environment. **(Formerly SPTH 470)** Prerequisite: Must have completed all major courses required of junior year.

SPTH 4730 Special Problems in Speech Pathology or Audiology (3). A seminar study of some selected problems in speech pathology/audiology. **(Formerly SPTH 473)** Prerequisite: Must have completed all major courses required of junior year.

SPTH 4740 Basic Audiology (3). A study of common otological diseases, syndromes and the effectiveness of the treatment ear-related conditions. Audiological tests and other medical data will be analyzed for differential diagnosis of auditory disorders. **(Formerly SPTH 474)** Prerequisite: SPTH 3740.

SPTH 4750 Introduction to Medical Speech-Language Pathology and Audiology (3). Introduction to the practice of speech-language pathology and audiology in a medical setting. The course will survey anatomical and physiological systems as they relate to communication and deglutition disorders throughout the life span. Medical terminology and the reading and writing of medical reports will also be introduced. Prerequisite: Must have completed all major courses required of junior year.

SPTH 4760 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. (Formerly SPTH 476) Prerequisite: SPTH 3500.

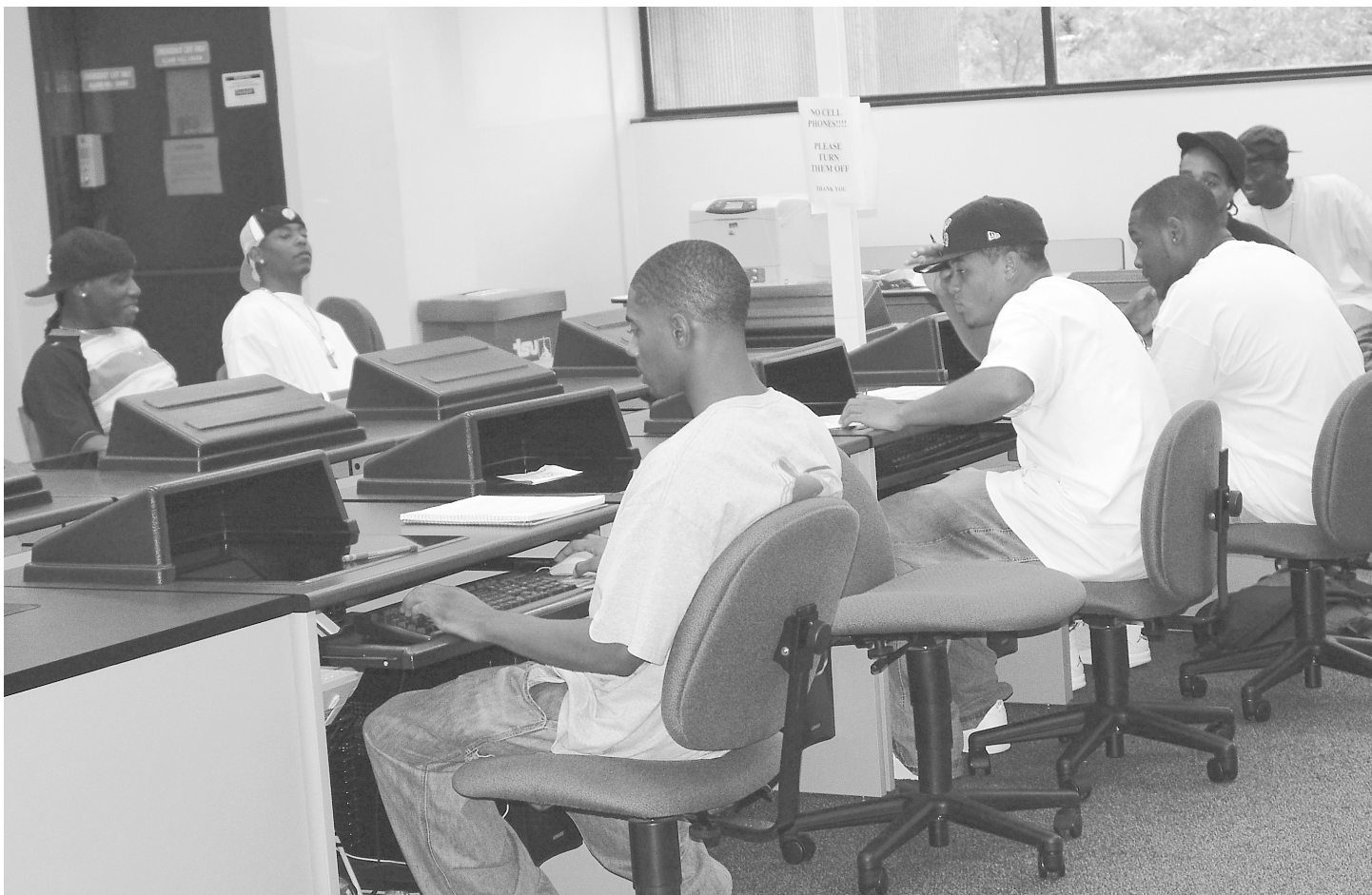
SPTH 4770 Alternatives for the Severely Speech, Hearing and Language Impaired. (3) A course designed to provide an overview of recent developments of nonvocal communication systems and other telesensory electronic devices and instruments—as well as an understanding of the potentials that may be realized through use of special techniques, communication aids, and other technological developments for the physically disabled child or adult. (Formerly SPTH 477) Prerequisite: Permission of department head required.

SPTH 4780 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, cognitive disabilities, physically disabled, and other special populations which may need a nonvocal communication system. (Formerly SPTH 478) Prerequisite: Permission of department head required.

SPTH 4790 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. (Formerly SPTH 479) Prerequisite: Permission of department head required.

SPTH 4800 Speech Science & Instrumentation (3). A study of the properties of sound, mechanisms of speech production and perception, and relevant speech science instrumentation. The information/topics studied will be a combination of classroom presentation/ lectures accompanied by guided competence activities with the appropriate instrumentation devices. (Formerly SPTH 480) Prerequisites: SPTH 2500, 2600.



THE SCHOOL OF AGRICULTURE AND CONSUMER SCIENCES

Constantine L. Fenderson, Ph.D., Interim Dean

211B CARP Building

General Statement: The School of Agriculture and Consumer Sciences seeks to carry out the University's mandates in instruction, research and public service. Instruction is achieved through two academic departments: Agricultural Sciences, and Family and Consumer Sciences. The academic departments maintain a collaborative relationship with the research and extension programs. Research is state and federally funded and is administered through the Institute of Agricultural and Environmental Research (IAGER), which focuses on research that will enhance the quality of life for all people. Public service is carried out by the Cooperative Extension Program, which is federally funded and 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.

Departmental Requirements: **The requirements for each program are listed under the respective Department.**

AGRICULTURAL SCIENCES

Constantine L. Fenderson, Ph.D., Head

211B CARP Building

Faculty: S. Comer, D. Duseja, W. Hayslett, M. Lema, S. Singh

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, Animal Science/Pre-Veterinary Medicine, Food Technology, and Plant and Soil Science. No grade less than "C" in any major course (Agricultural Sciences course) will be accepted as credit toward meeting departmental requirements.

UPPER DIVISION POLICY

Students majoring in Agricultural Sciences must gain upper division status before enrolling in any upper division courses (3000 & 4000 levels). Upper division courses taken prior to being given upper division status may not be accepted towards the B.S. degree. Students may be admitted to the upper division after completing at least 60 degree-level lower division credits (as set out in the curriculum) with a minimum cumulative grade point average (GPA) of 2.0 and completion of the Rising Junior Examination. It is the responsibility of the student to submit a formal petition to the department. Such petition will be reviewed by a departmental committee to ensure that all criteria have been met.

Departmental Requirements For Bachelor of Science Agricultural Sciences

MAJOR CORE: A minimum of 22 semester hours including, AGSC 1200, 1410, 2010, 2200, 2410, 4500, 4710, 4720 and SAHE 1000.

General Education: 41 semester hours including: Communications – 9 hours – ENGL 1010, 1020, COMM 2200; Humanities and/or Fine Arts – 9 hours – ENGL 2010-2024 (3 hours), ART 1010, MUSC 1020, or PHIL 2010; Social & Behavioral Sciences – 6 hours – SOCI 2010, PSYC 2010 or ECON 2010 & 2020; History – 6 hours – HIST 2010, 2020 or 2030; Natural Sciences – 8 hours – CHEM 1110/1111 & 1120/1121 or BIOL 1010/1011 and Mathematics – 3 hours – MATH 1110, 1120 or 1410.

Suggested Four Year Plan:

Bachelor of Science Degree in Agricultural Sciences Concentration in Agribusiness

FRESHMAN YEAR

FALL SEMESTER		SPRING SEMESTER	
SAHE 1000	1	ENGL 1020	3
ENGL 1010	3	MATH 1120	3
MATH 1110	3	AGSC 1200	3
AGSC 1410	3	AGSC 2020	3
AGSC 2010	3	AGSC 2410	3
ECON 2010	3		
	<u>16</u>		<u>15</u>

SOPHOMORE YEAR

ENGL 2010-2018	3	HUMANITIES ELECTIVE	3
BIOL 1010, 1011	4	BIOL 1020, 1021	4
HIST 2010	3	HIST 2020	3
ACCT 2010	3	COMM 2200	3
AGSC 2040	3	AGSC 2200	4
	<u>16</u>		<u>17</u>

JUNIOR YEAR

AGSC 3000	3	AGSC 3010	3
AGSC 3040	3	AGSC 3030	3
AGSC 3120	3	AGSC 3130	3
HUMANITIES ELECTIVE	3	MGMT 3010	3
ELECTIVES	3	ECON 2020 3	
	<u>15</u>		<u>15</u>

SENIOR YEAR

AGSC 4010	3	AGSC 4020	3
AGSC 4500	3	AGSC 4040	3
AGSC 4710	1	AGSC 4080	3
ELECTIVES	3	AGSC 4720	1
GUIDED ELECTIVES	3	ELECTIVES	3
	<u>13</u>		<u>13</u>

Suggested Four Year Plan:

**Bachelor of Science Degree in
Agricultural Sciences
Concentration in Agricultural Education**

FRESHMAN YEAR

FALL SEMESTER		SPRING SEMESTER	
SAHE 1000		1 ENGL 1020	3
ENGL 1010		3 AGSC 1200	3
AGSC 1410		3 AGSC 2020	3
AGSC 2010		3 AGSC 2410	3
AGSC 2040		3 MATH 1120	3
MATH 1110		3	
		<hr/>	<hr/>
		16	15

SOPHOMORE YEAR

ENGL 2010-2230	3	HUMANITIES ELECTIVE	3
CHEM 1110, 1111	4	CHEM 1120, 1121	4
HIST 2010	3	PSYC 2010	3
COMM 2200	3	AGSC 2200	3
EDCI 2010	3	HIST 2020	3
	<hr/>		<hr/>
	16		17

JUNIOR YEAR

HUMANITIES ELECTIVE	3	AGSC 3060	3
AGSC 3050	3	GUIDED ELECTIVES	9
AGSC 3070	3	AGSC 4720	1
ELECTIVES	3		
SOCIAL/BEHAVIORAL ELECT	3		
	<hr/>		<hr/>
	15		13

SENIOR YEAR

EDCI 3870	3	GUIDED ELECTIVES	12
GUIDED ELECTIVES	3	GUIDED ELECTIVES	3
AGSC 4500	3		
AGSC 4710	1		
GUIDED ELECTIVES	3		
	<hr/>		<hr/>
	13		15

GUIDED ELECTIVES FOR CERTIFICATION:
GUIDED ELECTIVES FOR NON-
AGRICULTURAL EDUCATION
CERTIFICATION:
Agricultural (30 semester hours)
Education (30 semester hours)
EDAD 4000 AGSC 3000, 3010, 3020, 3030, 3040,
EDCI 31103120, 3130, 3200, 3210, 3220, 3230,
EDRD 49103240, 3320, 3330, 3340, 3350, 3400,
EDSE 33303420, 3430, 3440, 3450, 4010, 4040,
PSYC 31204070, 4080, 4090, 4230, 4250, 4260,
EDCU 420A 4310, 4430
AGSC 4500

Suggested Four Year Plan:

**Bachelor of Science Degree in
Agricultural Sciences
Concentration in Animal Science/Pre-Veterinary
Medicine**

FRESHMAN YEAR

FALL SEMESTER		SPRING SEMESTER	
SAHE 1000		1 ENGL 1020	3
ENGL 1010		3 HIST 2020	3
HIST 2010		3 MATH 1120 or 1410	3
MATH 1110		3 AGSC 1200	3
AGSC 1410		3 AGSC 2410	3
AGSC 2010		3	
		<hr/>	<hr/>
		16	15

SOPHOMORE YEAR

ENGL 2010-2230	3	HUMANITIES ELECTIVE	3
CHEM 1110, 1111	4	CHEM 1120, 1121	4
COMM 2200	3	AGSC 2200	4
AGSC 2040	3	SOCIAL/BEHAVIORAL ELECT	3
SOCIAL/BEHAVIORAL ELECT	3		
	<hr/>		<hr/>
	16		14

JUNIOR YEAR

CHEM 2110 & 2111	4	AGSC 3440	3
AGSC 3400	3	AGSC 3450	3
AGSC 3410	3	GUIDED ELECTIVES	3
AGSC 3420	3	GUIDED ELECTIVES	3
HUMANITIES ELECTIVE	3	GUIDED ELECTIVES	4
	<hr/>		<hr/>
	16		16

SENIOR YEAR

CHEM 3410, 3411	4	AGSC 4430	3
AGSC 4410	3	AGSC 4440	3
AGSC 4500	3	AGSC 4720	1
AGSC 4710	1	GUIDED ELECTIVES	3
GUIDED ELECTIVES	3	GUIDED ELECTIVES	3
	<hr/>		<hr/>
	14		13

GUIDED ELECTIVES: Animal Science (22 semester hours)
AGSC 3000, 3010, 3240, 3250, 3430, 3500, 3510, 3520, 4080, 4420,
4450
GUIDED ELECTIVES: Pre-Veterinary Medicine (22 semester hours)
BIOL 1110, 1111, 1120, 1121, 2110, and 2111
CHEM 2120, 2121, 3420 and CHEM 3421
PHYS 2010, 2011, 2020, 2021
MATH 1830

Suggested Four Year Plan

**Bachelor of Science Degree in
Agricultural Sciences
Concentration in Food Technology**

FRESHMAN YEAR

FALL SEMESTER		SPRING SEMESTER	
SAHE 1000		1 ENGL 1020	3
ENGL 1010		3 HIST 2020	3
HIST 1010		3 AGSC 1200	3
MATH 1110		3 AGSC 2200	4
AGSC 1410		3 AGSC 2410	3
AGSC 2010		3	
		<hr/>	<hr/>
		16	16

SOPHOMORE YEAR

ENGL 2010-2030	3	HUMANITIES ELECTIVE	3
CHEM 1110,1111	4	CHEM 1120, 1121	4
AGSC 2040	3	SOCI 2010	3
HUMANITIES ELECTIVE	3	BIOL 1110, 1111	4
COMM 2200	3	BEHAVIORAL ELECTIVE 3	
	<hr/>		<hr/>
	16		17

JUNIOR YEAR

CHEM 2110, 2111	4	CHEM 2120, 2121	4
AGSC 3500	3	AGSC 3510	3
AGSC 3540	3	AGSC 3520	3
BIOL 2400, 2401	4	AGSC 3530	4
	<hr/>		<hr/>
	14		14

SENIOR YEAR

AGSC 4430	3	AGSC 4460	3
AGSC 4710	1	AGSC 4500	3
CHEM 3410, 3411	4	CHEM 3420, 3421	4
AGSC 4450	3	ELECTIVES (Ag Bus)	3
ELECTIVES (Plant Sci)	3		
	<hr/>		<hr/>
	14		13

Suggested Four Year Plan

**Bachelor of Science Degree in Agricultural Sciences
Concentration in Plant and Soil Science**

Plant and Soil Science

FRESHMAN YEAR

FALL SEMESTER		SPRING SEMESTER	
SAHE 1000	1	ENGL 1020	3
ENGL 1010	3	HIST 2020	3
HIST 2010	3	AGSC 1200	3
MATH 1110	3	AGSC 2410	3
AGSC 1410	3	COMM 2200	3
AGSC 2010	3		
	<hr/>		<hr/>
	16		15

SOPHOMORE YEAR

ENGL 2010-2230	3	SOCIAL/BEHAVIORAL ELECT	3
CHEM 1110/BIOL 1110	3	CHEM 1120/BIOL 1120	3
CHEM 1111/BIOL 1111	1	CHEM 1121/BIOL 1121	1
HUMANITIES ELECTIVE	3	AGSC 2200	4
SOCIAL/BEHAVIORAL ELECT	3	HUMANITIES ELECTIVE	3
ELECTIVE	3		
	<hr/>		<hr/>
	16		14

JUNIOR YEAR

CHEM 2110	3	AGSC 3250	3
AGSC 3200	4	AGSC 3300	3
AGSC 3210	3	AGSC 3350	3
AGSC 3240	3	GUIDED ELECTIVES	3
AGSC 3340	3	GUIDED ELECTIVES	3
	<hr/>		<hr/>
	16		15

SENIOR YEAR

AGSC 3260	3	AGSC 4230	4
AGSC 3320	3	AGSC 4310	3
AGSC 4220	4	AGSC 4500	3
AGSC 4710	1	AGSC 4720	1
GUIDED ELECTIVES	3	GUIDED ELECTIVES	3
	<hr/>		<hr/>
	14		14

GUIDED ELECTIVES: Plant and Soil Science
AGSC 3200, 3210, 3220**, 3230**, 3240, 3250, 3260, 3300, 3320, 3330, 3340, 3350, 4210**, 4220**, 4230**, 4240, 4250, 4260, 4310, CHEM 3410 and 3411

GUIDED ELECTIVES* 15 Credit Hours

*Guided electives will be chosen from listed courses based upon the student's career interests.

**Students interested in soil science as a career will choose a minimum of 15 credit hours from the soils category of listed courses.

COURSE DESCRIPTIONS

SAHE 1000 (Formerly SAHE 100) Orientation (1). A course required of all entering freshmen and new students under the age of 21. Transfer students who have had orientation at TSU do not have to take this course. However, students transferring from another university with less than 60 credits must take orientation. 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.

AGRICULTURAL SCIENCES (AGSC)

AGSC 1200 (Formerly AGSC 120) Introduction to 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.

AGSC 1410 (Formerly AGSC 141) Introduction to Animal Science (3). A course devoted to the adaptation of the different classes of farm livestock to varying farm conditions and to the relationship of each class to the other in different farm plans. A careful study of the correct types of livestock in relationship to economical production and market demands. Two lectures and one laboratory period per week.

AGSC 2010-2020 (Formerly AGSC 201-202) Introduction to Agribusiness (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.

AGSC 2040 (Formerly AGSC 204) 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.

AGSC 2200 (Formerly AGSC 220) Fundamentals of Soil Science (4). 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 per week.

AGSC 2410 (Formerly AGSC 241) 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 specialized fowl. Management, automation and production economics will also be emphasized. Two lectures and one laboratory period per week.

AGSC 3000 (Formerly AGSC 300) 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. Prerequisite: AGSC 2010 or instructor's approval.

AGSC 3010 (Formerly AGSC 301) Farm Management (3). Organization planning and operating farm business to make the most effective use of available resources and procedures for making economic decisions. Prerequisite: AGSC 2010 or instructor's approval.

AGSC 3020 (Formerly AGSC 302) Food Economics (3). An examination of the food prices and their effect on the consumers' and farmers' budgets. Food price determination and the marketing channels. International trade and development. Prerequisite: AGSC 2010 or instructor's approval.

AGSC 3030 (Formerly AGSC 303) Natural Resource Economics (3). A Study of the 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. Prerequisite: AGSC 2010 or instructor's approval.

AGSC 3040 (Formerly AGSC 304) Agricultural Policy (3). A study of problems in agriculture, governmental policies, and programs assigned to deal with them.

AGSC 3050 (Formerly AGSC 305) Adult Education in Agriculture/Agribusiness 3010 (3). Administering, planning, organizing, and arranging courses and programs for adults in agriculture /agribusiness are covered in this class. 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.

AGSC 3060 (Formerly AGSC 306) Intra-Curricular and Related Activities in Agricultural Education (3). Planning and supervision of agricultural experience programs and youth organizations; establishment and maintenance of necessary reports and records; development and use of

instructional materials; and operation and use of audio and visual equipment are covered in this class.

AGSC 3070 (Formerly AGSC 307) 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.

AGSC 3080 (Formerly AGSC 308) 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.

AGSC 3090 (Formerly AGSC 309) 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 and two laboratory periods per week.

AGSC 3120 (Formerly AGSC 312) 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.

AGSC 3130 (Formerly AGSC 313) 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: AGSC 3120.

AGSC 3200 (Formerly AGSC 320) General Agricultural Botany (4). A course designed to provide a broad understanding of the fundamental facts and principles of botanical science. Three lectures and one laboratory period per week. Prerequisite: AGSC 1200.

AGSC 3210 (Formerly AGSC 321) Principles of 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 per week. Prerequisite: AGSC 1200.

AGSC 3220 (Formerly AGSC 322) Soil and Environmental Chemistry (3). A study of the chemical, mineralogical and colloidal properties of soils, with emphasis on mineral crystal structure and ion exchange phenomenon. Soil acidity, salt affected soils and their amelioration. Soil and water pollution and abatement principles and wet chemistry principles. Three lectures. Prerequisites: AGSC 2200, CHEM 1110 and 1120.

AGSC 3230 (Formerly AGSC 323) Soil Morphology and Classification (4). An introductory study of the principles of soil classification and land judging. Required of majors in Agronomy. Three lectures and one laboratory period per week. Prerequisites: AGSC 1200 and 2200.

AGSC 3240 (Formerly AGSC 324) Economic Entomology (3). A brief review of the structure, morphology, controls and the recognition of economic insects as related to agriculture. Two lectures and one laboratory period per week. Prerequisite: AGSC 1200.

AGSC 3250 (Formerly AGSC 325) Farm Weeds and Their Control (3). A course involving the identification, eradication, and economic value of the important weeds of fields and pastures. Elective for any department. Two lectures and one laboratory period per week. Prerequisite: AGSC 1200.

AGSC 3260 (Formerly AGSC 326) Plant Physiology (3). Application of plant physiological principles to seed plants with special emphasis on photosynthesis, respiration, absorption, transpiration and nutrition. Prerequisites: AGSC 1200 and 3200.

AGSC 3300 (Formerly AGSC 330) 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 per week. Prerequisite: AGSC 1200.

AGSC 3320 (Formerly AGSC 332) 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 per week. Prerequisite: AGSC 1200.

AGSC 3330 (Formerly AGSC 333) Floriculture (3). A course dealing with the principles underlying culture of greenhouse crops, commercial cut flowers, and house plants. Prerequisite: AGSC 1200.

AGSC 3340 (Formerly AGSC 334) 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 per week. Prerequisite: AGSC 1200.

AGSC 3350 (Formerly AGSC 335) 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. Prerequisite: AGSC 1200.

AGSC 3400 (Formerly AGSC 340) 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 per week. Prerequisites: AGSC 1200 and 1410.

AGSC 3410 (Formerly AGSC 341) 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 per week. Prerequisite: AGSC 1410.

AGSC 3420 (Formerly AGSC 342) 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 per week. Prerequisite: AGSC 1410.

AGSC 3430 (Formerly AGSC 343) Animal Health and Disease Prevention (3). A study of the causes, symptoms, and treatment of general diseases and parasites of livestock and poultry with special emphasis on prevention of health problems. Two lectures and one laboratory period per week. Prerequisite: AGSC 1410.

AGSC 3440 (Formerly AGSC 344) 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 per week. Prerequisite: AGSC 1410.

AGSC 3450 (Formerly AGSC 345) Beef Production and Management (3). This course includes a study of history, development, and distribution of breeds; management practices of the various production systems; control of diseases and parasites; and feeding practices for commercial and purebred breeding herds. Two lectures and one laboratory period per week. Prerequisite: AGSC 1410.

AGSC 3500 (Formerly AGSC 350) Principle of Food Science and Technology (3). Techniques of procurement, processing, packing, preservation and distribution of foods are covered in this class. 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 per week.

AGSC 3510 (Formerly AGSC 351) 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. Two lectures and one laboratory period per week. Prerequisites: CHEM 1110 and 1120.

AGSC 3520 (Formerly AGSC 352) 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 lectures and one laboratory period per week. Prerequisite: AGSC 2410.

AGSC 3530 (Formerly AGSC 353) Food Microbiology (3). A study of the microorganisms associated with food products. Subjects include: classes of microorganisms, factors that influence growth of spoilage organism, food hazards and quality assurance, effects of preservation techniques on food-borne organisms, microbiology of preservation techniques on food-borne organisms, and microbiology of fermented food products. Two lectures and two laboratory periods per week. Prerequisite: BIOL 2400.

AGSC 3540 (Formerly AGSC 354) Laboratory Instrumentation (3). Introduction to procedures and techniques commonly utilized in analysis of biological materials. Includes spectroscopy, gas and column chromatography, electrophoresis, etc.

AGSC 4010 (Formerly AGSC 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. Pre-requisite: AGSC 2010 or instructor's approval.

AGSC 4020 (Formerly AGSC 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. Prerequisite: AGSC 2010 or instructor's approval.

AGSC 4030 (Formerly AGSC 403) 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. Prerequisite: AGSC 2010 or instructor's approval.

AGSC 4040 (Formerly AGSC 404) World Agriculture (3). A study of the role of agriculture in economic development. Survey of lesser developed countries with special emphasis on Africa.

AGSC 4070 (Formerly AGSC 407) Agricultural Special Problems (3). Supervised laboratory or field work research of a problem in agricultural sciences. Written project outline and reports of results required.

AGSC 4080 (Formerly AGSC 408) Experimental Design (3). A 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.

AGSC 4090 (Formerly AGSC 409) Community Development (3). An analysis of the meaning, structure and function of community development with emphasis on the factors important in community change is carried out in this class.

AGSC 4100 (Formerly AGSC 410) Organization and Contemporary Issues Facing Agriculture Firms (3). An examination of the 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. Prerequisite: AGSC 2010 or instructor's approval.

AGSC 4210 (Formerly AGSC 421) Soil Physics (3). A study of the physical properties of soils. Physical makeup, color, structure, thermal relationships, aeration, water movement phenomenon in soils and its relationship to soil nutrient movement/uptake. Three lectures. Prerequisites: AGSC 2200, MATH 1110 and 1120.

AGSC 4220 (Formerly AGSC 422) Advanced Soil Fertility (4). A study dealing with the determination of nutrient deficiencies in soils and plants in rapid methods, recommendations of corrective measures. Two lectures and one laboratory period per week. Prerequisites: AGSC 2200, CHEM 1110 and 1120.

AGSC 4230 (Formerly AGSC 423) Soil and Water 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 per week. Prerequisites: AGSC 1200 and 2200.

AGSC 4240 (Formerly AGSC 424) 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. Prerequisite: AGSC 1200.

AGSC 4250 (Formerly AGSC 425) Floral Design (3). A course dealing with essentials of flower arrangement. One lecture and two laboratory periods per week. Prerequisite: AGSC 1200.

AGSC 4260 (Formerly AGSC 426) 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 per week. Prerequisite: AGSC 1200.

AGSC 4310 (Formerly AGSC 431) 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 per week. Prerequisite: AGSC 1200.

AGSC 4410 (Formerly AGSC 441) Dairy Production and Management (3). A study of general farm operation, adaptation 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. Two lectures and one laboratory period per week. Prerequisites: AGSC 1410 and 3420.

AGSC 4420 (Formerly AGSC 442) Poultry Disease Prevention and Sanitation (3). A course designed to give the major principles underlying sanitation and disease prevention as applied to a poultry farm. Two lectures and one laboratory period per week. Prerequisite: AGSC 2410.

AGSC 4430 (Formerly AGSC 443) Animal Nutrition (3). A study of nutrients: their classification, properties, and functions; their digestion, absorption and cellular metabolism; and their requirements and deficiency symptoms. Prerequisites: AGSC 1410 and 3420 and one semester of organic chemistry.

AGSC 4440 (Formerly AGSC 444) 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 are covered in this class. Prerequisite: AGSC 1410.

AGSC 4450 (Formerly AGSC 445) Science of Meat (3). The study of the composition, physical, chemical, and nutritional properties of meat and meat products. Biochemical alterations of meat during aging, curing, processing and storage. Prerequisite: AGSC 1410.

AGSC 4460 (Formerly AGSC 446) Food Chemistry (3). The study of the function of food. Subjects include: food constituents-proteins, lipids, carbohydrates, mineral and trace elements, vitamins, enzymes; Effects of processing, storage and preparation. Two lectures and one laboratory period per week. Prerequisites: CHEM 1110 and 1120.

AGSC 4500 (Formerly AGSC 450) Senior Project (3). A course required of all seniors majoring in Agricultural Sciences. A course designed to expose students to basic research skills. Students are required to plan and carry out research in the area of their concentration. They are to design project, select method of investigation, review relevant literature, gather and analyze data, draw conclusions based on the results obtained from data.

AGSC 4710-4720 (Formerly 471-472) Seminar (1-1). A course 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.

DEPARTMENT OF FAMILY AND CONSUMER SCIENCES

Gearldean Johnson, Ed.D., Head

107 Frederick S. Humphries Family and Consumer Sciences and Nursing Education Complex
Telephone 615-963-5601

Faculty: S. Ballard, S. Godwin, R. McDowell, M. Machara

General Statement: The purpose of the undergraduate program in the Department of Family and Consumer Sciences 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, 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 unifying focus is on an integrative approach to relationships among individuals, families, and communities and the environments in which they function. The program seeks to a) empower individuals, b) strengthen families and c) enable communities.

Specifically the mission of the Department of Family and Consumer Sciences is to:

- 1) Prepare individuals from diverse backgrounds, ages, and ethnic groups, including those that may be educationally, economically, and socially disadvantaged, as well as those that may be academically and socially advantaged for (a) leadership roles in professional family and consumer sciences careers; (b) graduate and professional specialization; (c) an improved quality of personal and family life; and (d) leadership in improving the quality of life for families through education, prevention and development.
- 2) Discover new knowledge and extend this knowledge to an increasingly global community.
- 3) Provide service to the community through workshops, presentations, and involvement.

The Department of Family and Consumer Sciences is accredited by the Council for Accreditation of the American Association of Family and Consumer Sciences. The Didactic Program in Dietetics is developmentally accredited by the Commission on Accreditation/Approval for Dietetics Education of the American Dietetic Association, 216 W. Jackson Blvd., Chicago, IL 60606-6995, 312/899-4876.

Admission/Retention Requirements: Students who wish to complete requirements for the ADA developmentally accredited Didactic Program in Dietetics must maintain a 2.75 GPA in the courses required for the concentration. Degree candidates seeking teaching certification in Early Childhood Education and Family and Consumer Sciences Education must meet requirements designed for the Teacher Education Program as below.

All Family and Consumer Sciences majors must have a "C" or better in all courses in their area of concentration in order to graduate.

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 2.75 GPA, and acceptable scores on the Pre-Professional Skills Test (P-PST), or the Computer Based Test (CBT).

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 9 semester hours of student teaching which includes a dual placement.

Admission to Upper Level (junior-senior year) in Family and Consumer Sciences/Early Childhood Education Programs

Family and Consumer Sciences/Early Childhood Education majors must meet the following criteria to be admitted to the programs to gain full admission to the programs;

1. GPA of at least 2.0 for FACS majors and 2.75 for Early Childhood Education and Family and Consumer Sciences Education majors.
2. Completed the general education courses.
3. Completed all developmental courses
4. Completed the following major field courses: FACS 1010 and at least one of the following core courses; FASH 1120, DIGN 2010, NUFS 2010 or 2011, and ECFS 1010. Those students who did not transfer are expected to have completed all the FCS core requirements before gaining full admission. If courses are not available at the time of transfer, the student will receive tentative admission with the stipulation that enrollment in these courses are required at the first available time.

In addition, Early Childhood Education and Family and Consumer Sciences majors must meet the Admission and Retention requirements listed in the Teacher Education Program.

Suggested Four Year Program:

Bachelor of Science Degree in Early Childhood Education (With Teacher Certification Pre K-4)

FRESHMAN YEAR

FALL SEMESTER		SPRING SEMESTER	
SAHE 1000, Orientation	1	ART 1010, Art Appreciation	3
ENGL 1010, Freshman English	3	ENGL 1020, Freshman English II	3
ECFS 1010, Intro Early Child/Child Dev	3	MATH 1110, College Algebra	3
GEOG 1010 or 1020, World Geography	3	FACS 1010, FCS as a Profession	1
General Ed Natural Science: BIOL 1010, 1011, or ASTR 1010	4	General Ed Natural Science: BIOL 1020, 1021, or ASTR 1010	4
	14		14

SOPHOMORE YEAR

ENGL 2010-2024, Soph Literature	3	MATH 1410, Structure Number Sys	3
HIST 2010 or 2020, American History	3	HPSS 3100, Concepts of Game and Play	2
ECFS 2010, Prin & Concepts Child Dev	3	ECFS 3020, Middle Childhood	3
EDCI 2010, History/Found Education	3	HIST 2030 History of Tennessee	3
PSYC 2010, General Psychology or approved General Ed/Social Science	3	COMM 2200, Public Speaking	3
	<u>15</u>	MUSC 1010, Music Appreciation	3
			<u>17</u>

JUNIOR YEAR

EDCI 3870, Curriculum Dev	3	ENGL 3730, Children's Literature	3
PSYC 3120, Meas/Eval/Cirm Pub Sch	3	ECFS 4600, Methods & Materials in Early Childhood	3
ECFS 4620, Early Child. Admn. & Leadership or ECFS 4520	3	ECFS 3320, Expressive Arts for Young Children	3
ECFS 3610, Early Childhood Curriculum	3	ECFS 4630, Family Relationships	3
NUFS 3330, Maternal & Child Nutrition	3	ECFS 3520, Observ./Participation/Assessment in ECCD	3
EDCI 3110 or ECCD 4000, Guiding Young Children	3	EDSE 3330, Educ Except Children	3
	<u>18</u>		<u>18</u>

SENIOR YEAR

ECFS 4650, Parenting/Practical Steps	3	ECFS 4720, Student Teaching	9
EDCI 3905, Mth/Elem Tchg Hum & Social	3	EDCI 4706, Educ Seminar	3
EDCI 3906, Mth/Elem Tchg Science	3		
FACS 4500, Senior Project	3		
EDRD 4240, Teaching Reading Elem Sch	3		
FACS 1010, Seminar in FCS	1		
	<u>16</u>		<u>12</u>

Suggested Four Year Program:

Bachelor of Science Degree in Family and Consumer Sciences Concentration in Child Development and Family Relations

FRESHMAN YEAR

FALL SEMESTER		SPRING SEMESTER	
SAHE 1000, Orientation	1	ART 1010, Art Appreciation	3
ENGL 1010, Freshman English	3	ENGL 1020, Freshman English II	3
ECFS 1010, Intro Early Child/Child Dev	3	MATH 1110, College Algebra	3
FACS 1010, FCS as a Profession	1	GEOG 1010 or 1020, World Geography	3
BIOL 1010, 1011, Biophysical Science or General Educ natural science	4	BIOL 1020 or 1021, Biophysical Sc or general educ natural science	4
MUSC 1010, Music Appreciation	3		
	<u>15</u>		<u>16</u>

SOPHOMORE YEAR

ENGL 2010-2024, Soph Literature	3	BIOL 2210, 2211 Human Anatomy	4
HIST 2010 or 2020, American History	3	COMM 2200, Public Speaking	3
ECFS 2010, Child Growth & Development	3	HIST 2020, American History	3
DIGN 2010, Environmental Design or Education	3	EDCI 2010, Hist/Found of Educ.	3
FASH 1120, Cultural Interpretation	3	ECFS 3320, Expressive Arts	3
SOCI 2010, Intro to Sociology	3		
	<u>15</u>		<u>16</u>

JUNIOR YEAR

ECFS 4520, Early Child. Adm & Leadership	3	ENGL 3730, Children's Lit	3
ECFS 3610, Early Childhood Curriculum	3	ECFS 3520, Observ/Part/Assessment in ECFS	3
EDSE 3330, Educ. Except. Child	3	ECFS 3530, Infant Clinic	3
FERM 3210, Family Resource Mgmt. or FERM 4330, Consumer Education	3	ECFS 4630, Family Relations	3
NUFS 3330, Maternal Child Nutrition	3	ECFS 4600, Meth & Mat in Early Childhood	3
	<u>15</u>		<u>15</u>

SENIOR YEAR

ECFS 4650, Parenting/Practical Steps	3	ECFS 4660, Internship	9
ECCD 4000, Guiding Young Children	3	SOWK 4700, Gerontological Soc Work	3
PSYC 3120, Meas/Eval/Cirm Pub Sch or PSYC 2180	3		
ELECTIVES (300-400 level)	3		
FACS 4500, Senior Project	3		
FACS 4700, Seminar in FCS	1		
	<u>16</u>		<u>12</u>

Suggested Four Year Program:

Bachelor of Science Degree in Family and Consumer Sciences Concentration in Design

FRESHMAN YEAR

FALL SEMESTER		SPRING SEMESTER	
SAHE 1000, Orientation	1	ART 1010, Art Appreciation	3
ENGL 1010, Freshman English	3	ENGL 1020, Freshman English II	3
FASH 1110, Textiles	3	MATH 1110, College Algebra	3
DIGN 2010, Environmental Design	3	CHEM 1020, 1021 General Chemistry or General educ science course	4
CHEM 1010, 1011, General Chemistry or General education natural science	4	THTR 1020, Appreciation of Drama	3
FACS 1010, FCS as a Profession	1		
	<u>15</u>		<u>16</u>

SOPHOMORE YEAR

ENGL 2010-2024, Sophomore Literature	3	FASH 2110, Prin of Apparel Const	3
HIST 2010 or 2020, American History	3	Social Science Elective	3
FASH 2030, History of Costume	3	HIST 2020, American History	3
DIGN 3000, Fashion Illustration	3	COMM 2200, Public Speaking	3
NUFS 2110, Nutrition or NUFS 2010 Basic Nutrition	3	ECON 2010, Economic Principles	3
	<u>15</u>		<u>15</u>

JUNIOR YEAR

FACS 3730, Entrepreneurship	3	DIGN 3010, Costume/Fashion Design	3
DIGN 3100, Int/Fash/Text CAD	3	DIGN 4110, Contract Design	3
FASH 4130 or 3220, Dress Design or THTR 4000 or 4020, Scene Design	3	DIGN 4350*, Internship	6
DIGN 3500, Studio Design	2	ECFS 4630, Family Relations	3
DIGN 3230, Space Planning	3		
	<u>14</u>		<u>15</u>

*Summer Only

SENIOR YEAR

DIGN 4120, Art Crafts	3	DIGN 4000, Space Planning II	3
FACS 4700, Seminar in FCS	1	DIGN 4210 Interior Architecture	3
DIGN 4320, Visual Communication	3	DIGN 4200, Experimental Tex/Arch	3
FACS 4500, Senior Project	3	ELECTIVES (3000 or 4000 level)	5
ELECTIVE	3		
FERM 4330, Consumer Education	3		
	<u>16</u>		<u>14</u>

Suggested Four Year Program:

**Bachelor of Science Degree in
Family and Consumer Sciences
Concentration in Fashion Merchandising**

FRESHMAN YEAR

FALL SEMESTER		SPRING SEMESTER	
SAHE 1000, Orientation	1	NUFS 2110 or 2010, Nutrition	3
ENGL 1010, Freshman English	3	ENGL 1020, Freshman English II	3
FASH 1110, Textiles	3	FASH 1120, Cultural Interpretation	3
MATH 1110, College Algebra	3	FACS 1010, FCS as a Profession	1
ART 1010, Art Appreciation	3	HIST 2020, American History	3
HIST 2010, American History	3	Humanities Elective	3
	<u>16</u>		<u>16</u>

SOPHOMORE YEAR

ECON 2010, Principles of Economics I	3	FASH 2110, Prin of Apparel Const	3
DIGN 2010, Environmental Design	3	CHEM 1020, 1021, Gen Chemistry or General education natural science course	4
CHEM 1010, 1011, General Chemistry or General education natural science course	4	COMM 2200, Public Speaking	3
FASH 2030, History of Costume	3	ENGL 2010-2230, Soph. Literature	3
ACCT 2010, Principles of Accounting	3	ECON 2020, Prin of Economics II	3
	<u>16</u>		<u>16</u>

JUNIOR YEAR

DIGN 3100, Inter, Fashion, Textile CAD	3	ECFS 4630, Family Relations	3
DIGN 3000, Fashion Illustration	3	MKTG 3010, Basic Marketing	3
FASH 3000, Apparel Quality	3	FERM 4330, Consumer Ed or FERM 3210, Family Resource Mgmt	3
DIGN 3230, Space Planning	3	FASH 4150*, Internship	6
		FASH 3020, Clothing of Family	3
	<u>12</u>		<u>18</u>

*Summer Only

SENIOR YEAR

FASH 4030, Clothing Economics	3	ELECTIVE (300-400 level)	4
MKTG 3200, Sales Management	3	FACS 4700, Seminar in FCS	1
FASH 4000, Display Merchandising	3	MKTG 4250, Retailing Mgmt	3
FACS 4500, Senior Project	3	FASH 4140, Fashion Merchandising	3
		FASH 4440, Fashion Promotions	3
	<u>12</u>		<u>14</u>

Suggested Four Year Program:

**Bachelor of Science Degree in
Family and Consumer Sciences
Concentration in Food Service Management**

FRESHMAN YEAR

FALL SEMESTER		SPRING SEMESTER	
SAHE 1000, Orientation	1	ENGL 1020, Freshman English	3
ENGL 1010, Freshman English	3	HUMANITIES ELECTIVE	6
MATH 1110, College Algebra	3	HIST 2020, American History	3
HIST 2010, American History	3	COMM 2200, Public Speaking	3
NUFS 1110, Food Principles	4	FACS 1010, FCS as a Profession	1
	<u>14</u>		<u>16</u>

SOPHOMORE YEAR

CHEM 1010,1011, General Chemistry or General education natural science	4	CHEM 1020 & 1021, Gen. Chem. or General education natural science	4
ENGL 2010-2230, Soph Literature	3	ECON 2020, Economic Principles II	3
NUFS 2010, Nutrition	3	ACCT 2010, Principles of Acctg. I	3
ECON 2010, Economic Principles I	3	HUMANITIES ELECTIVE	3
DIGN 2010, Environmental Design	3		
	<u>16</u>		<u>13</u>

JUNIOR YEAR

NUFS 3120, Nutrition/Global Community	3	NUFS 3110, Food Science	3
BIOL 2400 Bacteriology	4	MGMT 3010, Management Organization	3
ACCT 2020, Principles of Accounting II	3	ELECTIVE 3000 or 4000 level	3
NUFS 3130, Foodservice Equipment	3	ECFS 4630, Family Relationships	3
MKTG 3010, Basic Marketing	3	NUFS 4120, Quantity Foods Proc.	3
	<u>16</u>		<u>15</u>

SENIOR YEAR

FERM 4330, Consumer Education	3	FACS 4500, Senior Project	3
NUFS 4520, Food Service Systems	3	FACS 4600*, Field Experiences	6
BLAW 3000, Legal Envir/Business	3	FACS 3730, Entrepreneurship	3
ELECTIVES (3000-4000 level)	5	FACS 4700, Seminar in FCS	1
		NUFS 4620, Special Problems	3
	<u>14</u>		<u>16</u>

*Summer Only

Suggested Four Year Program:

**Bachelor of Science Degree in
Family and Consumer Sciences
Concentration in Foods and Nutrition**

FRESHMAN YEAR

FALL SEMESTER		SPRING SEMESTER	
SAHE 1000, Orientation	1	ENGL 1020, Freshman English	3
ENGL 1010, Freshman English	3	HIST 2020, American History	3
HIST 2010, American History	3	CHEM 1010, 1011 Gen Chemistry	4
MATH 1110, College Algebra	3	HUMANITIES ELECTIVE	3
DIGN 2010, Environmental Design	3	FACS 1010, FCS as a Profession	1
NUFS 1110, Food Principles	4		
	<u>17</u>		<u>14</u>

SOPHOMORE YEAR

ENGL 2010-2230, Literature	3	BIOL 2220, 2221, Human Anatomy or CHEM 1020 & 1021, General Chemistry	4
BIOL 2210, 2211, Human Anatomy	4	ECON 2010, Economic Principles	3
PSYC 2010, General Psychology	3	HUMANITIES ELECTIVES	3
		NUFS 2110, Nutrition	3
		COMM 2200, Public Speaking	3
	<u>14</u>		<u>16</u>

JUNIOR YEAR

PSYC 2180 or ELECTIVE*	3	ELECTIVE (300-400 level) or NUFS 3120, Nutrition/Global Community	3
CHEM 3410 & 3411* Phys Chemistry	4	BIOL 2400, Gen Bacteriology	4
CHEM 2010, 2011, Organic Chemistry	4	NUFS 4120, Quantity Foods Proc	3
MGMT 3010, Management & Organization	3	NUFS 3110, Food Science	3
NUFS 3130 Fd Ser Equip & Cost Control	3		
	<u>16</u>		<u>14</u>

SENIOR YEAR

FACS 4500, Senior Project	3	FACS 4600**, Field Experiences	2
NUFS 4110, Advanced Nutrition	3	FACS 4700, Seminar in FCS	1
NUFS 4520, Food Service Systems	3	ECFS 4630, Family Relationships	3
NUFS 3330, Maternal/Child Nutrition	3	ELECTIVES* (3000-4000 level or	
FERM 4330, Consumer Education	3	NUFS 4530, Medical Ntr + 1 hr	5
		FACS 3710, Teaching FCS	3
	15		14

*Students wishing to meet requirements for the Dietetics Program must replace electives with the following courses: PSYC 2180, CHEM 3410 and lab, NUFS 4530, and BIOD 2220, 2221

**Summer Only

Suggested Four Year Program:

**Bachelor of Science Degree in
Family and Consumer Sciences
Concentration in Family and Consumer Sciences
Education
(With or Without Teacher Certification)**

FRESHMAN YEAR

FALL SEMESTER		SPRING SEMESTER	
SAHE 1000, Orientation	1	CHEM 1020, 1021, Gen Chemistry	4
ENGL 1010, Freshman English	3	ENGL 1020, Freshman English II	3
CHEM 1010, 1011, General Chemistry	4	MATH 1110, College Algebra	3
FASH 1110, Textiles	3	FACS 1010**, FCS as a Profession	1
NUFS 1110, Food Principles	4	HUMANITIES ELECTIVE	3
	15		14

SOPHOMORE YEAR

ENGL 2010-2024, Soph Literature	3	HUMANITIES ELECTIVE	3
HIST 2010 or 2020, American History	3	COMM 2200, Public Speaking	3
DIGN 2010, Environmental Design	3	HIST 2020, American History	3
PSYC 2420, Human Growth & Dev	3	EDCI 2010, History/Foundation of Education	3
NUFS 2110, Nutrition or NUFS 2010, Basic Nutrition	3	SOC SCI ELECTIVE	3
ECON 2010, Principles of Economics I	3		
	18		15

JUNIOR YEAR

EDSE 3330*, Educ Except Children	3	FASH 2110, Principles Apparel Con	3
FACS 3870**, Curriculum/Pro Dev in FCS	3	FERM 3210, Family Resource Mgt	3
DIGN 3230, Space Planning	3	FACS 3710, Teaching FCS	3
NUFS 3110 or NUFS 3120, Food Science	3	PSYC 3120*, Meas/Eval Pub School	3
ECFS 2010, Principles/Concepts of Child Development	3	ECFS 4630, Family Relations	3
		FACS 4430**, Prin. of Voc. Ed. and Occup.	3
	15		18

SENIOR YEAR

ECFS 4650, Parenting/Practical Steps	3	FACS 3720, Special Prob in FCS or	
FERM 4330, Consumer Education	3	EDCI 4705* Educational Seminar	3
FACS 4500, Senior Project	3	FACS 4720*, Student Teaching or	
EDRD 4910*, Teaching Reading	3	FACS 4740, Field Experiences	9
EDCI 3110, Classroom Behavior	3		
FACS 4700, Seminar in FCS	1		
	16		12

*Family and Consumer Sciences and Family and Consumer Sciences Education courses will be substituted for those interested in Family and Consumer Sciences Education without certification. Admission to Student Teaching required for enrollment in these courses.

Curriculum for Occupational Family and Consumer Sciences Endorsement

Family and Consumer Sciences Education majors who complete or are working on teacher certification in Consumer and Homemaking (Vocational Home Economics) may take additional courses to add one or both of the two endorsement areas in vocational home economics.

Occupational Endorsements 11 Semester Hours

Option I

Food Management, Production, and Service	11
FACS 4600	2
NUFS 3130, 4120	6
NUFS 4520	3

Option II

Care and Guidance of Children	11
FACS 4580	2
ECFS 3320	3
ECFS 4520, 4600	6

COURSE DESCRIPTIONS

Design (DIGN)

DIGN 2010 Environmental Design (3). (Formerly DIGN 201) 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 3000 Fashion Illustration (3). (Formerly DIGN 300) 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 2010. Fall Semester: Odd Years

DIGN 3010 Costume/Fashion Design (3). (Formerly DIGN 301) 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, creative 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 2010, FASH 2030. Spring Semester

DIGN 3100 Interior, Fashion & Textile CAD (3). (Formerly DIGN 310) An introduction to the use of computers in interior, fashion, and textile design. Various computer programs are used for developing interior drawings, fashion designs, and textile design.

DIGN 3230 Space Planning (3). (Formerly DIGN 323) 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 2010. Fall Semester

DIGN 3500 Studio Design Laboratory (2). (Formerly DIGN 350) A course designed for students who wish to experiment with art studio problems, related art problems, design inspiration and media with guidance of instructor. Prerequisite: DIGN 2010. Fall Semester

DIGN 4000 History of Interiors (3). (Formerly DIGN 400) 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

Design 4110 Non-residential Design (3). (Formerly DIGN 411) A studio course in which students utilize the design process in the analysis and planning of non residential interior environments such as healthcare, restaurant, preschool, and retail facilities. The course includes a study of current codes relating to health, safety, and handicapped accessibility in

non residential design. Prerequisite: DIGN 2010 and 3230 or consent of instructor.

DIGN 4120 Art Crafts (3). (Formerly DIGN 412) 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 4200 Experimental Textile, Apparel and Design (3). (Formerly DIGN 420) 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 2010 or consent of instructor. Spring Semester

DIGN 4210 Interior Architecture (3). (Formerly DIGN 421) 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 2010 & 3230. Spring Semester

DIGN 4320 Visual Communication (3). (Formerly DIGN 432) 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 specialty 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 4350 Internship/Seminar/Options (3-6). (Formerly DIGN 435) 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. Senior standing in curriculum required. Summer Semester.

Early Childhood, Child Development, and Family Relationships (ECFS)

ECFS 1010 Introduction to Early Childhood & Child Development (3). (Formerly ECCD 101) 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

ECFS 1660 (CDA) Observations and Internship (2). (Formerly ECCD 166) A course which provides opportunities for observation and practice work in pre-school programs for young children. Consent of instructor.

ECFS 2010 Principles and Concepts of Child Development (3). (Formerly ECCD 201) A study of the basic principles and concepts of growth and development which serve as a foundation in understanding children from birth to age 8. Observation and laboratory experiences are required.

ECFS 2110 (CDA) Problems in CDA Competency Area I (3). (Formerly ECCD 211) 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 ECFS 2120 or with consent of instructor.

ECFS 2120 (CDA) Practicum: Safe, Healthy Learning Environments (3). (Formerly ECCD 212) 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.

ECFS 2210 (CDA) Problems in CDA Competency Area 2 (3). (Formerly ECCD 221) An individualized study for care givers in learning to advance the physical and intellectual development of young children. Consent of instructor.

ECFS 2220 (CDA) Practicum: Physical and Intellectual Competency (3). (Formerly ECCD 222) A course in which the care givers demonstrate the ability to advance the physical and intellectual development of young children. Consent of instructor.

ECFS 2310 (CDA) Problems in CDA Competency Area 3 (3). (Formerly ECCD 231) 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 ECFS 2320 or with consent of instructor.

ECFS 2325 (CDA) Art for Young Children (2). (Formerly ECCD 232A) A course that includes a study of self-directed activities in art and creative play experiences.

ECFS 2320 (CDA) Self Concept and Individual Strength (3). (Formerly ECCD 232) A course in which care givers demonstrate the ability to build positive self-concept and individual strength in young children. Consent of instructor.

ECFS 2410 (CDA) Problems in CDA Competency Area 4 (3). (Formerly ECCD 241) 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 ECFS 2420 or with consent of instructor.

ECFS 2420 (CDA) Practicum: Positive Functioning of Children and Adults in a Group (3). (Formerly ECCD 242) 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.

ECFS 2515 (CDA) The Young Child (3). (Formerly ECCD 251A) 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.

ECFS 2510 (CDA) Problems in CDA Competency Areas 5 and 6 (3). (Formerly ECCD 251) An individualized study course for care givers in coordinating home and center and carrying out supplementary responsibilities. Must be in conjunction with ECFS 2520 or with consent of instructor.

ECFS 2525 (CDA) Observation (3). (Formerly ECCD 252A) A course in which students observe in nursery school, kindergarten, and other pre-school programs for young children.

ECFS 2520 (CDA) Practicum: Home, Center and Supplementary Responsibilities (3). (Formerly ECCD 252) 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.

ECFS 2535 (CDA) Internship in Infant Programs (2). (Formerly ECCD 253A) A course in which students observe and participate in infant laboratories.

ECFS 2530-2540-2550 (CDA) Problems in Providing Care for Young Children (3). (Formerly ECCD 253, 254, 255) An individualized experience for early childhood care givers. Consent of instructor.

ECFS 2660 (CDA) Internship in Early Childhood and Child Development (3). (Formerly ECCD 266) A course in which students participate in field work in community nursery schools and other preschool programs for young children. Consent of instructor.

ECFS 3020 Middle Childhood and Adolescence (3). (Formerly ECCD 302) A course in which students study human development from later pre-school through adolescence (5-18) years. Prerequisite: ECFS 2010

ECFS 3310-3330-3340 (CDA) Internships for Trainers (3). (Formerly ECCD 331, 333, 334) An individualized internship experience for persons interested in providing child care giver training. Consent of instructor.

ECFS 3320 Expressive Arts for Young Children (3). (Formerly ECCD 332) 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. Prerequisites: ECFS 2010 or ECFS 3510. Spring Semester

ECFS 3510 The Young Child and Family (3). (Formerly ECCD 351) 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. Fall Semester

ECFS 3520 Observation, Participation and Assessment in Early Childhood Settings (3). (Formerly ECCD 352) Observation and participation in early childhood settings. A course designed for students concentrating in Child Development and Family Relationships. This course will address appropriate observation methods and assessment tools for use in early childhood settings. Laboratory experiences required. Prerequisites: ECFS 2010 or ECFS 3510. Spring Semester

ECFS 3530 Infant Clinic (3). (Formerly ECCD 353) 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.

ECFS 3610 Early Childhood Curriculum I (3). (Formerly ECCD 361) 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. Prerequisites: observation in a variety of early childhood settings, ECFS 2010 or ECFS 3510. Fall Semester

ECFS 4520 Early Childhood Administration and Leadership (3). (Formerly ECCD 452) 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. Fall Semester

ECFS 4600 Preschool and Kindergarten Methods and Materials (3). (Formerly ECCD 460) 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: ECFS 3320 and ECFS 3610 Spring Semester

ECFS 4620 Current Topics and Issues in Early Childhood Education (3). (Formerly ECCD 462) A course in which students study programs, trends and issues in child development and early education.

ECFS 4630 Family Relationships (3). (Formerly ECCD 463) 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. Spring Semester

ECFS 4650 Parenting/Practical Steps to Childrearing (3). (Formerly ECCD 465) 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. Fall Semester

ECFS 4660 Internship or Fieldwork in Child Development (9). (Formerly ECCD 466) A course in which students are provided an opportunity to student teach in the campus Early Learning Center. Taken with approval of the coordinator of Child Development and Family Relationships.

ECFS 4720 Observation and Student Teaching in Pre-K and K-3 (12). (Formerly ECCD 472K) 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. Prerequisite: This course is open only to students who have met the student teaching prerequisites.

Family and Consumer Sciences Education (FACS)

FACS 1010 Family and Consumer Sciences as a Profession (1). (Formerly FCS 101) A course designed to help students identify their goals and individual needs and explore possible family and consumer sciences career areas. Students gain knowledge of the history and philosophy of family and consumer sciences as well as public policy and issues and trends. One lecture.

FACS 3180 Cooperative Education (3). (Formerly FCS 318) 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.

FACS 3710 Teaching Family and Consumer Sciences (3). (Formerly FCS 371) A course designed for students preparing to teach family and consumer sciences in middle and secondary schools as well as for family and consumer sciences 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

FACS 3720 Special Problems in Family and Consumer Sciences (1-3). (Formerly FCS 372) A course designed for individual and group projects that focus on recent research findings and general depth in subject matter.

FACS 3730 Entrepreneurship in Family and Consumer Sciences (3). (Formerly FCS 373) A course that focuses on the application of knowledge to teaching entrepreneurship skills in family and consumer sciences programs and/or developing plans to become an entrepreneur using family and consumer sciences skills.

FACS 3870 Curriculum and Program Development (3). (Formerly FCS 387) A course where attention is given to family and consumer sciences curriculum conceptualization including analyzing factors impacting on the curriculum. Students plan and develop family and consumer sciences 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.

FACS 4430 Principles of Career Technical and Occupational Program Planning (3). (Formerly FCS 443) A course which focuses on theory, philosophy, legislative and historical background, and program development in vocational education with special emphasis on program planning in family and consumer sciences 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.

FACS 4500 Senior Project Writing (3). (Formerly FCS 450) 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. Senior standing in curriculum required.

FACS 4580 Field Experiences in Child Care Services (2). (Formerly FCS 458) A supervised work experience in the child care industry. Course includes class seminars. Senior standing in curriculum required. Summer Session

FACS 4600 Field Experiences in Food Service or Nutrition (2-6). (Formerly FCS 460) A supervised work experience in the food service industry or in nutrition programs. Course includes class seminar. Senior standing in curriculum required. Summer Session

FACS 4720 Student Teaching in Family and Consumer Sciences (12). (Formerly 472S) Supervised teaching in family and consumer sciences 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 Family and Consumer Sciences and Teacher Education.

FACS 4740 Consumer and Family Service Field Experiences (3-6). (Formerly FCS 474) 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. Prerequisites: Senior level Family and Consumer Sciences major and consent of instructor.

Fashion Merchandising (FASH)

FASH 1110 Textiles (3). (Formerly FM 111) 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

FASH 1120 Cultural Interpretation of Dress (3). (Formerly FM 112) A study of the dynamic nature of the fashion phenomenon within the global society. Theories regarding psychological, social, cultural and economic forces of acquiring new styles will be explored. Learn about fashionable apparel worn in various cultures. Spring Semester

FASH 2030 History of Costume (3). (Formerly FM 203) 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

FASH 2110 Principles of Apparel Construction (3). (Formerly FM 211) Students learn the fundamental techniques of sewing various apparel by using a computerized, industrial sewing machine, or serger. Simple pattern alterations will be implemented. Lecture-laboratory. Fall Semester

FASH 3000 Apparel Quality Analysis (3). (Formerly FM 300) 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. Prerequisites: FASH 2110 and DIGN 3010. Spring Semester

FASH 3020 Clothing of the Family (3). (Formerly FM 302) 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

FASH 3120 Applied Dress Design (3). (Formerly FM 312) 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: FASH 2110 and DIGN 3010. Spring Semester: Even Years

FASH 3210 Tailoring (3). (Formerly FM 321) A course in which students learn advanced construction methods. Students construct a tailored garment. Emphasis is also placed on selection and care of woolen garments. Prerequisite: examination in construction skills and/or FASH 2110. Fall Semester: Odd Years

FASH 3220 Flat Pattern Adaptation (3). (Formerly FM 322) 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: FASH 2110. Spring: Odd Years

FASH 4000 Display Merchandising (3). (Formerly FM 400) Presentation of merchandise, coordination elements and principles of design, properties and the art of arranging soft goods through a visual medium. Concepts and tools of selling merchandise in numerous retail settings for increasing sales are covered.

FASH 4030 Clothing Economics (3). (Formerly FM 403) 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

FASH 4130 Dress Design and Draping (3). (Formerly FM 413) 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: FASH 2110 & DIGN 2010. One lecture and two laboratory periods. Fall: Even Years

FASH 4140 Fashion Merchandising Seminar (3). (Formerly 414) A study of the problems in various aspects of buying fashions. Emphasis is on the planning involved in marketing of merchandise and computer applications in retailing. Spring Semester

FASH 4150 Internship (3-6). (Formerly FM 415) 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 fashion merchandising. Prerequisites: (1) junior level or above in Family and Consumer Sciences, (2) a job in clothing and/or textiles retailing or merchandising, and (3) instructor's written approval. Summer Sessions

FASH 4440 Fashion Promotions and Events (3). (Formerly FM 444) Students learn to incorporate numerous elements of selling into a theatrical presentation using live models. Stages of planning fashion promotions by establishing the type of show, site, theme, budget, publicity, advertising and various press materials for producing a fashion show are implemented into an annual presentation.

Family Economics and Resource Management (FERM)

FERM 3210 Family Resource Management (3). (Formerly HMG 321) 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 problems faced by individuals and families in managing

resources. The management process is viewed within an environmental context. Offered each Spring Semester

FERM 4330 Consumer Education (3). (Formerly HMG 433) 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 and Nutrition (NUFS)

NUFS 1110 Food Principles and Meal Management (4). (Formerly FM 111) 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. Prerequisite: Family and Consumer Sciences major or consent of instructor.

NUFS 2010 Basic Nutrition Principles (3). (Formerly NTR 201) 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. Fall Semester

NUFS 2110 Elementary Nutrition (3). (Formerly NTR 211) 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. Spring Semester

NUFS 3110 Food Science (3). (Formerly FDS 311) 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 1010 and NUFS 1110. Spring Semester, even years.

NUFS 3120 Nutrition in the Global Community (3). (Formerly NTR 311) In this course students apply basic nutrition principles to life situations. Course includes the study of current issues in nutrition, community resources, and world nutrition problems. Field experiences. Prerequisite: NUFS 2010 or 211.

NUFS 3130 Foodservice Equipment and Cost Control (3). (Formerly FDS 313) 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.

NUFS 3330 Maternal and Child Nutrition (3). (Formerly NTR 333) 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. Fall Semester

NUFS 4110 Advanced Nutrition (3). (Formerly NTR 411) 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: NUFS 2010 or 2110 and Chem 1010-1020.

NUFS 4120 Quantity Food Procurement and Production (3). (Formerly FDS 412) 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: NUFS 1110.

NUFS 4520 Foodservice Systems Management (3). (Formerly FDS 452) 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: NUFS 4120 or permission.

NUFS 4530 Medical Nutrition Therapy (4). (Formerly NTR 453) 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: NUFS 4110, BIO 221-222, CHEM 341. Field experiences and laboratory required.

NUFS 4620 Special Problems in Foods and Nutrition (3). (NTR 462) An individual directed study and investigation involving techniques used in nutrition research and food service management.

SCHOOL OF NURSING

207

Mary Ella Graham, Ed.D., RN, Dean
Frederick S. Humphries
Family and Consumer Sciences and
Nursing Education 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 undergraduate 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 Nursing and accredited by the National League for Nursing Accrediting Commission (NLNAC). The NLNAC is a resource for information about tuition, fees, and length of programs. For specific information contact the NLNAC at 61 Broadway, New York, NY 10006, 1-800-669-1656. 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 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. Clinical agencies may require students to have health insurance.

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 60 hours are required for graduation from the AAS program and 120 hours from the BSN program.

Transferring Between TSU Nursing Programs

Students may not transfer from one TSU nursing program to another if they have failed (grade of D or F) a nursing course or are ineligible, for any reason, to continue in their current program.

ASSOCIATE OF APPLIED SCIENCE IN NURSING DEGREE

**Bernardeen O. Fleming, Ed.D., RN, Interim Program
Director**
Frederick S. Humphries
Family and Consumer Sciences and
Nursing Education Complex
615-963-5265

Faculty: S. Bass, B. Fleming, C. Chapman, M. A. Helms, S. Lea, J. Lewis, T. McLean, M. Witherspoon

General Statement: The 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 a variety of settings.

Program Competencies:

1. Clinical decision-making that results in finding solutions, individualizing care and assure the delivery of accurate safe care that has positive outcomes.
2. Understand the client and family's cultural diversity to create a caring environment of hope and trust, where client choices relate to cultural values, beliefs, and lifestyle are respected.
3. Communication whether verbal, nonverbal, written or through information technology, that is effective and promotes positive outcomes.
4. Professionalism which adheres to standards of professional practice; is accountable for own actions and behaviors; and within legal, ethical and regulatory framework.
5. Providing nursing care to the patient and family that incorporates knowledge of expected growth and development, prevents and/or provides for early detection of health problems, and uses strategies to achieve optimal health.
6. Management of care by efficiently and effectively using human, physical, financial, and technological resources to meet clients needs and support organizational outcomes.

Program Options

There are two options for completing the associate degree program:

1. The regular weekday program is offered on the main TSU campus, Nashville Community College (first-year nursing courses) and at Volunteer State Community College.
2. The LPN-AAS/RN and LPN-BSN/RN Career Mobility evening/ weekend program is offered on the TSU Avon Williams campus.

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 of Nursing by:

Taking an ACT (Enhanced) examination, within the last 3 years, and having a composite and a mathematics score of 19 or more;

Students can meet the prerequisite Chemistry requirement for the AAS Nursing Program by:

Completing chemistry, with a lab (1 year high school or 1 semester of college with grade of "C" or better).

All high school deficiencies, developmental, remedial, courses and pre-requisite courses must be completed before being admitted to

the AAS Nursing Program. Students are admitted on a space available basis.

Admission Requirements

1. Officially admitted to TSU with all remedial/developmental requirements completed.
2. High school graduate or a GED score of 50. Applicants with GED scores less than 50 must complete prescribed college level courses with a minimum GPA of 2.50.
3. Cumulative GPA of 2.5 on high school or completed college work.
4. One year of high school or one semester of College Chemistry with lab, with a grade of "C" or better must be completed by the application deadline (Feb 15th).
5. Verification of math competency at the intermediate algebra level by university testing or completion of required courses.
6. Completion of the pre-entrance nursing examination with a 50 or better on Reading and Math Composite scores, pending approval.
7. Anatomy and Physiology and Microbiology/Bacteriology courses must have been taken within the last 5 years of admission to the program.
8. The curriculum plan must be followed in the sequence listed in the catalog. General education required courses must be taken in the semester listed or may be completed before the required semester.

Application Requirements

Applications are available on-line or by contacting the Associate Degree Nursing program.

Students who meet admission requirements for the nursing program must complete the following:

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. copies of transcripts from all institutions
- b. copy of current TSU transcript
- c. TSU admission letter for new or newly readmitted students
- d. Pre-nursing entrance examination score with a 50 or better on both Reading and Math Composite scores, pending approval.

Admission Selection

The Admissions Committee will consider students who have submitted completed application material by February 15th. Applications received after February 15th are considered on a space available basis. Students who are not admitted must re-apply in order to be considered for the next academic year.

Students who meet admission criteria are ranked for selection for the upcoming class. The order of selection for applications received by February 15 will be ranked according to:

1. Cumulative GPA on all college work or cumulative high school GPA if no college courses have been completed at the time of application.
2. Number of general education course completed.
3. Scores on the pre-nursing entrance exam.

4. If more than one applicant has identical ranking scores, these applicants will be randomly selected.

Qualified applicants who are not initially accepted will be placed on a waiting list and will be added to the class if space becomes available. All waiting lists are exhausted the first day of class. Applicants received after the February 15 deadline will be ranked on the waiting list based on the above criteria.

Accepted Students

Students who are accepted are notified by May 15th. Students must return their acceptance form by the date listed in the letter to assure their space in the class. Students who do not return the acceptance form by the date listed in the letter will be removed from the admission list.

Students who are admitted must have a health examination which indicates satisfactory health and the required immunizations before starting the nursing courses.

Students must show evidence of current Healthcare Provider - BLS status certification and liability insurance in order to attend clinical nursing classes.

Progression and Retention Requirements

1. A grade of C or better in Nursing course 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.

Readmission Process

1. A student, who earns a failing grade in a nursing course and wants to re-apply, will write 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 based on available faculty and clinical resources. 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.

Transfer of RN Nursing Courses

Transfer students from other RN programs 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 NLNAC accredited RN program, may be eligible to receive transfer credit. Student 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 available basis.

Departmental Requirements for Associate of Applied Science in Nursing 60 Semester Hours

MAJOR CORE: Thirty six semester hours of nursing are required; NURS 1200, 1300, 1010, 1020, 2010, 2020.

GENERAL EDUCATION CORE: Twenty-four semester hours of University and general education courses are required: ENGL 1010, BIOL 2210/2211, BIOL 2220/2221, BIOL 2400/2401, PSYC 2010 and PSYC 3510; Humanities Elective.

Suggested Two Year Plan: Total 60 hours**Associate of Applied Science in Nursing****FRESHMAN YEAR**

FALL SEMESTER		SPRING SEMESTER	
Courses	Hr	Courses	Hr
NURS 1010/1014	6	NURS 1020/1024	8
BIOL 2210/2211	4	BIOL 2220/2221	4
ENGL 1010	3	PSYC 2010	3
NURS 1200	2	NURS 1300	2
	<u>15</u>		<u>17</u>

SOPHOMORE YEAR

FALL SEMESTER		SPRING SEMESTER	
Courses	Hr	Courses	Hr
NURS 2010/2011	9	NURS 2020/2021	9
PSYC 3510	3	Humanities Elec.	3
BIOL 2400/2400L	4		
	<u>16</u>		<u>12</u>

LPN-RN Career Mobility Plan

The Career Mobility Plan is designed to meet the needs of LPN's to advance their careers and recognize LPN's previous learning and current clinical experiences.

Admission Requirements for Licensed Practical Nurses (AAS Program)

- Officially admitted to TSU with all remedial/developmental requirements completed
- High school graduate or a GED score of 50. Applicants with GED scores less than 50 must complete prescribed college level courses with a minimum GPA of 2.50.
- Cumulative GPA of 2.5 on completed college work.
- One year of high school or one semester of College Chemistry with lab with a grade of "C" or better must be completed by application deadline (Feb 15th) for summer selection and October 15th for Spring selection.
- Verification of math competency at the intermediate algebra by university testing or completion of required courses.
- Completion of the pre-entrance nursing examination with a score of 50 or better on Reading and Math composite scores, pending approval.
- Completion of required departmental and general education courses with a grade of "C" or better.

Nursing Assessment/with lab	2 credits
Pharmacology (Drugs and Solution)	2 credits
English Composition	3 credits
Microbiology/Bacteriology	4 credits
Anatomy and Physiology	8 credits
Introduction to Psychology	3 credits
Humanities	3 credits
Developmental Psychology	3 credits
- Proof of current Tennessee LPN license
- A minimum of one year clinical experience or LPN program completion from a state approved practical nursing program within the last 6 months
- Currently working as a LPN

Application Requirements

Applications are available on-line or by contacting the Associate Degree Nursing program Students who meet admission requirements must complete the following.

The following application materials must be submitted no later than February 15th for the Summer entry class and October 15th for the Spring entry class.

- Copies of transcripts from all institutions
- Copy of current course enrollment
- TSU admission letter for new or newly readmitted students
- ACT (enhanced) or SAT or Compass placement examination scores
- Copy of current Tennessee LPN license
- Letter verifying current employment
- Pre-nursing examination (NET) test with a 50 or better Reading and Math Composite score, pending approval.
- Letters of reference from immediate supervisor

Admission Selection

The Admissions Committee will consider students who have submitted completed application material by February 15, for summer admission and Oct. 15, for spring admission. Applications received after February 15, and October 15, are considered on a space available basis. Students who are not admitted must reapply to be considered for the next admission period.

Students who meet admission criteria are ranked for selection for the upcoming class. The order of selection for applications received by February 15 and October 15 will be ranked by:

- Cumulative GPA on all college work or cumulative high school GPA on all college courses have been completed at the time of application.
- Number of general education courses completed.
- Scores on the pre-nursing entrance exam.
- If more than one applicant has identical ranking scores, applicants will be randomly selected.

Qualified applicants who are not initially accepted will be placed on a waiting list and will be added to the class if space becomes available. All waiting lists are exhausted the first day of class.

Accepted Students

Students who are accepted are notified by May 15th for summer admission or November 15th for spring admission. Students must return their acceptance form by the date listed in the letter to assure their space in the class. Students who do not return the acceptance form by the date listed in the letter will be removed from the admission list.

Students who are admitted must have a health examination which indicates satisfactory health and the required immunizations before starting the nursing courses.

Students must show evidence of current Healthcare Provider - BLS status certification and liability insurance in order to attend clinical nursing classes.

Progression Requirements of Licensed Practical Nurses

Students are admitted to the LPN-RN Career Mobility Program twice yearly, spring and summer.

Spring	HR	Summer	HR
NURS 1000 (LPN Transition)	5	NURS 1000 (LPN Transition)	6
Total	5	Total	6

LPN's who successfully pass the NURS 1020 challenge exam will have the following progression. (NURS 1020 will be noted on the transcript prior to taking a clinical course).

Fall	HR	Spring	HR
NURS 2010/2014	9	NURS 2020/2024	9
NURS 1010 (waived) (6 hrs.)	—		—
Total	9	Total	9

LPN's who are NOT successful on the NURS 1020 challenge will have the following progression.

YEAR I		YEAR II	
Semester I	HR	Semester I	HR
Spring		Fall	
NURS 1020/2014	8	NURS 2010/2014	9
Total	8	Total	9

Semester II	
Spring	HR
NURS 2010/2014	9
Total	9

ADMISSION REQUIREMENTS (LPN to BSN)

- Officially admitted to Tennessee State University.
- A completed transcript analysis by TSU of all required general education courses taken at other colleges.
- Applicants must be high school graduates, or have a GED score of at least 50.
- Complete Compass Placement test if required.
- Cumulative GPA of 2.50 in the non-nursing courses.
- Pre-entrance nursing exam.
- Minimum of 1-year clinical experience or (LPN training completed in the previous 6 months at a state approved LPN school may substitute).

COMPLETE 34 credit hrs. of GENERAL EDUCATION COURSES

Completion of general education courses listed	
English Composition	6
Microbiology	4
Anatomy and Physiology	8
Introduction to Psychology	3
Developmental Psychology	3
College Math	3
General Chemistry	4
Psychology (statistics)	3

Remaining courses may be taken concurrently with nursing courses with a minimum grade of "C" for all courses.

American History	6
Introduction to Philosophy	3
Humanities	3
English Literature	3
Sociology	3
Communications (public speaking)	3
Electives	4

APPLICATION REQUIREMENTS

- Attend an advisement session, call: 963-7102.
- Bring copies of all transcripts to the advisement session.
- Bring copy of current enrollment of courses.
 - Pre-nursing exam scores
 - TSU Letter of acceptance
 - Copy of all college transcripts
 - Current semester course enrollment
 - Copy of LPN License
 - Verification of current employment
 - Reference letter
 - Letter of intent

Admissions Committee will review applications and applicants will be notified by Program Director.

PRE-NURSING REQUIREMENTS

- Register for NURS 1000, (LPN Transition Course)
- Successfully pass challenge exam for NURS 1020, offered after completing NURS 1000
- LPNs have 2 opportunities to challenge NURS 1020 following completion of NURS 1000
- LPNs who are not successful in the NURS 1020 challenge exam after the second attempt may apply for admission to the regular AAS nursing program.
- Current BLS status certification, immunizations and liability insurance required for clinical practice.

Upon successful completion of one semester in NURS 2020, NURS 1010 and 1020 credits will be noted on the TSU transcript.

Progression Requirements for Licensed Practical Nurses (BSN)

The Career Mobility Program is one calendar year in length (3 semesters). Students may enter the program after all general education requirements, except three general education core courses have been completed. Upon successful completion of the first two semesters of the nursing program, credit for 30 hours of BSN courses will be noted on the transcript. The student is eligible for graduation.

Spring	HR	Summer 1	HR
NURS 1000	5	HIST 2020	3
HIST 2010	3	PHIL 1030	3
ENGL 2110 or 2120	3		
Electives	4		
Total	15	Total	6

Fall	HR	Spring	HR
NURS 2010/2014	9	NURS 2020/2024	9
Humanities	3	NURS 1020 (CLEP)	—
Comm 2200	3		
Total	15	Total	9

Summer	HR	Fall	HR
NURS 3320	3	NURS 3003	3
NURS 3002	3	NURS 3250/3251	3
Elective	4	NURS 3060	3
Total	10	Total	9

Spring	HR
NURS 3300	3
NURS 4360/4364	6
NURS 4220	3
Total	12

Notice: BSN faculty as well as the LPN/RN Mobility Faculty require Advisement.

The Admissions Committee will consider students who submitted completed application material by October 15th for spring and February 15th for summer.

Course Descriptions

NURS 1000 LPN Transition (5). Transition course for licensed practical nurses. Focus is on nursing diagnosis and process, nursing history and trends, and professional role development. (Formerly NURS 100C)

NURS 1010/1014 Fundamentals of Nursing (6). Introduction to the nursing process and the concepts of person, environment, and health needs throughout the life cycle. Basic nursing skills related to maintenance of normal functioning are emphasized. Three lecture and six clinical hours each week. (Formerly NURS 101). Co-requisites (BIOL 2210/2211, ENG 1010,).

NURS 1200 Fundamentals of Health Assessment(2). Introduces the student to basic physical and health assessment techniques. Focus is on adult clients with emphasis on expected findings and appropriate modifications for different age-groups and selected unexpected findings are discussed. Nursing assessment skills as a part of the role of the professional nurse are introduced. Course expands on the assessment and clinical skills learned. Emphasis is on utilizing critical judgment to promote optimal health among adults experiencing or recovering from illness. One hour of lecture and two laboratory hours each week. (Co-requisites NURS 1010/1014, NURS 1300, BIOL 2210/2211, ENGL 1010).

NURS 1300 Pharmacology of Drug Therapy (2). Introduces student to basic pharmacology which pervades all phases of nursing practice and related directly to patient care and patient education. Course introduces student to major classifications of medications with their concurrent mechanisms of actions, side effects, client education and nursing implications. Care of clients throughout the lifespan is emphasized. Course also includes basic dosages and solutions calculations that are utilized by the provider of nursing care. Two lecture hours each week. (Co-requisites NURS 1010/1014, BIOL 2210/2211, ENGL 1010).

NURS 1020/1024 Adult Health Nursing (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 and nine clinical hours each week. (Formerly NURS 102) Pre-requisite (NURS 1010). Co-requisites (BIOL 2220/2221 and PSYC 2010, BIOL 2210/2211, ENGL 1010,).

NURS 2010/2014 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. (Formerly NURS 202)(Pre-requisites – NURS 1020); (Co-requisites – Humanities Elective)

NURS 2020/2024 Adult Health Nursing II and Management Concepts (9). Course focuses on clinical decision-making in the management of care to clients, families and groups. It is the culminating course of the program. Course utilizes complex nursing content that synthesizes knowledge and skills learned in previous courses. Clinical experiences will include higher acuity areas of care with a cumulating six weeks clinical rotations with a preceptor model that will provide experience added responsibilities with multiple clients, delegation, role transition and complex management of care. Five lecture and twelve clinical hours each week. (Formerly NURS 201). (Pre-requisites – NURS 1020/1014 and 2020/2024); (Co-requisites - BIOL 2400/2401 and PSYC 3510)

BACCALAUREATE NURSING DEGREE PROGRAM

**Lorna Kendrick, Ph.D., Interim Director
Family and Consumer Sciences and
Nursing Education Complex**

Faculty: B. Buchanan-Covington, L. Kendrick, J. Linn, J. Norman, M. Pleas, A. Rawls, V. Vaughan, and B. Wilson

General Statement: Upon completion of the Bachelor of Science Degree in Nursing, the graduate will be able to:

1. Synthesize theoretical and empirical knowledge from the natural and behavioral sciences, the humanities and nursing as a basis for making practice decisions.

2. Evaluate the nursing process as a critical thinking tool to promote, maintain, and restore health to individuals, families, and communities by providing therapeutic nursing interventions, management of care, health promotion, disease prevention instruction, counseling and health and illness screening.
3. Value the leadership role in nursing by upholding bio-socio-cultural-ethical-legal and professional practice standards which affect nursing by acting as a change agent in accordance with these principles.
4. Collaborate with multi-disciplinary health team members, individuals, families and/or communities to improve the health care delivery system.
5. Appraise involvement in activities related to SERVICE, continuing education and graduate education in order to maintain professional competence.
6. Critically evaluate research findings for use in the practice setting.

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).

Once students are accepted to TSU they must meet with nursing faculty each semester. Once the general education requirements have been met, students must formally apply and be accepted in the BSN program.

Admission Requirements for the Nursing Major

1. A cumulative GPA of at least 2.8 on a 4.0 scale.
2. Completion of 60 hours of lower division courses required University and general education courses for admission.
3. A minimum grade of C in each course. Required courses, with grades of D, must be repeated before review for admission.
4. Completion of the required basic science courses.
5. Students with 2 or more failing science grades (D or F) are not eligible for admission.
6. Students with more than one failing grade (D or F) in NURS 2500 are not eligible for admission.
7. Minimum scores at the 70th percentile in the pre-nursing examination, with emphasis on the reading and verbal scores.

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:

1. a) Copies of all college transcripts
b) Current TSU transcript
c) TSU admission letter for new and newly re-admitted students
d) Pre-entrance nursing examination scores
2. The Admissions Committee will consider students who have submitted their completed application materials by February 15th.

- Applications received after the deadlines will be returned to the applicants who can apply for the next admission cycle.
- Students who are admitted must have a health examination which indicates satisfactory health and the required immunizations before starting the nursing major.
- Students must show evidence of current Health Care Provider - BLS Status certification and liability insurance prior to admission to classes in the nursing major (i.e. lecture, learning resources laboratory, and clinical). Students are admitted to the program on a space available basis.

Progression and Retention Requirements

- A grade of C or better in lecture and S (satisfactory) in laboratory and clinical evaluation is passing.
- A grade of D or F is failing. A student who earns a failing grade in a BSN nursing course is not eligible to progress in the BSN program and cannot transfer to the AAS program at Tennessee State University.
- All general education courses must be completed before beginning junior level nursing courses.
- Students who withdraw from a nursing course but continue in other nursing courses for that semester must meet with the Program Director to update their plan for progression.

Re-admission Requirements and Process

Students who withdraw from the program 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. They may be readmitted on a space available basis.

- Students who apply for re-admission must meet the program admission requirements.
- A student who withdraws due to academic reasons will be eligible for readmission but must have passed at least one examination prior to withdrawal.
- 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.
- A student who withdraws from the program a second time, for any reason, will not be re-admitted.

Admission Requirements for Registered Nurses (RN)

Registered nurses must meet the same admission requirements as generic students.

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.

Admission Process for Registered Nurses (RN)

RN students are admitted through the same process as regular students. Additionally, RN students are required to have a current unrestricted Tennessee RN license. RN students must meet with a faculty advisor to develop their plan of study before admission to the BSN program.

Progression Requirements for Registered Nurses (RN)

The School of Nursing has a Career Mobility Program for RN's to earn a BSN degree. Students may enter the program in the summer or fall.

The Career Mobility Program is one calendar year in length (3 semesters). Students may enter the program after all general education requirements, except three general education core courses have been completed.

Upon successful completion of the first two semesters of the nursing major, credit for 30 hours of BSN courses will be noted on the RN-BSN TSU transcript.

Summer	HR	Fall	HR	Spring	HR
NURS 3320	3	NURS 3003	3	NURS 3300	3
NURS 3002	3	NURS 3250/3251	3	NURS 4360/4364	6
NURS 3260	3	NURS 3060	3	NURS 4220	3
	9		9		12

Transfer of RN Nursing Courses

Transfer students from other four year schools 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 **BEFORE** the course(s) are evaluated. Students who have been dismissed from other

Schools of nursing are not eligible for admission. Students, who have earned a D, F, or WF, in a nursing course at another school, are not eligible for admission.

The Admissions Committee will determine if 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 University residency degree requirements to complete degree requirements for graduation. Transfer students are accepted on a space available basis.

Departmental Requirements For Bachelor of Science Degree in Nursing

60 Semester Hours

MAJOR CORE: Sixty semester hours of nursing are required; NURS 3040/3041/3044, NURS 3060, NURS 3280/3284, NURS 3250/3251, NURS 3320, NURS 3100/3101/3104, NURS 3300, NURS 3260, NURS 4140/4144, NURS 4220, NURS 4340/4344, and NURS 4360/4364.

60 Semester Hours

PRE-NURSING REQUIREMENT: A 3 hour course, NURS 2500 is required before admission to the upper division nursing major. .

GENERAL EDUCATION CORE: 60 semester hours of University and general education courses are required: Orientation, ENG 1010 and 1020 and 2110 or 2120; COMM 2220, HIST 2010 and HIST 2020; CHEM 1110/1111; BIOL 2210/BIOL 2211, BIOL 2220/BIOL 2221, BIOL 2400/BIOL 2401; MATH 1110; PHIL 2010; Humanities elective; SOCI 2010; PSYC 2010, PSYC 3510, PSYC 2180; Electives – 3-4 semester hours.

Suggested Four Year Plan: Total 120 hours**Bachelor of Science Degree in Nursing****FRESHMAN YEAR**

Fall		Spring	
Courses	HR	Courses	HR
ENGL 1010	3	ENGL 1020	3
HIST 2010	3	HIST 2020	3
MATH 1110	3	SOCI 2010	3
CHEM 1110/1111	4	BIOL 2210/2211	4
NURS 1100	1	PSYC 2010	3
	14		16

SOPHOMORE YEAR

Fall		Spring	
Courses	HR	Courses	HR
BIOL 2220, 2221	4	BIOL 2400, 2401	4
ENGL 2110 or 2120	3	NURS 2500	3
PHIL 2010 3 PSYC 2180	3	ELECTIVES	3-4
PSYC 3510 3 COMM 2220	3		
HUMANITIES ELECTIVE	3		
	16		16-17

JUNIOR YEAR

Fall		Spring	
Courses	HR	Courses	HR
NURS 3040/3041/3044	6	NURS 3100/3101/3104	6
NURS 3250/3251	3	NURS 4340/4344	6
NURS 3260	3	NURS 3320	3
NURS 3060	3		
	15		15

SENIOR YEAR

Fall		Spring	
Courses	HR	Courses	HR
NURS 3280/3284	6	NURS 4140/4144	9
NURS 4220	3	NURS 3300	3
NURS 4360/4364	6		
	15		12

Course Descriptions

NURS 1100 Nursing Orientation (1). The course orients the student to the University and the School of Nursing resources, academic life policies and procedures, and the nursing major. (The course meets for one seminar hour each week.) (Formerly NURS 110)

NURS 2500 Introduction to Nursing Practice (3). The course focuses on introduction to the profession of nursing, specifically, critical thinking, test-taking skills and selected nursing theory. An overview of the nursing process and health assessment will be presented. Discussion of concepts related to cultural issues will be included. Skills basic to nursing practice theory and application will be introduced. Selected laboratory experiences will provide opportunities for mastery of basic clinical nursing skills. This course is open to all majors in the university. (Formerly NURS 250) Pre-requisites: NURS 1100, BIOL 2210/2211, BIOL 2220/2221, BIOL 2400/2401, CHEM 1110/1111, MATH 1110, ENGL 1010, and ENGL 1020.

NURS 3000 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. (Formerly NURS 300)

NURS 3002 Wellness in Nursing (3). This course is an introduction to the nurse's role in health promotion and health education for self-care. Selected theories related to wellness are explored and applied to individual group and community situations, (RN-BSN students). Pre-requisites: all

general education core courses. (Formerly NURS 300 B) Co-requisites: NURS 3320.

NURS 3003 Family Health Nursing Concepts (3). Identification and discussion of different concepts of family interaction, impact of culture, communication across the life span, and implications for nursing intervention, (RN-BSN students). (Formerly NURS 300 C) Pre-requisites: all general education core courses, NURS 3000B, NURS 3320. Co-requisites: NURS 3250/3251, NURS 4220.

NURS 3040/3041/3044 Management of Clients with Health Alterations I (6). The course focuses on knowledge and mastery of skills germane to the profession of nursing. Application of the nursing process in various settings will be presented. Selected nursing theories, current trends and issues, and social policy issues related to nursing will be discussed. Laboratory and clinical experiences will provide opportunities for application to nursing practice. Three lecture hours, two laboratory hours (NURS 3041), and six clinical hours (NURS 3044) each week. Formerly NURS 304) Pre-requisite: NURS 2500. Co-requisites: NURS 3250/3251, NURS 3260, and NURS 3060.

NURS 3060 Concepts of Pathophysiology across the Lifespan (3). The course is designed to introduce the student to the study of the physiological and biological manifestations of disease. Pathophysiology is the study of disordered and altered functions affecting the body's dynamic homeostasis. The effects of stressors throughout the lifespan on various dysfunctions of organs and organ systems are examined. Pre-requisites: NURS 2500; admission to the upper division nursing program.

NURS 3100/3101/3104 Basic Concepts of Chronic Care Nursing (6). Selected concepts of health and illness as they relate to bio-psycho-social 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 care of the aging population. Three lecture, two laboratory (NURS 3101), and six clinical hours (NURS 3104) each week. (Formerly NURS 310) Pre-requisite: NURS 3040/3041/3044, NURS 3250/3251, NURS 3260, and NURS 3060. Co-requisites: NURS 4340/4344 and NURS 3320.

NURS 3250/3251 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 (NURS 3251) each week. (Formerly NURS 325) Pre-requisite: NURS 2500; Co-requisites: NURS 3040/3041/3044, NURS 3260, and NURS 3060.

NURS 3320 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. (Formerly NURS 332) Pre-requisite: NURS 3040/3041/3044, NURS 3250/3251, NURS 3260 and NURS 3060. Co-requisites: NURS 3100/3101/3104 and NURS 4340/4344.

NURS 3300 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. (Formerly 330) Pre-requisites: NURS 3280/3284, NURS 4220, and NURS 4360/4364. Co-requisites: NURS 4140/4144.

NURS 3260 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. (Formerly NURS 326) Pre-requisite NURS 2500. Co-requisites: NURS 3040/3041/3044, NURS 3250/3251, NURS 3060.

NURS 3280/3284 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 lectures and nine clinical hours (NURS 3284) each week. (Formerly NURS 328) Pre-requisite: NURS 3100/3101/3104, and NURS 3260. Co-requisite: NURS 4220 and NURS 4360/4364.

NURS 4140/4144 Acute Crisis Nursing (9). The course concentrates on application of the nursing process in a variety of settings requiring nursing intervention for acute problems of adult patients in acute 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. The course consists of five lecture and twelve clinical hours (NURS 4144) each week. (Formerly NURS 414) Pre-requisites: NURS 3320, NURS 4220, and NURS 4360/4364. Co-requisite: NURS 3300.

NURS 4220 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. (Formerly NURS 422) Pre-requisites: NURS 3100/3101/3104, NURS 3320 and NURS 4340/4344. Co-requisites: NURS 3280/3284 and NURS 4360/4364.

NURS 4340/4344 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 (NURS 4344) each week. (Formerly NURS 434) Pre-requisites: NURS 3040/3041/3044, NURS 3060, NURS 3260, and NURS 3250/3251. Co-requisite: NURS 3100/3101/3104 and NURS 3320.

NURS 4360/4364 Community Health Nursing (6). The course provides a theoretical and practical background for the practice of community health nursing. The course is based on the synthesis of nursing theory and the public health sciences. Emphasis is on health promotion, health maintenance, and disease prevention among population groups. The course assists students to recognize and analyze the interrelationships between individuals, families, population groups, and communities in determining the health status of each. The impact of political, economic, social, environmental, and cultural concerns, on the health of populations, is examined. The course consists of three lecture and nine clinical hours (NURS 4364) each week. (Formerly NURS 436) Pre-requisites: NURS 3320, NURS 3100/3101/3104, and NURS 4340/4344. Co-requisite NURS 3280/3284 and NURS 4220.



AEROSPACE STUDIES

**Commander: Albert Hill Jr., Colonel, USAF
AFROTC Detachment 790, Kean Hall**

GENERAL STATEMENT

The Air Force Reserve Officer Training Corps (AFROTC) is the largest and oldest source of commissioned officers for the U.S. Air Force. AFROTC's mission is the following: To produce leaders and better citizens for America. AFROTC headquarters is at Maxwell Air Force Base, AL. We teach our students the same curricula that future officers learn at the U.S. Air Force Academy and Officer Training School. Additionally, planners have designed the AFROTC program to recruit, educate, and commission college students based on U.S. Air Force (USAF) requirements. As of August 2002, over 140 ROTC detachments are located on college and university campuses throughout the U.S. and Puerto Rico.

Through cross-town or consortium agreements, students from various universities and colleges in middle Tennessee participate in AFROTC at Detachment 790. Students may enter in their freshman, sophomore, junior, or senior academic year. We also have opportunities for graduate students. Please consult our web site at URL: <<http://www.tnstate.edu/rotc>> for a list of schools that we service and other information concerning our program.

GENERAL MILITARY COURSE (GMC)

For students who enter as freshmen, the first two years of AFROTC, the General Military Course (GMC) consists of one hour of classroom work and two hours of leadership laboratory each week. Note that your institution may accept two courses in Aerospace Studies in lieu of two courses in Physical Education. Please consult your counselor for details. Any full-time student can participate in AFROTC GMC provided they meet age requirements. Non-scholarship GMC cadets are under **no service obligation** whatsoever. Upon completion of GMC requirements, cadets who wish to compete for entry into the last two years of the program, the Professional Officer Corps (POC), must do so under the requirements of the POC selection. This process uses qualitative factors, such as grade-point average, cadre evaluation, aptitude, and physical fitness test scores to determine a cadet's potential for service in the USAF. After selection, students must successfully complete a four or five-week, summer field training encampment at an assigned USAF base before entering the Professional Officer Corps.

PROFESSIONAL OFFICER COURSE (POC)

Cadets enrolled in the Professional Officer Course (POC) attend class three hours per week and participate in a weekly leadership laboratory lasting two hours. In the POC, cadets apply what they have learned in the GMC and at field training encampment. The Commandant of Cadets entrusts POC cadets to lead the leadership laboratories. The underlying goal of the leadership laboratory is for POC cadets to teach GMC cadets how to perform as airmen and master general military customs and courtesies. POC class sizes are small. The instructor places emphasis on group discussions and refining communication skills. Classroom topics include leadership, management, communication, and U.S. national defense policy. Once enrolled in the POC, cadets enlist into the Air Force Reserve and incur a service obligation. This entitles them to a monthly, nontaxable subsistence allowance currently \$350.00 the first year of the POC and \$400.00 the second year of the POC.

FIELD TRAINING

Field Training is, in most cases, a cadet's first exposure to a working USAF environment. The goal of Field Training is to develop military leadership and discipline and refine the skills cadets learned in the GMC. The Field Training environment allows commissioned officers to evaluate each cadet's potential to serve as an officer. Field Training includes aircraft and aircrew orientation, USAF professional development orientation, marksmanship training, junior officer training, physical fitness, and survival training. The USAF provides uniforms, lodging, and meals at no cost to the cadet. Additionally the USAF pays cadets for their travel expenses if they opt to use their privately owned vehicles or commercial air conveyance to travel to and from summer encampment. Additionally, after applicable deductions, Field-Training cadets earn about \$650 for the four-week encampment and about \$750 for the five-week encampment.

UNIVERSITY CREDITS AND CURRICULUM

Students must work with their institutions and departments to determine whether AFROTC classes will receive core, core elective, general elective, or any credit at all. A Tennessee State University minor in Aerospace Studies consists of 22 semester hours and is available to those students who successfully complete GMC and POC curricula. A minor may also be obtained at the other institutions.

FRESHMAN- (GMC)

AERO 1010	1
AERO 1020	<u>1</u>
	2

SOPHOMORE- (GMC)

AERO 2010	1
AERO 2020	<u>1</u>
	2

JUNIOR- (POC)

AERO 3510	3
AERO 3520	3
ELECTIVE*	<u>3</u>
	9

SENIOR- (POC)

AERO 4510	3
AERO 4520	3
ELECTIVE*	<u>3</u>
	9

*Cadets may take this course at any time during their junior or senior years. However, they must select from 300- to 400-level Social Science offerings.

SCHOLARSHIP PROGRAM

Current emphasis in the Air Force ROTC College Scholarship Program is to award scholarships to candidates pursuing all types of degrees. Any student who maintains a "B" average, is physically fit, and morally sound may compete for a scholarship regardless of his/her major field of study. We select our scholarship recipients on the "whole-person concept."

Scholarships are normally awarded in three-and-one-half, three, two-and-one-half, two, and one-year increments. Scholarships typically cover a student's tuition, books, and associated fee costs. Cadets on scholarship also earn a subsistence allowance currently \$250.00 the first year up to \$400.00 during the fourth year. Moreover, those students who are academic standouts may even earn monies to pay for room, board, or similar expenses. Lastly, students who attend Historically Black Colleges or Universities have unique opportunities in our program. Please telephone (615-963-5931) or visit our office to learn more about this.

In addition to these scholarships, Air Force ROTC has an incentive scholarship program for cadets who have signed contracts committing them to the Professional Officer Corps (POC). This POC incentive scholarship pays up to \$3,455 annually in addition to the monthly subsistence allowance, and is available to nearly all POC cadets who are not already receiving scholarship benefits, but otherwise eligible for POC incentive entitlements. All scholarship cadets are required to meet certain academic, military, and physical fitness standards to earn and maintain scholarship benefits. In addition, scholarship and incentive recipients may be no more than age 30 in the calendar year during which commissioning takes place. All candidates must commission by age 35.

COURSE DESCRIPTIONS

AERO 1010, 1020 The Foundations of the United States Air Force, is a survey course designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include: mission and organization of the Air Force, officership and professionalism, military customs and courtesies, USAF officer opportunities, and an introduction to communication skills.

AERO 2010, 2020 Air Power History is designed to examine general aspects of air and space power through a historical perspective. Utilizing this perspective, the course covers a time period from the first balloons and dirigibles to the war on terrorism. Historical examples are provided to extrapolate the development of Air Force capabilities (competencies), and missions (functions) to demonstrate the evolution of what has become today's USAF and space power.

AERO 3510, 3520 Air Force Leadership Studies, is a study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication 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. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply advanced leadership and management principles.

AERO 4510, 4520 National Security Affairs/Preparation for Active Duty, examines the U.S. national security process, regional studies, advanced leadership ethics, and USAF doctrine. Special topics of interest focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting the military. Within this structure, we continue to emphasize the refinement of communication skills.

AERO 1011L-2021L; 3511L - 4521L Leadership Laboratory, all cadets enrolled in the GMC or POC must take leadership laboratory each semester. The one and one half hours per week is typically taken throughout a cadets' enrollment in AFROTC. Instruction is conducted within the framework of an organized cadet corps with a progression of experiences designed to develop each cadets' leadership potential. Leadership Laboratory involves a study of USAF customs and courtesies; drill and ceremony; career opportunities in the USAF, and the life and work of an USAF officer. Cadets develop advanced leadership skills in a practical laboratory. Co requisite: Cadets must enroll in the equivalent Aerospace Studies class.



THE SCHOOL OF GRADUATE STUDIES AND RESEARCH

Helen R. Barrett, Ph.D., Dean
Hubert Crouch Hall (Graduate Building)
615-963-5139

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 Public Administration was granted in 1980 and 1986 respectively. In 1986, the Doctor of Education degree in Educational Psychology and Guidance was changed to a Doctor of Education Degree in Psychology, and in 1996 the degree was changed to the Doctor of Philosophy. Doctor of Philosophy degrees were initiated in Biological Sciences, 1998, and Computer and Information Systems Engineering, 1999.

Currently, the following graduate degrees and major fields are offered:

MASTER OF ARTS
English

MASTER OF ARTS IN EDUCATION
Family and Consumer Sciences
Health, Physical Education, and Recreation

MASTER OF BUSINESS ADMINISTRATION

MASTER OF CRIMINAL JUSTICE
(Joint Program with MTSU)

MASTER OF EDUCATION
Administration and Supervision
Curriculum and Instruction
Elementary Education
Special Education

MASTER OF ENGINEERING

MASTER OF PHYSICAL THERAPY

MASTER OF PUBLIC ADMINISTRATION

MASTER OF SCIENCE
Agriculture Science
Biology
Chemistry
Computer and Information Systems Engineering
Guidance and Counseling
Mathematical Sciences
Music Education
Psychology
Speech and Hearing Science

MASTER OF SCIENCE IN NURSING

MASTER OF PHYSICAL THERAPY

EDUCATIONAL SPECIALIST
Administration and Supervision
School Psychology

DOCTOR OF EDUCATION
Administration and Supervision
Curriculum and Instruction

Doctor of Philosophy
Biological Sciences
Computer and Information Systems Engineering
Psychology
Public Administration

Requirements for these programs are described in the current Graduate School Catalog. 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

See Graduate Catalog for application deadlines.

ADVANCED GRADUATE ADMISSION FOR UNDERGRADUATES

An undergraduate senior student at Tennessee State University with a minimum total cumulative GPA of 3.0 who is enrolled in the last term of coursework that will complete the requirements for a bachelor's degree, may request advanced graduate admission to enroll in 3 to 6 hours of graduate courses provided the total course load does not to exceed 12 hours. Courses for seniors are limited to first-year graduate level courses. Graduate courses may not be used for credit toward an undergraduate degree. The Combination Senior is not considered a graduate student but may apply for admission to a graduate program upon completion of the bachelor's degree. However, advanced admission to take graduate courses does not guarantee subsequent admission to a graduate program. Courses taken for graduate credit may count toward a graduate degree when/if the student is admitted to a degree program at TSU and if approved by the program's graduate coordinator and Department Head. The form for Advanced Graduate Admission and an Application to the Graduate School must be completed six weeks prior to the beginning of the semester in which advanced admission is sought.

THE UNIVERSITY HONORS PROGRAM

Sandra W. Holt, Ph.D., Director
Learning Resources Center

Faculty: A. Al-Hadid, M. Bertrand, W. Billings, Y. Clark, D. Daniels, D. Holder, D. Gendron, S. Holt, H. Houston, J. Irby, L. James, C. Johnson, G. Johnson, P. Kahlon, M. Karim, W. Latham, L. Lewis, E. Martin, M. McDonald, D.L. McGahey, C. McGinnis, J. Miglietta, J. McKinney, M. Mazzone, C. Okoro, E. Orlando, J. Parham, N. Pearson, E. Phillips, L. Powers, M. Rivera, P. Roberts, E. Schmeller, K. Semanya.

General Statement: The University Honors Program (UHP) promotes positive and life-long learning, scholarly inquiry, and a commitment to the service of others. From its inception, the primary goal of the Program has been to create and maintain a community of academically bright and talented students who would serve as campus leaders and role models, impacting positively on the university and enhancing the mission of Tennessee State University. The Honors Program at Tennessee State University stresses *excellence as a way of life*.

The Program: The UHP offers special opportunities for exceptional high school graduates or college students with a record of achievement and a sincere desire to lead and learn. The UHP is designed to offer the academically exceptional student an educational experience that is a step beyond the norm.

Through the Honors curriculum and special programs, gifted students are challenged, stimulated and inspired intellectually to explore their potential and reach new levels of academic excellence. Students are exposed to an advanced curriculum that provides opportunities for critical analysis, creative achievement, intensive research and scholarly thought. Spirited exchange with classmates and teachers is offered along with the most inspiring seminars available at TSU.

Course Work: UHP course work is concentrated in the freshman and sophomore years, when students will take enriched versions of general education courses. At the junior and senior levels, when students are fully involved in their major area of specialization, courses will be supplemented with interdisciplinary honors colloquia. Before graduation, students are expected to complete a senior thesis. The thesis is defended before a committee, or a recital 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 UHP 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:

- a variety of social and cultural activities
- challenging courses designed especially for UHP students with limited enrollment
- intellectually-oriented faculty and peers
- grant opportunities to fund student research projects during the summer

- domestic exchange to outstanding universities through National Student Exchange
- use of the Honors Center which offers an atmosphere for study and relaxation
- special internships 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 additional fees associated with participation in the UHP.

Admission is made on the basis of the student's ACT/SAT scores and the high school record.

Baccalaureate students who do not participate in the UHP as entering freshmen may be admitted later by recommendation of a University faculty member. The latest point for a student to enter the UHP 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 3.4, based on all course work. A student may withdraw from the Program at any time, but should first notify the Honors office.

Graduation with University Honors: At commencement, students who complete the requirements of the Honors Program will graduate with "University Honors." They are awarded the Honors senior pin and the scarlet and gold cord.

These requirements include: 1) taking required Honors courses, 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 advisor and the instructor of the course. The topic may 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 the topic in his or her senior year and defend it before the Honors Thesis Committee and such other persons who may be invited to sit for the defense, and 3) maintain a cumulative average of at least 3.4.

Freshman Year

Semester	Credit Hours
ENGL 1011-1021*	3-3
BIOL 1012-1022	4-4
BIOL 1112-1122	4-4
MATH 1111-1121	3
THTR 1021	3
CHEM 1112	3
HIST 2011-2021	3-3
ART 1011	3
MUSC 1030	3
HONR 1002*	1

Sophomore Year

ENGL 2018-2028*	3-3
COMM 2030	3
COMM 2202*	3

Junior Year

HONR 3002*	3
HONR 3012	3
AFAS 3952	3
BIOL 3920 (MARC)	4
BIOL 4920 (MARC)	4

Senior Year

HONR 4002*	3
HONR 4012	3
HONR 4032	3
HONR 4102*	3

*Required honors courses. All other honors courses are electives.

Course Descriptions

HONR 1002 Honors Orientation (1). This course is designed as an orientation class for UHP freshmen. It is also an opportunity for professional/personal development. Students are exposed to corporate and business professionals who conduct modules on all aspects of professional growth. Students also prepare and present a professional portfolio.

HONR 3002 Honors Junior Colloquium (3) (formerly HP 300H). Lectures, discussions, and student writing based upon a central theme – such as “Famous Biographies” – 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/she deems it advisable.

HONR 3012 Honors Special Topics (3) (formerly HP301H). A junior level 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. This course is usually experiential in nature.

HONR 4002 Honors Senior Colloquium (3) (formerly HP 400H). Lectures, discussions and student writing based upon a central theme – such as “Black Arts” – 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/she deems it advisable.

HONR 4012 Honors Special Topics (3) (formerly HP 401H). A senior level course designed to expose students to current events, 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. This course is usually experiential in nature.

HONR 4032 Honors Summer Seminar (3) (formerly HP 403H). 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. The goal may be accomplished through actual travel to a different culture or through studying “the city as text.” May also be offered in the Spring semester.

HONR 4102 Honors Senior Thesis (3) (formerly HP 410H). The student will be allowed freedom of choice in selecting a topic for his/her Honors thesis. The topic may, for example, be related to the students major field of interest or to a colloquium taken in the UHP. Insofar as possible, advisors for the honors thesis will be members of the Honors faculty. The student will defend it before the Honors Thesis Committee and such other persons who may be invited to sit for the defense.



ACADEMIC ENRICHMENT, ADVISEMENT AND ORIENTATION

Monetha R. Reaves, D. A., Director
102, Harold M. Love Sr. Learning Resources Center

Faculty: H. Adi, M. Akbari, S. Arefin, J. Asamani, V. Batten, J. Grimes, C. Helton, H. Kuzat, J. Sargent, M. Shirani, S. Talevero, D. Thomas, J. Thompson, D. Wynn.

General Statement

Academic Enrichment, Advisement, and Orientation (AEAO) administers the University's Developmental Studies Program, operates the University's academic support laboratories (the Writing Center, 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 orientation. Orientation for Undecided Majors (AEAO 1000) introduces the student to University policies, exposes the student to career interests, and provides opportunities for selecting a major. Orientation for Non-Traditional Students (AEAO 1010) is designed for students who are 21 years of age or older who are returning to an academic setting. It also introduces the adult learner to the TSU community and to all facets of university life.

The Advisement Center is the academic counseling component of the AEAO. The Center handles the academic matters of students who take developmental courses or who have not yet chosen a major. Intrusive advisement is conducted by full-time academic advisors 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.

Academic Support Services

Because of the multicultural nature of our student body as well as other diversity factors, students have varying educational needs and goals that must be addressed if they are to succeed academically. Academic Enrichment seeks to fulfill student needs through a variety of presentation methods both online through the Virtual Learning Center and on ground through labs and a tutorial center located in LRC. A student-centered learning environment, the Learning Center supports the enhancement of basic and advanced skills in coursework at all levels. There are tutorial labs and online materials for all levels of math, for problems in reading comprehension and speed, and for problems in writing from basic English skills to major term papers. The ICAN Center provides assistance, both online and on ground, in major field courses. The services in the Virtual Center are available twenty-four hours a day, seven days per week; on ground services are available during the week on both a walk-in and appointment basis depending on the nature of the assistance needed. All support services are free to TSU students.

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 the criteria listed below must participate in assessment and placement as a condition of enrollment.

At present, ACT/SAT scores are used for placement purposes. Subscores in writing of 18, math of 18, and reading of 18 or SAT verbal subscores of 459, math subscores of 459 and a composite score of 899 (The score is used for reading placement) may be used for placement purposes.

Students who wish to challenge their ACT/SAT placement may take COMPASS, a computerized adaptive placement test. Those who take this test as a challenge must abide by the placement. The fee for challenge testing is \$20.00.

COMPASS is also used for placement purposes for non-traditional students who do not have a valid ACT or SAT.

Transfer students who do not transfer college-level English or math from their previous institutions must either present a valid ACT/SAT exempting them from developmental placement or must undergo placement testing with COMPASS.

The COMPASS test has three (3) components to measure the student's readiness for college-level courses: Writing, Reading Comprehension, and Mathematics. The Testing Center periodically offers the COMPASS Test during each semester. Students may contact the office of Mrs. Barbara Kannard (963-7419) to schedule a time to take the COMPASS.

Diagnostic Advancement

The Developmental Studies Program at Tennessee State University provides students in developmental courses the opportunity for diagnostic advancement into the next level course at the beginning of the term. For details, the student should consult the course instructor or the Director of Academic Enrichment. Students who diagnostically advance as a participant in the Flexible Delivery Program are required to participate in supplemental instruction. Students who are taking developmental courses to remove high school deficiencies may not be diagnostically advanced out of English and reading, but they may be diagnostically advanced from Algebra I into Algebra II.

Class Participation

Students are expected to attend regularly all courses in which they are enrolled. Student participation in developmental studies courses is mandatory, and monitoring is ongoing. 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 assignments and/or examinations. To be allowed to make up work, the student must secure an excused-absence form from the Vice President for Student Affairs' Office before presenting the work to the instructor of the course. Students who have excused absences must arrange with the course instructor to make up class and laboratory work immediately. Information on attendance and participation becomes a part of the student's file.

Class Withdrawals

Students placed and enrolled in DSP courses are not permitted to withdraw except for extenuating circumstances. Students who are denied permission to withdraw may appeal their denial to the individual designated by the institution to hear withdrawal appeals.

Credit Hours Earned

All credit hours earned in courses preceded by the course prefix DSP (DSPW 0800, DSPM 0800/0850, DSPR 0800, etc) 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.

Readmission After a Suspension

In order to be readmitted, a student in DSP who has been suspended must have the recommendation of the Director of Academic Enrichment and must comply with all readmission conditions.

Grading

Grades of completion in DSP courses are A, B, and C. A student will be judged to have achieved minimum competency if he/she achieves an average of at least 70 percent. D's are not awarded in DSP courses. Students who receive IP's or W's in DSP courses must re-enroll in the courses. The I may be awarded if the student cannot take the final examination because of extenuating circumstances. If the student receives an I, he/she does not re-enroll in the course.

Testing

All 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 satisfactorily in order to pass developmental courses.

Transfer of Developmental Credit

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 that cover the same skills and competencies as the courses or laboratories at the other institution. A student who transfers developmental work from another TBR institution may, however, be referred to the Director of Academic Enrichment 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 course work 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 at another institution. Students who have been tested and have taken course work in other states may still be required to undergo ACT/SAT assessment for placement.

Course Descriptions

Orientation

AEAO 1000 Orientation for Undecided Students (1). A course required of all full-time students who have not declared majors. It introduces students to university policies and procedures, exposes them to various careers and provides guidance in selecting majors. The course must be taken during the first term of enrollment.

AEAO 1010 Orientation for Non-Traditional Students (1). A course designed primarily for non-traditional adult students (21 years of age or older). It may be taken instead of the major orientation course. Students

under the age of 21 may also take the course if there are problems scheduling the required orientation class. The adult learner will be introduced to the college community and to all facets of university life. Effective study habits, student support services, interpersonal skills, and basic computer skills are included. The class will meet three times during the semester. The remainder of the work will be completed via the Web. The course must be taken during the first semester of enrollment.

AEAO 1020 Academic Recovery (0). A non-credit course designed to monitor students who have been readmitted to the University after suspension, as well as those students who have chosen to sit out a semester. In addition to monitoring a student's progress, this course covers applied study skills and activities to assist students in regaining skills. The class meets one day a week for two hours. Academic study skills are taught during the first hour, and tutorials in the area of weakness are covered in the second hour. **IT IS REQUIRED OF ALL READMITTED STUDENTS IN THE DEVELOPMENTAL STUDIES PROGRAM.** The course is co-requisite to the DSP course the student must repeat and must be taken upon re-enrollment into the University.

Basic Studies

Basic (Remedial) courses are offered on the Tennessee State University campus by Nashville State Community College.

DSPM 0700 Basic Mathematics (3). A study of mathematical competencies that include whole numbers, fractions, decimals, ratio and proportion, percents, and topics in algebra that include signed numbers, exponents, algebraic expressions with sums and differences, along with solving algebraic equations. If the student is placed by ACT/SAT/COMPASS, the course is prerequisite to DSPM 0800-0850, all college-level math, and all math-based courses, such as chemistry, physics, accounting, and statistics.




DSPR 0700 Basic Reading (3). A course which helps to improve students' reading comprehension. Topics include vocabulary improvement, literal reading comprehension (recalling story detail, recognizing sequence, identifying main ideas, and identifying major and minor support), and inferential reading comprehension (drawing conclusions, making inferences, and recognizing implied main idea). If the student is placed by ACT/SAT/COMPASS, the course is prerequisite to DSPR 0800 and all intensive college-level reading courses, such as history, psychology, sociology, biology, and chemistry.

DSPW 0700 Basic Writing (3). A course which focuses on grammar and sentence skills, leading to the writing of effective paragraphs and essays. Writing skills may be further improved through a computer-assisted laboratory. If the student is placed by ACT/SAT/COMPASS, the course is prerequisite to DSPW 0800 and all college-level English and language courses.

Developmental Studies

DSPM 0800 Elementary Algebra (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, factoring, 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 at least one hour per week in mandatory lab. If the student is placed by ACT/SAT/COMPASS, the course is prerequisite to DSPM 0850, all college-level math courses, and all math-based courses, such as chemistry, physics, accounting, and statistics.

DSPM 0850 Intermediate Algebra (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 DSM 0800, 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 at least one hour per week in mandatory lab. If the student is placed by ACT/SAT/COMPASS, the course is prerequisite to all college-level math courses and



222 Academic Enrichment, Advisement and Orientation



all math based courses, such as chemistry, physics, accounting, and statistics.

DSPM 0990 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.

DSPR 0800 Developmental Reading (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. A student who enrolls in this course will spend three hours per week in the classroom and at least one hour per week in mandatory lab. If the student is placed by ACT/SAT/COMPASS, the course is prerequisite to all intensive college-level reading courses, such as history, psychology, sociology, biology, and chemistry.

DSPS 0800 Learning Strategies (3). A course designed to provide an integrated system of instruction, application and assessment in major college survival skills essential for success. Modules on general study skills and specific techniques for studying reading, English, and math are included. The course must be taken during the first semester of enrollment.

DSPW 0800 Developmental Writing (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. A student who enrolls in this course will spend three hours per week in the classroom and at least one hour per week in mandatory lab. If the student is placed by the ACT/SAT/COMPASS, the course is prerequisite to all college-level English and language courses.



The Avon Williams Campus Center for Extended Education and Public Service

Dr. Evelyn E. Nettles, Associate Vice President for Academic Affairs
Suite 339, Avon Williams Campus
615-963-7003

Avon Williams Campus Administration:

**Student Support Services for Adult
and Distance Learners,
*The One-Stop-Shop***
Wilson Lee, Jr. Director

Office of Off-Campus Programs
Sharon D. Peters, Director

**Office of Distance Education and
Multimedia Services**
Cheryl Seay, Director

Office of Continuing Education
Vacant, Director

The Avon Williams Campus (AWC) of Tennessee State University is located at 330 10th Avenue North, in the heart of downtown Nashville. This facility, which serves as the hub for the University's night, weekend, and distance education offerings, was named for the noted Civil Rights attorney Avon Nyanza Williams Jr. who brought litigation that sought to end segregation in public higher education in the state of Tennessee. At the Williams Campus, traditional and nontraditional students are afforded the opportunity to earn a degree during the day, in the evening, on weekends, and via distance education delivery systems. Both undergraduate and graduate degree programs are offered at this facility. The Williams Campus houses the offices of Continuing Education, Distance Education, Off-Campus Programs and Student Support Services for Adult and Distance Learners (*The One-Stop-Shop*). Through academic programming and reliable and efficient student support services, the University reaches beyond its walls to serve citizens throughout the state and around the globe.

Center for Extended Education and Public Service

The Center for Extended Education and Public Service is the administrative unit at AWC responsible for coordinating academic and community service outreach that advances TSU's mission of instruction, research, and service. It is also the administrative unit responsible for the operations of the Avon Williams Campus. Programs offered through Extended Education are designed to meet the professional, career development, personal and civic awareness needs of persons in the University's service area, and among select client groups throughout the state and the nation. When specific needs are identified, 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. Information about programs offered through the Center is detailed below.

Student Support Services for Adult and Distance Learners *The One-Stop-Shop*

The goal of the Office of Student Support Services for Adult and Distance Learners or *The One-Stop-Shop* is to provide a single point

of access for students seeking enrollment and other support services. The primary objective of this unit is to remove barriers, provide accurate and timely information, and anticipate the needs of nontraditional students. This unit administers the Geier Nontraditional Student Scholarship and provides recruitment, admissions, and financial aid services to all nontraditional students. Nontraditional students have access to the Counseling Center, Career Placement, Disabled Student Services, Graduate and Professional Opportunities, and Minority and International Affairs through *The One-Stop-Shop*. Academic advisement for students enrolled in the Regents Online Degree Program is also located within this unit. *The One-Stop-Shop* is committed to providing quality service to all students. Contact the Office of Student Support Services at (615) 963-7003 or by email at AWC_StudentSupport@tnstate.edu for more information.

Off-Campus Programming at TSU

The purpose of off-campus programming is to extend educational opportunities to the entire Middle Tennessee community. This unit provides greater access to TSU courses/programs by extending the "classroom" to areas where students live and work. Personnel within this unit provide support services to off-campus students. Sites are located at community colleges and high schools throughout the Middle Tennessee area. For a current listing of off-campus sites, visit www.tnstate.edu or call 615-963-7003.

Distance Education and Multimedia Services

Distance Education

Distance education at Tennessee State University allows the Institution to extend its resources in the areas of instruction and service to citizens within the state of Tennessee and to persons around the world. Classes are offered through various technological delivery systems including interactive video instruction, video independent study, TSU online, and the Regents Online Degree Program. All distance education classes are planned and conducted in accordance with the academic requirements and regulations of participating academic colleges and schools. Described below are the various types of distance education courses offered at TSU.

- **Video Independent Study Program (VISP)** – Video Independent Study Program offers a flexible alternative to traditional courses. VISP courses require the student to independently review and study pre-recorded videos. Students also read textbook assignments and complete projects, papers, and examinations. A mandatory orientation session on the first day of class is required. Other sessions are scheduled throughout the semester for content review and examinations. Students are required to attend all scheduled class meetings. On the orientation session date, all enrolled students are loaned a set of video tapes from the Avon Williams Campus Media Center. These video sets must be returned to the Center by the specified date at the end of the semester. VISP courses are designated in the course schedule as section 97.
- **Interactive Video Courses** – Interactive video courses allow TSU to broadcast live instruction to enrolled students at

remote sites. These sites include other colleges, universities, and school systems. The video conferencing classrooms allow the instructor to communicate in real time via both audio and video. Interactive video courses are designated in the course schedule as section 97A.

- TSU Online Program** – TSU Online courses are delivered via WebCT, the University’s online course management system. Students are required to read assignments, participate in discussion groups, and communicate with professors and other students by email. In addition, students are responsible for reading textbook assignments, completing papers and projects, and taking examinations. As the course is delivered completely online, students must have proficient computer skills and access to a computer with the following minimum requirements:
 - Administrative rights to download software, change computer settings, etc.
 - A dependable internet service provider (ISP).

Students are required to attend a face-to-face orientation or complete an orientation module online prior to attending the course. TSU online courses are designated in the course schedule as sections 98.

- Regents Online Degree Program (RODP)** – Tennessee State University has joined with the other Tennessee Board of Regents (TBR) institutions in offering the Regents Online Degree Programs. The online degree program currently consists of two bachelor degrees: Bachelor of Professional Studies with a concentration in Information Technology or Organizational Leadership and Bachelor of Interdisciplinary Studies. Courses offered through these programs are delivered completely online although some courses may require proctored tests.

RODP courses are designed to meet the needs of the adult student who cannot attend school because of family, work, and/or other obligations. Students interested in pursuing one of these degrees must apply to TSU and meet the general admissions requirements. Upon acceptance to TSU, the student must meet with the RODP coordinator in person or by telephone to plan a program of study.

RODP courses are designated as section R50. RODP course fees are charged on a per hour basis and are in addition to standard course fees. While these courses are designed for students majoring in the degrees listed above, all TSU students may enroll in RODP courses as approved by their faculty advisor.

Program Requirements for Bachelor of Professional Studies with a Concentration in Information Technology or Organizational Leadership

1. General Education Core Requirements	HR
Communication ENGL 1010 and 1020 (minimum grade of C in each)	
SP 110 (COMM 2200)	9
Any ENGL 2010/2020 course	
Sophomore Literature	3
Humanities	
2 courses from 2 different disciplines	6
Social and Behavioral Sciences	
ANTH 2010, ECON 2010 or 2020, GEOG 1010 or 1020, POLI 2010, PSYC 2010, SOCI 2010, AFAS 2010, GEOG 1020, or HPSS 1510	6
History	
HIST 2010, 2020, or 2030	6
Natural Science Biology 1010 or 1020	
Chemistry 1010 or 1020	8
Mathematics MATH 1130, MATH 1710, MATH 1720, MATH 1830, or MATH 1910	3
Total	41

2. Professional Core	HR
Area 1: Administration & Supervision PADM 3601, MGMT 3610, METH 4381, or LIST 4093	3
Area 2: Organizational Systems PM 4120 or PADM 4226	3
Area 3: Teamwork and Organizational Relationships ORCO 3240 or COMM 3010	3
Area 4: Statistical Methods SOCI 4510, SOAA 3350, or JOUR 3410	3
Area 5: Written Communication ENGL 3134, ENG 3250, or JOUR 3421	6
Area 6: International Context SPAN 355, POLI 4350, JOUR 4712, PS 3510, or PSCI 3010	3
Total	21

3. Concentrations: Students will select one of the following 24 credit hour concentrations

Information Technology	HR
Area 1: Management Information Systems PTMA 3020 or MGMT 3220	3
Area 2: Software CS 3700 or UNIV 4706	3
Area 3: Files/Operating Systems CS 305 or INFS 3700	3
Area 4: Database Management CSCI 3222	3
Area 5: Networks INFS 4900	3
Total	15
OR	
Organizational Leadership (Select 5 of the following courses)	HR
Human Resource Management BMGT 363	3
Family Caregiving SW 3170	3
Cultural Diversity SW 3200	3
Public Relations JOUR 3400	3
Corporate Etiquette AHSC 4547	3
Psychology of Personality PSYC 3590	3
Abnormal Psychology PSY 3210	3
Total	15

4. Upper Division Electives	6
5. UNIV 4995 Culminating Project (senior status)	3
6. General Electives	34
7. Total Credit Hours: 120 with 60 hours completed at a senior institution. 30 of the last credits must come from Tennessee State University	
Total Upper Division Credit Hours: 45 (15 classes) at the 3000-4000 level	
Total Business Course Credits: Cannot exceed 24 hours (8 classes)	120

**Program Requirements for
Bachelor of Interdisciplinary Studies 120 Semester Hours**

1. General Education Core Requirements HR

Communication	
ENGL 1010 and 1020 (minimum grade of C in each)	9
SP 110 (COMM 2200)	3
Any ENGL 2010/2020 course	6
Sophomore Literature Humanities	6
2 courses from 2 different disciplines	6
Social and Behavioral Sciences	
ANTH 2010, ECON 2010 or 2020, GEOG 1010 or 1020, POLI 2010, PSYC 2010, SOVI 2010, AFAS 2010, GEOG 1020, or HPSS 1510	6
History	
HIST 2010, 2020, or 2030	6
Natural Science Biology 1010 or 1020	
Chemistry 1010 or 1020	8
Mathematics	
MATH 1130, MATH 1710, MATH 1720, MATH 1830, or MATH 1910	3
Total	41

2. Cognate Areas HR	
Student will select two areas of study and complete a minimum of 12 upper division courses in each of those areas	24

3. Upper Division Electives	18
------------------------------------	----

4. UNIV 4995 Culminating Project (senior status)	3
---------------------------------------------------------	---

5. General Electives	34
-----------------------------	----

6. Total Credit Hours: 120 with 60 hours completed at a senior institution. 30 of the last credits must come from Tennessee State University

Total Upper Division Credit Hours: 45 hours at the 3000-4000 level with 21 of those hours at the 4000 level.

For more information, visit the RODP website at
http://www.tnstate.edu/eeps/rodp_info.htm.

Multimedia Services

The Office of Distance Education also comprises the Multimedia Services unit. The goal of Multimedia Services is to enhance the teaching and learning process in the classroom, distance education and continuing education programs by providing leadership, support and a broad range of services to Tennessee State University faculty, staff and students. This goal enables the University to incorporate existing and emerging technologies in the learning environment. The unit (1) provides training in the use of educational technology; (2) assists faculty develop, implement and assess the effectiveness of advanced research-based teaching and learning methodologies, including multimedia learning; and (3) increases the use of technologies in support of technology-enhanced courses, online courses and other distance learning environments. For more information, contact the Office of Distance Education and Multimedia Services at (615) 963-7003.

Continuing Education

Non-credit courses are coordinated through the Office of Continuing Education. The unit offers courses/activities throughout the year both on and off campus in response to special client needs and for the greater community. The instruction is supported by regular and part-time faculty and it is designed to meet the special needs of both the vocational and avocational learners. All instruction is based upon participatory evaluation rendered by those who are enrolled. Most instructional activities are offered for enrollment on an individual fee basis, but selected activities are planned with client groups and they are delivered under special contracts.

Continuing Education Units (CEU) are awarded to participants of selected instructional activities that are approved within the published guidelines. Institutional records of such learning are maintained by the Office of Continuing Education and are available upon written request by the student.

- **Conferences, Courses, and Seminars** – Conferences provide an opportunity for participants, members of the University community, and highly qualified resource persons to share information and explore new ideas that will improve job performance or complement their academic interests. These conferences and institutes are tailored to reflect the needs of the requesting client group. The format used in short workshops and seminars vary with the type of program, but they are always designed to meet the expressed needs of groups served.
- **Non-Credit Courses** – Courses are offered to meet specific needs expressed by the public and by local business and industry. These courses are listed on the Center's web page at www.tnstate.edu

TSU TESTING CENTER

S. Yancey Padget, Ph.D., Director
Avon Williams Campus, Suite C
615-963-7111

The TSU Testing Center is a service unit within Academic Affairs and it administers both paper-and-pencil tests and computer-administered standardized tests that support the academic programs of the University and address community needs for admissions tests, distance learning, workforce development, credentials, and licenses. Services provided through the Testing Center are available to TSU students and members of the community. The Testing Center provides special accommodations for test candidates with appropriately documented disabilities. The TSU Testing Center is a member of the National College Testing Association and of the Consortium of College Testing Centers, a network that facilitates distance education nationally and internationally.

Student Assessment

The Testing Center facilitates admission to the University by administering the ACT on all national testing dates and the **ACT Residual** once a month. During orientation and registration the Testing Center administers the University placement test, **COMPASS**, for all students who are required to take it. Many students elect to earn credit by examination and the Testing Center routinely administers the **CLEP (College Level Examination Program)** and **Dantes** tests. As students progress through programs of study they are required to take the **Rising Junior Exam**, the **Academic Profile**, for admission to upper division status. In addition, certain academic/professional programs also require specific entrance tests, such as the **NET (Nurse Entrance Test)** and the **Praxis I / PPST (Pre-professional Skills Tests)**, and these are also administered by the Testing Center. The University is required to document student outcomes and the Testing Center participates in this effort by administering selected **Major Fields Tests** as well as the **Senior Exit Exam**, the **ETS Academic Profile**, which is required of all graduating students.

To facilitate admission to Graduate and Professional Schools, the Testing Center administers the **Miller Analogies Test (MAT)** twice a month and offers the **GRE** and **GMAT** through the TSU-ETS Computer-Based Testing Lab. The Testing Center provides registration packets for the **MCAT (Medical College Admission Test)**, **LSAT (Law School Admission Test)**, and the **OAT (Optometry Admission Test)**, and conducts these tests according to the nationally published dates.

TSU-ETS Computer-Based Testing Lab

The TSU Testing Center operates an ETS Computer-Based Testing Center, Site #7741, in Room 220 within Avon Williams. This

Center is open to the public and offers the following tests: **GRE (Graduate Record Examination)**; **GMAT (Graduate Management Admission Test)**; **TOEFL (Test of English as a Foreign Language)**; **Praxis I/PPST (Pre-professional Skills Tests)**; and assessments for the **NBPTS (National Board of Professional Teaching Standards)**.

The phone number for this facility is 963-7386 and the Lab is open for testing sessions on the following schedule: Mondays from 12:30 to 4:30 p.m. and 5:00 to 9:00 p.m.; Tuesdays from 8:00 a.m. to 12:00; Thursdays from 8:00 a.m. to 12:00 and 12:30 to 4:30 p.m.; the fourth Saturday of each month from 9:00 a.m. to 1:00 p.m.; and also the second Saturday of each month from 9:00 a.m. to 1:00 p.m. during the academic year.

Proctored Tests and Distance Education

Students involved in distance education through correspondence courses and web-based courses are often required to take proctored examinations. This assures accrediting organizations that students taking their examinations have provided proof of identity and taken their tests under supervision and according to standardized procedures. The TSU Testing Center supports this effort to maintain the integrity of distance and asynchronous programs and schedules proctored examinations for students who need to take paper or web-based tests. This service is also provided for businesses and other organizations that need to schedule proctored tests as a part of employment screening procedures.

GED and Workforce Development

The **GED (General Educational Development) Tests** offer adults who have not earned a high school diploma a second opportunity to demonstrate their skills and knowledge and earn a high school credential. The primary reasons that adults give for seeking a GED diploma are for employment or for higher education. The TSU Testing Center contributes to workforce development and access to college by conducting GED testing twice a month at the University site and once a month in several surrounding counties.

A contribution to the assimilation of immigrants, and other non-native speakers of English, into the workforce is made through the routine administration of the GED test in Spanish and of the **Test of English as a Foreign Language (TOEFL)** and the **Test of Spoken English (TSE)**, tests that are required by many employers as evidence of communication skills in English.

Certifications and Professional Licenses

The Testing Center cooperates with a number of credentialing agencies and test companies to administer a variety of national examinations. The Testing Center routinely administers the following examinations according to the national schedule for each test:

- Praxis II/ National Teacher Exams
- School Leaders Licensure Assessment & School Superintendent Assessment
- Professional in Human Resources & Senior Professional in Human Resources
- Pharmacy Technician Certification
- Board of Pharmaceutical Specialties Certification
- National Opticianry Competency Exam & Contact Lens Registry Exam
- Advanced American Board of Opticianry & National Contact Lens Examiners
- Certified Diabetes Educator
- American Health Information Management Technician & Administrator
- Certified Financial Planner

Other certification tests are also administered when there is sufficient interest within the Nashville and middle Tennessee area.



Institute of Agricultural and Environmental Research

Research Faculty and Scientists

- Stephen H. Kolison, Jr., Dean and Research Director
B.S., 1983, University of Liberia; M.S., 1986, Iowa State University; Ph.D., 1990, Iowa State University.
- Nathaniel A. Adefope, Research Associate
B.S., 1977, Tennessee State University; M.S., 1979, Tennessee State University.
- Anonya A. Akuley-Amenyenu, Research Associate
B.S., 1996, Tuskegee University; M.S., 1998, Tuskegee University.
- Theophilus K. Amenyenu, Research Associate
B.S., 1994, University of Ghana, M.S., 1999, Tuskegee University
- Nathaniel S. Appleton, Postdoctoral Research Associate
B.S., 1975, University of Liberia; M.S., 1981, University of the Philippines; Ph.D., 1999, State University of New York College of Environmental Science and Forestry
- Ahmad N. Aziz, Research Assistant Professor
B.S., 1988, Barani Agricultural College; M.Phil, 1991, Quaid-e-Azam University; Ph.D., 1998, University of New Brunswick
- Sarabjit M. Bhatti, Research Associate
B.S., 1977, Ranchi University, India; M.S., 1978, Ranchi University, India.
- Richard Browning, Jr., Research Associate Professor
B.S., 1989, Prairie View A&M University; M.S., 1992, Texas A&M University; Ph.D., 1994, Texas A&M University.
- Christopher J. Catanzaro, Research Assistant Professor
B.S., 1983, University of Missouri; M.S., 1986, University of Tennessee; Ph.D., 1992, North Carolina State University.
- Carter Catlin, Jr., Associate Dean
B.S., 1971, Alabama A&M University; M.A.M.R.D., 1975, University of Florida; Ph.D., 1992, Michigan State University.
- Fur-Chi Cheng, Research Assistant Professor
B.S., 1987, Chung Shan Medical and Dental College; M.S., 1994, University of Wisconsin – Stout; Ph.D., 1998, Auburn University
- Sam O. Dennis, Research Assistant Professor
B.S., 1978, Middle Tennessee State University; M.S., 1980, Tennessee State University; Ph.D., 1999, Alabama A&M University.
- Desh Duseja, Professor
B.S., 1961, Punjab Agricultural University; M.S., 1963, Punjab Agricultural University; Ph.D., 1972, Utah State University
- Emmanuel K. Dzantor, Research Associate Professor
B.S., 1974, University of Science and Technology, Kumasi, Ghana, M.S., 1978, University of Wisconsin, Ph.D., 1980, University of Wisconsin
- Enefiok P. Ekanem, Research Associate Professor
B.S.I.S.E., 1981, Ohio University; M.A., 1983, Ohio University; M.A., 1986, Ohio University; M.S., 1987, Ohio University; Ph.D., 1992, University of Minnesota.
- Constantine L. Fenderson, Professor
B.S., 1969, Tuskegee Institute; M.S., 1972, Michigan State University; Ph.D., 1974, Michigan State University
- Nick J. Gawel, Assistant Dean/Superintendent, Nursery Research Center
B.S., 1981, Michigan State University; M.S., 1984, Texas Tech University; Ph.D., 1989, Texas Tech University.
- Sandria L. Godwin, Professor
Ph.D., 1981, Kansas State University; M.S., 1973, Kansas State University; B.S., 1971, Kansas State University
- Robert E. Harrison, Research Assistant Professor
B.S., 1970, Louisiana Polytechnic Institute; M.S., 1972, Louisiana Tech University; Ph.D., 1975, University of Florida.
- William Hayslett, Assistant Professor
B.S., 1973, Tennessee State University; M.S., 1975, Tennessee State University
- Souleymane Kebe, Research Associate
B.S., 1989, New Mexico State University; M.S., 1994, Oklahoma State University
- Agnes Kilonzo-Nthenge, Postdoctoral Research Associate
B.S., 1992, University of Eastern Africa, Kenya, M.S. 1997 Tuskegee University, Ph.D. 2003 Auburn University
- Mackonnen Lema, Associate Professor
B.S., 1977, Haile Sellasie I University, M.S., 1980, Alemaya University, Ph.D., 1994, Oklahoma State University
- Deborah E. Long, Research Associate
B.S., 1984, Tennessee State University; M.S., 1988, Tennessee State University.
- Keri, Mario, Research Associate
B.S. 1981, Makerere University, Uganda, M.S., 1991 University of Manitoba, Ph.D. 2000 University of Manitoba
- Margaret T. Mmbaga, Research Associate Professor
B.S., 1974, University of Dar es Salaam, Tanzania; M.S., 1976, University of Dar es Salaam, Tanzania; Ph.D., 1980, University of Wisconsin.
- Frank Mrema, Postdoctoral Research Associate
BS, 1988, Sokoine University of Agriculture, MS 1993 & Ph.D. 2001 Swedish University of Agriculture.
- Safdar Muhammad, Research Associate Professor
B.S., 1989, University of Agriculture, Faisalabad, Pakistan; M.S., 1992, University of Agriculture, Faisalabad, Pakistan; Ph.D., 1997, Mississippi State University.
- Samuel N. Nahashon, Research Assistant Professor
B.S., 1987, Andrews University; M.S., 1990, Tuskegee University; Ph.D., 1994, Oregon State University
- Emmanuel Nnodu, Associate Investigator
BS, 1965 University. of Nigeria, MS, 1977 Colorado State Un. Ph.D. 1980, Colorado State University.
- Samuel Ochieng, Research Assistant Professor
B.S., 1993, The Kenya Polytechnic, Nairobi, Kenya; Ph.D., 1997, University of Lund Sweden
- Jason B. Oliver, Research Assistant Professor
B.S., 1987, University of Tennessee; M.S., 1990, University of Tennessee; Ph.D., 1999, Auburn University.
- Roger J. Sauve, Research Associate Professor
B.S., 1969, University of Florida; M.S., 1969, University of Florida; Ph.D., 1978, University of Florida.
- Ainong Shi, Postdoctoral Research Associate
B.S. 1983, Zhejiang University. China, MS 1986 Graduate School of CAAS, Beijing China, MS 2001, City University, Bellevue, WA. Ph.D. 1997, North Carolina State University.
- Surendra P. Singh, Professor
B.S., 1963, Agra University; M.S., 1965, Agra University; Ph.D., 1972, Pennsylvania State University
- Minsheng Wang, Postdoctoral Research Associate
BS, 1982, Nanjing Forestry University. MS, 1987, Chinese Academy of Forestry
- Souping Zhou, Research Assistant Professor
B.S., 1985, Hebei Agricultural University, M.S., 1988, Shandong Agricultural University, Ph.D., 1998, Najing Agricultural University

Institute of Agricultural and Environmental Research

Stephen H. Kolison, Jr., Ph.D., Dean and Research Director
125 Farrell-Westbrook Agricultural Research and Extension Complex

Research Faculty/ Scientists: N. A. Adefope, A. Akuley-Amenyenu, T. K. Amenyenu, N. S. Appleton, A. N. Aziz, S. M. Bhatti, R. Browning, C. J. Catanzaro, C. Catlin, Jr., F. Cheng, S. O. Dennis, D. Duseja, E. K. Dzantor, E. P. Ekanem, C. L. Fenderson, N. J. Gawel, S. L. Godwin, R. E. Harrison, W. Hayslett, S. Kebe, A. Kilonzo-Nthenge, S. H. Kolison, Jr., M. Lema, D. E. Long, K. Mario, M. T. Mmbaga, F. Mrema, S. Muhammad, S. N. Nahashon, E. Nnodu, S. Ochieng, J. B. Oliver, R. J. Sauve, A. Shi, S. P. Singh, M. Wang, S. Zhou

General Statement

The Institute of Agricultural and Environmental Research (IAgER) is the principal agricultural, natural resources and environmental research division of Tennessee State University. With some 30 researchers holding terminal degrees in their fields, 7 master's degree level researchers, and 14 research and administrative support staff, IAgER is one of the three major research centers at Tennessee State University. Annually, it receives about \$2.5 million appropriation from the United States Department of Agriculture for research and facilities, and about \$736,000 in State and University funds specifically for woody ornamental crop research. In addition, researchers in IAgER attract an average of more than \$1,000,000 annually through grantsmanship efforts. IAgER researchers received their education from outstanding universities throughout the United States and from several countries around the globe. At IAgER, we are committed to improving the lives of all the citizens of Tennessee and other regions. We attach great importance to serving the population of our state and nation that has traditionally been underserved. As the economic boundaries between countries rapidly disappear, IAgER is also committed to exploring opportunities that will enhance the ability of the food systems industry of Tennessee and the nation to compete in the global marketplace.

To take these commitments to new frontiers, our scientists are involved in research activities related to animal production systems, biotechnological applications to food safety concerns, the production of plants with desired characteristics, small farm sustainability, environmental protection, and the marketing of agricultural commodities that are economically important to our state and other regions. To facilitate these efforts, we have a research complex that consists of excellent facilities in Nashville and McMinnville.

The Institute of Agricultural and Environmental Research is organized into five multidisciplinary research teams: Animal and Alternative Livestock Research Team; Economics and Policy Research Team; Environmental Protection and Enhancement Research Team; Food Safety, Nutrition and Family Well-Being Research Team; Nursery, Medicinal, and Alternative Food Crops Research Team. This approach allows us to address research problems from a more holistic perspective while maximizing our resources.

Animal and Alternative Livestock Research Team

Samuel N. Nahashon, Ph.D. Team Coordinator

Statement of the Issue

Animal agriculture in Tennessee and the nation is diverse, with farmers and ranchers raising traditional livestock as well as considering non-traditional livestock alternatives. The thrust of this team is to address issues concerning breeding, nutrition, basic physiology, production, management, and marketing of traditional and alternative livestock and conducting research activities of relevance to the economy of Tennessee and the nation. Research efforts in the area of non-traditional alternative livestock include guinea fowl and goats. Beef cattle and chickens represent our research activities in traditional areas. Specific goals of the team are based on the following concerns: 1) the desire for alternative meats is increasing because of an increasingly diverse U.S. consumer demographics, 2) there is need for alternative enterprises to replace tobacco, a major cash crop in Tennessee, because the demand for tobacco products is declining, 3) the limited acreage typically found on small farms affect the economic viability of agricultural enterprises, and 4) Increasing concern over management practices that could compromise safety of livestock products and public health.

Priority Research Areas:

- Develop and introduce competitive meat goat and guinea fowl production system for small farmers in Tennessee as alternatives to beef cattle and traditional poultry production, tobacco farming, and other farming activities for which they are losing markets, or are likely to lose market share.
- Evaluate economic impact and marketing strategies for the goat industry in Tennessee.
- Conduct applied and basic research in meat goat nutrition and evaluate various forage systems for meat goat production.
- Assess metabolic indices in meat goat and beef cattle consuming endophytic tall fescue to identify mechanisms through which ergopeptine alkaloids linked to fescue toxicosis reduce productivity in the meat goat and beef cattle production systems.
- Optimize nutrient requirements for the guinea fowl and introduce management practices for improving their reproductive and production efficiency.
- Utilize functional genomics tools to improve poultry production efficiency, ensure quality of poultry products and safeguard the environment from pollutants of inefficient poultry production systems.

Economics and Policy Research Team

Fisseha Tegegne, Ph.D. Team Coordinator

Statement of the Issue

In a highly dynamic global economy, the challenges facing applied economists and policy makers continue to change and expand. In the Southeastern region of the United States, including Tennessee, issues of rural economic development, agriculture and the food system - production, marketing, management, the environment - and public policy related to agribusiness are among the most challenging and rewarding areas of agriculture/agribusiness. The Economics and Policy Research Team strives to generate knowledge, enhance skills, and disseminate unbiased information derived from application of economic and business principles to the above issues at the state, regional, national, and global levels. Findings from the team's research are expected to provide useful input for policy makers.

Priority Research Areas:

- Rural economic development.
- Production, marketing, management, natural resources, and environmental issues in agriculture and the food system.
- Policy analyses.
- Economics of Agricultural Biotechnology and Bio products: Adoption, Education and Impact.

Environmental Protection and Enhancement Research Team

**Emmanuel K. Dzantor, Ph.D.
Team Coordinator**

Statement of the Issue

Clean and safe environments are important to the economies of our nation as well as other countries of the world. Unfortunately, these attributes have come under assault due to large uses of synthetic chemicals to enhance agricultural production for an ever growing world, and maintain or improve standards of living of increasingly affluent societies. Threats posed to human and ecosystem health by intrusions of chemicals into the environment call for studies on behaviors of chemicals in soil, potentials for, or realities of their movement into bodies of water, remediation and mitigation strategies for existing or future contaminations, and best management practices that reduce dependence on man-made chemicals, or mitigate their environmental impacts. Integrating and implementing these studies and developments will lead to improvement in environment quality, protection or water resources, and overall environmental sustainability.

Priority Research Areas

- Integrated pest management in nursery systems
- Pesticide and nutrient management in crop production systems
- Naturally-based strategies for remediating and mitigating environmental contamination and degradation
- Forest resources management for more economic resource utilization and environmental protection
- Protection of water resources
- Precision agriculture and education

Food Safety, Nutrition and Family Well-Being Research Team

**Sandria L. Godwin, Ph.D.
Team Coordinator**

Statement of the Issue

The Food Safety, Nutrition and Family Well-being team's major objective is to improve the health and well-being of Americans through a safer food supply, adequate food distribution and greater knowledge of nutrition and dietary assessment methodology. Team members have formal collaborative projects with the following: Food Surveys Research Group of the Agricultural Research Service/U.S. Department of Agriculture (USDA), Economic Research Service/USDA, National Center for Health Statistics of the Centers for Disease Control and Prevention, Department of Health and Human Services (DHHS), Food and Drug Administration/DHHS, Second Harvest of Middle Tennessee, The Sensory Analysis Center, Department of Nutrition of Kansas State University, the Cooperative Extension Program, TSU, and Health Technomics, Inc.

Priority Research Areas:

- Assessing food safety related knowledge and practices of consumers.
- Enhancing food security and nutritional status of economically disadvantaged populations.
- Investigating alternative methods for reporting food intake during dietary surveys
- Increasing fruit and vegetable consumption by limited resource individuals
- Developing innovative technology to improve food safety surveillance.
- Introducing alternative meats and meat products to consumers

Nursery, Medicinal and Alternative Crops Research Team

Christopher J. Catanzaro, Ph.D.
Interim Team Coordinator

Statement of the Issue

The overall goal of the Nursery Crop Production Systems Research Team is to improve selected plant genera to broaden their consumer appeal and contribute to the enhancement of Tennessee's standing as a national leader in the nursery industry. This goal also includes the development of hands-on teaching and demonstration areas on the IAGER research farm in Nashville. The demonstration areas will strengthen teaching and aid in our efforts to stimulate interest in the plant sciences among Metro Nashville high school students and to transfer new discoveries into the hands of limited resource nursery owners. Among the plant genera targeted by the team for improvement are *Helleborus*, *Pulmonaria*, *Hemerocallis*, *Castanea*, and *Ulmus*. Areas for teaching and demonstration will include tree fruits (peaches, apples, pears), vine fruits (grapes), small fruits (strawberries, blackberries, raspber-

ries), turf plots, nursery plants, and other plants to be added in the future.

The overall goal of this team also includes the development and introduction of medicinal and other plants as alternative agronomic crops for small farm operators. Included in this goal is the identification and improvement of selected genera for their pharmaceutical and other values using conventional and biotechnological means. Propagation and production protocols are being developed for superior plants. And, once perfected, these production methods will be made available to farmers.

Priority Research Areas:

- Improve selected plant genera to broaden consumer appeal.
- Transfer new discoveries to the green industry, including limited resource nursery owners.
- Evaluate poinsettia cultivars and plant nutritional practices for the green industry.
- Provide research training in the plant sciences to students.



COOPERATIVE EXTENSION PROGRAM

Clyde E. Chesney, Ph.D., Administrator and Professor

**Farrell-Westbrook Agricultural Research and Extension Complex
(615) 963-1351**

Extension Faculty: C. Chesney, F. Bullock, L. Speller-Henderson, B. Hunter, T. Sanders-Hunter, J. Idassi, L. Lighari, M. McLendon, P. Gordon-Patton, A. Peischel, J. Samuel, A. Wade, R. Winston

MISSION STATEMENT

The mission of the Tennessee State University Cooperative Extension Program is to help educate and provide information to limited-resource urban and rural families, small farmers, individuals, other groups and organizations. We use research-based information and technology to focus on priorities and needs which help improve quality of life.

In order to accomplish our mission, the Tennessee State University Cooperative Extension Program will:

- Provide educational programs in the areas of agriculture and natural resources, community and rural development, 4-H and youth development, and family and consumer sciences.
- Operate with public (federal, state, and county) and private financial support.
- Provide educational outreach in selected counties through county faculty and subject matter specialists.
- Help individuals, families, agencies, organizations and communities identify and solve problems.
- Enhance the economic and social viability of the communities.
- Involve county and state advisory committees in our programming efforts.

Our vision is to be a leader in outreach educational programs for continuous learning opportunities. To make this vision a reality, Cooperative Extension will:

- Network with The University of Tennessee, other land grant universities and with other sources of research-based information.
- Build a competent and innovative staff committed to excellence.
- Offer an expanded network of volunteers.
- Establish coalitions with agencies at local, state, national and international levels.
- Establish public trust in the organization's stewardship of human, financial and natural resources.

PROGRAMMATIC GOALS

Goal 1: Enhance the global participation, competitiveness, and profitability of agricultural producers, especially family farmers, non-traditional producers, and those who lack adequate economic and social resources.

Goal 2: Improve decision-making by consumers and policy-makers to ensure a sustainable, safe, affordable and nutritious food supply through enhanced research, education and Extension activities.

Goal 3: Increase the capacity of individuals, families and communities to assure a healthy well-nourished population.

Goal 4: Enhance the environmental protection efforts of small, limited-resource landowners, communities and families through educational programs that emphasize and encourage the adoption of sustainable consumer and production practices.

Goal 5: Empower youth, families and communities to enhance the growth and development of business and industrial sectors.

Agriculture & Natural Resource Team

Fitzroy D. Bullock, Ph.D., Professor, Small Farms and IPM

Team Leader

The Agriculture and Natural Resources (ANR) Team provides research-based information via a variety of educational program delivery methods including workshops, tours, field days, farm visits and inservice training to county agents. The ANR Team consists of Extension faculty in small farms and integrated pest management, forestry, goats and small ruminants, and home and consumer horticulture. They work with small farmers, landowners, homeowners, organizations and rural and urban communities. The ANR Team is an integral unit of the statewide network of TSU and UT Extension faculty, county agents, federal and state agencies implementing the land-grant mission.

Family, Youth & Community Team

**Thelma Sanders-Hunter, Ed.D., Associate Professor,
Family Life and Resiliency
Team Leader**

The purpose of the Families, Youth, and Communities (FYC) Team is to provide support for programming to ensure outcomes that strengthen families, help youth to succeed, and build strong communities. The FYC Team consists of Extension faculty in Family and Consumer Sciences, 4-H and Youth Development, and Community Resource and Economic Development. The Team provides leadership in their respective areas to county agents and assists with planning, implementing and evaluation of educational programs. They link research to address identified needs of clientele across the state.

Fiscal, Equipment & Personnel Team

**Rhonda Moore, M.S., Fiscal Analyst II
Team Leader**

The Fiscal, Equipment and Personnel (FEP) Team is responsible for approving, processing and tracking all travel requisitions, purchase orders, appointment recommendations, and personnel action forms for the Cooperative Extension Program. This team is also responsible for inventory control and the coordination of all building projects and equipment purchases under the USDA Facilities Program. The FEP Team consists of a Fiscal Analyst II, a Equipment Inventory and Management Manager, and a Facilities Construction Manager.

Administrative Support Team

**Albretta L. Jackson, B.S., Office Manager
Team Leader**

The Administrative Support (AS) Team provides essential technical and data processing services designed to meet the needs of the entire program. The AS Team consists of office manager, administrative secretary and three secretary IIIs. Individually they serve on separate program teams but function collectively to maximize their expertise and enhance innovation and creativity through out the campus and county units.

Communications & Information Technology Team

**Latif Lighari, Ph.D., Associate Administrator, Professor
Team Leader**

The Communications and Information Technology Team is a support team for the faculty and staff of TSU Cooperative Extension Program. It provides wide range of support in the areas of communications, such as media relations, media contacts, news and media coverage, publication of Extension fact sheets, program brochures, departmental and team news letters, impact statements, periodic and annual reports. In the area of Information technology, this team is prepared to provide support in the areas of web page design and management, computers and equipment maintenance and support, support and training for the use of e-mails, Lotus Notes – MIS, Annual Plans of Work, Annual Reports; Power Point and other computer based instructional programs and reports. In the area of web-based teaching and distance education support, this team is organized to provide basic instructional design work to convert written instructional material into web based teaching material. This effort is coordinated with the Distance education staff of the TSU Division of Extended and Continuing Education. This team is able to assist in conference calling, Video Conferencing, Net Meetings, and teaching on the Web using our Agricultural Information and Technology Center.

National Extension Leadership Development (NELD) Team

**Brenda Hunter, M.S.
Team Leader**

The purpose of NELD is to assure and promote the quality of future leadership for the Cooperative Extension System. Specifically, the three-fold purpose is: To provide Extension leaders and administrators with the vision, courage and tools to deal with the rapidly changing social, political, economic climate; to enhance the pool of executive leaders available to the Cooperative Extension System; to help current and future leaders assess existing organizational resources as they continue to design concepts and programs that meet new and emerging needs. As the national host for NELD, TSU/ CEP is responsible for developing and coordinating a dynamic two-year learning experience for selected Extension personnel from Land Grant institutions across the country.

Program Planning & Staff Development Team

**Clyde E. Chesney, Ph.D.
Latif Lighari, Ph.D.
Team Leaders**

The purpose of the Program Planning and Staff Development (PPSD) Team is to ensure timely development and submission of the Extension plan of work and accomplishment reports to the Cooperative State Research, Education and Extension Service (USDA). Plan of Work (POW) development, implementation, evaluation of and the collection of outcome and impact statements is done in partnership with the UT Extension Service. The PPSD Team consists of the administration and team leaders of the other teams. The team helps develop and recommend appropriate inservice training for campus-wide faculty and county agents. Leadership development and team building is also an important function of this team.

Marketing, Service Excellence & Public Relations Team

**Latif Lighari, Ph.D.
Albretta L. Jackson, B.S.
Team Leaders**

The purpose of the Marketing, Service Excellence and Public Relations (MSEPR) is to ensure a planned and systematic approach to educating the various publics about who, what, why, where and so what of the Cooperative Extension Program. The MSEPR Team consists of staff with appropriate skills and interests. They work to ensure that we meet and exceed expectations of our various clientele groups, and ensure a uniformity of quality programming. Finally, they help ensure communication program outcomes and impacts to key decision-makers.

University Personnel and Instructional Faculty

COLLEGE OF ARTS AND SCIENCES

Gloria C. Johnson, Ph.D., Professor, Interim Dean

William E. Spencer, Ph.D. Assoc. Professor, Interim Assoc. Dean

Africana Studies

Amiri Y. Al-Hadid, Professor and Head

B.A., 1967, Alabama State University; M.A., 1972, Ph.D., 1974, University of California-Santa Barbara.

Mayibuye Monanabela, Professor

B.S., 1969, Northeastern State University (Oklahoma); M.S., 1970, Utah State University; M.L.I.S., 1987, University of Wisconsin—Milwaukee; M.S.J., 1991, University of Illinois; Ph.D., 1972, University of Utah.

Wosene Yefru, Associate Professor

B.A., 1972, Wilmington College; M.A., 1974, Ohio University; Ph.D., 1983, Howard University.

Art

Herman Beasley, Professor

B.A., 1965, Jackson State University; M.A., 1971, George Peabody College for Teachers; Ed.D., 1978, Illinois State University.

Paul L. Grigsby, Associate Professor

B.S., 1969, M.A.Ed., 1972, Tennessee State University; Ed.D., 1981, Arizona State University.

Samuel Dunson, Assistant Professor

M.Y.A., 2000, Savannah College of Art and Design; B.S., 1992, Tennessee State University.

Carlyle Johnson, Professor, Department Head

B.F.A., 1975, The Ohio State University, M.F.A., 1977, The Ohio State University.

Nina L. Lovelace, Instructor

B.S., 1973, Fisk University; M.S., 1976, Illinois State University.

Michael McBride, Instructor

M.S., 1993, Illinois State University, B.S., 1980, Tennessee State University.

Jane A. McKinney, Assistant Professor

B.A., 1974, Scarritt College; M.A., 1977, George Peabody College for Teachers; M.F.A., 1993, Memphis College of Art.

Jerry Waters, Curator, Instructor

B.S., 1977, Tennessee State University, M.S., 1980, Vanderbilt University, M.A., 1993, Yale University.

Paul G. Zeppelin, Associate Professor

M.F.A., 1966, Lenin's State Institute (Russia).

Biological Sciences

Mary Ann Asson-Batres, Associate Professor

B.S., 1970, University of Portland; M.A.T., 1971, University of Chicago; M.S., 1982, University of Oregon; Ph.D., 1990, Oregon Health Sciences University.

Margaret A. Blackshear, Associate Professor

B.S., 1967, Knoxville College; Ph.D., 1979, Meharry Medical College.

Carolyn A. Caudle, Associate Professor

B.A., 1967, Fisk University; M.A., 1970, Indiana University; M.S., 1979, Ph.D., 1988, Meharry Medical College.

William Cumming, Assistant Professor and Coordinator of Elementary Education

B.S., 1956, M.A., 1961, George Peabody College for Teachers.

Anthony O. Ejiofor, Assistant Professor

B.S., 1976, Ph.D., 1983, University of Nigeria at Nsukka.

Phillip F. Ganter, Associate Professor

B.A., 1973, Glassboro State College; Ph.D., 1981, University of North Carolina.

Carla Gardner, Assistant Professor

B.A., 1993, Fisk University; M.S., 1997, Tennessee State University; Ph.D. 2001, Meharry Medical College.

Lois W. Harlston, Associate Professor

B.S., 1971, University of Arkansas at Pine Bluff; M.S., 1987, Tennessee State University; Ph.D., 1990, Union Institute.

Abdallah M. Isa, Associate Professor

B.S., 1960, American University of Beirut (Lebanon); M.A., 1965, University of California; Ph.D., 1968, University of California Medical Center—San Francisco.

Michael T. Ivy, Associate Professor

B.A., 1978, Southern Illinois University (Carbondale); Ph.D., 1986, University of Illinois at Chicago.

Terrance L. Johnson, Professor and Head

B.S., 1974, M.S., 1976, East Texas State University; Ph.D., 1985, University of North Texas.

Prem S. Kahlon, Professor

B.S., 1956, Punjab University (India); M.S., 1962, Ph.D., 1964, Louisiana State University.

Gregory K. Komives, Associate Professor

B.S., 1959, University of Chicago; M.A., 1961, Ph.D., 1965, Indiana University.

Elaine D. Martin, Assistant Professor

B.S., 1981, M.Ed., 1985, University of Montevallo; Ph.D., 1990, University of Alabama.

Brenda S. McAdory, Assistant Professor

B.S., 1977, B.S., 1982, University of Tennessee at Nashville; M.S., 1988, Tennessee State University; Ph.D., 1997, Vanderbilt University.

E. Lewis Myles, Professor

B.S., 1974, M.S., 1976, Tennessee State University; Ph.D., 1985, University of Arizona.

Robert F. Newkirk, Professor

B.S., 1963, Livingstone College; M.S., 1968, Virginia State College; Ph.D., 1972, Colorado State University.

Andrew Peterson, Assistant Professor

B.A., 1989, B.S., 1991, Blinders University of South Australia; Ph.D., 1996, Australian National University.

John T. Robinson, Jr., Assistant Professor

B.S., 1985, North Carolina Central University; Ph.D., 1993, University of North Carolina.

Martha W. Stratton, Instructor

B.S., 1969, Tennessee State University; M.A.T., 1971, University of Chicago.

Xiaofei Wang, Assistant Professor

B.S., 1983, Sichuan University; M.S., 1987, Sichuan University; Ph.D., 1999, University of Hong Kong.

Benny Washington, Jr., Associate Professor

B.S., 1975, M.S., 1979, Tennessee State University; Ph.D., 1985, Atlanta University.

Artenzia Young-Seigler, Assistant Professor

B.S., 1990, Paul Quinn College; Ph.D., 1998, Meharry Medical College.

Chemistry

William Y. Boadi, Associate Professor

B.Sc., 1982, University of Science and Technology (Ghana); M.Sc., 1988, Ph.D., 1991, Technion—Israel Institute of Technology.

- Daniel Domin, Associate Professor
B.S., 1987, Illinois Benedictine College; Ph.D., 1993, Perdue University.
- Sujata Guha, Assistant Professor
B.S., 1994, University of Dubuque; Ph.D., 2000, Purdue University
- Theodore Duello, Professor
B.S. 1966, Quincy College; Ph.D. 1971, St. Louis University
- Mohammad R. Karim, Professor and Head
B.S., 1978, M.S., 1980, Jahangirnagar University (Bangladesh); Ph.D., 1989, Kent State University.
- Joshua Moore, Assistant Professor
B.S., 1998, University of Pittsburg at Johnstown; Ph.D., 2003, Vanderbilt University.
- Cosmas O. Okoro, Associate Professor
B.S., 1981, M.S., 1986, North Carolina Central University; Ph.D., 1993, Howard University.
- Nsoki Phambu, Assistant Professor
B.S., 1989, Universite' Henri Diderot (Paris, France); Ph.D., 1996, Universite' Henri Poincare' (France)
- Koen P. Vercruysee, Assistant Professor
B.S., 1990, University of Ghent; Ph.D., 1995, University of Ghent
- Margaret Whalen, Associate Professor
B.S., 1979, South Dakota School of Mines and Technology; Ph.D., 1984, University of New Mexico.

Communications

- Veronica Duncan-Walters, Assoc. Professor
B.A., 1988, University of Kentucky; M.A. 1990, University of Kentucky; Ph.D., 1995, University of Kentucky.
- Pamela E. Foster, Instructor and Director of Student Publications
A.B., 1985, Smith College; M.S.J., 1989, Northwestern University.
- Gary Hamilton, Assist. Professor
B.A., 1970, Pasadena College; M.A., 1978, Marshall University
- Sandra W. Holt, Associate Professor and Director of University Honors Program
B.S., 1971, M.S. 1972, Tennessee State University; Ph.D., 1989, Florida State University.
- Patrick E. Idoye, Associate Professor
B.A., 1974, University of Ibadan (Nigeria); M.A., 1978, Ph.D., 1981, Florida State University.
- Harriette B. Insignares, Professor
B.A., 1964, Fisk University; M.S.T., 1972, University of Wisconsin; Ph.D., 1980, George Peabody College for Teachers.
- Coreen Jackson, Assist. Professor
B.A., 1984, William Jewel College; M.S., 1987, Brooklyn University; Ph.D. 1991, Howard University.
- Lawrence James, Professor and Interim Head
B.S., 1971, South Carolina State College; M.A., 1972, Texas Technological University; Ph.D., 1976, Wayne State University.
- Kimberley LaMarque, Assist. Professor
B.A., 1984, Columbia University; M.F.A., 1992, American Conservatory Theatre.
- Jacqueline W. Mitchell, Professor and Special Assistant to the President
B.A., 1969, Howard University; M.A., 1970, Ph.D., 1973, The Ohio State University.
- Donald C. Page, Professor
B.A., 1970, Hope College; M.A., 1973, Western Michigan University; Ph.D., 1977, University of Michigan.
- Victoria D. Sturgeon, Associate Professor
B.S., 1973, Oklahoma State University; M.A., 1976, University of Kansas; M.S., 1983, Ed.D. 1986, Oklahoma State University.
- Liqun Yan, Associate Professor
B.A., 1983, Nankai University (People's Republic of China); M.A., 1988, Ph.D., 1993, University of Missouri.

Criminal Justice

- Deborah Burris-Kitchen, Associate Professor
B.A., 1988, Indiana University; M.A., 1990, Ball State University; Ph.D., 1995, Western Michigan University.
- Ronald O. Craig, Assistant Professor
B.A. 1988, Rust College; M.A., 1984, Western Illinois University; Ph.D., 2004, Michigan State University.
- George Kakoti, Associate Professor
B.A., 1995, University of Dares Salaam Tanzania; M.A., 1998, India University.
- C. Bruce Mallard, Associate Professor and Head
B.A., 1969, George Peabody College for Teachers; M.P.A., 1972, Middle Tennessee State University; Ph.D., 1979, University of Tennessee.
- Robert Smith, Associate Professor
B.A., 1972, Tennessee State University; J.D., 1977, Howard University Law School.
- Larry D. Woods, Professor
B.A., 1966, Emory University; J.D., 1969, Northwestern University School of Law.

History, Geography, and Political Science

- Michael T. Bertrand, Assistant Professor
B.A., 1985, M.A., 1988, University of Louisiana, Lafayette; Ph.D., 1995, University of Memphis.
- Reuben H. Brooks, Professor
B.A., 1967, Bemidji State University; Ph.D., 1972, University of Colorado.
- Sheri Bartlett Browne, Assistant Professor
B.A., 1986, Lewis and Clark College; Ph.D., 2002, University of Minnesota.
- Johnny L. Burchett, Assistant Professor
B.S., 1968, M.S., 1974, Tennessee State University.
- Theron E. Corse, Assistant Professor
B.A., 1988, University of Georgia, Athens; M.A., 1992, Ph.D., 1995, Vanderbilt University.
- Elizabeth E. Dachowski, Associate Professor
B.A., 1984, Indiana University; M.A., 1987, Ph.D., 1995, University of Minnesota.
- Joel H. Dark, Associate Professor and Head
B.A., 1990, Middle Tennessee State University; M.A., 1991, Ph.D., 1998, Vanderbilt University.
- Daniel K. Gibran, Professor
B.A., 1976, Middle East College (Lebanon); M.A., 1985, University of Kent at Canterbury (England); Ph.D., 1990, University of Aberdeen (Scotland).
- James E. Haney, Associate Professor
B.A., 1965, Arkansas Agricultural, Mechanical, and Normal College; M.A., 1969, Ohio University; Ph.D., 1971, Kent State University.
- Hoyt A. King, Associate Professor and Acting Coordinator of Interdisciplinary Studies
B.A., 1964, Southern University; M.A., 1968, Atlanta University; Ph.D., 1976, West Virginia University.
- Bobby L. Lovett, Professor
B.A., 1967, Arkansas Agricultural, Mechanical, and Normal College; M.A., 1969, Ph.D., 1978, University of Arkansas.
- Elizabeth E. McClain, Assistant Professor
B.S., 1966, M.S., 1971, Tennessee State University.
- John P. Miglietta, Associate Professor
B.A., 1984, Fordham University; M.A., 1987, Ph.D., 1995, New York University.
- Adebayo O. Oyebade, Associate Professor
B.A., 1981, M.A., 1985, University of Ife (Nigeria); Ph.D., 1995, Temple University.
- David A. Padgett, Associate Professor
B.S., 1987, Western Kentucky University; M.S., 1992, Ph.D., 2001, University of Florida.

236 University Personnel and Instructional Faculty

Jyotsna Paruchuri, Professor
B.A., 1959, Queen Mary College, (India); M.A., 1961, Presidency College (India); Ph.D., 1981, Agra University (India).

Erik S. Schmeller, Assistant Professor
B.S., 1991, Fort Hays State University; M.A., 1993, Southern Illinois University at Carbondale; Ph.D., 1999, Southern Illinois University at Carbondale.

Languages, Literature, and Philosophy

Doris M. Daniels, Professor
B.A., 1959, Women's College—Karachi (Pakistan); B.Ed., 1960, Teachers Training College (Pakistan); M.A., 1962, George Peabody College for Teachers; Ph.D., 1988, Karachi University (Pakistan).

Rebecca Dixon, Assistant Professor
B.A., 1992, Oberlin College; M.A., 1996, Temple University; Ph.D., 2000, Temple University.

Sharynn Etheridge-Logan, Assistant Professor
M.A., 1991, University of Tennessee.

Dennis J. Gendron, Associate Professor and Vice President for Technology and Administrative Services
B.A., 1965, Merrimack College; M.A., 1968, Ph.D., 1975, University of North Carolina.

Johnanna L. Grimes, Associate Professor and Director of the University Writing Center
B.A., 1969, Virginia State College; M.A., 1971, Ph.D., 1980, Northwestern University.

William H. Hardy, Assistant Professor
B.A., 1964, Central State University; M.L.A., 1976, The Johns Hopkins University; M.Div., 1993, Vanderbilt University; D.Min., Drew University, 1998.

James L. Head, Professor
B.A., 1964, M.A., 1966, Texas Christian University; Ph.D., 1977, George Peabody College for Teachers.

Helen R. Houston, Professor
B.A., 1960, Bennett College; M.A., 1967, Scarritt College; M.A., 1968, Colorado State University; D.A., 1978, Middle Tennessee State University.

Jocelyn A. Irby, Associate Professor
B.A., 1969, Bennett College; M.S., 1971, Fort Valley State College; M.A., 1990, Tennessee State University; Ph.D., 1996, Southern Illinois University.

Gloria C. Johnson, Professor and Interim Dean, College of Arts and Sciences
B.A., 1970, Tennessee State University; M.A., 1971, University of Illinois; Ph.D., 1990, University of Tennessee.

Robin W. Lee, Assistant Professor
B.A., 1987, Tusculum College; M.A., 1992, University of Tennessee.

Lynn C. Lewis, Associate Professor
B.A., 1974, Earlham College; M.A., 1979, Tennessee State University; M.B.A., Columbia University, 1983, Ph.D., 1999, University of Missouri.

H. Clark Maddux, Assistant Professor
B.A., 1987, Columbus College; M.A., 1996, Purdue University; Ph.D., 2001, Purdue University.

Marc R. Mazzone, Associate Professor
B.A., 1984, Williams College; M.A., 1987, Ph.D., 1993, Indiana University.

Andrew D. McQueen, Associate Professor
B.A., 1986, Mount Allison University (Canada); M.A., 1988, Queen's University (Canada); Ph.D., 1997, Duke University.

Clara C. Mojica-Diaz, Associate Professor
B.A., 1982, Universidad Nacional (Colombia); M.A., 1984, Ph.D., 1992, University of Illinois.

James A. Montmarquet, Professor
B.A., 1969, George Washington University; M.A., 1974, Ph.D., 1978, University of Chicago.

Emily J. Orlando, Assistant Professor
B.A., 1991, Saint Anselm College, M.A., 1996, Ph.D., 2002, University of Maryland.

Nels C. Pearson, Assistant Professor
B.A., 1991, James Madison University; M.A., 1996, James Madison University; Ph.D., 2001 University of Maryland.

Elaine A. Phillips, Assistant Professor
B.A., 1989, Vassar College; M.F.A., 1992, Arizona State University; M.A., 1993, Ph.D., 1996, Vanderbilt University.

Lucas A. Powers, Associate Professor and Assistant Director of Institutional Effectiveness and Research
B.A., 1984, M.A., 1986, University of North Carolina; Ph.D., 1990, Vanderbilt University.

Timothy J. Quain, Associate Professor and Director of Institutional Effectiveness and Research
B.A., 1973, Quincy College; M.A., 1976, Southern Illinois University—Edwardsville; D.A., 1986, Middle Tennessee State University.

Jo Helen Railsback, Professor
B.A., 1956, Baylor University; M.A., 1957, University of Arkansas; Ph.D., 1969, University of Tennessee.

Monetha R. Reaves, Associate Professor and Director of Developmental Studies, Academic Advisement, and Orientation
B.A., 1963, LeMoyne College; M.A., 1971, George Peabody College for Teachers; D.A., 1978, Middle Tennessee State University.

Ana I. Rueda-Garcia, Associate Professor
B.A., 1976, Universidad Industrial de Santander (Colombia); M.A., 1979, Illinois State University; Ph.D., 1990, University of Illinois.

Marcus W. Singer, Assistant Professor
B.A., 1994, University of Maryland; M.A., 1996, University of Maryland; Ph.D., 2001, University of Maryland.

Asalean Springfield, Professor
B.A., 1959, Eastern Michigan University; M.A., 1967, Tennessee State University; Ph.D., 1976, American University.

Guillermo Valencia-Serna, Associate Professor
Licenciado en Ciencias de la Educacion, 1976, Universidad Pedagogica Nacional (Columbia); Doctor en Filosofia y Letras, 1978, Pontifica Universidad Javeriana (Columbia); Ph.D., 1990, University of Florida.

Louise W. Watkins, Professor
B.S., 1956, M.A., 1969, Memphis State University; Ph.D., 1986, Vanderbilt University.

Warren B. Westcott, Professor and Head
B.A., 1969, College of Charleston; M.A., 1974, Ph.D., 1980, University of South Carolina.

Music

Thomas L. Davis, Assistant Professor
B.S., 1970, Southern University; M.M., 1971, Michigan State University.

Oscar H. Dismuke, Instructor
B.S., 1974, Tennessee State University; M.A., 1988, Tennessee State University

Mark Crawford, Assistant Professor
A.A., 1983, B.S., 1985, Freed-Hardiman College; M.Ed., 1989, Vanderbilt University.

Robert L. Elliot, Associate Professor and Head
B.A., 1980, University of New Orleans; M.M.E., 1992, Loyola University; D.M.A., 2003, University of Memphis.

Carol S. Gafford, Associate Professor
B.A., 1959, Fisk University; M.M., 1961, Indiana University.

Edward L. Graves, Associate Professor
B.S., 1962, Tennessee State University; M.S., 1965, University of Illinois.

Reginald A. McDonald, Assistant Professor
B.M.E. 1991, Alabama State University; M.M.Ed., 1997 State University of West Georgia; Ed.S., 2002, Clark Atlanta University.

Darryl G. Nettles, Associate Professor
B.F.A., 1983, State University of New York at Buffalo; M.M., 1987, D.M.A., 1995, University of Illinois.

- Christine M. Perkey, Assistant Professor
B.M., 1974, Augusta College; M.M., 1975, University of South Carolina; D.M.A., 1981, Southern Baptist Theological Seminary.
- L. Grennetta Simpson, Associate Professor
B.S., 1956, Alabama State University; M.A., 1959, Columbia University; Ph.D., 1984, Vanderbilt University.
- Richard D. Todd, Instructor
B.M. 1990, University of Cincinnati; M.M. 1993, Southern Methodist University.

Physics and Mathematics

- Toby S. Anderson, Assistant Professor
B.S., 1993, Belmont University; M.S., 1995, Ph.D., 1998, Vanderbilt University.
- Orville N. Bignall, Associate Professor
B.S., 1986, Southern College of Seventh-day Adventists; M.S., 1989, Ph.D., 1992, Florida State University.
- Anjan Biswas, Assistant Professor
B.Sc., 1986, St. Xavier's College; M.Sc., 1991, M.Phil., 1991, University of Calcutta; M.A., 1993, Ph.D., 1998, University of New Mexico.
- Geoffrey S. Burks, Associate Professor
A.B., 1982, M.S., 1984, Ph.D. 1991, University of Chicago.
- Colette J. Calmelet-Eluhu, Associate Professor
Licencie en Sciences, 1979, Maitrise, 1980, Universite des Sciences et Techniques, Montpellier (France); M.S., 1987, Ph.D., 1987, Vanderbilt University.
- Kenneth A. Daniels, Assistant Professor
B.S., 1975, M.S., 1978, Syracuse University.
- Arnold A. Dean, Associate Professor
B.S., 1961, Oakwood College; M.A., 1966, Andrews University; Ph.D., 1980, Vanderbilt University.
- Kothandaraman Ganesan, Associate Professor
M.S., 1978, Ph.D., 1988, University of Illinois at Chicago.
- Jeanetta W. Jackson, Associate Professor
B.S., 1973, Tennessee State University; M.A., 1976, University of Michigan. Ed.D., 1997, TSU.
- Win Myint, Professor
B.E.E., 1959, M.S., 1961, Rensselaer Polytechnic Institute.
- Govindaswamy Nagarajan, Professor
B.S., 1955, University of Madras (India); M.A., 1957, M.S., 1958, Ph.D., 1961, D.Sc., 1968, Annamalai University (India).
- John C. Propes, Associate Professor
B.A., 1966, Eastern New Mexico University; Ph.D., 1971, Auburn University.
- Minakshisundaram Rajagopalan, Professor
B.Sc., 1950, Andhra University (India); Ph.D., 1963, Yale University.
- Michael E. Reed, Assistant Professor
B.S., 1996, M.S., 1998, Ph.D., 2004, University of Arkansas.
- Huaizhong Ren, Assistant Professor
B.S., 1988, Zhejiang University (China); M.S., 1991, East China Normal University; Ph.D., 2004, University of Maryland.
- Raymond E. Richardson, Professor
B.S., 1960, Rust College; M.S. 1963, Atlanta University; Ph.D., 1979, Vanderbilt University.
- Moinuddin M. Sarkar, Professor
B.Sc., 1973, M.Sc., 1974, Rajshadi University (Bangladesh); M.S., 1982, University of Wisconsin; M.S., 1984, Marquette University; M.S., 1987, University of Illinois—Chicago; Ph.D., 1991, Kent State University.
- Sivapragasam Sathananthan, Professor
B.Sc., 1981, University of Jaffna, (Sri Lanka); M.S., 1986, Marquette University; Ph.D., 1989, University of Texas—Arlington.
- Sandra H. Scheick, Professor and Head
B.A., 1958, Vassar College; M.A., 1960, Ph.D., 1966, Syracuse University.

- Kofi A. Semanya, Associate Professor
B.S., 1971, M.S., 1974, University of Ghana; Ph.D., 1980, University of North Carolina.
- Thomas Taylor, Assistant Professor
B.S., 1988, Florida A&M University; Ph.D., 1998, Alabama A&M University.
- Charles A. Williams, Associate Professor
B.A., 1960, Miles College; M.A., 1963, University of Illinois; J.D., 1984, Nashville School of Law.
- George K. Yang, Associate Professor
M.A., 1985, Ph.D., 1990, University of Maryland at College Park.

Social Work and Sociology

- Anthony J. Blasi, Professor
B.A., 1968, St. Edward's University; M.A., 1971, University of Notre Dame; M.A., 1984, University of St. Michael's College (Canada); S.T.L., 1985, Collegium Christi Regis (Canada); Ph.D., 1974, University of Notre Dame; Th.D., 1986, Regis College and the University of Toronto.
- Delores C. Butler, Assistant Professor
B.S., 1972, Indiana State University; M.S.S.W., 1978, University of Tennessee.
- Robert S. Castor, Professor
B.A., 1966, Wayne State University; M.A., 1973, Ph.D., 1977, University of Michigan; M.S.S.W., 1981, University of Tennessee.
- Waldine DeBerry, Assistant Professor
B.S., 1968, Tennessee State University; M.S.W., 1972, University of Illinois, Chicago.
- Baqar A. Husaini, Professor
B.A., 1957, Lucknow University (India); M.A., 1968, Ph.D., 1972, Wayne State University.
- Barbara S. Kilbourne, Associate Professor
B.A., 1985, M.A., 1987, Ph.D., 1991, University of Texas at Dallas.
- William D. Lawson, Professor and Executive Vice President
B.A., 1968, Knoxville College; M.A., 1970, Atlanta University; Ph.D., 1978, Iowa State University.
- Mahgoub E. Mahmoud, Associate Professor
B.A., 1971, Cairo University at Khartoum (Sudan); Social Work Diploma, 1975, B.So., 1978, University of Khartoum (Sudan); M.A., 1981, Ph.D., 1983, Brown University.
- Oscar Miller, Jr., Associate Professor and Head
B.A., 1986, Murray State University; M.A., 1988, Ph.D., 1993, Vanderbilt University.
- Ernest C. Rhodes, Professor
B.S., 1957, Tennessee State University; M.A., 1964, Fisk University; M.A., 1971, Ph.D., 1977, University of Pittsburgh.
- Edward K. Sanford, Associate Professor
B.A., 1979; M.A., 1981, North Carolina Central University; Ph.D., 1991, Howard University.
- Josie A. Scales, Associate Professor
B.S., 1970, Tennessee State University; M.A., 1973, Fisk University; Ph.D., 1989, Howard University.
- Vicki Gardine Williams, Professor and Director of Social Work
B.A., 1966, Morgan State University; M.S.W., 1970, Howard University.

COLLEGE OF BUSINESS

- Tilden J. Curry, Ph.D., Associate Professor, Dean
Millicent Gray Lownes-Jackson, Ph.D., Professor, Associate Dean

Accounting and Business Law

- Richard L. Banham, Associate Professor and Department Head
B.S., 1975, University of Utah; M.P.A., 1978; Ph.D., 1984; J.D., 1985, University of Texas (Austin); CPA.
- Robert D. Hayes, Professor
B.S., 1974, M.B.A. 1976, Middle Tennessee State University; Ph.D., 1986, University of Arkansas; CPA, CMA, ChFC.

238 University Personnel and Instructional Faculty

Lewis Laska, Professor

B.S., 1969, Belmont College; J.D., 1972, Vanderbilt University; M.B.A., 1973, University of Tennessee at Nashville; Ph.D., 1978, George Peabody College; CPA.

Kenneth R. Lea, Professor

B.S., 1965, M.B.A., 1972, Middle Tennessee State University; D.B.A., 1980, Louisiana Tech University; CPA (FL, TN).

Grover L. Porter, Professor

B.S., 1956, University of Tennessee; M.S., 1964, University of North Carolina; Ph.D., 1973, Louisiana State University; CPA.

Ruthie G. Reynolds, Professor

A.S., 1965, Mary Holmes Junior College; B.S., 1967, University of Dubuque; MAC, 1970, University of Arizona; Ph.D., 1981, Georgia State University; J.D., 1990, Howard University; CPA.

Business Administration

Linda Carr, Associate Professor

B.B.A., 1978 Emory University; CPA, 1987 (Georgia); Ph.D., 1993, Georgia State University

Tilden J. Curry, Associate Professor and Dean

B.A., 1964, Louisiana State University; M.C.P., 1966, University of Cincinnati; Ph.D., 1978, Florida State University.

Phyllis Flott, Assistant Professor

B.S., 1984, MBA, 1987, Emporia State University; Ph.D., 1996, University of North Texas.

Jolayemi, Joel, Associate Professor

B.S., 1977, M.S. 1980, University of Ibandan; M.S., 1983, Ph.D., 1985, Case Western Reserve University.

Xiaoming Li, Assistant Professor

B.E., 1993, Southeast University; M.S., 1997, Renmin University of China; M.S., 2000, Clemson University; Ph.D., 2003, Clemson University.

Millicent Lownes-Jackson, Professor, Associate Dean

B.A., 1972, Fisk University; M.B.A., 1975, Ph.D., 1981, Vanderbilt University.

Vaidotas Lukosius, Assistant Professor

B.E., 1996, Vilnius Geiminas Technical University; M.S., 1999, Helsinki University of Technology; Ph.D., 2003, New Mexico State University.

Louis Miller, Professor

B.A., 1955, Sir George Williams College; Ph.D., 1960, University of Rochester.

Festus O. Olorunniwo, Professor and Department Head

B.S., 1972, University of Lagos; M.S., 1978, Polytechnic University, N.Y.; Ph.D., 1981, University of Texas at Austin.

J. Byron Pennington, Associate Professor

B.S., 1957, University of Alabama; M.S., 1962, Virginia Polytechnic Institute; Ph.D., 1972, Ohio State University.

Sharon V. Thach, Professor

B.A., 1967, Michigan State University; M.A., 1980, Southern Illinois University; Ph.D., 1987, Michigan State University.

Business Information Systems

Augustus Bankhead, Professor and Vice President for Academic Affairs

B.S., 1957, M.S., 1958, Tennessee A & I State University; Ed.D., 1978, George Peabody College for teachers.

James A. Ellzy, Professor, Department Head

B.S., 1967, Maryland State College, Princess Ann; M.S., 1969, Indiana University; Ed.D., 1974, Northern Illinois University.

Aurore J. Kamssu, Assistant Professor

B.A., 1993, Advanced School of Economics and Commerce; M.A., 1996, University of Kansas, Kansas; Ph.D., 2000, University of Mississippi.

Gerald P. Marquis, Assistant Professor

B.S., 1964, Wayne State University; M.Ed., 1968, Wayne State University; M.B.A., 1990, Wayne State University; Ph.D., 1997, Texas Tech. University.

Francisca O. Norales, Associate Professor and Teacher Education Coordinator

B.S., 1972, Andrews University; M.A., 1978, Ph.D., 1980, Ball

State University.

Jeffrey S. Siepke, Assistant Professor

B.S. (Honorary) 1992, University of Science and Technology, Ghana; M.S., 1997, Norwegian University of Science and Technology; M.B.A., 1999, University of Texas – Pan American; Ph.D., 2003, University of Texas – Pan American.

Santosh S. Venkatraman, Professor

B.S., 1984, Indian Institute of Technology; M.A., 1986, Ph.D., 1991, Texas A&M University.

Economics and Finance

Dharmendra P. Dhakal, Assistant Professor

B.A., 1973, M.A., 1976, Tribhuvan University; M.S., 1984, Ph.D., 1991, Southern Illinois University.

G. Bruce Hartmann, Professor

B.A., 1952, Kenyon College; M.B.A., 1958, Columbia University; Ph.D., 1974, State University of New York at Albany.

John M. Hasty, Jr., Professor

B.E.E., 1961, Georgia Institute of Technology; M.B.A., 1969, Ph.D., 1973, Georgia State University.

Nelson C. Modeste, Associate Professor

B.S., 1972, Tuskegee Institute; M.A., 1974, Ph.D., 1976, University of Illinois

William A. Perry, Professor and Acting Head

B.S., 1960, Drake University; M.A., 1962, North Texas State University; Ph.D., 1972, University of Oklahoma.

Abu Wahid, Professor

B.S., 1971, M.S., 1976, Jahanigaraagor University; M.A., 1980, Ph.D., 1989, University of Manitoba.

Achintya Ray, Assistant Professor

B.Sc., 1995, University of Calcutta; M.A., 1997, Delhi School of Economics; M.A. 2003, Vanderbilt University; Ph.D., 2004, Vanderbilt University.

Charles E. Weis, Professor

B.A., 1957, David Lipscomb University; J.D., 1961, Vanderbilt University; M.B.A., 1962, University of Pittsburgh; Ph.D., 1974, Arizona State University.

COLLEGE OF EDUCATION

Peter E. Millet, Ph.D., Associate Professor, Dean

Leslie J. Drummond, Ed.D., Professor, Associate Dean

John Mark Hunter, Ed.D., Professor, Assistant Dean

Judith Presley, Ph.D., Associate Professor, Assistant Dean

Educational Administration

Janet M. Finch, Professor, Department Head

B.S., 1972 M.A., 1978 Tennessee State University; Ed.D., 1985 Vanderbilt University.

Christon Arthur, Assistant Professor

B.A., 1989, Caribbean Union College; M.A., 1995, Ed.S., 1998, Ph.D., 2000, Andrews University.

Robert L. Boone, Professor

B.S., 1970, M.A. Ed., 1974, Tennessee State University; Ph.D., 1983, George Peabody College of Vanderbilt University.

Joe L. Cornelius, Professor

B.S., 1968, M.A., 1969, Tennessee State University; Ed.D. 1977, University of Tennessee/Knoxville.

Denise Dunbar, Associate Professor

B.S., 1974, Northern Illinois University; M.Ed. 1983, Vanderbilt; Ed.D. 1989, Vanderbilt.

Michael C. Gates, Associate Professor

A.D., 1970, Highland Park Junior College; B.A., 1971, Wayne State University; M.A., 1974, Wayne State University; Ed.S., 1988, University of Detroit-Mercy; Ed.D., 1991, University of Michigan

Kirmanj Gundi, Assistant Professor

B.S., 1986, Tennessee State University, M.Ed., 1994 Tennessee State University, Ed.D., 1998, Tennessee State University.

Wayne Guyette, Professor
B.S., 1973, University of Nevada; M.S., 1977, Florida International University; Ph.D., 1978, Florida State University.

Pamela Harquail, Associate Professor
B.T. & B.A., 1975, St. Thomas University; M.Ed., 1980, University of New Brunswick; Ph.D., 1994, University of Southern Mississippi.

Ken J. Looney, Associate Professor and Associate VPAA
B.S., 1969, East Tennessee State University; M.P.A., 1981, Tennessee State University; Ed.D., 1995, Tennessee State University.

Barbara Nye, Professor, Director of Center for Policy and Basic Skills.
B.S., 1973, M.S., 1977, University of Tennessee/Knoxville; Ph.D., 1982, Vanderbilt University.

Paula Myrick Short, Professor and Associate Vice Chancellor, TBR
A.B., 1967, University of North Carolina-Greensboro; M.Ed., 1970, University of North Carolina-Chapel Hill; Ph.D., 1983, University of North Carolina-Chapel Hill.

Karen Leigh Stevens, Associate Professor
B.A., 1977, Belmont College; M.Ed., 1988, Belmont College; Ed.D., 1997, Vanderbilt University.

Almose A. Thompson, Professor
B.S. 1962, U.C.L.A.; M.A., 1970, CSULB; Ed.D., 1972, University of California/ Los Angeles; J.D., 1988, Vanderbilt University.

Eric Vogel, Professor
B.A., 1971, Louisiana State University in New Orleans; M.Ed., 1974, University of New Orleans; M.H.M, 1992, University of Houston; Ph.D., 1983, Florida State University.

Roger W. Wiemers, Assistant Professor
B.A., 1992, International Bible Seminary; M.Ed., 1995, Ed.D., 1998, Tennessee State University.

Human Performance and Sport Sciences

Catana Starks, Professor and Interim Department Head
B.S., 1971, M.S., 1973, Ed.D., 1989; Tennessee State University, Nashville.

James Bass, Assistant Professor
B.S., 1962, M.Ed., 1967, Tennessee State University, Nashville.

Harry Beamon, Professor
B.S., 1969, M.A. Ed., 1970, Tennessee State University, Nashville; Ed.D., 1979, George Peabody College of Vanderbilt University.

Elizabeth Culbertson, Instructor
B.S., 1996, Morningside College; M.S., California University of Pennsylvania

Hezekiah Foreman, Professor
B.S., 1959, M.A., 1969, Tennessee State University, Nashville; Ph.D., 1980, Southern Illinois University at Carbondale.

Judy Gentry, Instructor
B.S., 1974, George Peabody College, Nashville; M.A. Ed., 1983, Tennessee State University.

Essameldin Hamido, Assistant Professor
B.S., 1988, Ain Shams University; M.A.Ed., 1996, Tennessee State University; Ed.D., 1999, Tennessee State University.

Jesse James, Associate Professor
B.S., 1973, M.A., 1975, Tennessee State University; Ed.D., 2000, Tennessee State University.

Timothy Jones, Instructor
B.S., 1993, Ohio University; M.S., 1995, Frostburg State University.

Richard Miller, Associate Professor
B.S., 1948, North Carolina Central, Durham; M.S., 1954, Tennessee State University, Nashville A.B.D., 1975, University Illinois, Champaign.

Edna Overall, Instructor
B.S., M.A.Ed., 1970, Tennessee State University, Nashville.

Terry Silver, Assistant Professor
B.S., 1984, Appalachian State University; M.A.Ed., 2001, Tennessee State University, Ed.D, 2004, Tennessee State University.

Psychology

Roger Jones, Professor and Interim Department Head
B.A., 1963, MS., 1965, Ph.D., 1968, University of Georgia

Erlete M. Ascencao, Associate Professor
B.A., 1980, Berry College; M. A., 1982, Ph. D., 1986, Emory University; Ph. D., 1995, University of Tennessee

Helen R. Barrett, Professor and Dean of the School of Graduate Studies
B.A., 1965, Barnard College; M.A., 1967, Ph.D., 1970, Southern Illinois University

Christopher Blazina, Associate Professor
B.S., 1988, Centre College; M.S., 1990, Eastern Kentucky University; Ph.D., 1996, University of North Texas.

James E. Chatman, Associate Professor
B.A., 1972, M.A., 1974, Fisk University; Ph.D., 1979, Vanderbilt University

John Dossett, Assistant Professor
B.S., 1990, Ball State University; M.A., 1995, Ball State University; Ph.D., 2000, University of Tennessee.

Deena Sue Fuller, Professor
A.A., 1966, Virginia Intermont College; B.S., 1968, M.S., 1971, Tennessee Technological University; Ed.D., 1973, University of Tennessee

Linda Guthrie, Assistant Professor
B.S., 1965, Middle Tennessee State University; M.Ed., 1969, Middle Tennessee State University; Ph.D., 2000, Tennessee State University

Marie S. Hammond, Assistant Professor.
B.M.E., 1978, Olivet College; M.A., 1980, University of Missouri; Ph.D., 1999, University of Missouri.

Rosemary G. Jeffries, Associate Professor
B.S., 1969, M.S., 1971, Tennessee State University; Ph.D., 1986, George Peabody College of Vanderbilt University

Wendy Jordanov, Assistant Professor
B.A., 1991, East Tennessee State University; M.S., 1998, University of Tennessee; Ph.D., 2001, University of Memphis.

Linda J. Knieps, Assistant Professor
B.A., 1986, State University of New York at Buffalo; M.S., 1989, Ph.D., 1997, Vanderbilt University

Pamela L. Knox, Professor
B.S., 1978, College of Charleston; M.S., 1981, Ph.D., 1984, Virginia Commonwealth University

Cornell D. Lane, Associate Professor
B.S., 1962, M.S., 1965, Tennessee State University; Ed.D., 1976, University of Tennessee

Jeri L. Lee, Associate Professor.
B.A., 1978, East Texas Baptist University; M.S., 1979, Texas Christian University; Ed.D., 1994, Tennessee State University.

Marvin W. Lee, Assistant Professor,
B.A., 1976, University of North Carolina; M.S., 1978, Indiana University; Ph.D. 1987, University of California.

Peter Millet, Associate Professor and Dean of the College of Education
B.A., 1985, Oakland University; M.A., 1989, Ph.D., 1994, The Ohio State University.

Joan E. Popkin, Assistant Professor.
B.S., 1995, University of Tennessee; M.S., 1996, University of Tennessee; Ph.D., 2002, University of Tennessee.

Stacie E. Putman, Assistant Professor.
B.A., 1991, University of Tennessee; M.S., 1997 University of Memphis; Ed.D., 2002, University of Memphis.

Christy L. Scott, Assistant Professor,
B.A., 1996, Occidental College; M.S., 1998, Kansas State University; Ph.D., 2000, Kansas State University.

Amy E. Sibulkin, Associate Professor
B.A., 1976, Clark University; M.S., 1979, Ph.D., 1981, Cornell University

Stephen Trotter, Associate Professor
B.S., 1972, Stephen F. Austin University; M.S., 1976, University of Houston; Ph.D., 1981, University of Utah.

240 University Personnel and Instructional Faculty

Teaching and Learning

- Dean B. Roberts, Professor and Department Head
B.S., 1961, M.A., 1968, Northwest Missouri State University;
Ed.D., 1974, University of Kansas.
- Marino C. Alvarez, Professor
B.A. 1968, Fort Lewis College; M.A., 1978, Ed.D., 1980, West Virginia University.
- Fannie Cathey, Associate Professor
B.S., 1968, Mississippi Valley State University; M.Ed., 1973, University of Houston; Ph.D., 1979, George Peabody College of Vanderbilt University.
- Sumita Chakraborti-Ghosh, Assistant Professor
B.S., 1975, Calcutta University; B.S. 1987, Utah State University; M.A., 1979, Rabindrabharati University; , Ph.D., 1998, New Mexico State.
- Charles Dickens, Associate Professor
B.A., 1967, George Peabody College of Teachers; M.S., 1972, University of Tennessee; Ph.D., 1979, George Peabody College of Vanderbilt University.
- Leslie J. Drummond, Professor and Associate Dean
B.S., 1974, M.Ed., 1988, Ed.D., 1991, Tennessee State University.
- Mary B. Dunn, Professor
B.S., 1971, George Peabody College; M.A., 1977, Tennessee State University; Ed.D., 1982 Vanderbilt University.
- Blanche Jackson Glimps, Professor
B.S., Eastern Michigan University; M.Ed., Wayne State University; Ph.D., University of Michigan.
- J. Ronald Groseclose, Professor
B.A., 1968, Emory & Henry College; M.A., 1971, East Tennessee State University; Ed.D., 1974, East Tennessee State University
- John Mark Hunter, Professor and Assistant Dean for Outreach
B.A., 1982, College of Charleston; M.M.A., 1983, University of South Carolina; Ed.D., 1991, Virginia Polytechnic Institute and State University.
- Dolores Mathis, Professor
B.A., 1967, Florida A & M University; M.A., 1969, Ohio State University; M.A., 1971, Ph.D., 1975, University of Michigan.
- David F. McCargar, Associate Professor
B.A., 1973, Michigan State University; M.S., 1975 SUNY College at Buffalo; Ph.D., 1987, University of California of Los Angeles.
- Judith Presley, Associate Prof. and Assistant Dean for Teacher Ed.
B.S. 1969, M.S., 1974, Tennessee State University; Ph.D., 1998, George Peabody College of Vanderbilt University.
- Beth Quick, Associate Professor
B.S., 1989, M.Ed., 1990, Samford University; Ed.D. 1996, Peabody College of Vanderbilt University
- Richard O. Renfro, Professor
B.Ed., 1961, M.Ed., 1963, Illinois State University; Ed.D., 1969 Indiana University.
- Carole F. Stice, Professor
B.S., 1966, M.S., 1968, Murray State University; Ph.D., 1974, Florida State University.
- Celeste Williams, Assistant Professor
B.S., 1987, Guilford College; M.S., 1995, Ed.D., 2001, Tennessee State University.

COLLEGE OF ENGINEERING, TECHNOLOGY AND COMPUTER SCIENCE

Decatur B. Rogers, Ph.D., P.E., Professor, Dean
Mohan J. Malkani, Ph.D., Professor, Associate Dean

Aeronautical and Industrial Technology

- William L. Annesley, Associate Professor and Head
B.S., 1984, Barry University; M. Aero. Sci, 1985, Embry-Riddle Aeronautical University, Ph.D., 1994, Pacific Western University.
- Rucele Consigny, Professor
B.M., 1976, Chicago Musical College; B.S., 1964, M.S., 1965 Ph.D. 1969, Illinois Institute of Technology.

Architectural and Facilities Engineering

- Nipha P. Kumar, Associate Professor, Interim Head
B. Arch., 1959, Chulalongkorn University, Thailand; M.S., 1965, Iowa State University.
- Hinton C. Jones, Jr., Associate Professor
B.S., 1967, Tennessee State University; M.Arch., 1970 Howard University; Arch.D., 1987, The University of Michigan.
- Dwight D. Martin, Instructor
B.A., 1974, M.S., 1977, Southern Illinois University.
- Michael Samuchin, Professor
B.Arch., 1969, University of Illinois; M.S., 1971, Ph.D., 1972, Northwestern University.

Civil and Environmental Engineering

- Farouk P. Mishu, P.E., Professor and Head
B.S., 1964, American Al-Hikma University, Iraq; Ph.D., 1974, Strathclyde University, Scotland.
- Feng C. Chen, P.E., Professor
B.S., 1961, National Cheng Kung University, China; M.S., 1966, Oklahoma State University; Ph.D., 1970, University of Wisconsin.
- Edward I. Isibor, P.E., Professor
B.S., 1965, Howard University; M.S., 1967, MIT University; Ph.D., 1970, Purdue University.
- Ida E. McClain, Instructor
B.S., 1976, Tennessee Technological University; M.S., 1980 Tennessee State University.
- Paily P. Paily, Professor
B.S., 1964, University of Kerala, India; M.S., 1969, Vikram University, India; Ph.D., 1974, University of Iowa.
- Roger Painter, Assistant Professor
B.S., 1986, University of Tennessee; M.S., 1989, University of Tennessee Space Institute, Ph.D., 1992, Tennessee Technological University

Computer Science

- Amiri Gamshad, Professor and Interim Head
B.S., 1961, University of Tehran (Iran); M.S., 1970, Iowa State University; Ph.D., 1975, University of Sussex (United Kingdom).
- Wei Chen, Professor
B.S., 1982, Shanghai Marine Institute (China); M.S., 1991, Osaka University (Japan); Ph.D., 1994, Osaka University (Japan).
- Ayoub Sarayloo, Associate Professor
B.S., 1973, Isfahan University (Iran); M.S., 1979, Ph.D., 1982, Tennessee Technological University.
- Ali S. Sekmen, Assistant Professor
B.S., 1995, ;M.Sc., 1997 Bilkent University (Turkey); Ph.D., 2000, Vanderbilt University.
- Guifeng Shao, Assistant Professor
B.A., 1986, Wuhan University of Technology on Surveying and Mapping, M.E., 1991, Ph.D., 1995, Kyushu Institute of Technology(Japan).
- Andrew J. Thomas, Jr., Instructor
B.S., 1973, Tennessee State University; M.S., 1985, Middle Tennessee State University.
- Marsha R. Williams, Professor
B.S., 1969, Beloit College; M.S., 1971, University of Michigan; M.S., 1976, Ph.D., 1982, Vanderbilt University.
- Fenghui Yao, Associate Professor
B.A., 1984, Dalian Maritime University(China); M.E., 1988, 1988, Ph.D., 1992, Kyushu Institute of Technology(Japan).

Electrical and Computer Engineering

- Satinderpaul S. Devgan, P.E., Professor and Head
B.S., 1961, Guru Nanak Engineering College (India); M.S., 1965, Ph.D., 1970, Illinois Institute of Technology.
- Carlotta A. Berry, Assistant Professor
B.S., 1992, Spellman College, B.S., 1993, Georgia Tech, M.S., 1996, Wayne State University
Ph.D., 2003, Vanderbilt University

Mohammad Bodruzzaman, Professor
B.S. (Hons) Physics, 1977, M.S., 1979, Jahangirnagar University (Bangladesh); M.S., 1984, Ph.D., 1990, Vanderbilt University.

Mohan J. Malkani, Professor and Associate Dean
B.S., 1953, M.S., 1955, M.S. University of Baroda (India); M.S. 1964, Mississippi State University; Ph.D., 1980, Vanderbilt University.

Liang Hong, Assistant Professor
B.S., 1994, M.S., 1997, Southeast University, Ph.D., 2002, University of Missouri- Columbia

Dhananjaya R. Marpaka, Associate Professor
B.S., 1976, M.S. Technology, 1979, Osmania University (India); M.S., 1986, Ph.D., 1990, Florida Institute of Technology.

Saleh Zein-Sabatto, Professor
B.S., 1979, University of Aleppo (Syria) ; M.S., 1986, Ph.D., 1991, Vanderbilt University.

Mechanical and Manufacturing Engineering

Hamid R. Hamidzadeh, Professor and Head
B.Sc., 1974, Arya Meher University (Iran) ; M.Sc., 1975; Ph.D., 1978, University of London.

Yvonne Y. Clark, P.E., Associate Professor
B.S., 1951, Howard University; M.S., 1972, Vanderbilt University.

Landon C. Onyebueke, Associate Professor
B.S., 1982, University of Ibadan (Nigeria) ; M.S., 1986, Ph.D., 1989, Institut National Polytechnique de Lorraine (France).

Decatur B. Rogers, P.E., Professor and Dean
B.S., 1967, Tennessee State University; M.S., 1969, M.S., 1971, Ph.D., 1975, Vanderbilt University.

Amir Shirkhodaie, Associate Professor
B.S., 1983, M.S., 1984, Oklahoma State University; Ph.D., 1989, University of Cincinnati.

COLLEGE OF HEALTH SCIENCES

Kathleen McEnerney, D.A., Professor, Dean

Marian Williams Patton, Ed.D., Associate Professor, Interim Assistant Dean

Cardio-Respiratory Care Sciences

Thomas John, R.R.T., Professor, Head
B.S., 1958, Kerala University; M.S., 1961, Gujarat University; Ph.D., 1970, Northeastern University

Steven Carey, R.R.T., Assistant Professor
B.S., 1983, M.S., 1997, University of Tennessee at Knoxville

Dhiren Chatterji, R.R.T., Assistant Professor
B.S., 1975 Ravishanker University; M.S., 1992 Fort Hays State University

Bijoy John, Medical Director
M.D., 1993, Kilpauk Medical College, University of Madras India

Dental Hygiene

Marian Williams-Patton, R.D.H., Associate Professor, Head
B.S., 1962, Ed.M., 1977, Ed.D., 1990, Temple University

Carla Newbern, R.D.H., Assistant Professor
B.S., 1973, M.Ed., 1983, Tennessee State University

Rosalyn Word, R.D.H., Assistant Professor
B.S., 1980, M.P.A., 1981, Tennessee State University

Health Administration and Health Sciences

Rosemary Theriot, Professor, Head
B.S., 1980, M.S.P.H., 1982, Western Kentucky University; Ed.D., 1985, Indiana University

Larry R. Snyder, O.T.R., Assistant Professor
B.S., 1978, M.S., 1984, University of Wisconsin

Health Information Management

Elizabeth Kunnu, R.R.A., Assistant Professor, Head
B.S., 1978, Eastern Kentucky University; M.Ed., 1991, Ed.S., 2004 Tennessee State University

Carmen Fouche, RHIA., Instructor
B.S., 1996, Tennessee State University; M.A., 2002, Trevecca Nazarene University

Medical Technology

Theola Copeland, M.T., Assistant Professor, Interim Education Coordinator
B.S., 1971, Northeast Louisiana University; M.S., 1977, University of Kentucky

Wanda Burrell, M.T., Assistant Professor
B.S., 1972, Tennessee State University; M.S.P.H., 1981, Meharry Medical College

Kathleen McEnerney, D.A., Professor, Dean
B.S., 1970, M.S., 1976, Long Island University; D.A., 1989, The Catholic University of America

Occupational Therapy

Larry R. Snyder, O.T.R., Assistant Professor, Interim Head
B.S., 1978, M.S., 1984, University of Wisconsin

Patricia Gailey, O.T.R., Assistant Professor
B.S., 1979, M.S.O.T., 1998, Eastern Kentucky University

Debra Smart, O.T.R., Assistant Professor
B.S., 1990, Indiana University; M.S., 1996, Eastern Kentucky University; M.A., 2005, Trevecca

Speech Pathology and Audiology

Harold Mitchell, CCC/SLP, Professor, Head
B.S., 1962, South Carolina State College; M.S., 1964, University of Denver; Ph.D., 1972, Ohio State University

G. Pamela Burch-Sims, CCC/A, Associate Professor, Interim Head
B.S., 1977, Hampton University; M.A., 1978, University of Tennessee; Ph.D., 1993, Vanderbilt University

James Cantrell, CCC/SLP, Professor
A.B., 1973, Catawba College; M.A., 1975, M.A., 1977, Marshall University; Ph.D., 1986, Ohio University

Mary T. Fitzgerald, CCC/SLP, CCC/A, Associate Professor
B.A., 1968, M.S., 1969, Ph.D., 1985, Vanderbilt University

Iris Johnson, CCC/SLP, Assistant Professor
B.A., 1991, M.A., 1995, South Carolina State University; Ph.D., 1999, University of Memphis

Valeria Matlock, CCC/A, Assistant Professor
B.S., 1983, M.Ed., 1986, Ed.D., 2003, Tennessee State University

Tina Thompson Smith, CCC/SLP, Associate Professor
B.A., 1980, M.A., 1981, South Carolina State College; Ph.D., 1989, University of Illinois

SCHOOL OF AGRICULTURE AND CONSUMER SCIENCES

Constantine L. Fenderson, Ph.D., Professor, Interim Dean

Agricultural Sciences

Constantine L. Fenderson, Professor and Head
B.S., 1969, Tuskegee Institute; M.S., 1972, Ph.D., 1974, Michigan State University.

Sammy Comer, Assistant Professor
B.S., 1972, M.S., 1974, Tennessee State University.

Desh Duseja, Professor
B.S., 1961, M.S. 1963, Punjab Agr. University, Ludhiana, Pb, India; Ph.D., 1972, Utah State University.

242 University Personnel and Instructional Faculty

- William Hayslett, Assistant Professor
B.S., 1973, M.S. 1975, Tennessee State University.
- Makonnen Lema, Associate Professor
B.S., 1977, M.S., 1980, Addis Ababa University; Ph.D., 1994, Oklahoma State University.
- Surendra Singh, Professor
B.S., 1963, M.S., 1965, Agra University; Ph.D., 1972, Pennsylvania State University.

Department of Family and Consumer Sciences

- Geardean Johnson, Professor and Head
B.S., 1966, Tennessee State University; M.S., 1970, Ed.D., 1975, University of Tennessee-Knoxville.
- Sue Ballard de Ruiz, Assistant Professor
B.S., 1987, Western Kentucky; M.S., 1992, Virginia Tech.
- Sandria Godwin, Professor
B.S., 1971, M.S., 1973, Ph.D., 1981, Kansas State University.
- Margaret Machara, Assistant Professor
B.S., 1993, Virginia Tech; 1995, M.S., Auburn University; Ph.D., 2004, University of Kentucky
- Ruth McDowell, Associate Professor
B.S., University of Maryland; M.Ed., Pennsylvania State University.
- Troy Wakefield, Jr., Professor
B.S., 1970, M.S., 1973, Tennessee State University; Ph.D., 1979, University of Tennessee-Knoxville.

School of Nursing

Mary Ella Graham, Professor, Dean

Associate of Applied Science in Nursing Degree

- Shirley M. Bass, Assistant Professor
B.S.N., 1987, University of New York; M.S.N., 1992, University of Tennessee Knoxville.
- Bernardeen O. Fleming, Professor
B.S.N., 1959, Meharry Medical College; M.S.N., 1970, Vanderbilt University; Ed.D., 1990, Tennessee State University.
- Mary Ann Helms, Assistant Professor
B.S.N., 1966, Oklahoma Baptist University; M.S.N., 1976, Medical College of Georgia.
- Sandra F. Lea, Assistant Professor
B.S.N., 1988, William Carey College; M.S.N., 1993, University of Southern Mississippi.
- Jacqueline C. Lewis, Assistant Professor
B.S.N., 1979, Coppin State College; M.S.N., 1983 Howard University.
- Therese P. McLean, Assistant Professor
B.S.N., 1982, University of Tennessee at Knoxville; M.S.N., 1997, Tennessee State University.

Baccalaureate Nursing Degree Program

- Barbara Buchanan-Covington, Professor
B.S.N., 1974, University of Tennessee at Memphis, M.S.N., 1984, University of Tennessee at Memphis; Ed.D., 1998, Tennessee State University.
- Mary Ella Graham, Professor, Dean
B.S., 1974, Long Island University; M.Ed., 1975, Teachers College Columbia University; Ed.D., 1982, Teachers College Columbia University
- Lorna Kendrick, Associate Professor
B.S.N., 1989, Loma Linda University, Loma Linda, California, M.S.N., 1995, Georgia State University, Atlanta, Georgia, Ph.D., 2003, University of California at Los Angeles.
- J. Gary Linn, Professor
B.A., 1968, Long Island University, M.A., 1972, University of Wisconsin; M.S., 1974, University of Wisconsin, Madison; Ph.D. 1983, University of Wisconsin, Madison.
- Jane C. Norman, Professor
B.S., 1972, University of Tennessee Knoxville; M.S.N. 1976, Vanderbilt University; Ph.D., 1982, George Peabody College of Vanderbilt University.

- Mary O. Pleas, Professor
B.S., 1966, Roosevelt University; M.Ed., 1969, University of Illinois; M.S.N., 1985, Meharry Medical College; Ed.D., 1989, George Peabody College of Vanderbilt University.
- Antionette C. Rawls, Associate Professor
B.S.N., 1970, University of Tennessee Memphis, M.S.N., 1977, Vanderbilt University; Ed.D. 2000 Tennessee State University
- Verla M. Vaughan, Professor
B.A., 1972, Tennessee State University; M.S.N., 1977 Vanderbilt University; Ph.D., 1995, Texas Woman's University.
- Betty L. Wilson, Assistant Professor
B.S.N., 1969, Tuskegee Institute, M.S., 1971, University of Michigan.

ACADEMIC ENRICHMENT, ADVISEMENT AND ORIENTATION

Monetha R. Reaves, D.A., Associate Professor, Director

English

- Victoria L. Batten, Instructor
B.A., 1990, Columbus College; M.A., 1994, Austin Peay State University.
- Johnanna L. Grimes, Professor/Coordinator
B.A., 1969, Virginia State College; M.A., 1971, Ph.D, 1980, Northwestern University.
- Jeffrey Thompson, Instructor
B.A., 1981, Trevecca Nazarene College; M.A., 1991, Tennessee State University.

Mathematics

- Hayan M. Adi, Instructor
B.S., 1988, University of Mississippi; M.S., 1990, Tennessee State University.
- Manuch Akbari, Assistant Professor/Coordinator
B.S.C., 1974, Tehran University; M.S.C./Diploma, M.Eng., 1978, UWIST; M.S.C., 1985, University of Memphis.
- Shamsul Arefin, Instructor
B.S., 1986, Rust College; M.S., 1990, Tennessee State University.
- Hanan Kuzat, Instructor
B.S., 1992, Khartoum University, M.S., 1997, Tennessee State University.
- E. Jennell Sargent, Instructor
B.S., 1993, M.S., 1996, Tennessee State University.
- Mohsen A. Shirani, Assistant Professor
B.S., 1984, M.S., 1986, University of Texas at Arlington.
- Talavera, Isidoro (ABD), Assistant Professor
B.S., 1990, University of the State of New York; M.S.E., 1991, Harding University; M.A., 1993, University of Missouri; M.A., 1998, Vanderbilt University.
- Denise E. Wynn, Instructor
B.S., 1982, Savannah State College; M.A., 1987, Tennessee Technological University.

Reading

- Jane A. Asamani, Associate Professor/Coordinator
B.A., 1981, University of West Indies; M.A., 1986, Fisk University; Ed.S., 1993, Ed.D., 1995, Tennessee State University.
- Carol Helton, Associate Professor
B.A., 1968, George Peabody College of Vanderbilt; M.Ed., 1973, University of Memphis; Ed.D., 1994, Tennessee State University.
- Donna Thomas, Assistant Professor
B.S., 1981, M.Ed., 1995, Tennessee State University.

Instructional Staff

- June D. Adams, Academic Advisor
B.S., 1980, M.V.T.E. 1992, Ed.S, 1995, Middle Tennessee State University.

Denise C. Hulbert, Academic Advisor
B.S., 1978, M.S., 1982, Tennessee State University.

D. Lee McGahey, Advisement Center Coordinator/ Academic Advisor
B.S., 1996; M.S., 2000; ABD, 2004 Tennessee State University.

Lois Nixon, Teacher II, Writing Center
B.S., 1963, Jackson State University; M.Ed., 2000, Tennessee State University.

Thompson, Ann Teacher II, Reading Center
B.A., 1992, Tennessee State University; M.A., 2003, Austin Peay State University.

Michael J. Turner, Teacher II, Tutorial Computer Lab
B.S., 1992, M.A., 1994, Austin Peay State University.

Lesla Winfree Williams, Teacher II/Advisor
B.S. 1986, Tennessee State University.

AEROSPACE STUDIES

Albert Hill Jr., Colonel, USAF, Professor of Aerospace Studies
B.A., 1981, Southwest Texas State University; M.P.A., 1989, Troy State University

Erica L. Parks, Captain, USAF, Assistant Professor of Aerospace Studies
B.A., 1996, Alabama State University; M. Ed., 1999, William Carey College on the Coast

Todd Reynolds, Captain, USAF, Assistant Professor of Aerospace Studies
B.S., 1992, Florida State University; M.A., 2001, Embry-Riddle Aeronautical University

Kevin J. Williams, Captain, USAF, Assistant Professor of Aerospace Studies
B.S., 1999, University of Southern Mississippi; M.S.M., 2003, Troy State University-Montgomery

LIBRARIES/MEDIA CENTERS

Ylldiz B. Binkley, Professor and Director, Libraries/Media Centers
B.S., 1966, University Ankara; M.L.S., 1971, George Peabody College; Ed. D., 1994, Tennessee State University.

Murle E. Kenerson, Associate Professor and Assistant Director, Libraries/Media Centers
B.S., 1970, Southern University; M.A., 1972, Colgate Rochester Divinity School; M.L.S., 1980, University of Michigan; Ed.D., 1997, Tennessee State University.

Lynetta Alexander, Assistant Professor and Reference Librarian
B.S., 1973; Western Kentucky University; M.L.S., 1981, George Peabody College of Vanderbilt University.

Glenda Alvin, Assistant Professor and Head of Acquisitions
B.S., 1974, Kent State University; M.S.L.S., 1976, Atlanta University; M.A., 1997, University of South Florida.

Mitchell Chamberlain, Instructor and Circulation/Information Access Librarian
B.S., 1974, Western Kentucky University; M. L.S., 1977, George Peabody College of Vanderbilt University.

Helen Chen, Professor and Coordinator, Avon Williams Campus Library
B.A., 1964, National Cheng Kung University; M.L.S., 1969, University of Wisconsin, Madison; Ed.S., 1977, George Peabody College; Ph.D., 1978, Vanderbilt University.

Anita Etheridge, Assistant Professor and Government Documents Librarian
B.S., 1983, David Lipscomb University; M.L.S., 1987, University of Tennessee.

Karen Gupton, Assistant Professor and Coordinator, Media Centers
B.S., 1969, Middle Tennessee State University; M.S., 1981 Middle Tennessee State University.

Nancy Henthorne, Instructor and Reference Librarian
B.S., 1983, Austin Peay State University; M.L.S., 1998, University of Tennessee at Knoxville.

Sharon Hull, Assistant Professor and Special Collections Librarian
B.S., 1980, Tennessee State University; M.S.L.S., 1983, Atlanta University.

Fletcher Moon, Assistant Professor and Head Reference Librarian
B.A., 1976, Fisk University; M.L.S., 1979, Peabody College of Vanderbilt University.

James Paxman, Assistant Professor and Circulation Librarian
B.A., 1974, Christian Brothers University; M.L.S., 1984, Peabody College of Vanderbilt University; M.A., 1993, Tennessee State University.

Annette Pitcher, Assistant Professor and Head, Circulation Department
B.S., 1967, Tennessee Technological University; M.L.S., 1971, George Peabody College

Joyce Radcliff, Assistant Professor and Serials Librarian
B. A., 1973 University of South Alabama
M.L.S., 1996, University of Alabama

Barbara Taylor, Assistant Professor and Head, Cataloging Department
B.S., 1971, Tennessee State University; M.L.S., 1976, George Peabody College.

Barbara VanHooser, Assistant Professor, Reference and Interlibrary Loan Librarian
B.S. 1977, Auburn University; M.S.L.S, 1986. Catholic University of America.

INSTITUTE OF AGRICULTURAL AND ENVIRONMENTAL RESEARCH

Research Faculty and Scientists

Stephen H. Kolison, Jr., Dean and Research Director
B.S., 1983, University of Liberia; M.S., 1986, Iowa State University; Ph.D., 1990, Iowa State University.

Nathaniel A. Adefope, Research Associate
B.S., 1977, Tennessee State University; M.S., 1979, Tennessee State University.

Anonya A. Akuley-Amenyenu, Research Associate
B.S., 1996, Tuskegee University; M.S., 1998, Tuskegee University.

Theophilus K. Amenyenu, Research Associate
B.S., 1994, University of Ghana, M.S., 1999, Tuskegee University

Nathaniel S. Appleton, Postdoctoral Research Associate
B.S., 1975, University of Liberia; M.S., 1981, University of the Philippines; Ph.D., 1999, State University of New York College of Environmental Science and Forestry

Ahmad N. Aziz, Research Assistant Professor
B.S., 1988, Barani Agricultural College; M.Phil, 1991, Quaid-e-Azam University; Ph.D., 1998, University of New Brunswick

Sarabjit M. Bhatti, Research Associate
B.S., 1977, Ranchi University, India; M.S., 1978, Ranchi University, India.

Richard Browning, Jr., Research Associate Professor
B.S., 1989, Prairie View A&M University; M.S., 1992, Texas A&M University; Ph.D., 1994, Texas A&M University.

Christopher J. Catanzaro, Research Assistant Professor
B.S., 1983, University of Missouri; M.S., 1986, University of Tennessee; Ph.D., 1992, North Carolina State University.

Carter Catlin, Jr., Associate Dean
B.S., 1971, Alabama A&M University; M.A.M.R.D., 1975, University of Florida; Ph.D., 1992, Michigan State University.

Fur-Chi Cheng, Research Assistant Professor
B.S., 1987, Chung Shan Medical and Dental College; M.S., 1994, University of Wisconsin – Stout; Ph.D., 1998, Auburn University

Sam O. Dennis, Research Assistant Professor
B.S., 1978, Middle Tennessee State University; M.S., 1980, Tennessee State University; Ph.D., 1999, Alabama A&M University.

Desh Duseja, Professor
B.S., 1961, Punjab Agricultural University; M.S., 1963, Punjab Agricultural University; Ph.D., 1972, Utah State University

Emmanuel K. Dzantor, Research Associate Professor
B.S., 1974, University of Science and Technology, Kumasi, Ghana, M.S., 1978, University of Wisconsin, Ph.D., 1980, University of Wisconsin

244 University Personnel and Instructional Faculty

Enefiok P. Ekanem, Research Associate Professor
B.S.I.S.E., 1981, Ohio University; M.A., 1983, Ohio University;
M.A., 1986, Ohio University; M.S., 1987, Ohio University; Ph.D.,
1992, University of Minnesota.

Constantine L. Fenderson, Professor
B.S., 1969, Tuskegee Institute; M.S., 1972, Michigan State
University; Ph.D., 1974, Michigan State University

Nick J. Gawel, Assistant Dean/Superintendent, Nursery Research
Center
B.S., 1981, Michigan State University; M.S., 1984, Texas Tech
University; Ph.D., 1989, Texas Tech University.

Sandria L. Godwin, Professor
Ph.D., 1981, Kansas State University; M.S., 1973, Kansas State
University; B.S., 1971, Kansas State University

Robert E. Harrison, Research Assistant Professor
B.S., 1970, Louisiana Polytechnic Institute; M.S., 1972,
Louisiana Tech University; Ph.D., 1975, University of Florida.

William Hayslett, Assistant Professor
B.S., 1973, Tennessee State University; M.S., 1975, Tennessee
State University

Souleymane Kebe, Research Associate
B.S., 1989, New Mexico State University; M.S., 1994, Oklahoma
State University

Agnes Kilonzo-Nthenge, Postdoctoral Research Associate
B.S. 1992, University of Eastern Africa, Kenya; M.S. 1997
Tuskegee University; Ph.D. 2003 Auburn University

Mackonnen Lema, Associate Professor
B.S., 1977, Haile Sellasie I University; M.S., 1980, Alemaya
University; Ph.D., 1994, Oklahoma State University

Deborah E. Long, Research Associate
B.S., 1984, Tennessee State University; M.S., 1988, Tennessee
State University.

Keri, Mario, Research Associate
B.S. 1981, Makerere University, Uganda; M.S., 1991 University
of Manitoba; Ph.D. 2000 University of Manitoba

Margaret T. Mmbaga, Research Associate Professor
B.S., 1974, University of Dar es Salaam, Tanzania; M.S., 1976,
University of Dar es Salaam, Tanzania; Ph.D., 1980, University
of Wisconsin.

Frank Mrema, Postdoctoral Research Associate
BS, 1988, Sokoine University of Agriculture; MS 1993 ; Ph.D.
2001 Swedish University of Agriculture.

Safdar Muhammad, Research Associate Professor
B.S., 1989, University of Agriculture, Faisalabad, Pakistan; M.S.,
1992, University of Agriculture, Faisalabad, Pakistan; Ph.D.,
1997, Mississippi State University.

Samuel N. Nahashon, Research Assistant Professor
B.S., 1987, Andrews University; M.S., 1990, Tuskegee
University; Ph.D., 1994, Oregon State University

Emmanuel Nnodu, Associate Investigator
BS, 1965 University. of Nigeria; MS, 1977 Colorado State Un;
Ph.D. 1980, Colorado State University.

Samuel Ochieng, Research Assistant Professor
B.S., 1993, The Kenya Polytechnic, Nairobi, Kenya; Ph.D., 1997,
University of Lund Sweden

Jason B. Oliver, Research Assistant Professor
B.S., 1987, University of Tennessee; M.S., 1990, University of
Tennessee; Ph.D., 1999, Auburn University.

Roger J. Sauve, Research Associate Professor
B.S., 1969, University of Florida; M.S., 1969, University of
Florida; Ph.D., 1978, University of Florida.

Ainong Shi, Postdoctoral Research Associate
B.S. 1983, Zhejiang University. China; MS 1986 Graduate
School of CAAS, Beijing China; MS 2001, City University,
Bellevue, WA. ;Ph.D. 1997, North Carolina State University.

Surendra P. Singh, Professor
B.S., 1963, Agra University; M.S., 1965, Agra University; Ph.D.,
1972, Pennsylvania State University

Minsheng Wang, Postdoctoral Research Associate
BS, 1982, Nanjing Forestry University; MS, 1987, Chinese
Academy of Forestry

Souping Zhou, Research Assistant Professor
B.S., 1985, Hebei Agricultural University, M.S., 1988, Shandong
Agricultural University; Ph.D., 1998, Najing Agricultural
University

COOPERATIVE EXTENSION PROGRAM

Clyde E. Chesney, Administrator and Professor
B.S., 1972, North Carolina State University; M.S., 1974, North
Carolina State University; Ph.D., 1980, Michigan State University

Fitzroy D. Bullock, Professor, Small Farms and Integrated Pest
Management (IPM) Programs
B.S., 1973, Loma Linda University; M.S., 1975, Tennessee State
University; Ph.D., 1980, University of Tennessee-Knoxville

Leslie Speller-Henderson, Assistant Professor, Nutrition, Health, &
Food Safety
B.S., 1985, Tennessee State University; M.S., 1996, Alabama
A&M University

Thelma Sanders-Hunter, Associate Professor
B.S., 1974, Tennessee State University; M.S., 1980 Tennessee
State University, Ed.D., 1989, Tennessee State University

Joshua Idassi, Assistant Professor
B.S., 1987, University of Kiril I Method; M.S., 1992, University of
Tennessee-Knoxville; Ph.D., 1996, Mississippi State University

Latif Lighari, Associate Administrator and Professor
B.S., 1969, Sindh Agricultural University; M.S., 1972, Sindh
Agricultural University; Ph.D., 1979 University of Missouri

An H. Peischel, Assistant Professor, Goats and Small Ruminants
B.S., 1974, Southern Illinois University; M.S., 1975, Universidad
Federal de Santa Maria; Ph.D., 1979 Kansas State University

Javiette V. Samuel, Assistant Professor, 4-H and Youth Development
B.S., 1996, University of Tennessee-Knoxville; M.S., 1999,
University of Tennessee-Knoxville; Ph.D., 2002, University of
Tennessee-Knoxville

Alvin E. Wade, Associate Professor, Community Resource &
Economic Development
B.S., 1972, Tennessee State University; M.S., 1974, Tennessee
State University; M.Ed., 1987 Tennessee State University

Richard Winston, Associate Professor, Plant and Soil Science
B.S., 1972, Tennessee State University; M.S., 1973 Tennessee
State University

University Administration

OFFICE OF THE PRESIDENT

President Melvin Johnson
B.S., 1968, North Carolina A&T University; M.A., 1974, Ball State University; MBA, 1979, Indiana University; DBA, 1983, Indiana University

President Emeritus James A. Hefner
B.S., 1961, North Carolina A&T; M.A., 1962, Atlanta University; Ph.D., 1971, University of Colorado

President Emeritus Frederick S. Humphries
B.S., 1957, Florida A&M University; Ph.D., 1964, University of Pittsburgh.

Executive Vice President William D. Lawson

Executive Assistant to the President Hollis F. Price, Jr.
B.A., 1958 Haverford College; Ph.D., 1972, University of Colorado (Boulder)

Special Assistant to the President Jacqueline Mitchell
B.A., 1969, Howard University; M.A., 1970, Ohio State University; Ph.D., 1973, Ohio State University

Director of Equal Opportunity and Affirmative Action Sandra Keith
B.S., 1991 Vanderbilt University; J.D., 1994, University of Florida.

Director Title III Program Rosemary Jefferies
B.S., 1969, M.S., 1971, Tennessee State University; Ph.D., 1986, George Peabody College of Vanderbilt University

Director of Internal Audit Norman Michael Batson
B.S., 1986 Auburn University.

Director of Athletics Teresa Lawrence-Phillips
B.S., 1980; M.S., 1999, Tennessee State University

ACADEMIC AFFAIRS

Vice President for Academic Affairs Augustus Bankhead
B.S., 1957, Tennessee A & I State University; M.S., 1958 Tennessee A & I University; Ed.D., 1978 George Peabody College for Teachers.

Associate Vice President for Academic Affairs Ken J. Looney
B.S., 1969, East Tennessee State University; M.P.A., 1981, Tennessee State University; Ed.D., 1995, Tennessee State University.

Associate Vice President for Academic Affairs Evelyn Nettles
B.A., 1972, Tennessee State University; MA, 1974, Tennessee State University; PhD, 1991, University of Tennessee- Knoxville

Associate Vice President for Academic Affairs Cynthia Brooks
B.S., 1979, Fisk University; M.B.A., 1982, Vanderbilt University.

Dean of the Graduate School Helen Reinhold Barrett
B.A., 1965, Barnard College; M.A., 1967, Ph.D., 1970, Southern Illinois University.

Dean of the College of Arts and Sciences William D. Lawson
B.A., 1968 Knoxville College; M.A., 1970, Atlanta University; Ph.D., 1978, Iowa State University.

Associate Dean of the College of Arts and Sciences ... Gloria Johnson
B.A., 1970 Tennessee State University; M.A., 1971, University of Illinois; Ph.D., 1990, University of Tennessee.

Dean of the College of Business Tilden J. Curry
B.A., 1964 Louisiana State University; M.C.P., 1966, University of Cincinnati; Ph.D., 1978, Florida State University.

Associate Dean of the College of Business Millicent Gray Lownes-Jackson
B.A., 1972 Fisk University; M.B.A., 1975, Ph.D., 1981 Vanderbilt University.

Dean of the College of Education Peter Millet
B.A., 1985, Oakland University; M.A., 1989, Ph.D., 1994, The Ohio State University

Associate Dean of the College of Education Leslie J. Drummond
B.S., 1974, M.Ed., 1988, Ed.D., 1991, Tennessee State University.

Dean of the College of Engineering,
Technology and Computer Science Decatur Rogers
B.S., 1967, Tennessee State University; M.S., 1969, Vanderbilt University; M.S., 1971, Vanderbilt University; Ph.D., 1975, Vanderbilt University.

Associate Dean of the College of Engineering, Technology and Computer Science Mohan Malkani
B.S., 1953, M.S., 1955, Baroda University, India; M.S., 1964 Mississippi State University; Ph.D., 1980, Vanderbilt University.

Dean of the College of Health Sciences Kathleen McEnerney
B.S., 1970, M.S., 1976, Long Island University; D.A., 1989, The Catholic University of America.

Assistant Dean of the College of Health Sciences Marian Patton (Interim)
B.S., 1962, Temple University; Ed.M., 1990, Temple University; Ed.D., 1990, Temple University

Dean of the School of Agriculture and Consumer Sciences Constantine Fenderson (Interim)

Dean of The School of Nursing Mary Ella Graham
B.S., 1974, Long Island University; M.Ed., 1975, Teachers College Columbia University; Ed.D., 1982, Teachers College Columbia University

Dean of Admissions and Records John Cade
B.S., 1976, South Carolina State College; M.Ed., 1977, South Carolina State College; M.Ed., 1984, Bowie State University; Ed.D., 1998, Tennessee State University.

Associate Dean of Admissions and Records Carmelia Taylor
B.S., 1973; M.S., 1974; Ed.D., 1993, Tennessee State University.

Director of Institute of Government Ann-Marie Rizzo
B.A., 1969, Ithaca College; M.A., 1971, Ph.D., 1974, Syracuse University.

Director of Aerospace Studies Col. Albert Hill Jr.
B.A., 1981, Southwest Texas State University; M.A., 1989, Troy State University

Director of Academic Enrichment, Advisement, and Orientation Monetha R. Reaves
B.A., 1963 LeMoyne College; M.A., 1971, George Peabody College for Teachers; D.A., 1978, Middle Tennessee State University.

Director of Honors Program Sandra W. Holt
B.S., 1971; M.S., 1972, Tennessee State University; Ph.D., 1989, Florida State University.

Director of Institutional Effectiveness and Research Timothy Quain
B.A., 1973, Quincy College; M.A., 1976, Southern Illinois University; D.A., 1986, Middle Tennessee State University.

Director of Libraries and Media Resources Yildiz Binkley
B.S., 1964 University Ankara; M.S.; 1971, George Peabody College; Ed.D., 1994, Tennessee State University.

Director of Testing S. Yancey Padgett
B.S., 1965, Maritte College; 1971 Syracuse University; Ph.D., 1987, Syracuse University.

Director of Faculty Support Center G. Pamela Burch-Sims
B.S., 1977, Hampton University; M.A., 1978, University of Tennessee; Ph.D., 1993, Vanderbilt University

Dean of the Institute for Agricultural and Environmental Research Stephen H. Kolison, Jr.
B.S., 1983, University of Liberia; M.S., 1986, Iowa State University; Ph.D., 1990, Iowa State University

Director of Cooperative Extension Program Clyde Chesney
B.S., 1972; N.C. State University; M.S., 1974; N.C. State University; Ph.D., 1980, Michigan State Univ.

UNIVERSITY RELATIONS AND DEVELOPMENT

Vice President for University Relations and Development Homer R. Wheaton (Interim)

Associate Vice President Homer R. Wheaton
B.S., 1948 Tennessee State University; M.S., 1953 Tennessee State University

246 University Administration

Assistant Vice President- Director of Development Delorse Lewis
B.S., ; M.S., 1974 ; M.A., 1977, Tennessee State University

Director of Alumni Relations Michelle Viera
B.S., 1982 Tennessee State University; M.A., 1994, Western
Michigan University

Director of Conferences and Special Events Cathy Summers
B.S., 1971 Tennessee Technology University; M.A., 1992,
Tennessee State University

Director of Gentry Center Programs Eunice Bell
B.S., 1969 Tennessee State University; M.Ed., 1993 Tennessee
State University

Director of Public Relations Sherre M. Bishop
B.S., 1982 Tennessee State University, M.A., 1994 Tennessee
State University

STUDENT AFFAIRS

Vice President of Student Affairs Vacant.

Associate Vice President of Student Affairs Dorothy Lockridge
B.S., 1968, Tennessee State University; M.S., 1974, Tennessee
State University.

Dean of Students, Avon Williams Campus William Hytche
B.S., 1979, University of Maryland-Eastern Shore; M.B.A., 1989,
Prairie View University; Ed.D., 2001, Tennessee State
University.

Dean of Students and Director of Residence Life Peggy Earnest
B.S., 1964, Tennessee State University; M.S., 1975, Tennessee
State University.

Director Career Center Inman Otey
B.S., 1959, Tennessee State University.

Director of Counseling Center Fannie Perry
B.S., 1963, Alcorn State University; M.S., 1972, Tennessee
State University.

Director Student Health Services Ivan Davis
B.S., 1964, Tennessee State University; M.S., 1965, Tennessee
State University; M.D., 1974, Meharry Medical College.

Director of Graduate and
Professional Opportunities Angela M. Robertson
B.S., 1988, Southern University-Baton Rouge; M.Ed., 1995,
Union University

Director of Cooperative Education William Gittens
B.S., 1970, Tennessee State University; M.S., 1991, Tennessee
State University; Ed.D., 1999, Tennessee State University.

Director TRIO Programs Mary Y. Love
B.S., 1952, Tennessee State University; M.S., 1956, Tennessee
State University.

Director of International Student Affairs Shirley Wingfield
B.S., 1967, M.S., 1980, Tennessee State University; Ed.D.,
2000, Tennessee State University.

Director of Minority Student Affairs Mark Gunter
B.S., 1991, Austin Peay State University; M.A., 1993, Austin
Peay State University.

Director of Student Activities Ronald Myles
B.S., 1965, South Carolina State; M.S., 1981, Tennessee State
University; Ed.S., 1988, Vanderbilt University.

Director of Disabled Services Patricia Scudder
B.S., 1966, Murray State University, M.L.S., 1969, Indiana
University

Director of Housing Larry Carpenter
B.S., 1986, Tennessee State University; M.S., 1990, Tennessee
State University.

Director of Campus Center Author Laird
B.A., 1969, University Arkansas-Pine Bluff; M.S., 1984,
University of Arkansas-Pine Bluff.

Director of TSU Police Department Carlton Bowen
B.S., 1963, Tennessee State University.

Director, First Year Students Program Regina Vincent-Clark

BUSINESS AND FINANCE

Vice President for Business and Finance Cynthia Brooks (Interim)
B.S., 1979, Fisk University; M.B.A., 1982, Vanderbilt University

Associate Vice President for Business and Finance ... Larry Wakefield
B.S.B.A., 1975, University of Tennessee; M.B.A., 1985, Austin
Peay State University; C.P.A., 1980, State of Tennessee;
C.G.F.M., 1996.

Director of Budget and Fiscal Planning Bradley White
B.B.A., 1994, Tennessee State University; C.P.A., 2000
(Inactive), State of Tennessee

Director of Campus Planning Stephen Gillette
B.P.S., 1983, State University of New York; M.S., 1988, Air
Force Institute of Technology; M.A., 1994, Chapman University.

Director of Financial Aid Mary Chambliss
B.S., 1991, Austin Peay State University; M.S., 2000, East
Tennessee State University.

Director of Facilities Management Samuel Polk
B.S., 1968, Jackson State University; M.S., 1972, Kent State
University; Ed.D., 1986, Mississippi State University.

Director of Finance and Accounting Robert Hughes
B.B.A., 1987, Austin Peay State University; M.B.A., 1998,
Tennessee State University; C.P.A., 1990 (Inactive), State of
Tennessee.

TECHNOLOGY AND ADMINISTRATIVE SERVICES

Vice President for Technology and
Administrative Services Dennis J. Gendron
B.A., 1965 Merrimack College; M.A., 1968 University of North
Carolina; Ph.D. 1975 University of North Carolina.

Associate Vice President Patricia A. Crook
B.S., 1973, Tennessee State University; M.B.A., 1976, University
of Tennessee; C.P.A., 1995, State of Tennessee; M.P.A., 1996,
Tennessee State University; Ed.D., 1998, Tennessee State
University.

Associate Vice President Howard Gentry, Jr.
B.S., 1974, Tennessee State University; M.Ed., 1998,
Tennessee State University

Associate Vice President- Communications and Information
Technologies Khalid Chaudhary
B.Sc., 1963, University of Punjab; M.Sc., 1965, University of
Punjab; M.A.Sc., 1982, University of Windsor (Canada).

Director of Human Resources Linda Coleman Spears
B.A., 1972, Southern Methodist University; M.S., 1976, Texas
A & M University (Corpus Christi).

Director of Purchasing & Business Services Frank Battle
B.S., 1958 Southern University; M.B.A., 1975, Fairleigh
Dickinson University; M.P.A., 1976, Fairleigh University.

RESEARCH AND SPONSORED PROGRAMS

Vice President for Research and
Sponsored Programs Marcus W. Shute
B.S., 1984, Tennessee State University; S.M., 1986,
Massachusetts Institute of Technology; P.E., 1987, State of
Georgia; M.S., 1991, Georgia Institute of Technology; Ph.D.,
1994, Georgia Institute of Technology.

Director of Research and Sponsored Programs E. Maria Thompson
B.S., 1983, Tennessee State University; M.S., 1985, The Ohio
State University; Ph.D., 1994, Univ. of Tenn.- Knoxville.

Director of Center of Excellence for Research and
Policy on Basic Skills Barbara Nye
B.S., 1973 Univ. of Tenn. Knoxville; M.S., 1977 University of
Tennessee Knoxville; Ph.D., 1982, Vanderbilt University.

Director of Center of Excellence
Information Systems Michael R. Busby
B.S., 1966 Tennessee Technological University; M.S., 1968
Massachusetts Institute of Technology; Ph.D., 1970, University
of Tennessee.

Director of Center for Health Research Baqar A. Husaini
M.A., 1968, Wayne State University; Ph.D., 1972, Wayne State
University.

Chair of Excellence – Environmental Engineering Lonnie Sharpe, Jr.
B.S., 1975, North Carolina A&T State University; M.S., 1976,
North Carolina State University; Ph.D., 1980, University of
Illinois.

Director of RIMI Center for Neuroscience Robert F. Newkirk
B.S., 1963, Livingstone College; M.S., 1968, Virginia State
University; Ph.D., 1982, Colorado State University.

THE TENNESSEE BOARD OF REGENTS 2005/2006

Hon. Phil Bredesen, The Governor of Tennessee Chairman
Dr. Charles W. Manning Chancellor
Dr. Richard G. Rhoda Executive Director, Tennessee Higher
Education Commission

Hon. Lana Seivers, The Commissioner of Education
Hon. Ken Givens, The Commissioner of Agriculture
Mr. Frank Barnett Second Congressional District
Dr. Amiri Al-Hadid TSU- Faculty Representative
Mr. Edgar R. Bowers Third Congressional District
Ms. Agenia Clark Seventh Congressional District
Mr. Noble Cody Sixth Congressional District
Mr. Jonas Kisber Eighth Congressional District
Fran Marcum Fourth Congressional District
Ms. Leslie Pope First Congressional District
Mr. Howard Roddy Chattanooga- At large
Mr. J. Stanley Rogers Vice Chairman
Dr. Maxine A. Smith Ninth Congressional District
Mr. William Watkins, Jr. At-large



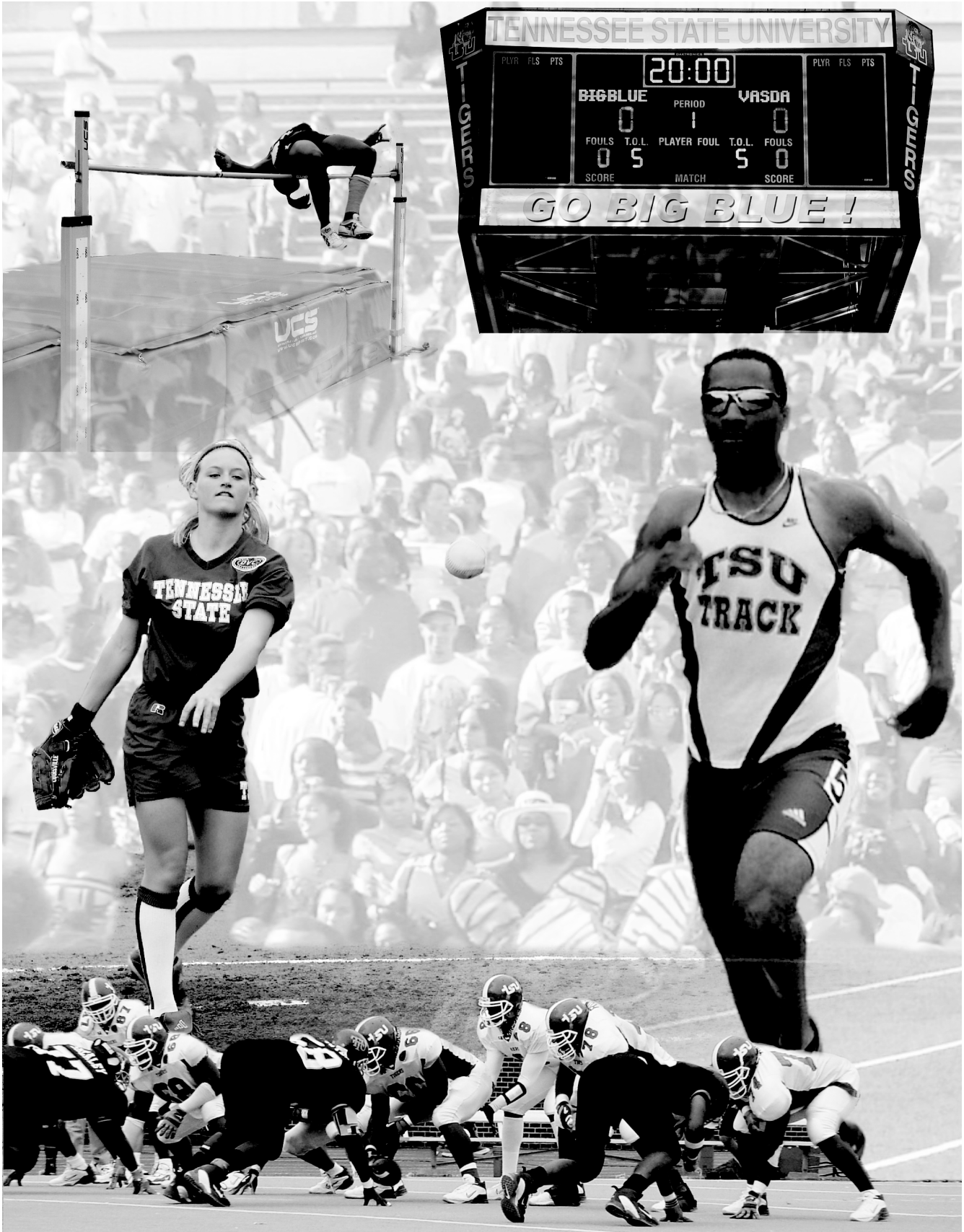
INDEX

Abbreviations, academic	48	Cardio-Respiratory Care Sciences, Department of	172
Absences, excessive	28	Career Center	40
Academic Advisement Center	220	Catalog, Applicable	31
Academic Affairs	47	Chemistry, Department of	65
Academic Enrichment, Advisement and Orientation	220	Child care centers	46
Academic Inventory	47	Child Development and Family Relations	201
Academic Support Services	220	Civil Engineering, Department of	159
Access to records	30	Class load	27
Accounting	122	Classification of students (freshman, etc.)	27
Accounting and Business Law, Department of	122	Clothing and Textiles	201
Accredited programs	12	College Level Examination Program (CLEP)	25
Activities, student	39	Communications, Department of	71
Administration	234	Computer Engineering, Department of Electrical and	184
Admission, early	21	Computer Science, Department of	161
Admission to University	19	Conduct, standards of	28
See also Re-Admission	21	Consortium with MTSU	23
Admission with advanced standing	22	Cooperative Education	41
Adult special students	23	Counseling Center	39
Advanced Placement (AP) credit	19	Course substitution	30
Advanced standing	22	Credit by examination	25
Aeronautical and Industrial Technology, Department of	153	Criminal Justice, Department of	77
Aerospace Studies (AFROTC)	215	Curriculum and Instruction	147
Affirmative Action	2	Curriculum Laboratory	148
Africana Studies, Department of	55	DANTES (examinations for credit)	25
AFROTC (Air Force Reserve Officer Training Corps)	215	Dean's List	31
Agribusiness	195	Degree Programs, undergraduate	14
Agricultural Education	196	Degree requirements, Associate Degree	36
Agricultural Sciences, Department of	195	Degree requirements, B.A.	36
Agricultural Statistics	196	Degree requirements, B.S.	35
Agriculture and Consumer Sciences, School of	195	Deficiencies, high school	21
Animal Science and Pre-Veterinary Medicine	196	Dental Hygiene, Department of	174
Anthropology	117	Design	201
Appeals of grade	28	Developmental Studies	221
Application fee	10	Disabled students	23
Architectural Engineering, Department of	157	Distance Education	223
Art, Department of	58	Early Childhood Education	200
Arts and Sciences, College of	49	Economics and Finance , Department of	129
Arts and Sciences degree (Interdisciplinary Studies)	53	Education, College of	135
Associate degree, requirements	36	Education Talent Search (TRIO)	39
Associate degree, second	36	Educational Administration, Department of	137
Associate degree in Nursing	207	Electrical and Computer Engineering, Department of	184
Athletics, Intercollegiate	40	Elementary Education	54
Audiology, Department of Speech Pathology and	192	Employment, student	
Attendance, class	28	Off-campus	40
Auditing classes	27	On-campus	40
B.A., requirements for	36	Engineering, Technology and Computer Science, College of	150
B.S., requirements for	35	English	89
B.S.N. degree (Baccalaureate Nursing Degree)	211	English proficiency requirement	27
Band, Concert	96	Equal Employment Opportunity, Office of	2
Band, University Marching	96	Examinations	27
Biological Sciences, Department of	61	Extended Education and Public Service, Center for	223
Buildings	6	External credit, maximum	35
Business, College of	118	Faculty	234
Business Administration, Department of	123	Family and Consumer Sciences, Department of	200
Business Information, Department	127	Family and Consumer Sciences Education	200
Business Law	122	Family Economics and Home Management	202
Calendar, academic	16	Fashion Merchandising	202

Fees	9	Modern Foreign Languages	94
Finance	129	Music, Department of	96
Financial aid	42	Non-credit instruction	225
Satisfactory progress	43	Numbering, course	23
Food service	38	Nursing, School of	207
Food Service Management	202	Nutrition	202
Foreign Languages	88	Occupational Therapy, Department of	189
French	90	Pell Grants	43
Fresh Start, Academic	26	Perkins Loans	43
GED (General Education Development) Test	20	Personnel, University	234
General Education courses		Pharmacy, cooperative program with Howard University	66
Associate degree	37	Philosophy	89
B.S. degree	33	Physical Education	139
General Education, philosophy of	31	Physics	105
Geography	81	Physics and Mathematics, Department of	104
Glossary of terms	15	Placement, academic	21
Grade appeals	28	Placement, career	39
Grading system	30	Police, campus	40
Graduate Studies and Research, School of	217	Political Science	80
Handbook, student	38	Presidential Scholarship	43
Handicapped students	42	Pre-veterinary medicine	196
Health Sciences	179	Privacy rights	30
Health Sciences, College of	171	Probation, academic	26
Health Administration and Health Sciences	177	Professional Education Council	138
Health Information Management, Department of	182	Psychology, Department of	144
Health Services	42	ROTC (Reserve Officers Training Corps)	215
History	80	Radio and Television	74
History, Geography, and Political Science, Department of	79	Reading Education	148
Historical Statement	5	Re-admission to University	21
Honors, degrees with	31	Real Estate and Urban Development	134
Honors Program	218	Records, access to	30
Horticulture	195	Refund of fees	11
Housing		Registration	26
Dorm deposit	38	Religious Studies	95
Refund of fee	38	Remedial Studies	221
Human Performance and Sport Science, Department of	138	Repeating courses	29
ID (identification) cards	42	Requirements for degrees	35
Replacement of lost cards	42	Residence halls	
Incomplete grades (I)	28	Men	39
Interdisciplinary Studies	53	Women	39
International Affairs, Minor	51	Residency classification	24
International Student Services	42	RODP-Regent's Online	224
International students	23	Room and board	38
Journalism	74	Second degree, requirements for	36
Languages, Literature, and Philosophy, Department of	87	Social Work	113
Late registration fee	10	Social Work and Sociology, Department of	111
Liberal Arts and Business, minor in	50	Sociology	113
Licensed Practical Nurses	209	Spanish	91
Load, class	27	Special students	23
Loans	43	Speech Pathology and Audiology, Department of	192
MARC (Minority Access to Research Careers) Program	65	Stafford Loans	43
Major, second	36	Student activities	40
Majors	14	Student Affairs, Division of	38
Management	124	Student Handbook	40
Marketing	125	Student Health Services	42
Mathematics	104	Substitution of courses	30
Mechanical Engineering, Department of	167	Suspension, academic	26
Medical Technology, Department of	188	TOEFL (Test of English as a Foreign Language)	23
Minority Access to Research Careers (MARC) Program	65	Teacher Education, admission and retention	136
Minority Grants	43	Teaching and Learning, Department of	147
Minority Student Affairs	41	Telephone numbers of important offices	3
Mission statement	5	Tennessee Board of Regents	247

Testing Center, University 226
 Theatre 71
 Traffic fines 10
 Transfer students 22
 Transient students 22
 Trio Programs 39
 University Counseling Center 39

Upward Bound 39
 Veterans Education Benefits 24
 Withdrawal from course 29
 Withdrawal from University 29
 Work Study Program 40
 Women's Studies, Minor 51





Office of Admissions and Records
 Tennessee State University
 3500 John A. Merritt Blvd.
 Nashville, Tennessee 37209-1561
 1-888-463-6878
 www.tnstate.edu

**UNDERGRADUATE
 APPLICATION
 FOR ADMISSION
 AND READMISSION**

INSTRUCTIONS

A \$25 non-refundable fee is required of all applicants who have never attended Tennessee State University. An application will not be processed without the required fee. 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. All supporting documents for admissions must be received by the TSU Office of Admissions and Records before acceptance can be granted.

DO NOT SEND CASH.

FRESHMEN

Those applicants who have never attended a post-secondary education institution must:

1. Forward an official high school transcript covering all academic work completed 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 the SAT (Scholastic Aptitude Test) scores.
3. Students will be placed in remedial/ or developmental courses based on sub-scores of 18 or below on the Math, English, or Reading section of the ACT, or below 450 on the verbal or math on the SAT. Applicants 21 years or older will be required to complete the COMPASS Test. The COMPASS Test is administered prior to registration for the fall, spring, and summer semesters.
4. Have minimum composite score of 450 on the GED (General Education Development) Test, if 18 years or older and not a high school graduate. Applicant must:
 - Request the testing agency to forward GED results.
 - Request high school or record center to forward official transcript.
5. Have a 2.25 GPA or 19 ACT or 900 SAT, if in-state.
6. Have a 2.50 GPA or 19 ACT or 900 SAT, if out-of-state.
7. Meet the Admissions Unit Requirements, if high school graduation was after June 1989 (see page 2).

TRANSFER STUDENTS

Those applicants who have attended post-secondary education institutions prior to applying to Tennessee State University must:

1. Submit two official transcripts from each college/university attended.
2. Submit an official COMPASS 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 COMPASS subtest in mathematics and/or English if the ACT subscore(s) in the subject(s) is not acceptable, and if college credit has not been earned in English and/or mathematics.

AUDIT STUDENTS

Those applicants who wish to take a course without receiving credit must:

1. Submit a transcript from the last college/university attended.

SPECIAL STUDENTS

Those applicants who do not wish to receive a baccalaureate degree must:

1. Submit an official high school transcript or equivalent or college/university attended.
2. Take the COMPASS 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

Those applicants who are enrolled in another institution and desire admission for a limited period, usually one semester, must:

1. Submit a letter of good standing from the college/university of current attendance.

INTERNATIONAL STUDENTS

Those applicants seeking admission from another country 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 and freedom from tuberculosis.
6. Submit official transcripts from colleges/universities attended in the United States.
7. Copies of visa and Alien Registration Card.

READMISSION STUDENTS

Former students who were not enrolled in TSU during the previous fall or spring semester 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

For persons who have not been enrolled in any institution of higher learning for the four years just prior to this application for admission to TSU. Academic Fresh Start must be declared on this application. Upon completing 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.

Housing Note: A housing application cannot be processed until the admission application is approved.

TENNESSEE STATE UNIVERSITY UNDERGRADUATE MAJORS AND DEGREES

COLLEGE OF ARTS AND SCIENCES

Africana Studies (BS)
Art (BS)
Arts and Sciences (BS)
Biology (BS)
Chemistry (BS)
Criminal Justice (BS)
English (BA)
Foreign Languages (BA)
History (BA)
Mathematics (BS)
Music (BS)
Physics (BS)
Political Science (BS)
Sociology (BS)
Speech Communication and Theater (BA, BS)

COLLEGE OF BUSINESS

Accounting (BBA)
Business Administration (BBA)
Economics and Finance (BBA)
Business Information Systems (BBA)

COLLEGE OF EDUCATION

Human Performance and Sports Science (BS)
Psychology (BS)
Special Education (BS)

COLLEGE OF ENGINEERING, TECHNOLOGY, AND COMPUTER SCIENCE

Aeronautical and Industrial Technology (BS)
Architectural Engineering (BS)
Civil Engineering (BS)
Computer Science (BS)
Electrical Engineering (BS)
Mechanical Engineering (BS)

SCHOOL OF AGRICULTURE AND HOME ECONOMICS

Agricultural Sciences (BS)
Early Childhood Education (BS)
Family Consumer Sciences (BS)

COLLEGE OF HEALTH SCIENCES

Cardiorespiratory Care Sciences (BS)
Dental Hygiene (AAS)
Health Care Administration and Planning (BS)
Health Information Management (BS)
Health Sciences
Medical Technology (BS)
Occupational Therapy (BS)
Speech Pathology and Audiology (BS)

SCHOOL OF NURSING

Nursing (AAS, BSN)

NOTE 1

Elementary Education Certification Grades K-8, 1-8, College of Arts and Sciences offers a bachelor of science degree to persons seeking certification in elementary education in grades K-8 and 1-8. All persons wishing to pursue curriculum requirements for elementary certification must select as a major the Arts and Sciences BS degree program.

NOTE 2

Students who plan to pursue a major in Health Science, 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.

HIGH SCHOOL UNIT REQUIREMENTS

Advanced Mathematics - 1 unit
(Geometry or an advanced math course)

Algebra I and II - 2 units

English - 4 units

Foreign Language - 2 units
(both units must be in the same language)

Natural/Physical Sciences - 2 units
(1 unit of Biology I or II; 1 unit of Chemistry I or II; or Physics-all courses must be one-year courses)

Social Studies - 1 unit

U. S. History - 1 unit

Visual/Performing Arts - 1 unit

APPLICATION DEADLINES

Fall semester July 1
Spring semester November 1
Summer semester April 1

INFORMATION FOR STUDENTS WITH DISABILITY

If you have a learning or physical disability and want information on the types of services and support that are available, please contact the Office of Disabled Students, Room 117, Kean Hall, telephone: 615-963-7400. It is recommended that students who may benefit from these services make early contact with the office so that appropriate accommodations can be arranged.

Tennessee State University is committed to the education of a non-racially identifiable student body. Tennessee State University: A Tennessee Board of Regents Institution.

STATEMENT OF AFFIRMATIVE ACTION

Tennessee State University, in compliance with Title VI of the Civil Rights Act, of 1964 and Title IX of the Education Amendments of 1972, does not discriminate on the basis of race, color, national origin, or sex in any of its policies or procedures. In accordance with the Americans with Disabilities Act, persons needing assistance with these materials may contact the Department of Admissions and Records. Publication No. TSU-98-0029(A)-2a-256005

DETACH THIS PAGE AND KEEP FOR YOUR RECORD. RETURN THE APPLICATION TO: OFFICE OF ADMISSIONS AND RECORDS, P.O. BOX 9609, JOHN MERRITT BLVD., NASHVILLE, TN 37209

