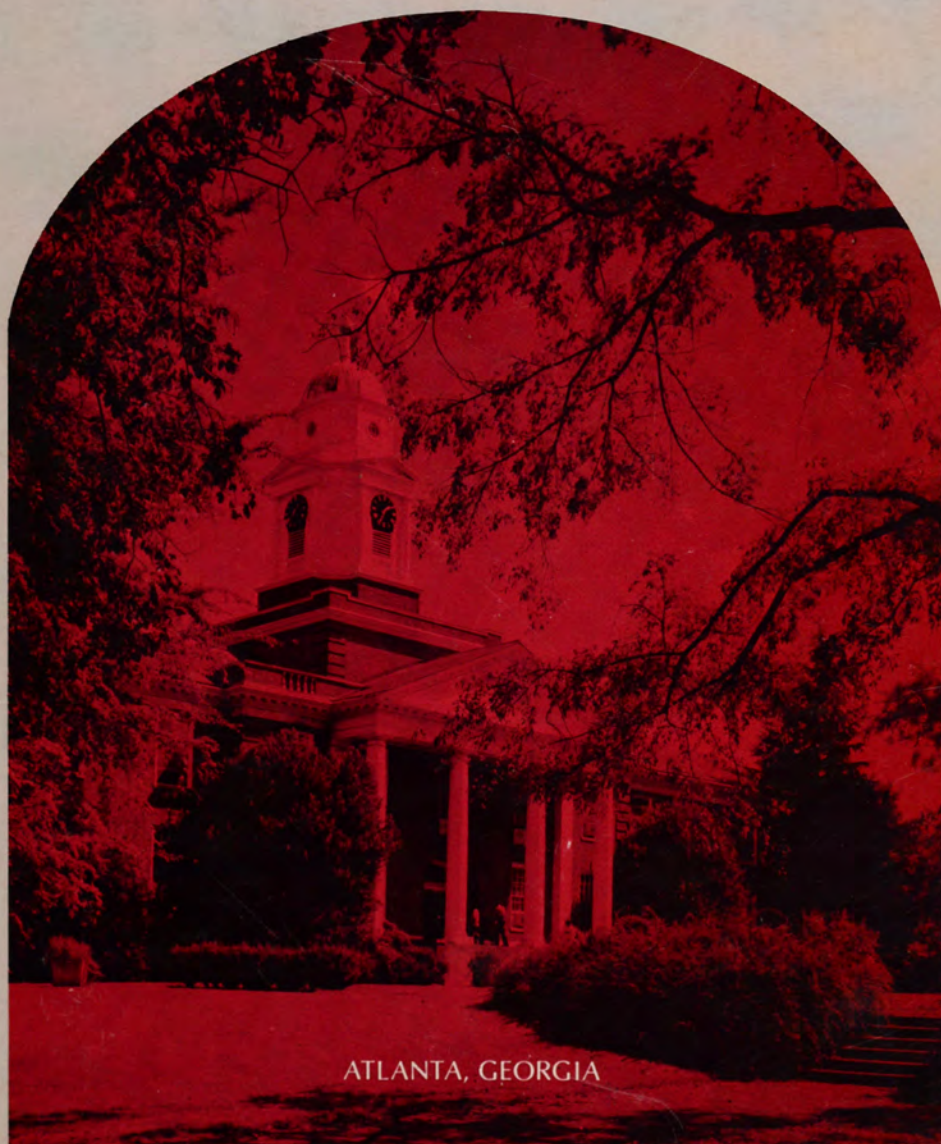




THE ATLANTA UNIVERSITY BULLETIN

CATALOG 1978-79

ANNOUNCEMENTS
1978-79



ATLANTA, GEORGIA

This is the General Catalog of the University listing the general regulations and description of the work of the following:

- The School of Arts and Sciences
- The School of Business Administration
- The School of Education
- The School of Library Service
- The School of Social Work

A separate Catalog is published for the Summer School.

Member of the Southern Association of Colleges and Schools.

Member of the American Association of Colleges for Teacher Education.

The Graduate and Professional Schools of Atlanta University are accredited by the following:

- American Library Association
- Council on Social Work Education
- American Assembly of Collegiate Schools of Business
- National Council for Accreditation of Teacher Education

Series III

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223 Chestnut Street, S.W.
Atlanta, Georgia 30314

CATALOG NUMBER
1978-79

ANNOUNCEMENTS
1978-79





ATLANTA UNIVERSITY LEGEND

- A. HARKNESS HALL
- B. BUSINESS ADMINISTRATION BLDG.
- C. RUFUS E. CLEMENT HALL
- D. TREVOR ARNETT LIBRARY
- E. DEAN SAGE HALL
- F. BIOLOGY RESEARCH BLDG.
- G. SCHOOL OF SOCIAL WORK
- H. SCIENCE BLDG.
- I. READING CENTER
- J. PLACEMENT OFFICES
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- N. PRESIDENT'S RESIDENCE
- O. SHOP AND STORAGE BLDG.
- P. OLD OGLETHORPE BLDG.
- Q. A.U. CENTER FACULTY CLUB
- R-1-R17. FACULTY RESIDENCES

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ATLANTA UNIVERSITY CALENDAR

1978

June	12	Monday	Registration for Summer School.
	13	Tuesday	Registration for Summer School.
	14	Wednesday	Summer School classes begin.
	15	Thursday	Examination in Communication Skills.
	16	Friday	Last day to register for credit.
	19	Monday	Examination in foreign languages; required for the master's degree in Arts and Sciences and Library Service.
	21	Wednesday	Last day to file candidacy for graduate degrees to be conferred in August, 1978.
July	4	Tuesday	Independence Day holiday.
	5	Wednesday	Last day to file with appropriate Deans approved theses or dissertations for degrees to be conferred in August, 1978.
	26	Wednesday	Final examinations for candidates for degrees to be conferred in August, 1978 (Oral, Course, and Comprehensive).
August	3	Thursday	Final examinations.
	4	Friday	Summer School Convocation. Closing of Summer School.
September	4	Monday	Labor Day. A holiday.
	6	Wednesday	Registration for first semester.
	8	Friday	Registration (with extra charges).
	9	Saturday	Examination in Communication Skills.
	9	Saturday	Last day for first semester registration (Both regular students and in-service teachers).
	11	Monday	Classes begin. Examination in foreign languages; required for the master's degree in Arts and Sciences and Library Service.
October	2	Monday	Last day to file candidacy for work to be completed in December, 1978.
	16	Monday	Atlanta University Charter Day.
November	22	Wednesday	Thanksgiving Holidays begin at end of scheduled classes.
	27	Monday	Classes resume, and offices reopen.
December	6	Wednesday	Last day to file with appropriate Deans approved theses or dissertations for work to be completed in December, 1978.
	13	Wednesday	Semester examinations begin.
	20	Wednesday	First semester closes. Christmas Recess begins at end of scheduled classes.
	25	Monday	Christmas Day. A holiday.

1979

January	1	Monday	New Year's Day. A holiday.
	10	Wednesday	Registration for second semester.
	12	Friday	Registration (with extra charges).
	13	Saturday	Examination in Communication Skills. Last day for second semester registration (Both regular students and in-service teachers).
	15	Monday	A holiday in observance of the birthday of Martin Luther King, Jr.
	16	Tuesday	Classes begin.
	24	Wednesday	Examination in foreign languages, required for the master's degree in Arts and Sciences and Library Service.
February	9	Friday	Last day to file candidacy for degrees to be conferred in May, 1979.
	11	Sunday	University Center Religious Emphasis Convocation.
March	2	Friday	Spring Recess begins at end of scheduled classes.
	12	Monday	Classes resume at 8:00 a.m.
	27	Tuesday	University Center Convocation.
April	13	Friday	Good Friday. A holiday.
	23	Monday	Last day to file with appropriate Deans approved theses or dissertations for degrees to be conferred in May, 1979.
May	7	Monday	Semester examinations begin.
	9	Wednesday	Final examinations for candidates for degrees to be conferred in May, 1979 (Oral, Course, and Comprehensive).
	14	Monday	Second Semester examinations end. Second Semester closes.
	21	Monday	Commencement Day.
June	11	Monday	Registration for Summer School.
	12	Tuesday	Registration for Summer School.
	13	Wednesday	Summer School classes begin.
	15	Friday	Last day to register for credit.
July	4	Wednesday	Independence Day. A holiday.
	11	Wednesday	Last day to file with appropriate Deans approved theses or dissertations for degrees to be conferred in July, 1979.
August	3	Friday	Summer School Convocation. Closing of Summer School.

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Grace T. Hamilton
Dwight C. Minton
Hughes Spalding, Jr.
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Geraldine P. Woods

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	Secretary to the Corporation
Prentiss Q. Yancey**	Secretary to the Corporation

*Part of the year.

**Secretary to the Corporation, part of the year.

1978-79

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Vice President for Academic Affairs

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GENEVIEVE T. HILL, M.S.S.

Dean, School of Social Work

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Dean, School of Arts and Sciences

VIRGINIA LACY JONES, Ph.D.

Dean, School of Library Service

ROBERT C. VOWELS, Ph.D.²

Dean, School of Business Administration

AUGUSTUS H. STERNE, A.B.²

Dean, School of Business Administration

LINWOOD D. GRAVES, Ed.D.

Director of Summer Session

LAURIE F. JOHNSON, M.A.

Dean of Students

CASPER L. JORDAN, M.S. in L.S.

Librarian

G. CLETUS BIRCHETTE, M.A., J.D.

Director of Business Affairs

GERONE HENDALE TAYLOR, B.A.

Registrar and Director of Admissions

CLEON C. ARRINGTON, Ph.D.

Director for University Relations and Development

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School of Library Service

Ruby J. Barnes

Secretary, School of Education

Gloria Jean Bayton²

Secretary, School of Business Administration

Carrie W. Bell, B.A.

Secretary to the Dean
School of Arts and Sciences

¹Sabbatical leave, first semester, 1977-78.

²Part of the year.

- Selena M. Bell
Administrative Assistant, Doctoral Program in
Administration and Supervision, School of Education
- Gloria A. Bivins
Secretary, School of Business Administration
- Uneeda O. Brewer, M.S.W.
Project-Based Practicum Instructor,
School of Social Work
- Rosemary Bright
Secretary, The Reading Center,
School of Education
- Ann B. Brown
Secretary, Office of Admissions and Records,
School of Social Work
- Charlestina B. Charlton, B.S.
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Secretary, School of Education
- Susan T. Clements
Secretary, Department of Biology,
School of Arts and Sciences
- Rose M. Clausell, B.A.
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- Ruth Eley, B.A.
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School of Arts and Sciences
- William S. Fletcher, M.A.
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- Mary J. Glover
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School of Arts and Sciences
- Leon O. Henry
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- Claudia H. Huff, M.A.
Administrative Assistant, Department of Chemistry,
School of Arts and Sciences
- Jereline Jones, M.A.
Secretary to the Dean,
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- Joseph Jones, M.B.A.
Director of Special Projects,
School of Business Administration

Bettie M. London
 Secretary, Bureau of Education of the Handicapped,
 School of Education

Vivian J. Mills
 Secretary, Office of the Dean,
 School of Library Service

Bernice Moore¹
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 Department of Political Science,
 School of Arts and Sciences

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 School of Education

Laurette W. Quayle
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 School of Social Work

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 School of Social Work

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Lillie C. Strickland¹
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Betty J. Sullivan
 Secretary, Department of Chemistry,
 School of Arts and Sciences

Rosie Pinkston Trimier¹
 Administrative Secretary,
 School of Social Work

Peggy D. Wade, M.B.A.
 Student Personnel Counselor,
 School of Business Administration

Sylvia E. Wadley
 Secretary to the Faculty,
 School of Arts and Sciences

¹Part of the year.

LIBRARY

- Casper L. Jordan, M.S. in L.S.
Librarian
- Lee G. Alexander, M.A.
Archives and Manuscripts
- Joyce A. Beachum, M.S. in L.S.
Readers' Services
- Bessie D. Briscoe, M.S. in L.S.
Technical Services
- Charles E. Brookins, M.S. in L.S.
Readers' Services
- Betty P. Childres, M.L.M.
Social Science Development Librarian,
Department of Political Science
- Barbara Hempleman, M.S. in L.S.
Readers' Services
- Barbara House, M.S. in L.S.
Assistant Librarian,
School of Library Service
- Jacquelyn Johnson, M.S. in L.S.
Readers' Services
- Stephanie Jones, M.A. in L.S.
Readers' Services
- Buddhwanti Sanwalia Masih
Instructor, Technical Services, Library
M.S. in L.S., Atlanta University
- Artholia H. Milligan, M.S. in L.S.
Readers' Services
- Gloria J. Mims, M.S. in L.S.
Special Collections
- Diann R. Scales, M.S. in L.S.
Readers' Services
- Agatha L. Smith, M.S. in L.S.
Readers' Services
- John C. Stalker, M.S. in L.S.
Acquisitions
- Chih Wang, M.S. in L.S.
Assistant Librarian,
School of Library Service
- Almeta G. Woodson, M.S. in L.S.
Curriculum Materials

Library Technical Assistants

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- Janice A. Clemons
- Barbara D. Darby
- Janis R. Gamble
- Ibrahim Hanif, B.S.

STUDENT SERVICES

Office of the Registrar

Gerone Hendale Taylor, B.A.
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Grace M. Bickers
Assistant Registrar
Ollie Clayton Betton
Secretary to the Registrar
Henrietta D. Little
Secretarial Assistant
Bobbie B. Ogletree
Secretarial Assistant
Mary P. Parrish¹
Secretarial Assistant
Johnnie Mae Robinson
Secretarial Assistant

Personnel Department

Laurie F. Johnson, M.A.
Dean of Students
Velma T. Moultrie, M.B.A.
Director of Student Financial Aid
Joyce A. Lockhart, B.S.
Secretary to the Dean of Students
Gwendolyn Jones, M.A.
Assistant to the Student Financial Aid Director

Office of Placement

William Kirk Jackson, B.A.¹
Director of Placement

OPERATION AND MAINTENANCE OF PHYSICAL PLANT

Harold W. Johnston
Buildings and Grounds
John B. Shepherd
Chief Engineer

¹Part of the year.

Howard Lee Ray¹
Engineer
Harold Wilson
Engineer

ADMINISTRATION

Office of the President

Ernestine Moreland Comer, B.S.¹
Administrative Assistant
Estella C. Funnye, B.S.
Secretary

Office of the Vice President for Academic Affairs

Mattie V. Rogers
Secretary to the Vice President

Visiting Fellows in Administration:

Carrie B. Dawson, Ph.D.
Roland N. Patterson, Ed.D.¹

Office of Institutional Research and Planning

Georgianna D. Bolden, M.S.P.H.
Director
Mary L. Merrion, B.A.
Research Assistant/Administrative Secretary

Office of Business Affairs

G. Cletus Birchette, M.A., J.D.
Director of Business Affairs
Lester E. Walker, Jr., M.B.A., J.D.
Comptroller
Bettie J. Bentley¹
Cashier
Cherry Childs¹
Key Punch Operator and Assistant Cashier
Caroline A. Fowler, M.B.A.
Secretarial Assistant
Debra G. Morris, B.A.
Purchasing Agent
Pinkie E. Porter
Secretary

¹Part of the year.

Mary J. Preston
Secretary to the Director of Business Affairs
Marva Jean Richardson, B.A.
Assistant Payroll Officer
Teja Singh, M.B.A.
Accountant
Loveree L. Stern, B.S.
Payroll Officer
Virginia B. Tiller
Bookkeeper
F. LaVerne Truitt, B.A.
Assistant Payroll Officer
Virginia C. Walker
Secretary to the Comptroller

Post Office and Switchboard

Theolia J. Hammonds, B.A.
Postmistress
Aretha Rosser
Assistant to the Postmistress and
Switchboard Relief Operator
Lucy N. Samples
Switchboard Operator

Office of Publicity and Public Relations

Lise C. White, B.A.
Director

Office of Development

Cleon C. Arrington, Ph.D.
Director for University
Relations and Development
James E. Powers, M.S.W.
Director of Alumni Affairs
Barbara J. Clausell, B.A.
Secretary, Office of Development
Lucy W. Millines, B.S.¹
Supervisor of Records and Research
Valerie A. Robinson, B.S.¹
Secretary, Office of Alumni Affairs

Phylon Office

John D. Reid, Ph.D.²
Editor of PHYLON

¹Part of the year.

²Leave of absence, 1977-78.

Lucy C. Grisby, M.A.
Associate Editor of PHYLON
Charles F. Duncan, Jr., Ph.D.
Assistant Editor of PHYLON
Leesther Thomas, M.A.
Administrative Assistant

UNIVERSITY HEALTH SERVICE

Joseph H. Moorhead, M.D., F.A.C.S.
University Physician
Juanita S. Morehead, B.A., L.P.N.
Nurse
Sandra S. Dyson, L.P.N.
Nurse

AFFIRMATIVE ACTION PROGRAM

G. Cletus Birchette, J.D.
Committee Chairman
Georgianna D. Bolden, M.S.P.H.
Affirmative Action Officer

The Faculty

In addition to the regular appointees to the University faculty, this list includes members of the faculties of Morehouse College, Spelman College, Clark College, and Morris Brown College who teach undergraduate-graduate and graduate courses.

Lee G. Alexander
Assistant Professor, Archivist, Library;
M.A., Duke University.
Ernest B. Attah¹
Associate Professor, Department of Sociology,
School of Arts and Sciences;
M.A., University of Michigan.
Randall C. Bailey
Assistant Professor,
School of Social Work;
M.A., University of Chicago.

¹Leave of absence, second semester, 1977-78.

- Lewis A. Bayles
Professor and Chairman,
Department of Foundations,
School of Education;
Ph.D., Ohio State University.
- Roberta E. Bayles
Professor, School of Education;
Ed.D., University of Nebraska.
- V. JoAnn Bayneum²
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M.A., Atlanta University.
- Joyce H. Beachum
Instructor, Readers' Services, Library;
M.S. in L.S., Atlanta University.
- Creigs C. Beverly
Associate Professor,
School of Social Work;
Ph.D., University of Wisconsin at Milwaukee.
- William H. Boone, Jr.
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Ph.D., Atlanta University.
- Thomas D. Boston*
Assistant Professor, Department of Economics,
Atlanta University-Clark College (Joint Appointment),
School of Arts and Sciences;
Ph.D., Cornell University.
- Kofi Bimpong Bota
Assistant Professor, Department of Chemistry,
School of Arts and Sciences;
Ph.D., Massachusetts Institute of Technology.
- Bessie D. Briscoe
Assistant Professor, Technical Services, Library;
M.S. in L.S., Atlanta University.
- Charles E. Brookins
Instructor, Readers' Services, Library;
M.S. in L.S., East Texas State University.
- Lorene B. Brown
Assistant Professor,
School of Library Service;
Ph.D., University of Wisconsin at Madison.
- John M. Browne¹
Professor, Department of Biology,
School of Arts and Sciences;
Ph.D., University of Miami.

¹Leave of absence, second semester, 1977-78.

²Leave of absence, 1977-78.

*Acting Chairman, Department of Economics, 1977-78.

Penelope L. Bullock²

Associate Professor, School of Library Service;
Ph.D., University of Michigan.

Eleanor B. Callon

Associate Professor, School of Education;
Ed.D., University of Florida.

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Associate Professor, School of Education;
Ph.D., Cornell University.

Kenneth D. Carroll

Assistant Professor, School of Library Service;
M.S., Georgia Institute of Technology.

Huey E. Charlton³

Professor, School of Education;
Ed.D., Temple University.

Mae A. Christian

Adjunct Associate Professor and Director;
Atlanta Teacher Corps Consortium: School of Education;
Ed.D., University of Georgia.

Johnnie M. Clark

Professor, School of Business Administration;
Ph.D., University of Georgia.

Margaret W. Clifford

Assistant Professor,
School of Education;
M.S., Atlanta University.

Earle D. Clowney

Professor and Chairman,
Department of Modern Foreign Languages,
School of Arts and Sciences;
Ph.D., University of Missouri at Columbia.

Thomas W. Cole, Jr.

Fuller E. Callaway Professor and
Chairman of the Department of Chemistry,
School of Arts and Sciences;
Ph.D., University of Chicago.

Betty A. Cook⁴

Assistant Professor, School of Social Work;
M.A., Atlanta University.

Milton P. Crook, Jr.

Assistant Professor, Department of Political Science,
School of Arts and Sciences;
M.A., University of California at Berkeley.

²Sabbatical leave, 1977-78.

³Sabbatical leave, first semester, 1977-78.

⁴Second semester.

- Arthur B. Cummings
Assistant Professor, School of Business Administration;
M.A., University of Maryland.
- Frank E. Cummings
Associate Professor, Department of Chemistry,
School of Arts and Sciences;
Ph.D., Harvard University.
- Mamie R. Darlington
Assistant Professor, School of Social Work;
M.S.W., Atlanta University.
- Charles E. Davis
Associate Professor, School of Education;
Ed.D., University of Georgia.
- Jerry H. Davis
Instructor, School of Social Work;
Ph.D., State University of
New York at Albany.
- Sidney Davis¹
Associate Professor, School of Business Administration;
Ph.D., Georgia State University.
- William H. Denton
Professor, School of Education;
Ph.D., University of North Carolina.
- Alma Jean DeVard
Assistant Professor, School of Education;
Ph.D., University of Connecticut.
- Jualynne E. Dodson
Assistant Professor, School of Social Work;
M.A., University of California at Berkeley.
- David F. Dorsey, Jr.
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School of Arts and Sciences;
Ph.D., Princeton University.
- Janet L. Douglass²
Assistant Professor, School of Social Work;
M.S.W., Smith College School of Social Work.
- James F. Doyle
Professor, School of Education,
Ed.D., University of Florida.
- Marymal W. Dryden¹
Associate Professor, School of Social Work;
M.S.W., Atlanta University.

¹Sabbatical leave, 1977-78.

²Leave of absence, 1977-78.

Charles F. Duncan, Jr.

Associate Professor, Department of English,
School of Arts and Sciences;
Ph.D., Emory University.

Jacqueline M. Echols

Instructor, Department of Public Administration,
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M.P.A., Atlanta University.

Kiah Edwards, III

Assistant Professor, Department of Biology,
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Ph.D., Brown University.

Joseph A. Etua²

Instructor, Department of Sociology,
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Ph.D., Michigan State University.

Janice C. Fotion

Professor of Social Science,
Atlanta University-Clark College (Joint Appointment)
School of Arts and Sciences;
Ph.D., University of Iowa.

Carolyn A. Fowler

Associate Professor, Department of Afro-American Studies,
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Ph.D., University of Pennsylvania.

Mildred Hale Freeman

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Ralph Carl Frick

Professor, School of Education;
Ed.D., Northern Illinois University.

Evelyn N. Gilliard

Associate Professor, School of Education;
Ph.D., Georgia State University.

Mildred W. Glover³

Associate Professor, School of Business Administration;
Ed.D., University of Georgia.

Madelyn G. Golightly⁴

Assistant Professor, School of Education;
Ph.D., Georgia State University.

Linwood D. Graves

Professor, School of Education;
Ed.D., Columbia University.

²Second semester, 1977-78.

³Sabbatical leave, second semester, 1977-78.

⁴Sabbatical leave, 1977-78.

- Lucy C. Grigsby
Professor and Chairperson,
Department of English,
School of Arts and Sciences;
M.A., Atlanta University.
- Edwin P. Hall, Jr.
Assistant Professor, School of Education;
Ed.D., University of Alabama.
- George E. Harris¹
Assistant Professor, School of Social Work;
M.S.W., Atlanta University.
- Sidney E. Harris
Visiting Assistant Professor,
Department of Mathematics,
School of Arts and Sciences;
Ph.D., Cornell University.
- Robert H. Hatch
Professor, School of Education;
Ed.D., The University of Northern Colorado.
- Linda E. Hawkins
Assistant Professor, Department of Public Administration,
School of Arts and Sciences;
M.P.A., Howard University.
- Barbara F. Hempleman
Instructor, Readers' Services, Library;
M.S. in L.S., Atlanta University.
- Stephen C. Herrmann
Professor, School of Education;
Ed.D., University of Florida.
- Elizabeth J. Higgins
Associate Professor, Department of English,
School of Arts and Sciences;
Ph.D., University of California.
- Genevieve T. Hill
Professor, School of Social Work;
M.S.S., Smith College
- Muriel Tillinghast Hinton
Instructor, School of Social Work;
M.A., Rutgers University.
- Robert A. Holmes²
Professor, Department of Political Science;
Ph.D., Columbia University.
- Barbara House
Instructor, Assistant Librarian,
School of Library Service;
M.S. in L.S., Atlanta University.

¹Leave of absence, first semester, 1977-78.

²Sabbatical leave, second semester, 1977-78.

- Johnny L. Houston
Associate Professor and Chairman,
Department of Mathematics,
School of Arts and Sciences;
Ph.D., Purdue University.
- Eleanor H. Hoytt¹
Assistant Professor, School of Library Service;
M.S. in L.S., Atlanta University.
- Benjamin F. Hudson, Jr.
Professor, Department of Modern Foreign Languages,
School of Arts and Sciences;
Ph.D., University of Michigan.
- Roy H. Hunter, Jr.
Professor and Chairman,
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School of Arts and Sciences;
Ph.D., Brown University.
- Edward D. Irons
Mills B Lane Professor of Banking and Finance
(Atlanta University Center)
School of Business Administration;
D.B.A., Harvard University.
- Barbara L. Jackson*
Associate Professor and Associate Dean,
School of Education;
Ed.D., Harvard University.
- Stephen E. James
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- Miriam H. Jellins
Nathaniel P. Tillman Associate
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- Jacquelyn Johnson
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- Joe Johnson, Jr.¹
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- Thesba N. Johnston
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¹Leave of absence, 1977-78.

*Acting Dean, School of Education, first semester, 1977-78.

Burnett Joiner

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James T. Jones

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Mack Henry Jones

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Casper L. Jordan

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Ronald N. Kilpatrick

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Frank E. Kuzmits

Assistant Professor,
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Ph.D., Georgia State University.

Shelby F. Lewis

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- Ruth Ann Loyd
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School of Arts and Sciences;
M.S., University of Oklahoma.
- Richard A. Long
Professor, Department of English and
Chairman, Department of Afro-American Studies,
School of Arts and Sciences;
Doctorat-es-Lettres, University of Poitiers (France).
- Judith R. Lumb
Associate Professor, Department of Biology,
School of Arts and Sciences;
Ph.D., Stanford University.
- William F. Lyle
Assistant Professor, School of Business Administration;
M.B.A., West Virginia University.
- Buddhwanti Sanwalia Masih
Instructor, Technical Services, Library;
M.S. in L.S., Atlanta University.
- Frank R. Marmo
Adjunct Professor, School of Social Work;
M.S., New York Theological Seminary.
- John E. Mayfield
Associate Professor, Department of Biology,
School of Arts and Sciences;
Ph.D., State University of New York at Buffalo.
- Joan F. McTeer
Associate Professor, School of Social Work;
M.S.W., Atlanta University.
- Artholia H. Milligan
Instructor, Readers' Services, Library;
M.S. in L.S., Atlanta University.
- Emma Joyce White Mills
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- Gloria J. Mims
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- Larry E. Moss
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- Joseph B. Murphy
Associate Professor, School of Social Work;
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- Joseph B. Myers, Sr.¹
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- George G. Neffinger²
Professor, School of Business Administration;
Ph.D., University of Maryland
- Warren Daniel Nilsson
Visiting IBM Professor,
School of Business Administration;
Ph.D., Oklahoma State University.
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Ph.D., Duke University.
- Nzongola-Ntalaja¹
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- Damaris H. Ouzts
Associate Professor, School of Education;
Ed.D., University of Georgia.
- Gene Scott Owen
Assistant Professor, Department of Chemistry,
School of Arts and Sciences;
Ph.D., University of Washington.
- Rosalyn Patterson
Associate Professor, Department of Biology,
School of Arts and Sciences;
Ph.D., Emory University.
- Earl F. Picard
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M.A., Atlanta University.

¹Sabbatical leave, 1977-78.

²Sabbatical leave, second semester, 1977-78.

Malcolm B. Polk

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¹Leave of absence, 1977-78.

- Victoria M. Scott
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- Samuel Silverstein
Professor and Chairman,
Department of Administration and Supervision,
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- Margaret C. Simms¹
Associate Professor and Chairperson,
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Ph.D., Stanford University.
- Ranjit Singh
Associate Professor,
School of Business Administration;
Ph.D., Southern Illinois University.
- Agatha L. Smith
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M.S. in L.S., Atlanta University.
- Robert L. Smothers
Professor and Chairman,
Department of Psychological Services,
School of Education;
Ph.D., State University of Iowa.
- John C. Stalker
Instructor, Acquisitions, Library;
M.S. in L.S., University of North Carolina.
- Enola L. Stevenson
Associate Professor, Department of Biology;
School of Arts and Sciences,
Ph.D., University of New Hampshire.
- Ruby L. Thompson
Associate Professor and Chairperson,
Department of Curriculum, School of Education;
Ph.D., The Pennsylvania State University.
- C. Jack Tucker
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- Robert C. Vowels
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Ph.D., The American University.

¹Leave of absence, 1977-78.

- Webster L. Wallace
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Ph.D., Georgia State University.
- Chih Wang
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Library Service;
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- Naomi Ward
Assistant Professor, School of Social Work;
M.S.W., Atlanta University.
- Nazir A. Warsi
Professor, Department of Mathematics,
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Ph.D., Gorakhpur University (India).
- Tauquir A. Warsi
Assistant Professor, School of Business Administration;
M.B.A., Atlanta University.
- Edward K. Weaver
Professor, School of Education;
Ed.D., Columbia University.
- Charlotte C. Wheeler¹
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M.Ed., Saint Louis University.
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- Alex W. Willingham
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School of Arts and Sciences;
Ph.D., University of North Carolina.
- Prince E. Wilson
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School of Arts and Sciences;
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- Almeta Gould Woodson
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- Erma J. Wright
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- Lydia B. Wynn
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¹Sabbatical leave, 1977-78.

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Marita Allen¹

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Albert Anderson

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¹First semester.

²Second semester.

- Marva J. Brooks²
Lecturer, School of Social Work;
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- John A. Cascone
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- Donald A. Chase
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Ph.D., University of Maryland.
- Clarence W. Clark
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Morehouse College;
Ph.D., Atlanta University.
- Calvin Clifton
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M.S., Atlanta University.
- P. Martin Cook
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M.U.L., Georgia State University.
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- Oran W. Eagleson
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- Hamilton Glover
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M.B.A., Atlanta University.

¹First semester.

²Second semester.

- Georg J. Grund
Assistant Professor of Foreign Languages,
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- T. P. Hall²
Lecturer, School of Business Administration;
M.S., Georgia Institute of Technology.
- Claudia Harris²
Lecturer, School of Business Administration;
M.A., Georgia State University.
- Luther Harris²
Lecturer, School of Business Administration;
M.B.A., University of California at Berkeley.
- Alexa Henderson²
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- Steward Hoffman¹
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Ph.D., University of Cincinnati.
- Warren J. Howze¹
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M.C.P., University of Pennsylvania.
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²Second semester.

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M.A., Atlanta University.
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Ph.D., University of Southern California.
- John A. Minor, Jr.
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- Ceasar C. Mitchell²
Lecturer, School of Education;
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- Mary Morgan¹
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School of Arts and Sciences;
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- Tshilemalema L. Mukenge
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Morris Brown College;
Ph.D., McGill University.
- Vincent Murray¹
Assistant Professor of Psychology,
Morehouse College;
Ed.D., Boston University.
- Roy Norman²
Lecturer, School of Social Work;
M.A., Atlanta University.
- Thomas Norris
Lecturer, Department of Biology,
School of Arts and Sciences;
Ph.D., University of Indiana.

¹First semester.

²Second semester.

Joseph Patterson¹

Lecturer, Department of Chemistry,
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James H. Penn²

Professor and Chairman, Department of Biology,
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L. H. Preston¹

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Leroy Rankin

Lecturer, School of Business Administration;
M.B.A., Atlanta University.

David E. Rivers¹

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Linwood R. Slayton, Jr.¹

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Barnett F. Smith

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Ph.D., University of Wisconsin.

Joann Smith²

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¹First semester.

²Second semester.

- Alice Stalker¹
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- Jack Stone
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- Walter W. Sullivan
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- Thomas R. Swanston²
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- Earl D. Westbrook²
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¹First semester.

²Second semester.

The University

Atlanta University was chartered in 1867 and opened formally two years later, although it actually began operating in 1865. Its purpose, as declared in the charter, was the establishment and management of an institution for "the liberal and Christian education of youth."

Like other schools of its character, the University was an outgrowth of the educational crusade which brought many devoted teachers to the South in the eighteen sixties and seventies. Like the other schools, the University began its work with students whose academic standing was below college level. During its first year only one student, apparently, was of higher rank than the first year of high school. The first normal class was graduated in 1873, and the first college class in 1876. As the work progressed and as general conditions became more favorable, the academic standing of the students advanced, and in 1894 all work below high school was discontinued. By 1925, high school work began to be phased out; and by 1928, the University was able to accept only students of the freshman and junior normal classification.

On April 1, 1929, Atlanta University, Morehouse College and Spelman College were affiliated in a university plan under which the University was to conduct graduate studies and the Colleges were to provide undergraduate education. On September 25, 1929, the University began operation under this plan, offering several undergraduate-graduate courses which gave credit toward the master's degree. In 1930, all undergraduate courses were discontinued; and since that year all the resources of the University have been devoted to graduate and professional education exclusively.

The affiliation of 1929 evolved into the Atlanta University Center by 1942 and included Clark College and Morris Brown College with the Interdenominational Theological Center joining later.

On September 1, 1947, the Atlanta University School of Social Work gave up its charter and became an integral part of Atlanta University.

Under the affiliation agreement the Board of Trustees of Atlanta University includes representatives of the Boards of Trustees of Morehouse College and Spelman College, and additional members elected at large, including persons serving on the Clark College, Morris Brown College and Interdenominational Theological Center Boards.

The Atlanta University Center was chartered in 1964 and a decade later was reorganized to function with a Board of Trustees consisting of members from the six participating institutions and an equal number of at-large members.

Each institution within the Center is organized independently under its own board of trustees and has its own administration; but, through the affiliation, overlapping of work is minimized and facilities of all the institutions are available to every student. Since September, 1929, teacher and student exchange have been practiced among affiliated schools.

With each institution keeping an individuality while combining its forces with the others, the affiliation suggests unlimited possibilities for a great university system open to all.

Atlanta University, which is a non-sectarian institution, is responsible for graduate and professional courses in the university scheme. In cooperation with the colleges, it provides a limited number of undergraduate-graduate courses open to qualified juniors and seniors and to graduate students. In addition, the University offers courses for graduate students in the School of Business Administration, the School of Education, the School of Library Service, the School of Social Work, and in the following departments in the School of Arts and Sciences: Afro-American studies, biology, chemistry, economics, English, history, foreign languages, mathematics, political science, public administration, social science, sociology and anthropology.

Courses leading to the Ph.D. degree are offered in biology, guidance and counseling, and political science. The Education Specialist degree (Ed.S.) and the Specialist in Library Service (S.L.S.) in school, public and academic library service are offered in the schools of Education and Library Service, respectively. The Doctor of Education degree (Ed.D.) is offered in Educational Administration and the Doctor of Arts degree (D.A.) is offered in Chemistry.

PHILOSOPHY

A literate citizenry is essential to the survival of a democratic society. Such a citizenry requires a liberally educated leadership to foster and protect the opportunity for all members of that society to develop their full potential. Much of that leadership must be trained in the arts and professions practiced in that society. That leadership is obligated to work with and for other members of the society for the improvement of all. The *raison d'être* of Atlanta University is the education and training of a part of that leadership. The history of the University testifies to the dedication of the institution to this philosophy and to the success it has achieved in the implementation of it.

It is fortunate, nevertheless, that early in its second century the University is engaged in systematic self-examination at a time when social institutions in the United States and much of the world can hope to survive only if they meet the challenge of current demands for fundamental changes in their basic structure and purpose. As a responsible educational agency, the University must be aware of and responsive to these demands, and its awareness and responsiveness must be reflected in meaningful efforts to maintain the relevancy of its philosophy, structure and programs to the society and to the individuals it seeks to serve. A two-fold obligation of the University, therefore, is to identify, to nourish, and sometimes to modify that which among its traditions is or can be meaningful in the world of today and tomorrow while it discovers and develops the new, the perhaps as yet undreamed of, which a new age requires.

PURPOSES

Based upon its philosophy and its obligations to discover truth, to transmit knowledge, to encourage creative research, and to serve society, the following is a statement of the purposes of Atlanta University.

1. To create and maintain a climate in which maximum development of personality is fostered. In order to assure its increasingly interracial, intercultural and international student body and faculty of such a climate, the University is totally committed to academic freedom for all its components. This commitment requires the University to reexamine its basic structure and the interrelations of its various organizational units to make certain that these provide clear channels of communication among all components, and especially that they permit and encourage meaningful and appropriate participation of students and faculty in all University affairs in such ways that they contribute to the formulation and execution of policy and to the making of decisions. This commitment also requires the University to control such matters as student-teacher ratio and class size so that individual student and teacher self-realization is nurtured.
2. To provide opportunities for natively capable students to develop into intellectually and socially responsible persons able to assume leadership roles, particularly those required by the American society as these can be identified now and in the future in the social, religious, business, educational and other areas of national and regional life. Such opportunities are undergirded by the teaching of moral values and citizenship responsibilities of a society which commits its members to such concepts as the brotherhood of man and the dignity and worth of individual human beings. Such opportunities require also that the University provide experiences in its day-to-day operations and its curriculum so structured that these values, concepts and attitudes are concretized through practice.
3. To provide opportunities for all students to learn to live and work comfortably and effectively in the world and to be able to contribute to the society, being ever mindful to balance the claims of the person and of the society for the maximum benefit of both. The University is obligated to help students achieve true self-awareness and self-assessment in terms of realistic life goals and consequent adjustments so that they can give fully and with satisfaction that which they have to offer.
4. To engage in continual study of the educational programs to assure the provision of the tools and resources for the acquisition of the knowledge, attitudes, and skills requisite for the fields of specialization of the students. In addition to categorizing, analyzing, synthesizing, and evaluating existing data in order to assess their worth and relevancy in contributing to the knowledge necessary for the

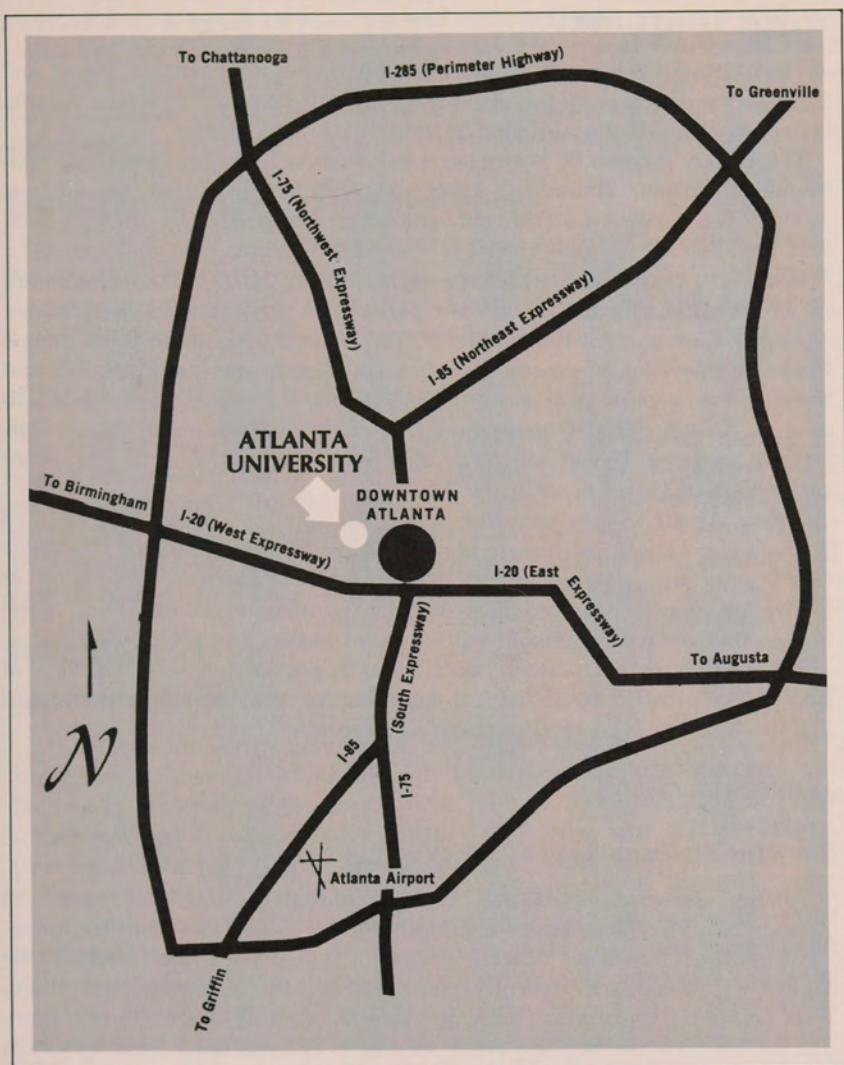
most effective education of the students, this requires also that the University continue and expand aspects of its educational programs which reflect its conscious recognition of the cultural and educational status of all of its students so that it may both maintain acceptable standards of graduate education and repair and compensate for damages and deficiencies inherent in the environment from which many of the students come. In this area, the University makes a major contribution to American higher education; for its location, history and traditions have required of its faculty the development of personal and professional philosophies, inner resources, pedagogical methodologies, and instructional materials which meet this challenge. Its success is documented in the fact that most of its graduates have left the institution with the psychological and philosophical resources, the intellectual capacities, and the professional proficiencies which over the years have enabled them to make substantial contributions to the communities into which they have gone.

5. To provide training in the use of research methods and techniques and experiences to encourage their application, thus to provide an educational base upon which graduates can continue to build in the pursuit of increasing competence in their specializations.
6. To provide continuing education for in-service personnel in selected fields. The University recognizes a parallel obligation to discover the needs and to develop the potentialities of nonacademic and sub-professional persons. This obligation requires that the University chart new paths in education on the basis of fundamental research and to employ with nontraditional kinds of students types of strategies and materials perhaps never before employed but designed to salvage lives now wasted because they are not meaningfully engaged in the affairs of the society in which they are spent.
7. To encourage faculty creativity in the use of subject-matter, in research activity, and in pedagogy, for their deepest professional fulfillment and for ultimate benefits to students. This also requires the University to capitalize upon its already established unique leadership in developing and testing procedures and materials for the provision of quality graduate education for those students who may be only marginally prepared for graduate study. The achievement of this purpose requires that the University provide resources for faculty of demonstrated scholarly ability to pursue activities necessary in adding to knowledge and that it also provide opportunities for the continued professional development of junior faculty members.
8. To serve the immediate community, the region, the nation and the world in ways appropriate to an institution of higher learning. The physical location of the University in a major Southern metropolitan complex and its traditional institutional orientation to social

service, particularly for the lowly and the depressed, demand that it understand fully the pressure for social and cultural change, and that as a result of this knowledge it become meaningfully and humanely involved in bringing about necessary change in an orderly manner as it develops human resources and techniques and tools which can effect such change.

9. To provide financial resources for the achievement of all the purposes herein stated. To do this requires of the University that it continually examine all of its resources, that it determine a pattern of orderly development, and that it present its programs and needs convincingly to philanthropic, governmental, private and other sources of financial aid.





LOCATION

Atlanta University is situated in an ideal location—less than two miles from the heart of the city of Atlanta, the business and cultural center of the South. In the immediate vicinity are the five other institutions of the Atlanta University Center.

Wherever one lives, the University is easily accessible. A modern network of expressways facilitates transportation to the University by automobile or bus. The William B. Hartsfield International Airport brings passengers to the city from all parts of the country and the world.

TREVOR ARNETT LIBRARY

Trevor Arnett Library is located on the corner of Chestnut Street and Greensferry Avenue on the Atlanta University campus. It serves Atlanta University and all the affiliated institutions of the Center.

The Library is open 86 hours per week — 8:00 A.M. through 11:00 P.M. Mondays through Thursdays; 8:00 A.M. through 9:00 P.M. on Fridays; 9:00 A.M. through 4:00 P.M. on Saturdays; and, 1:00 P.M. through 6:00 P.M. on Sundays.

Resources of the Library include approximately 300,000 bound volumes, of which approximately 30,000 are periodicals. Important collections include the Carnegie Art Reference Set; the Henry P. Slaughter and Countee Cullen Memorial Collections of books and documents on Black life and history; the papers of the Southern Regional Council and the Commission on Interracial Cooperation; the curriculum materials center collection; and the Thayer Lincoln Collection, one of the most important collections of Lincolnia in the South.

Trevor Arnett Library provides access to resources other than its own through the Union Catalog of library resources in the Atlanta University Center and the Union Catalog of the Atlanta-Athens area located at Emory University; Atlanta University also participates in an active inter-library loan service conducted with libraries throughout the United States.

The building has a seating capacity for approximately 700. Six tiers of bookstacks provide 50 individual cubicles for the use of students and faculty members who require space for research.

UNIVERSITY CHAIRS

The Ware Professorship In Sociology

Atlanta University graduates, former students, and their friends, in memory of the Ware family—Edmund Asa Ware, founder and first president of the University; Edward Twichell Ware, third president of the University; Mrs. Sarah Jane Twichell Ware; Mrs. Alice Holship Ware; Miss Emma C. Ware; Mrs. Gertrude Ware Bunce and Mrs. Katherine Ware Smith—have established the Ware Memorial Professorship Fund to which they have contributed more than \$70,000 over the years, the income from which is credited toward the salary of a professor of sociology. Additions to the Fund are constantly being made by the alumni and their friends. In 1957 a bequest of nearly \$150,000 was added to this fund.

The Fuller E. Callaway Chair In Chemistry

In September, 1968, Fuller E. Callaway of LaGrange, Georgia, announced that the Callaway Foundation was making the largest private contribution ever given to education in Georgia by establishing a \$10,000,000 trust fund that provided senior Georgia colleges and uni-

versities with a means of retaining and adding faculty members. Atlanta University, together with the undergraduate colleges in the Center, was included in the list of recipients; and a professorial chair, known as the Fuller E. Callaway, Jr., Chair of Chemistry was established at the University and provides a supplement to a professor who occupies the chair.

The Mills Bee Lane Chair In Banking and Finance

Along with the other institutions in the Atlanta University Center, Atlanta University is the beneficiary of a trust fund of \$250,000 made available in 1968 by The Citizens and Southern Bank for the support of the Mills Bee Lane Chair in Banking and Finance.

The Nathaniel P. Tillman Chair In Reading

In March, 1972, the Vasser-Woolley Foundation of Atlanta granted to Atlanta University funds in order to establish a Chair in Reading for a period of ten years. The chair has been named in honor of the late Dr. Nathaniel P. Tillman, former dean of the School of Arts and Sciences and professor of English, who played a major role in establishing the program in reading at Atlanta University and in the Atlanta University Center.

THE SUMMER SCHOOL

General Information

The Atlanta University Summer School (AUSS) was begun in 1928 when the University became affiliated with Morehouse College and Spelman College in undertaking the cooperative venture. Since 1933 the Summer School has been conducted by Atlanta University with Clark College, Morehouse College, Morris Brown College, Spelman College and the Interdenominational Theological Center cooperating.

The courses offered, both graduate and undergraduate, are of the same standard as those offered in the regular session and carry the same credit. Members of the faculties of the six sponsoring institutions and educators from the faculties of leading institutions throughout the United States comprise the teaching staff.

The philosophy and purposes for the AUSS are continuations of the philosophy and purposes for the academic year.

Requirements for Admission

Undergraduate Students

The Atlanta University Summer School has an affirmative action policy and does not discriminate on the basis of race, religion, nationality or sex in admission or employment practices. Students are eligible for admission to college courses if they have completed sixteen regular college entrance units or their equivalent in an accredited high school. Certificates listing entrance credits must be sent directly from the principal of the school attended to the Registrar of the College to which the student has applied.

Students coming from other colleges may take advanced courses upon presentation of letters of qualification from their institution. Those wishing to transfer to one of the institutions in the Atlanta University Center must apply for admission to the school in question before the opening of the summer session in order that their summer work may be approved by the school they wish to attend.

Graduate Students

Admission to the graduate and professional schools is granted to graduates of colleges of approved standing who have done sufficient work in the field in which they wish to take the degree to meet the requirements of the department concerned. Specific requirements for the various graduate schools are set forth elsewhere in this catalogue. Generally, all applicants must complete an official application form and present a transcript of all work taken at the college level or above as well as show evidence of good character, desirable personality and high ability. The University reserves the right to require at any time the withdrawal of those students who do not maintain the required standards in scholarships, those who cannot remain in the University without danger to their own health or that of others, and those whose presence is found to lower the moral tone of the University.

Requirements for Degrees

Undergraduate students must consult the dean of the college from which they expect to receive the degree in order to determine the specific requirements. The requirements for graduate degrees are the same as those for the academic year and may be found in the information provided by each school. Requirements for candidacy for the degrees are also the same as for the academic year.

Length of the Summer Session

The AUSS operates on an eight-week session plan and it is possible for graduate students to complete nine semester credit hours. For further information write the Director of the Summer School, Atlanta University.

PUBLICATIONS

University publications include the annual catalog, other numbers of the **Atlanta University Bulletin** and **Phylon**. **Phylon** and the **Bulletins** are published quarterly.

From time to time the University issues occasional leaflets and pamphlets descriptive of its work and its needs. The General Catalog, published in 1929, gives a complete statement up to that date concerning officers, teachers, graduates and advanced students. The **History of Atlanta University**, published in 1929, gives a comprehensive account of the work of the institution from its founding to the inauguration of graduate work in 1929. In connection with the studies in the curriculum, in 1933 Mrs. Helen A. Whiting of the Atlanta University School of Education

edited and Atlanta University published a series of three stories taken from Negro life entitled **Negro Folk Tales**, **African Folk Lore**, and **Ten Stories of Slave Adventure**.

From 1896 to 1917 a series of twenty monographs upon important phases of the Negro problem was published by the Atlanta University Press. This series was discontinued in 1917. In 1940, the Atlanta University Review of Race and Culture, which is published under the name of **Phylon**, was begun.

A Centennial **History of Atlanta University**, written by Clarence A. Bacote, was published for Atlanta University by the Princeton University Press in June, 1969.

THE CENTER FOR SCHOOL AND COMMUNITY SERVICES

The purpose of the Center for School and Community Services is to assist communities and school systems of Georgia to deal more effectively with the challenging problems of contemporary education. The Center seeks to do this by organizing the resources of the Atlanta University faculty and making them available through a program of community outreach. Presently, special concerns of this program are educational remediation, interracial relationships, and school-community relations.

THE MEDIA CENTER

The Media Center, to which faculty and students throughout the University have equal access, is located in Clement Hall and is a service component for the University. Its programs include academic media course offerings which relate to in-service teachers and library media specialists and other areas of professional education. The School of Education media program includes other services such as: providing educational media resources (software and hardware), production of instructional materials, in-service training workshops, consultation, publication of the **Media Bulletin**, preview and auditioning of media materials, and broadcast closed-circuit television facilities.



Admission, Expenses, and Financial Aid

ADMISSION

Application for admission to the University may be submitted at any time, but should, if possible, be presented at least a month before the opening of each semester or the summer session. Application for admission must be submitted on an application form which may be obtained by request from the Registrar. The application must be accompanied by a fee of \$15.00. This fee is nonrefundable. The applicant must have sent to the University a complete official transcript of the college record as well as a transcript of any graduate work previously undertaken. He/she must have sent to the University a certificate of health executed by a physician. Three Personal Ratings Blanks should be checked and returned to the registrar by his/her references.

Admission to the University is granted to graduates of colleges of approved standing who present satisfactory evidence of character and other qualifications. The applicant's record must show promise of ability to do graduate work and must include a sufficient degree of concentration in the chosen field of work to satisfy both the Committee on Admission and the faculty of the proposed department of study. Admission is by vote of the Committee on Admission.

Students may enter the University three times during the year; in September, in January, or in June on the dates specified in the University Calendar.

Foreign Students

Since instruction in Atlanta University is conducted in English and instruction in graduate studies depends extensively upon facility in the use of English, all foreign students must present evidence of sufficient competence in the English language to pursue a regular course of study at Atlanta University. Consequently, the foreign student who applies for admission must take the Test of English as a Foreign Language (TOEFL), administered internationally by Educational Testing Service, and must request ETS to submit the results directly to the Office of the Registrar, Atlanta University, Atlanta, Georgia 30314.

All students from foreign countries who are not permanent residents of the United States are required by the University to carry hospitalization insurance for sickness and accident. (See Student Health Service, p. 55.)

NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS

Atlanta University admits students of any race, color, national or ethnic origin, and sex to all the rights, privileges, programs, and activities gen-

erally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national or ethnic origin, or sex in administration of its educational policies, admissions policies, scholarship and loan programs, and other school-administered programs.

EXPENSES

(Subject to change without notice)

Tuition and Fees

Application fee—payable at time of initial application and not refundable	\$ 15.00
Matriculation fee—payable at first registration and not refundable	5.00
Tuition for the year—one-half payable at the time of registration each semester	\$1,700.00
Fees for single courses, totaling fewer than 9 credit hours per semester—per credit hour for one semester	95.00
Late registration fee (per semester)	10.00
Change of program fee—after registration	1.00
Laboratory fee—per course per semester	25.00
*Chemistry and biology research fee per semester	25.00
**Thesis consultation fee	25.00
Chemistry and biology breakage fee per semester	5.00
***Graduation fee	25.00
Student sickness and accident insurance, per semester	6.50
Medical fee—payable at first registration (\$15.00 each semester) by all students during each academic year	30.00
Cost of room per year (nine months)	550.00
Room—per semester	275.00

Tuition and fees, including laboratory fees, are due and payable at the beginning of each semester.

Room rent is charged by the semester and payable at the time of registration. It is not refundable. When a room is reserved for a semester, it is expected that the student will remain in the dormitory throughout the semester in which he is enrolled at the institution.

*The University matches this fee up to \$25.00 for chemicals and supplies. Additional costs of research material over \$50.00 are borne by the student.

**This fee is charged each semester or summer session in which the student receives consultation from a thesis advisor, or uses the facilities of the University in the execution of research, provided no other tuition fees are paid to the University by the student during that semester or summer session.

***This fee is charged to each candidate for graduation whether or not he/she participates in the ceremonies.

The dormitories will be closed during the Christmas Holidays (See calendar). No deductions will be made in the charges for room for any fraction of a week, nor for opening and closing weeks.

Each student who resides in the dormitory must deposit \$20.00 against damage to furniture and a \$5.00 key deposit.

No student will receive a diploma until all of his/her University bills have been paid.

Parents or guardians responsible for the expenses of a student should make their payment directly to the University. This will prevent many mistakes and will enable the parents or guardians to be sure at all times how the student's account with the University stands.

All payments should be sent to the Business Office, Atlanta University, Atlanta, Georgia 30314.

Refunds

Students who withdraw within the first month after the last scheduled registration day are reimbursed two-thirds of their tuition fee; during the next thirty days, one-third of the semester tuition is refunded; there are no refunds after that period. Fees are not refundable.

The same policy as that applicable to withdrawal from school applies to dropping a course if the total number of course hours is lowered thereby. Dropping one course and adding another simultaneously is considered a change in schedule provided the credit hours are the same. Additional credit hours are charged at the usual rate.

Estimate of Expenses

The necessary expenses of a student at Atlanta University are not high. The exact amount will vary according to the habits and economy of the individual. The following estimate, exclusive of graduation fee, laboratory charges, and board, will enable the student to form an idea of the yearly expenses.

Tuition	\$1,700.00
Room	550.00
Fees (Matriculation, Health Service, Application)	63.00
Laundry, pressing and incidentals	400.00
Textbooks and supplies	200.00
Total	\$2,913.00

Students are urged to prepare a budget before entering the University. This budget should include an estimate of income from all sources and an estimate of expenses. This estimate of expenses does not include summer study. A separate summer school bulletin is available with expenses indicated.

Financial Responsibility of Foreign Students

All foreign students who have not been awarded scholarships must assume full financial responsibility for their education and maintenance

while enrolled in Atlanta University. This will amount to approximately \$2,913.00 exclusive of graduation fees, laboratory charges, and board for an academic year of nine months' duration. In addition, foreign students must be responsible for paying their travel expenses from their home countries to Atlanta and travel expenses from Atlanta to their home countries after graduation or withdrawal from the University.

Those foreign students who have been awarded University scholarships must be responsible for the difference between the amount of the scholarship and their total expenses. All foreign students must clearly understand that under no circumstances will the University assume responsibility for financial assistance in excess of the stated amount of the scholarship, nor will the University act as a "sponsor" for a foreign student. All foreign students who are recipients of a scholarship must be responsible for their own travel expenses to and from Atlanta, Georgia.

FINANCIAL AID

Atlanta University is comprised of five schools, Arts and Sciences, Business Administration, Education, Library Service, and Social Work. Each of these schools offers and administers various types of financial assistance, such as scholarships, fellowships, assistantships, grants, and stipends, for students seeking masters and doctoral degrees, on the basis of scholastic aptitude and record, character, seriousness of purpose, and need.

The Office of Student Financial Aid at Atlanta University cooperates with the five schools. It exists to counsel and to assist primarily needy graduate and professional students in the financing of their education. The Office of Student Financial Aid administers, offers, and grants funds to needy students from two of the college-based federal programs—the College Work-Study Program and the National Direct Student Loan funds. The National Defense Education Act of 1958 and the Higher Education Acts of 1965 and 1972 have all made significant contributions to the development of these programs.

Prospective, new, and returning students who wish to apply for financial aid from any of the programs at Atlanta University must complete the Financial Aid Application and Questionnaire and send it directly to the Office of Student Financial Aid before April 1. Applicants desirous of being considered for aids from the Financial Aid Office must complete a Financial Aid Form (FAF) in addition to the University Financial Aid Application and Questionnaire. Only one financial aid application is required for an academic year and summer. Some of the schools within Atlanta University require their students to complete forms other than the aforementioned for departmental consideration. But, regardless of the type of aid for which a student applies, the University Financial Aid Application and Questionnaire must be completed.

Departmental aid is usually awarded to applicants after the committee of each school has evaluated the aid applications. However, some of the schools evaluate applications on a continuous basis and awards are offered prior to and after April. Departmental acceptance and rejection notifica-

tions must be returned to the various schools within two weeks of the date of receipt, acknowledging acceptance or rejection of the award. Failure to return the notification within the two-week period will be considered as a rejection of the award.

As a member of the Council of Graduate Schools in the United States, Atlanta University subscribes to the general policy of the Council regarding the acceptance of scholarships, assistantships, or fellowships by prospective graduate students prior to formal matriculation at the University. If a prospective graduate student is offered a scholarship, assistantship, or fellowship before April 15, he/she will have complete freedom through April 15 to accept or to reject the award appointment in order to accept same at another institution. But an acceptance given or left in force after April 15 commits the student not to accept another appointment and award without first obtaining formal release for that purpose.

Financial aid may be awarded in a single or combined package. A student may receive aid from more than one source. However, the aid can not exceed the estimated student budget. If so, the University will adjust the aid by decreasing or rescinding the overawarded portion of the aid.

The financial aid is usually awarded on an academic year basis and is usually distributed one-half each semester.

Awards for the academic year are offered from the Office of Student Financial Aid during the summer months preceding the academic year of aid requested. Award letters are sent to awardees and denial letters of explanation are sent to applicants who do not receive aid.

All University sources as well as outside sources of financial aid should be coordinated by the Office of Student Financial Aid.

College Work-Study (CWS)

This program is designed for students to work part-time at the University. Preference in assigning jobs is given to students with the greatest financial need. The rate of pay is per hour and exceeds the minimum wage as set forth by the Fair Labor Standards Act.

National Direct Student Loan (NDSL — Formerly Defense)

The purpose of this program is to make available to qualified students, in need of financial assistance, educational loans at the rate of 3% per annum. The loan ceiling is \$10,000 in the aggregate for graduate and professional students (including any undergraduate loans). Repayment of these loans begins nine months after the borrower graduates or leaves the University.

Repayment of the loan may be in cash payments (check, money order, etc.), or a percentage of the loan may be cancelled due to performance of eligible teaching services each year and/or military services.

The Guaranteed and Federally Insured Student Loans

These programs enable students with financial needs to secure educational loans from their affiliated lending institutions such as banks, credit unions, etc. It is the responsibility of the student to obtain the necessary applications and file them with the Student Financial Aid Office. The

maximum amount that a graduate or professional student may borrow per academic year is \$5,000. The loan ceiling is \$15,000 for graduate and professional students, including any amount borrowed for undergraduate study.

Scholarship Funds

The Reader's Digest Foundation Endowment Scholarship Fund

Through successive yearly grants since 1967, the Directors of the Reader's Digest Foundation have completed an endowed scholarship fund of \$12,500. The interest from this fund is used for scholarships each year.

The Avon Products Foundation Endowed Scholarship Fund

The Avon Products Foundation, Incorporated, has made a grant of \$50,000 in endowment to Atlanta University in order to establish the Avon Products Scholarships in honor of Whitney M. Young, Jr. The fund is used by the University to provide earnings for two full-tuition scholarships and fees each year for students selected by the School of Social Work. Selection is based on the applicants' academic scholarship, financial need and adherence to the ideals of Whitney M. Young, Jr.

The Adrienne McNeil Herndon Fund

Through income from donations to Atlanta University from the Alonzo F. and Norris B. Herndon Foundation, full or partial scholarships are awarded each year to qualified students who need financial assistance. These scholarships are given in honor of the late Mrs. Adrienne McNeil Herndon, one-time teacher at Atlanta University.

The Rufus E. Clement Memorial Scholarship Fund

At the time of the death of President Rufus E. Clement in November, 1967, a memorial scholarship fund was established in honor of him and his long years of service at Atlanta University. Scholarships are awarded annually through this fund.

The Alice Holship Ware Memorial Scholarship

By action of the Board of Trustees of Atlanta University, a memorial scholarship in honor of the late Alice Holship Ware has been initiated. This award is given annually to a student whose academic interest is focused in international relations.

The Phylon Fellowship

The **Phylon** Fellowship carries a stipend of \$3,000 per academic year and the waiver of tuition and fees. The Fellowship, which is supported by **Phylon**, the Atlanta University Review of Race and Culture, a scholarly quarterly in the social sciences and literature with specific focus on race and culture, is designated to be awarded students in the Department of English. It is renewable for a second year if the Fellow, the department staff, and the **Phylon** editor believe this to be appropriate.

The Johnson's Wax Fund Scholarship

The Johnson's Wax Fund, Incorporated, offers an annual scholarship of \$1,500 to encourage promising students to pursue careers in business and finance in the Graduate School of Business Administration.

The National Distillers and Chemical Corporation Scholarships

The National Distillers and Chemical Corporation has established a program to award two, two-year graduate scholarships annually of \$1,500 each to candidates for the Master of Science degree in Industrial Chemistry and the MBA degree in Marketing in the School of Business Administration.

The Walter White Alumni Association Scholarship

The Atlanta University Alumni Association awards an annual scholarship of \$500 to the best qualified student in the Department of Sociology who intends to make race relations a part of his or her life's work. This scholarship is given in memory of the late Walter White, Class of 1916.

The Catherine Hughes Waddell Memorial Scholarship

Atlanta University has established the Catherine Hughes Waddell Scholarship in memory of Catherine Hughes Waddell. Through the Charles Evans Hughes Memorial Foundation, \$1,000 for scholarship aid to worthy students is made available each year.

The Atlanta Federal Savings Scholarship Program

Through the Atlanta Federal Savings Scholarship Program, the Atlanta Federal Savings and Loan Association awards annually two \$500 scholarships to local students who wish to study for the master's degree in business administration at Atlanta University.

Graduate Assistantships in the Area of Reading

The program for graduate assistants in the area of reading is a working-scholarship plan made possible through funds from Atlanta University and Clark, Morehouse, Morris Brown and Spelman Colleges. Under this grant the stipend for nine months is \$2,000 for University expenses and a remainder payable to the student in nine monthly installments.

The program is designed to develop students who, in addition to advanced work in English or education, possess special competencies in the teaching of reading. The plan includes (1) a special program in reading, (2) graduate work in English or education, (3) research, and (4) apprenticeship under the direction of reading teachers in the respective colleges and the University. In the latter instance the student is expected to work for a

minimum of twelve hours per week in the reading program to which he/she is assigned.

Scholarships and Part-Time Student Employment

There are available a limited number of scholarships for students who show promise of success. Applications should be made in advance of registration and reasonable information supplied as to the need for scholarship aid.

A few students are engaged by the University for part-time employment in the dormitories, on the grounds, as assistants in the offices, laboratories and the library.

Application for scholarships should be made on forms provided by the University and should be sent to the Financial Aid Office.

The University has limited student loan funds. Also, under a cooperative arrangement with a foundation, a few worthy students who are residents of Georgia may be recommended for loans.

All tuition scholarship awards are made on the basis of a student's enrolling for a full academic load as described below. Failure to register for a full academic load will cause the tuition scholarship to be reduced proportionately.

Student Services

Housing

For students who wish to live on campus, there are two dormitories, Bumstead Hall for women and Ware Hall for men, each of which can accommodate 100 students. Attractive living rooms, reading rooms, reception rooms and service areas are provided for the convenience of students. The cost of a room is \$275.00 per semester.

Students should request room reservations as soon as they are accepted for admission to the University. With the request they should also send a room reservation fee of \$25 which will be credited to the first semester's room rent. Upon receipt of the request and fee, and if space is available, the applicant will receive an assignment from the Office of the Dean of Students. Should a student fail to enroll, the fee is not refundable.

Linen

Each resident living in the Atlanta University dormitories is required to furnish sheets, pillow cases, blankets, bedspreads and towels to meet his or her needs.

Security Deposit

Each resident must make a security deposit of \$20 to guarantee and cover damage to dormitory property. This deposit is refundable at the end of the school year or prior to that time, if the student withdraws from the University.

Student Health Service

A complete physical examination is required before admission to the University. The University may require further examinations when necessary to maintain and protect the health and general welfare of its students.

A medical fee, payable at the student's registration during each semester, is automatically charged each student registered in the University. This fee helps to provide a first aid station and a Student Crisis Center for all students.

The University provides, in addition, a hospitalization insurance for sickness and accident which is available to all students and mandatory for all dormitory students and all students from foreign countries. Complete details on the student accident and sickness insurance coverage are printed in a brochure which may be obtained from the office of the Student Health Services. The Student Medical Fee (\$30.00; \$15.00 each semester) entitles a student to medical service at the University Health Service Center located in Bumstead Hall. If further medical assistance is required, a student may be referred by the University physician to a specialist outside of the University or may be hospitalized.

The cost of Accident and Illness Insurance is \$13.00 per year. The policy stipulates that a student must be referred by the Health Service, and cannot consult a private physician directly (except in case of an emergency or when a student is out of town).

It is the responsibility of each student to be sure that the Health Fee and the student Sickness and Accident Insurance Fee are assessed at the time of registration each semester.

The Student Crisis Center

The Student Crisis Center, maintained by the Atlanta University Center, is available to all students in the six institutions of the Center. This service is provided in order to help students who may experience pressures that affect academic work or difficulty in adjusting to the campus environment as well as those who have personal problems which may interfere with or prohibit successful work in the University.

The Crisis Center is located in the Atlanta University Center Administration Building. Appointments may be made directly by students or by referral from their institutions. It is open Monday through Friday.

Veterans

Atlanta University will do all it can to assist veterans of any branch of the armed forces to enter its graduate programs. Veterans are required to meet the same standards as other students in matters relating to grades, class attendance, conduct, and graduation. The University will make whatever considerations are possible without lowering its standards and impairing the prestige of its degrees. Any remedial work required must be completed in two semesters. In cases where such work is not completed in the time specified, benefits will be terminated until such time as satisfactory completion is determined by the faculty in the area where such work is required.

STUDENT RIGHTS AND FREEDOMS

The institutions of the Atlanta University Center endorse academic freedom—freedom to teach and freedom to learn; freedom to think, freedom to speak, freedom to write, and freedom to publish. These institutions also

endorse our citizenship freedoms, including freedom of peaceful assembly, freedom of the press, and freedom to petition for redress of grievances.

The institutions of the Atlanta University Center seek constructive changes and will work with faculties and student government associations in order to make necessary revisions in the programs and procedures of our schools. They respect the right of students to criticize, dissent, and protest.

But academic freedom is not academic license. Therefore, in the interest of insuring the education which students are here to receive, the Atlanta University Center institutions will not tolerate the use of physical force or physical obstruction which infringes upon the freedom of others, denies the opportunity for teachers to teach and for students to learn, and interferes with the right of speakers to speak and listeners to listen. These institutions maintain that the rights and freedoms of students do not include the right to hamper and restrain the movements of others; to interfere with school operations, including the conduct of classes and the performance of office work; to obstruct movement into, through, and out of school buildings; to disrupt school operations; to seize and occupy school buildings; and to injure persons or to damage or destroy property.

The Atlanta University Center institutions affirm that there is no place in our schools—dedicated, as they are, to support the basic principle that free inquiry and free expression are fundamental and indispensable rights which should be enjoyed by all members of the academic community—for dissent which expresses itself through the use of physical force and/or physical obstruction. Therefore, students who use physical force and/or physical obstruction in an attempt to force their wills upon others will be held fully responsible and appropriately disciplined.

Due Process

A student accused of a serious offense shall be notified in writing of the specific charge against him/her before his/her case is considered. This notification shall indicate the right of the student to elect to have his/her case reviewed by the appropriate administrative adjudicating body, his/her right to appeal, and assistance in his/her defense.

The student shall be notified in writing of the time and place of the review in the case, and shall have reasonable time and opportunity to prepare a defense and the right to be represented by a person of his/her choice. The student shall also have the opportunity to testify and to present witnesses and evidence in his/her behalf.

The student shall be free from disciplinary sanction pending the conclusion of the case, unless the nature of the case indicates that there is danger to him/her or to the immediate well-being of the University. In such a situation, appropriate interim measures may be taken.

Drug Use and Traffic

The University does not condone the possession, use or distribution of narcotic drugs or hallucinogens, including marijuana and LSD. Students who knowingly possess, use or distribute any such substance without legal authorization shall be subject to University discipline.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Atlanta University, like other institutions of higher education, accumulates and maintains records concerning the characteristics, activities and accomplishments of its students. Because the University recognizes the student's right of privacy, a policy regarding the confidentiality of the information which becomes a part of the student's permanent records and governing the conditions of its disclosure has been formulated and adopted. This policy reflects a reasonable balance between the obligation of the University for the protection of the rights and privacy of the student and its responsibility to society.

A student has the right, upon request to the proper official, to know of the existence and content of all materials that are in his official records kept by the University and to inspect and review such records except personally signed confidential documents placed in the file before January 1, 1975.

The student shall have the opportunity for a hearing by appropriate officials to challenge the content of the student's official University records, to insure that the records are not inaccurate, misleading or otherwise in violation of the privacy or other rights of students, and to provide an opportunity for the correction or deletion of any inaccurate, misleading or otherwise inappropriate data contained therein.

The information listed below is considered "public directory" information and may be released without permission from the student. A student does, however, have the right to direct that any or all of this information not be released without consent. Such request must be filed, in writing, with the Registrar's Office.

Such items include:

- a. whether or not the student is currently enrolled;
- b. the school or division in which the student is or was enrolled and his or her class or year;
- c. dates of enrollment;
- d. degree or degrees earned (if any, date of degree, major or area of concentration and honors received);
- e. local address and telephone number;
- f. home address

All other information is considered confidential and may be released only under specific conditions. A full copy of the University's policy may be obtained in the Registrar's Office.

Academic Requirements and Standards

REGISTRATION

Graduate students, whether candidates for degrees or not, are required to register at the office of the Registrar of the University on the days for registration indicated in the calendar. Registration materials may be obtained in Dean Sage Hall foyer or in the various schools as indicated in preliminary information sent to applicants. A fee is charged for late registration. Registration is not complete and students will not be admitted to classes until fees have been paid.

Effective September, 1978, each student enrolled in a degree program requiring the completion of a thesis or dissertation, shall register for thesis and dissertation advisement every fall and spring semester in which he seeks advisement whether or not he is in attendance, and in the summer only when he is in attendance.

A student is exempt from registration for thesis advisement during any semester in which he is enrolled at Atlanta University for at least six semester hours of course work.

In order to receive thesis advisement, each student who is required to do so, shall enroll for one semester hour of credit.

COURSES OF INSTRUCTION

Courses numbered 400-499 are open to undergraduate students of senior rank. Courses numbered in the 500 series are primarily intended for graduate students; however, with the consent of the instructor, senior undergraduate students may be admitted. All courses numbered 600 and above are open to graduate students only.

Full Academic Load

A full academic load at Atlanta University is nine semester hours per semester. Each School or department has the authority to determine variations to this load. Any student carrying a load beyond nine semester hours must have the approval of his/her dean and may be charged an additional tuition fee of \$95.00 for each hour in excess of nine. Any student carrying less than nine semester hours will be charged as indicated under Expenses.

Class Attendance

Requirements for class attendance are determined by schools, departments, and/or faculty members.

Grading System

1. The grading system at Atlanta University uses the following grades or marks: A, B, C, P, F, INC., R, and W.
2. The minimum standard for graduate work leading to a degree in Atlanta University is a B average.

A grade of "C" must be offset by a grade of "A" in a course or courses totaling the same number or more graduate credit hours.

A grade of "P" may be given for passing work in certain specified seminars or supervised experience, and for non-credit courses which are accepted in lieu of certain University requirements for the master's degree such as French for graduate students, German for graduate students, and Spanish for graduate students. This grade indicates that the student has presented enough work to warrant the awarding of a passing grade.

A grade of "F" indicates a failure and carries no credit, but is counted in computing the grade point average until the course is repeated and a passing grade is earned. A student who earns a grade of "F" in a required course must repeat the course and earn a passing grade.

A mark of "INC." indicates that the student who desires course credit has not submitted all the evidence required for a qualitative grade and has made satisfactory arrangement with the teacher involved to complete the remaining portion of the work before the end of the next semester, if the student is in residence during the semester immediately following the semester or summer session in which the mark of "INC." was given. If the student is out of residence during the succeeding semester, the "INC." must be removed within twelve months of the date on which the "INC." was given. If the mark of "INC." is given during the Summer Session, to a student who is attending the University only during Summer Sessions, the "INC." must be removed within twelve months of the ending date of the Summer Session in which the "INC." was given.

For each "INC." given, the teacher involved must indicate exactly what the student must do to complete the remaining portion of the unfinished course work. An "INC." which is not removed within the stipulated time limit becomes an "F."

A mark of "R" (registered) is used when the student wishes to register for a course but does not desire to earn credit in that course. The student must make arrangement with the teacher involved for the awarding of a mark of "R" at the time of registration. An "R" once entered on the student's official record may not be changed. Courses in which a student receives a mark of "R" yield no academic credit. No stigma is attached to the mark "R."

A mark of "W" indicates that a student has officially withdrawn from a class within the first six weeks of a given semester during the regular academic year. If he withdraws after a six-week period has elapsed, he is given either a grade of "WP" (withdrew passing) or a grade of "WF" (withdrew failing).

3. When a student accumulates nine graduate semester hours of "C's" not offset by "A's" in an academic year program, or 15 hours in a two-year program, he will not be retained by the University.
4. No consideration will be given to plus or minus appended to a grade.
5. A student may be asked to withdraw from the University for unsatisfactory performance by any department or School of the University.
6. Student appeals must proceed from the faculty member to the department chairman, Dean, and Vice President for Academic Affairs, respectively.

General Degree Requirements

In addition to the following general requirements, each School and department may prescribe specific requirements in accordance with its own goals and objectives. Students should consult the entries under the appropriate School and/or department.

General Requirements for the Master's Degree

The following requirements must be fulfilled before a student is eligible to receive a master's degree. They are:

1. **Residency**—The minimum residence requirement is one academic year or three summer sessions of eight weeks each.
2. **Semester Hours**—At least 24 semester hours of graduate work at Atlanta University are required. Not more than six semester hours with a grade of B or better may be transferred from another institution.
3. **Examinations**—University- and School-required examinations must be satisfied within time periods specified.
4. **Time Requirement**—All requirements for the master's degree must be completed within six calendar years of the date of matriculation. Work completed outside the six-year period will not be considered. Students required to enter the armed services may be given a grace period equivalent to the length of time spent in the armed services.
5. **Communication Skills Requirement**—All entering students are required to take tests in reading and composition at the beginning of their first term in the University. Failing to earn a passing score on either test, students are required to enroll that term and remain in a reading and/or composition course until the communication skills requirement has been satisfied.
6. **Thesis Requirement**—A School or a department in the University may require a satisfactorily completed thesis for the master's degree. All students seeking degrees in the School of Arts and Sciences are required to submit an approved thesis. The production of a thesis is optional in other schools. Thesis must be submitted to the Dean's office four weeks prior to graduation. Thesis subjects may be assigned at the discretion of the department at any time following registration for graduate study. The University will allow a maximum of six semester hours of graduate work in any semester for the research connected with the writing of the thesis. In no case, however, will such credit reduce the number of hours required for graduation. The amount of credit to be allowed is to be determined by each school. For the Master's degree in the Schools of Education, Library Service, and Social Work, the thesis is optional and yields six semester hours credit.

The delivery of the two printed (lithographed or offset) or type-written copies of the thesis to the Registrar of the University at least two weeks before the Spring Convocation or ten days prior to the Summer Convocation, together with a certificate signed by the thesis advisor and the dean of the School, stating that the work, as submitted, is accepted as the candidate's thesis or essay for the

master's degree is required. There will be no exceptions to this regulation. The Schools require submission of the final draft of the thesis to the Dean or Chairpersons of the appropriate department at least two weeks before the University's deadline for the acceptance of theses.

The paper upon which the master's thesis is typed must be sixteen pound, one hundred per cent cotton fibre water-marked. This paper is available in the Bookstore in the Atlanta University Center.

Additional qualitative and specific requirements for the degree may be prescribed by any department or by any faculty of the Schools of the University.

7. Candidacy for the Degree—Admission and registration do not of themselves admit to candidacy for a degree. Students who have satisfied all undergraduate prerequisites, the required examinations, and who have demonstrated their ability to do major work of graduate character may be admitted to candidacy in the semester or summer session in which they expect to complete their School and/or departmental requirements. Admission to candidacy is upon the recommendation of the dean of a School and the certification of the Registrar of the University. An admission to candidacy form must have been received by the Registrar not later than the third week of the semester or summer session in which the requirements will be completed.

All required University examinations must have been passed prior to the date in the University Calendar for filing for candidacy during any semester or summer session.

The Registrar certifies candidates to their respective Schools. Applications for admission to candidacy must be made on forms provided for this purpose. These forms may be obtained from the Office of the Registrar, and application must be on file on or before the date stated in the University Calendar.

Failure to have the degree conferred in the semester for which candidacy was filed voids the candidacy. A new application is required when candidacy has been voided, but the applicant will not be required to repeat the departmental qualifying examination for three years following the initial application for candidacy.

Specific requirements prescribed by the various Schools and departments are listed under their individual entries in this or other official publications.

General Requirements for Specialist Degrees

Programs of study at the sixth year level are offered by the School of Education leading to the Specialist in Education degree (Ed.S.) and by the School of Library Service leading to the Specialist in Library Service (S.L.S.). Minimal requirements are listed below:

1. Admission—

A. Documents to be filed with the Registrar.

1. A letter of intent which indicates the desired area of study and describes the applicant's professional goals and qualifications for admission to the program.

2. A completed application form.
3. A completed medical form.
4. Three letters of recommendation, including at least two from professors in the applicant's major field of graduate study.
5. Transcripts of all undergraduate and graduate work.

B. Prerequisites

1. A master's degree from an accredited institution.
2. Qualification for the fifth-year certificate in the area which the applicant plans to study for the Specialist degree.
3. A grade point average of 3.0 in the most recently completed degree program.
2. Semester Hours—A minimum of 30 semester hours of credit beyond the master's degree must be earned. Not more than six hours of this total with a grade of B or better may be transferred from another institution.
3. Time Requirement—All work for the degree must be completed within six calendar years of the date of matriculation.
4. Research Requirement—Completion of a research project is required. The student's report must furnish evidence of intellectual mastery of a specified area of investigation and provide proof of high skill in research and scholarship.
5. Final Examination—The final oral examination shall include a defense of the research project.

The department concerned shall determine whether a written examination will also be required.

The final examination should be administered no later than five weeks before the Commencement at which the degree is to be conferred.

General Requirements for Doctoral Degrees

Minimal requirements for consideration for admission are listed below, and fulfillment of them does not necessarily assure admission. The minimal requirements are:

1. Admission—

A. Documents to be filed with the Registrar.

1. A letter of intent which indicates the desired area of study (biology, educational administration, guidance and counseling, political science or chemistry) and provides a description of basic philosophy and life goals, a statement which reveals how the chosen area of study will facilitate the achievement of those goals, and reasons for selecting Atlanta University.
2. A completed application form.
3. A completed medical form.
4. Three letters of recommendation, including at least two from professors in the applicant's major field of concentration.
5. Transcripts of all undergraduate and graduate work.

B. Prerequisites—

1. A baccalaureate degree from a regionally accredited American institution or from a foreign institution of comparable quality.
2. A grade point average of 3.0 in the most recently completed degree program. Conditional admission may be granted to students with less than a 3.0 average but who otherwise show excellent promise.
3. An undergraduate transcript showing sufficient preparation for advanced work in the relevant major or minor fields. Undergraduate preparation must be broad enough to provide an adequate foundation for graduate work.
2. Residency—The minimum residence requirement is one academic year of consecutive semesters exclusive of the summer session beyond the first year of graduate study.
3. Semester Hours—Students must earn a minimum of seventy-two (72) graduate semester hours credit for the doctorate. At least forty-eight (48) semester hours of the required total must be earned at Atlanta University. (See p. 58 for transfer credit information.)
4. Time Requirement—All work for the doctorate must be completed within five years of the date of admission to candidacy.
5. Candidacy for the Degree—A student is formally admitted to candidacy upon application duly submitted and approved by both the chairman of the student's major department and the Dean of the School concerned. As prerequisites for consideration for admission to candidacy, the student must have passed a qualifying examination administered by the major department and have submitted a dissertation proposal that has been accepted and approved by the major department and the dean.
6. Qualifying Examination—The qualifying examination must be undertaken at least one academic year prior to the time when the degree is expected to be conferred and not earlier than the completion of two academic years of graduate work.

The preparation and administration of the examination covers the subjects and courses of the student's major and minor fields and is a rigid test of the student's competence and knowledge in the field of the doctoral study. In addition, the examination is an inquiry into the student's mastery of bibliography and powers of bibliographic criticism. Further, the examination will give particular attention to subjects or courses taken in other institutions for which transfer credit has been proposed. The examination is given at least twice during the academic year at times specified by the individual departments.

A Qualifying Examination Committee appointed for each prospective doctoral candidate, in addition to preparing and administering the examination, recommends subsequent programs of study, if any, to be undertaken by the student and also inquires into the feasibility of the proposed dissertation. The proposal must indicate that the dissertation will be concerned with a well-defined prob-

lem which will lend itself to a study of reasonable length and scope and which represents a synthesis and evaluation of materials and is not a mere compilation of data.

7. Research Tools—Students must demonstrate competence in two foreign languages or such other research tools as designated by their major department. The foreign language and/or research tool requirement must be satisfied prior to admission to candidacy.

Reading knowledge of the foreign languages will be tested by the Foreign Language Department of the School of Arts and Sciences. These examinations measure the ability to read selected passages from the literature of the major subject.

8. The Dissertation—Upon approval of the dissertation proposal, the candidate is assigned a committee to supervise the dissertation. A committee includes a chairman and at least two other faculty members.

The candidate must complete a dissertation which provides well-written evidence of the intellectual mastery of a specified area of original investigation and abundant proof of high skill in research and scholarship.

Four typewritten copies of the dissertation must be presented to the student's advisor and distributed to the examination committee at least one week prior to the oral examination. Two copies of the dissertation and three copies of an abstract, not to exceed six hundred (600) words, must be filed with the Registrar at least two weeks before Commencement and must be presented to the dean at least two weeks before they are due in the Office of the Registrar. The paper upon which the dissertation is typed must be sixteen pound, one hundred per cent cotton fibre watermarked. This paper is available in the Atlanta University Bookstore.

Atlanta University students may use microfilming as a satisfactory means of publication. The negative of the microfilm will be deposited with University Microfilms, Ann Arbor, Michigan. One positive copy each will be deposited with the Library of Congress and with the Atlanta University Library. Authors will pay the current price for this microfilming service, and additional charges if they wish the dissertation copyrighted or if they wish reprints of the abstract. Forms for the microfilming process should be secured from the Office of the Registrar at the time the dissertation is deposited. Completed forms should be submitted to the Office of the University Librarian not later than one week prior to commencement. Fees should be paid to the Office of Business Affairs.

9. The Final Examination—The final oral examination includes a defense of the dissertation.

The department concerned determines whether a written examination will also be required.

The final examination should be administered no later than five weeks before the Commencement at which the degree is to be conferred.

TRANSFER CREDITS

A maximum of twenty-four (24) graduate semester hours of transfer credits will be accepted. Credit for work earned at another institution must be determined prior to the qualifying examination. When credit earned elsewhere is permitted, a definite part of the qualifying examination shall be devoted to the testing of the student's mastery of the subjects involved. It is through the qualifying examination that transfer credit, if any, will be validated.



School of Arts and Sciences

The School of Arts and Sciences is committed to the educational mission of Atlanta University, and it utilizes its resources in the achievement of this mission. This it does by creating and maintaining a cultural and academic milieu in which students and faculty may fully develop their individual potentialities as human beings, leaders, scholars, teachers, and productive members of society. In this environment the three areas of the School provide highest quality instructional programs designed to achieve the specific goals which are peculiar to their areas of responsibility.

The Area of Natural Sciences and Mathematics offers instructional programs which afford exceptionally qualified students opportunities for rigorous learning and research experiences necessary for productive careers in teaching and/or research and which prepare them also for more advanced study in their fields of interest. These programs are structured, however, so as to provide other students the motivation and opportunities to become competent support personnel in educational institutions, in industry, in governmental agencies and laboratories.

The Area of Social Sciences provides its students the knowledge, skills, tools and sensitivities to recognize, resolve or ameliorate problems caused by the increasing pace of social and political change. It prepares superior students to assume leadership roles in social and governmental agencies, in educational institutions, and in the communities in which they live and work. It focuses attention upon the problems of Black, poor and oppressed peoples and attempts to foster in students the desire to seek solutions to these problems. It places special emphasis upon a Black perspective in identifying and dealing with problems arising from the crucial pressures of our complex and changing society.

The Area of the Humanities serves as a catalyst to all areas and departments within the School of Arts and Sciences. In addition, it provides cultural and academic experiences designed for the promotion of scholarship and the training of competent scholars in Afro-American, American, English, French and Spanish cultures, especially literature and languages. The humanities curricula relate Afro-American experiences to the broader experiences of not only Black people, but to those of other ethnic groups as well. In these instructional programs students are trained for careers as college and high school teachers of English and foreign languages. These programs seek to provide students with the tools and motivations for scholarly research while they prepare them for study toward more advanced degrees and for leadership roles in higher education and in their communities. For those students who aspire to careers in the creative arts, the Area of Humanities endeavors to provide the knowledge, the skills and the stimuli essential to the realization of their creative aspirations.

PROGRAMS OF STUDY

The degrees conferred by the School of Arts and Sciences are:

1. Master of Arts in
 - Afro-American Studies
 - Economics
 - English
 - History
 - Political Science
 - Romance Languages
 - Social Science
 - Sociology and Anthropology
2. Master of Public Administration
3. Master of Science in
 - Biology
 - Chemistry
 - Mathematics
4. Doctor of Arts in Chemistry
5. Doctor of Philosophy in
 - Biology
 - Political Science

ADMISSION REQUIREMENTS FOR MASTER OF ARTS DEGREE

In addition to graduation from an approved college, an applicant should have a scholastic record of such quality as to indicate probable success in graduate study. An applicant must have a satisfactory major and meet the specific requirements of the department in which enrollment is desired. The requirements are listed under each department. Deficiencies must be made up in one of the undergraduate colleges of the Atlanta University Center.

ADMISSION REQUIREMENTS FOR DOCTOR OF ARTS DEGREE

See specific requirements listed under the Department of Chemistry.

ADMISSION REQUIREMENTS FOR DOCTOR OF PHILOSOPHY DEGREE

See specific requirements listed under the Departments of Biology and Political Science.

REQUIREMENTS FOR THE MASTER'S DEGREE

The School of Arts and Sciences adheres to the general university requirements for the Master's degree as listed on pages 61-62. Specific requirements are listed under each department.

REQUIREMENTS FOR THE DOCTOR OF ARTS DEGREE

See general university requirements for doctoral degrees, and specific requirements listed under the Department of Chemistry.

REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY DEGREE

See general university requirements for doctoral degrees, and specific requirements listed under the departments of Biology and Political Science.

FINANCIAL ASSISTANCE

Each department in the School of Arts and Sciences has a limited number of tuition scholarships. Also available in most departments are limited numbers of fellowships, assistantships and traineeships. Applicants should contact the chairpersons of the various departments for specific information regarding financial assistance.

PROGRAM DESCRIPTIONS

In addition to the programs listed under each department the School of Arts and Sciences offers, in conjunction with Emory University, an Interinstitutional Program in American and Afro-American Studies. Its major goals are:

1. to initiate within the academic community an effective dialogue between blacks and whites, involving students, faculty and administrators
2. to bring academic insights and skills in the humanities and social sciences more closely to bear on those major issues in American life that have become increasingly urban-centered
3. to assure greater academic involvement in Atlanta itself, by introducing local citizens into our seminars as resource people and by encouraging research projects on issues vital to the metropolitan area
4. to strengthen existing programs in related fields at both universities, specifically the American Studies Curriculum at Emory and the Afro-American Studies Program at Atlanta University

At Emory University the Interinstitutional Program is situated within the American Studies Curriculum, itself a part of the Institute of the Liberal Arts, an interdisciplinary program leading to the Ph.D. At Atlanta University, the closest ties are with the Departments of English and History, and the Afro-American Studies Program.

Students in the Interinstitutional Program take most of their work in cooperating departments and programs at the two universities. Faculty members from the two institutions serve as student advisors and offer courses designed to facilitate interdisciplinary and interinstitutional work.

First-year students may enroll in a master's program at either institution. Advanced students will take the doctorate at Emory.

AFRO-AMERICAN STUDIES

The program in Afro-American Studies is conceived in the spirit of W.E.B. DuBois, who pioneered in this field at Atlanta University. It is an interdisciplinary program intended for students who have a fundamental interest in the culture of the Black man in America and its varied interrelations in the world. Within the broad perspectives demanded by the program, a student will take a coherent group of courses which will provide a particular knowledge of the Afro-American content of a specific discipline or problem. Individual programs are planned by the student with the advice of the program coordinator. Students interested primarily in a special field of Afro-American Studies such as history or sociology, should enter those departments directly.

Requirements for the degree are the successful completion of 24 hours of course work with a B average; the passing of a reading examination in a modern foreign language or a passing grade in one of the non-credit foreign language courses offered by the School of Arts and Sciences; the passing of a comprehensive examination including a section on Afro-American culture, one of the student's area of concentration, and one to be established by the student based on a reading list, a research project, or a community project. All students fulfill the general requirements for the Master of Arts Degree in the School of Arts and Sciences and take the following:

1. Afro-American Studies 501 Pro-seminar: Introduction to Afro-American Culture 3 credits
2. A course in African history or culture 3 credits

A wide range of program-approved courses are available in the departments and schools of Atlanta University and in the colleges of the Atlanta University Center in such fields as economics, English, French, history, political science, and sociology and anthropology.

COURSE DESCRIPTIONS

AAS 501. Pro-seminar: Introduction to Afro-American Culture. An introduction to fundamental problems in Afro-American culture. Research and critical strategies will be analyzed and, where appropriate, demonstrated. 3 credits

AAS 502. Approaches to the Black Experience. Materials used as exemplars of the Black experience are examined and subjected to pragmatic and idealistic criticism. 3 credits

AAS 510. The Black Man in the Caribbean. An ethnohistorical approach to the study of the Black man in the Caribbean, of Creole societies, and of Caribbean parallels to the continental African and American contexts. 3 credits

AAS 512. Marcus Garvey. A study of the career and writings of Marcus Garvey. 3 credits

AAS 530. Comparative Black Literature. A comparative study of Afro-Romance and Afro-American literatures. Prerequisite: a reading knowledge of French and consent of instructor. Reading knowledge of Spanish recommended. 3 credits

AAS 540. Introduction to Sea Island Studies. An overview of the history and customs of the Sea Island areas of South Carolina and Georgia and the adjacent mainland areas. 3 credits

AAS 545. The African Continuum. An examination of the persistence of African culture among Black populations outside of Africa. 3 credit

AAS 550. Afro-American Music. A study of the principal forms and characteristics of Afro-American music. 3 credits

AAS 560. African Art. A survey of the basic forms and styles of Black African traditional art. 3 credits

AAS 601-602. Directed Study.

3-6 credits

AAS 620. W. E. B. DuBois. A study of several aspects of the work and thought of DuBois. A detailed analysis of many of his works will be undertaken.

3 credits

For other course listings see the departments of economics, English, French, history, political science and sociology.

BIOLOGY

Prerequisites

Students who enter this department must meet the general requirements of the University and the School of Arts & Sciences. In addition, they should have broadly based experiences in the sciences: 24 semester credits in biology, one year of general chemistry, a minimum of one semester each of organic chemistry and physics, and mathematics (including algebra, trigonometry and calculus). Students who are deficient in some of these prerequisites may be admitted conditionally; however, they will have to make up the deficiencies by enrolling in the course(s) needed in one of the undergraduate schools in the AU Center. Three letters of recommendations must be sent in support of the application (at least two from major/minor teachers). Each student must submit an essay in which he/she indicates area of interest and goals.

Degree Requirements

The department's major thrust shall be in guiding students through the Ph.D. degree with a concentration in one of the following areas: Cell Biology, Developmental Biology, Physiology, Molecular Biology/Microbiology, and Biochemistry (jointly with the Department of Chemistry). Every student will be required to take a core of course experiences in the following: Cell Biology, Organismal Biology, Developmental Biology, Basic Physiology, Molecular Biology/Microbiology, Biochemistry, and Laboratory in Biology. Additionally, all doctoral students must take a course in Biostatistics, show proficiency in two foreign languages (selected from among French, German, Russian, and Spanish, with the option of substituting a course in Computer Programming for one language). All other specific requirements will be assigned by the student's committee after he/she has indicated the area of specialization. The committee's recommended program of study will be filed in the departmental chairman's office, with copies given to the Dean, Registrar, committee members and the student. Students will be officially admitted to candidacy after successfully passing a Preliminary Examination. This examination will normally be given toward the end of the 2nd or beginning of the 3rd year of residency, and will be supervised by the major adviser and committee. A student may take the Preliminary Examination twice. If he/she is not successful after the second time, dismissal from the doctoral program will follow. Since the Ph.D. is a research-oriented degree, each candidate must complete a supervised research project and write a dissertation. The work must represent a significant contribution to scientific knowledge. Three copies (original + two copies) for the dissertation must be filed

in the office of the chairman at least 3 three weeks before the Registrar's deadline.

Students who opt for the M.S. degree will be required to take a minimum of 26 course credits plus 4 credits in research. Specific requirements will be determined by the student's advisory committee, with copies of the program of study filed in the office of the chairman, the Dean, Registrar, the student's advisor, and with the student. One foreign language examination plus a thesis will be required of M.S. candidates.

COURSE DESCRIPTION

- BIO 470. Evolution and the Origin of Life.** Lectures and discussions on concepts of evolution and theoretical aspects of the transformation of certain substances in living systems. 3 credits
- BIO 471. General Parasitology.** A lecture-laboratory course with emphasis upon general principles of parasitism. 4 credits
- BIO 475. General Animal Physiology.** A lecture laboartory course on basic concepts of structure and physiological activities in animals. 4 credits
- BIO 490. Chemistry of Living Systems.** A lecture-laboratory course on the nature, synthesis, and utilization of carbohydrates, lipids, proteins, and enzymes. 3 credits
- BIO 492. Modern Genetics II.** A lecture course that involves a study of genetics from an organismal, cellular and molecular standpoint. 3 credits
- BIO 495. Microbial Genetics.** A course on the genetics of bacteria and bacteriophages. 3 credits
- BIO 500. Organismal Biology I.** A lecture-demonstration course on development, structure, and physiologic activities of plants. (Science education programs.) 3 credits
- BIO 501. Molecules and Biology.** A lecture-discussion course on the molecular basis of regulatory mechanism of living systems. 3 credits
- BIO 502. Organismal Biology II.** A lecture-demonstration course on development, structure and physiologic activities of animals. (Science education programs.) 3 credits
- BIO 510. Biology Seminar.** 1 credit
- BIO 511. Advanced Modern Biology.** An intensified lecture-demonstration course on recent developments in Cell Biology, Genetics, Biochemistry, Developmental Biology, Physiology, Organismic Variation and Relationships. 4 credits
- BIO 512. Local Flora.** A course dealing with the identification of vascular plants that commonly occur in this locality. (Science education programs.) 3 credits
- BIO 515. Medical Microbiology.** A lecture-laboratory course dealing with bacteria which are important in human disease. 4 credits
- BIO 516. Immunology.** A lecture-laboratory study of humoral and cellular immunity and the use of antigen-antibody reactions as a tool in biology. 4 credits
- BIO 518. Virology.** A lecture-laboratory study of viruses infecting bacteria, animals and plants, including virus structure, reproduction and virus-host relationships. 4 credits

- BIO 519. Topics in Oncology.** Discussions on recent research in oncology.
2 credits
- BIO 539. Topics in Genetics.** Discussions on recent research in general genetics.
2 credits
- BIO 545. Morphology of Non-Vascular Plants.** A lecture-laboratory course on the structure, development, life cycle patterns and classification of the lower cryptogams.
4 credits
- BIO 546. Morphology of Vascular Plants.** A lecture-laboratory course on the structure, development, life cycles and evolutionary relationships of vascular plants.
4 credits
- BIO 552. Plant Pathology.** A lecture-laboratory study of disease development in plants.
4 credits
- BIO 554. Mycology.** A lecture-laboratory course on the identification, classification, and morphology of fungi.
4 credits
- BIO 558. Topics in Plant Pathology.** Discussions on recent research in plant pathology.
2 credits
- BIO 559. Topics in Mycology.** Discussions on recent research in mycology.
2 credits
- BIO 561. Cytogenetics.** A course dealing with the morphologic and molecular bases of inheritance, including aspects of heredity, mutation, and evolution of cells.
3 credits
- BIO 564. Ultrastructure.** A lecture-laboratory course on principles, techniques and use of the electron microscope.
4 credits
- BIO 570. Plant Physiology.** A lecture-laboratory course on basic principles governing the physical and chemical activities of plants.
4 credits
- BIO 579. Topics in Plant Physiology.** Discussion on recent research in plant physiology.
2 credits
- BIO 599. Scientific Communication.** A course that provides experience in preparing papers for publication and writing research proposals.
3 credits
- BIO 610. Developmental Genetics.** A lecture-discussion course on principles of the genetics of developments.
3 credits
- BIO 612. Topics in Cytogenetics.** Discussions on some recent works in cytogenetics.
2 credits
- BIO 615. Topics in Experimental Parasitology.** Discussions on recent work in animal parasitology.
2 credits
- BIO 620. Cell Biology.** A lecture-laboratory course which details cellular structure and function.
4 credits
- BIO 625. Topics in Developmental Botany.** A discussion of recent studies in plant development.
2 credits
- BIO 631. Molecular and Cellular Aspects of Development.** A lecture-laboratory course on the synthesis of information relating to development through chemical and physical procedures.
4 credits
- BIO 633. Topics in Animal Morphogenesis.** A discussion on recent progress in morphogenetic activities of invertebrates and vertebrates.
2 credits
- BIO 634. Experimental Embryology.** A lecture-laboratory course which stresses the organismal approach to development.
4 credits

- BIO 638. Topics in Cell Biology.** Discussions on recent research in cell biology. 2 credits
- BIO 640. Advanced Invertebrate Zoology.** A lecture-laboratory course on interrelationships, structure and function of the invertebrates. 4 credits
- BIO 641. Topics in Developmental Biochemistry.** Discussions on current events in the biochemistry of development. 2 credits
- BIO 642. Protozoology.** A lecture-laboratory course on the main groups of protozoa, their structure and organelle function. 4 credits
- BIO 652. Comparative Animal Physiology.** A lecture-laboratory course on physiological activity, on a comparative basis, of various invertebrates and vertebrates. 4 credits
- BIO 653. Vertebrate Experimental Physiology.** An advanced lecture-laboratory course in vertebrate physiology. 4 credits
- BIO 657. Developmental Physiology.** A lecture-laboratory course on the functional organismal approach to problems of development through physical procedures. 4 credits
- BIO 659. Topics in Animal Physiology.** Discussion on recent research in cell and comparative physiology. 2 credits
- BIO 660. Microbial Biochemistry.** A lecture-course dealing with the biochemistry of micro-organisms. 3 credits
- BIO 661. Advanced Microbial Genetics.** A lecture course designed to study DNA structure, synthesis and repair. 3 credits
- BIO 668. Plant Biochemistry.** A lecture-laboratory study of the structure, biosynthesis, occurrence, and role of amino acids, hormones, pigments and alkaloids in plants. 4 credits
- BIO 673. Growth and Metabolism in Plants.** A lecture course on the most recent developments in biochemical and biophysical studies of cell growth and metabolism in plants. 3 credits
- BIO 676. Research in Oncology.**
- BIO 677. Research in Microbiology.**
- BIO 678. Research in Molecular Biology.**
- BIO 679. Research in Parasitology.**
- BIO 685. Research in Developmental Botany.**
- BIO 687. Research in Plant Physiology.**
- BIO 689. Research in Cryptogamic Botany.**
- BIO 690. Research in Cytogenetics.**
- BIO 691. Research in Cell Biology.**
- BIO 692. Research in Developmental Biochemistry.**
- BIO 693. Research in Animal Physiology.**
- BIO 695. Research in Animal Morphogenesis.**

CHEMISTRY

Prerequisites

In addition to the requirements of the School of Arts and Sciences, the Department of Chemistry requires of every student admitted a minimum of 32 semester hours, or the equivalent, in the four major areas of chemistry, including one year each of organic chemistry and physical chemistry. Mathematics through integral calculus and at least one year of physics are

also required. Students lacking any of these prerequisites may be admitted conditionally, but they must remove the deficiencies in one of the undergraduate colleges in the Center within a period of one academic year.

Programs of Study

The Department of Chemistry offers programs of course work and research leading to the Master of Science degree in organic, inorganic, physical, biochemistry, and industrial chemistry, and a Doctor of Arts (D.A.) degree which is designed as an alternative to the traditional Ph.D. degree for potential teachers in four-year and community colleges.

Master of Science in Chemistry

A student entering the department is required to take a basic examination the week during registration in order to insure that he starts graduate work at a level commensurate with his background. The examination is based upon the subject matter covered by the following courses: general chemistry, qualitative analysis, organic chemistry, physical chemistry, and mathematics through calculus.

A candidate for the Master of Science degree must complete a minimum of 30 semester hours in a program of study and research approved by the chairman of the department in consultation with the student and his major professor. Minimum departmental requirements consist of the following:

1. Satisfactory completion of 24 semester hours of approved course work and six semester hours of thesis research. Courses required of all students are CHM 501 (Advanced Organic I), CHM 520 (Structure, Energetics, and Dynamics), and CHM 531 (Advanced Inorganic) and CHM 541 (Instrumental Analysis), for physical chemistry majors, CHM 601 (Physical Organic) may be substituted for CHM 501.
2. A reading knowledge of French or German as evidenced by passing an examination or course given by the University. Upon petition by the student and written approval of the faculty, a student may choose to substitute computer programming for a foreign language. Proficiency must be demonstrated by examination or an acceptable grade in a graduate course in computer science. If a course in computer science is taken in lieu of a foreign language, that course can not be used to satisfy the 30 hour course requirement for the M.S. degree.
3. Passing a set of comprehensive examinations administered during the first year of residence.
4. Passing of a final examination and acceptance of the thesis by the department. The examination shall be given after approval of the thesis by the research advisor and may be written, oral or both.

Courses at the 400 level are designed for the curriculum in science education and may not be used in satisfying the requirements for the Master of Science degree in chemistry.

Master of Science in Industrial Chemistry

The general requirements relative to the basic examination language examination, comprehensive examination, final examination, and acceptance of the thesis are the same as those outlined under the heading "Master of Science in Chemistry."

Additionally, a candidate for the Master of Science degree in Industrial Chemistry must complete a minimum of 34 semester hours in a program of study and research approved by the chairman of the department in consultation with the student and the director of the industrial chemistry program. Minimum departmental requirements consist of the following:

Satisfactory completion of 28 semester hours of approved course work and 6 semester hours of thesis research involving an internship in the chemical industry. If the student does not participate in the internship program, satisfactory completion of 34 semester hours of approved course work and 6 semester hours of thesis research are required. Courses required of all students in the Industrial Chemistry Program are CHM 501 (Advanced Organic I), CHM 520 (Structure, Energetics, and Dynamics), CHM 531 (Advanced Inorganic), CHM 605 (Polymer Chemistry), CHM 541 (Instrumental Analysis), CHM 606 (Topics in Industrial Chemistry), CHM 607 (Scale-up for Chemists), CHM 561 (Seminar in Industrial Chemistry), and an elective in Business Administration. The student must choose an elective in Chemical Engineering or Physical Organic Chemistry.

A medicinal industrial chemistry option may be satisfied by completion of the following additional courses:

CHM 502. Advanced Organic II.

CHM 511. Advanced Biochemistry I.

CHM 512. Advanced Biochemistry II.

CHM 618. Medicinal Chemistry. (Replaces CHM 606.)

For Business Administration courses, see the School of Business Administration listings.

Doctor of Arts in Chemistry

A candidate for the Doctor of Arts degree must complete a minimum of 75 semester hours beyond the B.S. degree in a program of course work and research approved by the chairman of the department in consultation with the student and his major professor. Minimum departmental requirements consist of the following:

1. Satisfactory completion of 30 hours of approved course work in chemistry, 18 hours of course work in higher education in chemistry (including 9 hours for the internship phase), 6 hours of research (for the M.S. degree), and 9 hours of dissertation research.
2. Evidence of satisfactory ability to carry out independent research by completion of a research M.S. degree in chemistry before admission to candidacy.
3. Evidence of proficiency in the use of two research tools which may be satisfied by reading proficiency in German, French, or Russian and proficiency in computer science (evidenced by passing a test or satisfactory completion of an approved graduate course). A course taken to satisfy this requirement can not be used to satisfy the 75 hour course requirement for the D.A. degree.
4. Completion of the dissertation requirement.

Receipt of the M.S. degree does not carry automatic admission to candidacy for the D.A. degree. Admission to candidacy is achieved through

passing three of the four advanced comprehensive examinations offered in the major areas in the department and a final qualifying examination administered by the department. The qualifying examination requirement must be passed upon approximately two years of study beyond the B.S. degree but not later than nine months before the degree is to be conferred.

COURSE DESCRIPTIONS

463. Principles of Organic Chemistry. A discussion of structure, stereochemistry, functional groups and reaction mechanisms in terms of the bonding, interactions and energetics involved. One semester. 3 credits

CHM 468. Principles of Physical-Inorganic Chemistry. A discussion of structure and bonding in inorganic chemistry, transition metal chemistry, the thermodynamics of chemical reactions and electro-motive force. One semester. 3 credits

CHM 500. Independent Study. A course designed to satisfy special needs. It involves reading, laboratory work, and/or tutoring. Grade, P or F. One semester. credit variable

CHM 501. Advanced Organic Chemistry I. A treatment of bonding, resonance, inductive and steric effects. Reactive intermediates, nucleophilic substitution and elimination reactions are discussed from a mechanistic point of view. One semester. 3 credits

CHM 502. Advanced Organic Chemistry II. This course considers the chemistry of aromatic, heterocyclic and alicyclic compounds with emphasis on mechanisms. One semester. 3 credits

CHM 503-504. Organic Synthesis and Structure. This course deals with the identification of organic compounds, organic synthesis, and physical methods in organic chemistry. Two semesters. 8 credits

CHM 510. Mathematics for Chemists. A survey of mathematics through calculus with emphasis on applications to problems in chemistry. One semester. 2 credits

CHM 511-512. Advanced Biochemistry I and II. A study of the chemistry of carbohydrates, lipids, proteins, enzymes and other compounds of biological significance and their applications to biological systems. Two semesters. 6 credits

CHM 520 Structure, Energetics, and Dynamics. Topics in this course are drawn from the areas of chemical thermodynamics, chemical periodicity kinetics, and introductory quantum mechanics. One semester. 5 credits

CHM 522. Molecular Spectroscopy. A discussion of intermolecular forces and the fundamentals of rotational, vibrational, Raman, and electronic spectra. One semester. 3 credits

CHM 523. Physical Chemistry of Biopolymers. Application of physical techniques study of biopolymers. Topics covered include thermodynamics, diffusion, sedimentation, electrophoresis, viscosity, optical spectroscopy, fluorescence, magnetic resonance, and nuclear chemistry. One semester. 3 credits

CHM. 531. Advanced Inorganic Chemistry. Treatment of bonding theory, oxidation-reduction and acid-base theory, and their correlation with chemical reactivity. One semester. 3 credits

- CHM 532. Physical Inorganic Chemistry.** Detailed treatment of bonding theory, chemical kinetics and mechanisms of chemical reactions. One semester. 3 credits
- CHM 541. Instrumental Analysis.** This course is designed to acquaint the student with the fundamental principles, construction, and operational characteristics of typical instrumentation and the application in chemical research and analysis. One semester. 3 credits
- CHM 551-552. Seminar in Chemistry.** Required of all graduate students in the department. Two semesters. 2 credits
- CHM 561. Industrial Chemistry Seminar.** This course is designed to acquaint the student with the nature of industrial research and operations. One semester. 1 credit
- CHM 601. Physical Organic Chemistry.** An introduction to molecular orbital theory, a survey of organic reactions from a mechanistic point of view, and a treatment of linear free energy relationships will be presented. Extensive reading in the original literature is required. One semester. 3 credits
- CHM 602. Free Radicals in Organic Chemistry.** This course deals with the properties of free radicals as related to their size and structures. Emphasis is placed on the factors which determine the ease and the course of reactions involving free radicals as intermediates. One semester. 3 credits
- CHM 604. Organic Photochemistry.** An introduction to the mechanisms and application of organic reactions induced by ultraviolet light. The use of photochemical reactions in the synthesis of complex organic compounds will be presented. One semester. 3 credits
- CHM 605. Polymer Chemistry.** This course is designed to acquaint the student with the synthesis, structure-property relationships, characterization and rheological properties of organic polymers. One semester. 3 credits
- CHM 606. Topics in Industrial Chemistry.** Industrial topics such as paints, resins, colloids, surface chemistry, aerosols, etc. will be introduced by industrial personnel. Laboratory experiments are designed to give practical experience. One semester. 3 credits
- CHM 607. Scale-Up for Chemists.** This course is designed to acquaint the student with the principles of scale-up from the bench to larger commercial units. Topics such as bulk transfer and packaging, heat and stability problems, economic factors, reaction vessels, and product quality will be discussed. One semester. 3 credits
- CHM 608. Chemistry of Natural Products.** The chemistry and physiological action of compounds of natural origins. Methods of isolation, structure determination, synthesis and biogenesis. One semester. 3 credits
- CHM 613-614. Topics in Biochemistry.** Courses in selected areas of biochemistry with emphasis on understanding recent research techniques in biochemistry and recent principles and theories of biochemical reactions. Two semesters. 6 credits

- CHM 615. Techniques in Biopolymer Research I.** A lecture/laboratory course covering peptide sequencing studies, molecular weight and protein shape studies by various methods, e.g., sedimentation, gel electrophoresis, osmometry and fluorescence depolarization, and gel permeation studies. One semester. 4 credits
- CHM 616. Techniques in Biopolymer Research II.** A lecture-laboratory course covering areas of instrumental techniques applied to biopolymers and including UV-visible-IR spectroscopy, atomic absorption spectrophotometry, NMR (both proton and carbon-13), ESR, CD, and MCD, and GC/MS. One semester. 3 credits
- CHM 618. Medicinal Chemistry.** A study of physical and chemical properties of substances of medicinal interest. Special consideration will be given to the relationship between structure, physical and chemical properties, and pharmacological activity of compounds used in medicine. One semester. 3 credits
- CHM 621. Introductory Quantum Mechanics.** An introduction to the concepts and general principles of wave mechanics. A rigorous mathematical discussion of the hydrogen atom and harmonic oscillator. An introduction to matrix mechanics, angular momentum operators. Applications to small molecules. Variational and perturbation techniques. One semester. 3 credits
- CHM 622. Statistical Thermodynamics.** The statistical methods as applied to thermodynamics: molar partition functions of mono-, di-, and polyatomic molecules and their applications to the interpretation of chemical phenomena. One semester. 3 credits
- CHM 623. Chemical Kinetics.** A study of the theoretical and experimental foundations of the rates of chemical reactions, the stereochemical paths of reactions, and the theory and applications of catalysts. One semester. 3 credits
- CHM 631. Topics in Inorganic Chemistry.** In depth treatment of areas of inorganic chemistry of current interest, such as molecular spectroscopy, photochemistry, organometallic chemistry, etc. One semester. 3 credits
- CHM 633. Inorganic Preparations.** This course is designed to acquaint the student with the physical and chemical properties of anomalous inorganic substances and the techniques for preparing and handling compounds sensitive to light, heat, air, or moisture. One semester. 4 credits
- CHM 640. Research in Bio-organic Chemistry.** One semester. 1-4 credits
- CHM 650. Research in Organic Chemistry.** One semester. 1-4 credits
- CHM 655. Research in Organic and Polymer Chemistry.** One semester. 1-4 credit
- CHM 660. Research in Physical Chemistry.** One semester. 1-4 credits
- CHM 665. Research in Inorganic Chemistry.** One semester. 1-4 credits
- CHM 670. Research in Biochemistry.** One semester. 1-4 credits
- CHM 672. Research in Biophysical Chemistry.** One semester. 1-4 credits
- CHM 680. Tools for Teaching.** Methods and materials used to teach college chemistry. One semester. 3 credits

- CHM 681. Higher Education in the United States.** History, present status, curricula models and projections of higher education. Course will involve outside speakers, lectures, and papers. A study of the significant trends in the establishment and operation of community colleges is included. One semester. 3 credits
- CHM 682. History, Philosophy and Sociology of Science.** A study of the major past and current trends and writings on the history, philosophy, and sociology of science. One semester. 3 credits
- CHM 683. Prelude to Internship.** A study of the chemistry curriculum in a community and/or four year college. The student will make a detailed outline of a course that he will later teach. One semester. 3 credits
- CHM 684. Internship I.** Student will develop media materials, lab procedures and computer programs for a course in chemistry. He will observe classes and discuss the class situation with the instructor and produce a critical summary paper accompanied by a monthly seminar. One semester. 3 credits
- CHM 685. Internship II.** Student will have major responsibility for one course. This will be accompanied by a monthly evaluation seminar. One semester. 3 credits
- CHM 690. Dissertation Research.** One semester. 1-4 credits

ECONOMICS

The Master of Arts Degree in Economics offers the opportunity to engage in challenging study of contemporary economic issues. While building on a firm foundation of economic theory and quantitative techniques, the curriculum also provides an innovative approach to the study of orthodox theories. Provisions are made to develop knowledge and understanding of urban affairs and economic development, not only from the traditional point of view but also from that of minority peoples and developing countries of the Third World. Attuned to the current problems of American society and the world economy, the program should be of particular interest to capable students who wish to pursue graduate study in economics that is current, meaningful, and fulfilling.

Prerequisites

In addition to the general requirements of the University, candidates for the Master of Arts Degree in economics are required to have an undergraduate major in economics or a related field and to have demonstrated their ability to satisfactorily participate in graduate study. Applicants are required to complete and file an Application for Admission with the Registrar of Atlanta University along with transcripts of undergraduate and graduate study.

Program of Study

The basic core courses for all students pursuing the Master of Arts Degree in economics will consist of the following:

ECO 500, 501, 509, 540, 600, 602

In addition students will be required to take at least three courses in an area of concentration, either Urban Economics, Economic Development, or Quantitative Economics. One of the three courses may be taken outside of the department, if approved in advance.

Degree Requirements

In addition to the general requirements for the Master of Arts Degree as specified in the University's catalog, students will be required to fulfill the following:

1. An approved sequence of courses that comprises at least 27 semester hours.
2. An approved thesis.
3. An oral examination on the thesis.

In lieu of a foreign language requirement for the Master of Arts Degree in economics, the students are required to take ECO 600, and 602.

COURSE DESCRIPTIONS

- ECO 500. Macro Economic Theory.** An advanced treatment of the theories of aggregate economic analysis. Addresses critical questions such as determination of national income, employment, distribution of income, inflation, and cyclical behavior. fall — 3 credits
- ECO 501. Micro Economic Theory.** Analyzes the theory of consumer behavior and production and the pricing mechanism under competitive and monopoly markets. spring — 3 credits
- ECO 509. Monetary Theory and Policy.** Studies monetary and fiscal policies as mechanisms of aggregate demand management. Primary considerations involve the level of prices, interest rate, and aggregate money supply. fall — 3 credits
- ECO 512. Economic Development.** Studies the theories, policies and contemporary problems of developing countries. Also investigates the nature of the historical relationship between less developed and industrialized countries. fall — 3 credits
- ECO 514. American Economic Growth.** Analysis of broad trends and selected aspects of American economic history as they relate to the theory and history of economic growth and development. fall — 3 credits
- ECO 516. Marxian Political Economy.** Studies the laws governing the development of capitalist societies as elucidated by Karl Marx. Addresses issues such as value and surplus value, capital accumulation, unemployment, and economic crises. spring — 3 credits
- ECO 520. Theories of Economic Trade.** An analysis of the theories of international trade, balance of payment problems and current issues in commercial policy. spring — 3 credits
- ECO 525. Labor Economics.** Examines the factors affecting the demand and supply of labor. Particular emphasis is placed on labor force participation by minorities and policies directed at improving the operations of the market. spring — 3 credits
- ECO 540. Mathematical Analysis for Business and Economics (same as SBA 550).** This course develops skills in translating economic and business problems and relationships into mathematical terms. spring and fall — 3 credits

- ECO 600. Statistical Analysis (same as SBA 551).** This course studies the use of theories and application of descriptive statistics, probability, statistical inference and simple regression — Pre-requisite Eco. 540.
spring and fall — 3 credits
- ECO 601. Statistical Methods (same as SBA 652).** Develops the concepts and applications of statistical methods to economic and managerial problems including quality control, time series analysis, sample surveys and multi-variance analysis — Pre-requisite Eco. 601. fall — 3 credits
- ECO 602. Introduction to Econometrics.** Studies the construction, estimation and testing of economic models. spring — 3 credits
- ECO 603. Advanced Econometrics.** Emphasis is placed upon statistical inference as related to econometric models and current topics in the field. fall — 3 credits
- ECO 620. Urban Economics I — Structure and Growth of the Urban Economy.** Examines the city as part of the national economy and of a national system of cities; will examine problems associated with urban growth and decline; urban poverty and problems associated with development of human resource capital in an urban context.
spring — 3 credits
- ECO 621. Urban Economics II — Land Economics and Urban Economic Systems.** An intensive examination of real estate market behavior, especially housing; analysis of land use and location theory. Examines the problems of government regulation and other effects as urban land utilization. fall — 3 credits
- ECO 648. (Same as EDA 648) Economics of Education.** Examines the nature of the education production function and the methods of financing education. Particular emphasis is placed upon various concepts of equal educational opportunity. 3 credits

ENGLISH

Prerequisites

The Department of English grants unconditional admission to graduates of fully accredited four-year colleges who meet the requirements of the School of Arts and Sciences and who have completed 24 semester hours of undergraduate English above the sophomore level with an average of B or above. Applicants with less than 24 hours of B work are occasionally admitted conditionally for a probationary semester and with individualized programs formulated for them.

Programs of Study

The department offers the following programs of study: (1) the conventional Master of Arts program with a major course sequence in English and American literature (including Afro-American) and a minimum in language; (2) the English-Reading Program, which is administered jointly by the department and the School of Education, carries courses in English and American literature (including Afro-American) and language, and in addition courses in reading and an apprenticeship in reading in one of the Center colleges; (3) the English-Education Program with a major

course sequence in English and American literature (including Afro-American) and a minor of from six to nine semester hours in language and in methods and materials of language arts instruction at the secondary school and freshman college levels; (4) the department also cooperates with the Curriculum Department of the School of Education in a program which combines courses in professional education and a concentration in English.

Requirements for the Master's Degree

The following are requirements:

- I. Common requirements for the conventional Master of Arts Program, the English — Reading Program and the English — Educational Program:
 - A. At least one academic year in residence
 - B. Passing of a reading examination in French, German or Spanish, or passing of a University non-credit course in one of these languages
 - C. A minimum of 30 semester hours with an average of B
 - D. A written comprehensive examination
 - E. A thesis
- II. Specific course requirements:
 - A. The Conventional Master of Arts Program
 1. English 405 or 495
 2. English 545
 3. Either English 522, 544, or 561
 4. English 685
 - B. The English — Reading Program (departmental requirements; School of Education requirements are listed below)
 1. English 400 (EDC 500)
 2. English 477-478
 3. English 405 or 495
 4. English 545
 - C. The English — Education Program
 1. English 400 (EDC 500)
 2. English 405 or 495
 3. English 545
 4. English 522, 544 or 561
 5. English 685
 - D. The Cooperative School of Education Program
 1. A minimum of 12 semester hours in professional education
 2. Eighteen (18) semester hours in English, including
 - a. English 400 (EDC 500)
 - b. English 405 or English 495
 - c. English 477-478
 - d. English 545
 3. Courses must be selected in consultation with a School of Education faculty advisor and the departmental chairperson

COURSE DESCRIPTIONS

- ENG 400. (Identical with EDC 500). English in The Secondary School and College.** A study of new materials and modern methods in the teaching of high school and freshman college English. 3 credits
- ENG 405. Modern English Grammar.** An introduction to modern descriptive linguistics and to the principles of generative grammar. 3 credits
- ENG 423. English Literature: 1790-1830.** A study of the Romantic Movement in English literature, its causes, its nature, and its flowering in the poetry of the early nineteenth century. 3 credits
- ENG 424. English Poetry: 1832-1885.** A study of the poetry of the Victorian Age, with Tennyson and Browning as the two greatest figures of the period, but including also the work of the other Victorian poets. 3 credits
- ENG 425. English Prose: 1832-1900.** A study of prose literature from 1832 to 1900, exclusive of the novel. 3 credits
- ENG 477. American Literature: 1800-1865.** A study of the main currents of literary thought and expression in America from the Puritan era to the close of the Civil War. 3 credits
- ENG 478. American Literature: 1865-1920.** A study of the main current of literary thought and expression in America from 1865 to 1920. 3 credits
- ENG 483. Reading on the Secondary and College Levels.** Presents the scope and sequence of a developmental reading program at the secondary and college levels. Fuller description under School of Education (EDC 583). 3 credits
- ENG 495. History of the English Language.** A study of the nature and function of language; the development of English sounds, forms and syntax; modern English grammar and vocabulary; the American language. 3 credits
- ENG 511. Modern Drama.** A survey of representative and important European and American plays from Ibsen until the post-World War II period. 3 credits
- ENG 513. Drama to the Renaissance.** A survey of dramatic traditions preliminary and parallel to English drama of the sixteenth and seventeenth centuries. 3 credits
- ENG 522. Chaucer.** An introduction to the language and poetry of Chaucer. 3 credits
- ENG 530. Comparative Black Literature (Identical with AAS 530).** A comparative study of Afro-Romance and Afro-American literatures. Prerequisite: A reading knowledge of French and consent of instructor. Reading knowledge of Spanish strongly recommended but not required. 3 credits
- ENG 531. The American Language.** A study of the distinguishing characteristics of American English, its history, its social and regional dialects. Prerequisite: ENG 405, 495 or permission of the instructor. 3 credits
- ENG 532. Afro-American Dialects.** An examination of theories and descriptions of Afro-American speech, especially the hypothesis of 'decreolization.' Prerequisite: ENG 405, 495 or permission of the instructor. 3 credits

- ENG 534. Black American Poetry: From Dunbar to the Present.** The major poets from Paul Laurence Dunbar to Don L. Lee, Nikki Giovanni and the younger group following them. Course attempts to place the poets within their cultural, historical and literary contents. 3 credits
- ENG 537. The African Novel.** A study of modern African novels with attention to their social contexts. 3 credits
- ENG 538. African Poetry in English.** A study of several major poets from West, East and Southern Africa. 3 credits
- ENG 543. English Literature: 1550-1660.** A survey of the poetry and prose of the English Renaissance. 3 credits
- ENG 544. Spencer and Milton.** A study of the major poems of Edmund Spencer and John Milton, with some attention to Milton's prose writings. 3 credits
- ENG 545. Pro-Seminar: Materials and Methods of Research.** Lectures and exercises in research in literature and language, with emphasis on thesis problems. Required of all students in English.
first semester — 3 credits
- ENG 553. English Literature: 1660-1750.** A survey of the major poetry and prose between the Restoration and the death of Pope. 3 credits
- ENG 554. English Literature: 1750-1800.** A study on the non-dramatic literature of the latter half of the eighteenth century.
second semester — 3 credits
- ENG 561. Shakespeare.** An intensive study of the important plays of Shakespeare. 3 credits
- ENG 572. The English Novel.** A survey of the important English novelists from the end of the eighteenth century until the beginning of the twentieth. 3 credits
- ENG 577. Modern British and American Fiction: 1895-1964.** A survey of selected novels, with stress on important Black novelists. 3 credits
- ENG 590. Ideas and Forms in Afro-American Literature.** A general survey which deals with the material from conceptual as well as historical points of departure in order to determine to what extent Black American literature is peculiarly "Black." 3 credits
- ENG 591. The Black Aesthetic.** An analysis of the concept of a Black world view and culture, including readings in the Western and the African aesthetic as well as Black American critical writings. 3 credits
- ENG 601. The Harlem Renaissance.** A study of the period 1919-1934, which considers the relevant white writers and critics, the major Black writers and critics and a sampling of the minor Black writers. 3 credits
- ENG 609-610. Directed Studies.** 3-6 credits
- ENG 685. Introduction to Literary Criticism.** A study of the history and principles of literary criticism from Aristotle to the present. Required of all students in English. 3 credits

Program for Graduate Assistants in the Area of Reading

Students who desire a master's degree in English with dual competencies in English and reading in preparation for careers in college or secondary school teaching may enroll in a cooperative departmental-School of Education program in which studies in English and reading are combined, including an apprenticeship in the latter. Details of the program curriculum are available from advisors in both English and reading.

FOREIGN LANGUAGES

The department of Foreign Languages offers the following degree programs:

1. Master of Arts with a concentration in language skills and methodology (French and/or Spanish)
2. Master of Arts with a concentration in French literature
3. Master of Arts with a concentration in Francophone literature (literature of French-speaking Africa and the Caribbean)
4. Master of Arts with a concentration in Spanish literature
5. (The degree in French Education and/or Spanish Education is possible through a cooperative program with the School of Education)

Prerequisites

Students beginning graduate work in French or Spanish must have completed a minimum of twenty-four (24) semester hours or thirty-six (36) quarter hours of undergraduate courses in French or Spanish language and literature. This requirement may be waived for students who have not completed the number of hours specified above, but who have studied in countries where French or Spanish is the native language. In order for this requirement to be waived, students must exhibit a competence in the language and literature comparable to that of an undergraduate major in French or Spanish. In special cases, a student with insufficient preparation may be admitted provisionally and allowed to complete his undergraduate preparation within the Atlanta University Center before proceeding with graduate studies. All entering students will be required to take an examination in French or Spanish language and literature to ascertain their general level of competence.

General Requirements for the Master of Arts Degree in Romance Languages

The following requirements must be met by all students enrolled as majors in the department:

1. A minimum of 24 hours of graduate courses in French or Spanish with an average of B.
2. A reading knowledge of an additional foreign language (either French, German or Spanish), demonstrated by:
 - a. Passing a University examination, or
 - b. Passing a non-credit course in one of the three languages.
3. Passing of a written comprehensive examination in the following areas:
 - a. Language Facility — Students will write a composition in French or Spanish on a topic given by the examiner.
 - b. Stylistic Analysis (majors with a concentration in language and pedagogy), or Literary Analysis (majors with a concentration in French, Francophone or Spanish literature) — Students will write an analysis and commentary on a literary text.
 - c. Civilization and Culture — Students will take a general examination on the evolution and development of French or Spanish

civilization and culture from the Middle Ages through the Twentieth Century.

- d. In addition, majors with a concentration in language and methodology will choose a topic combining Applied Linguistics and Methods; majors with a concentration in literature will choose one period of French or Spanish literature; majors with a concentration in Francophone literature will choose either Francophone Africa or the Caribbean, or a combination of the two to be approved by the Department.

4. A master's thesis

Most graduate courses in the department are conducted in the target language. Students enrolling for graduate work must be able, therefore, to understand the spoken language, participate in class discussions, and write papers in French or Spanish. If a student's proficiency in the four basic skills is so minimal that his classroom performance is seriously impaired, he may be required to take six additional hours.

General Course Requirements for the Program in French

All majors are required to take the following courses:

FRH 515 Advanced French Grammar and Composition

FRH 517 History of French Civilization

FRH 518 History of French Civilization

Course Requirements for the Concentration in French Language and Methodology

FRH 513 French Phonetics and Pronunciation

FRH 596 Methods of Teaching Modern Foreign Languages

Course Requirements for the Concentration in French Literature

FRH 516 Advanced French Prose

FRH 519 Advanced Survey of French Literature

FRH 520 Advanced Survey of French Literature

Course Requirements for the Concentration in Francophone Literature

FRH 511 Afro-French Literature of the Caribbean

FRH 512 Afro-French Literature of Africa

FRH 553 Romantic Poetry and Drama or

FRH 563 Twentieth-Century French Poetry and Drama

In addition to specific course requirements in each concentration, it is expected that the student will write his thesis on a subject within his particular concentration.

COURSE DESCRIPTIONS — FRENCH

FRH 155. French for Graduate Students. A special course designed to prepare students for meeting the foreign language reading knowledge requirement. The class meets three hours weekly for one semester.

no credit

FRH 509. Directed Readings in French

3-6 credits

- FRH 511. Afro-French Literature of the Caribbean.** A historical survey of the literature of Haiti, Martinique and Guadeloupe with emphasis on racial consciousness, and the philosophical and cultural movements of which the literature is a particular manifestation. 3 credits
- FRH 512. Afro-French Literature of Africa.** A historical survey of literature written in the French language, with special emphasis on Negritude and the concept of literary epochs as applied to Africa. (See **AAS 530 Comparative Black Literature**) 3 credits
- FRH 513. French Phonetics and Pronunciation.** A study of French phonetics, pronunciation and intonation with intensive practice in reading and speaking. 3 credits
- FRH 515. Advanced French Grammar and Composition.** A review of the fundamental grammatical principles of French with extensive oral and written compositions. 3 credits
- FRH 516. Advanced French Prose.** A course in literary analysis with emphasis on grammatical structure and stylistics. 3 credits
- FRH 517. History of French Civilization.** A study of French civilization from its origins through the Revolution of 1789. 3 credits
- FRH 518. History of French Civilization.** A study of French civilization from the Consulate to the present, with major emphasis on contemporary political, social and cultural institutions. 3 credits
- FRH 519. Advanced Survey of French Literature.** A study of the major writers and works of the Middle Ages, Sixteenth and Seventeenth centuries. 3 credits
- FRH 520. Advanced Survey of French Literature.** A study of the major literary works of the Eighteenth, Nineteenth and Twentieth centuries. 3 credits
- FRH 521. Old French Language and Literature.** A study of the development of Old French language and literature from the "Serments de Strasbourg" to the end of the fifteenth century. 3 credits
- FRH 522. French Literature of the Renaissance.** A study of sixteenth century literature with emphasis on Rabelais, Ronsard, Montaigne and their contemporaries. 3 credits
- FRH 531. Seventeenth-Century French Literature to 1661.** A study of the baroque and pre-classical literature. Special attention devoted to major works of Malherbe, Descartes, Pascal, Corneille and their contemporaries. 3 credits
- FRH 532. The Golden Age of French Literature.** A study of the major works of Moliere, Racine, Boileau, La Fontaine, and their contemporaries. 3 credits
- FRH 541. Genesis of the Age of Reason.** A study of the background and foundations of the "Age of Reason" with emphasis on Bayle, Fontenelle, Lesage, Prevost, Marivaux and their contemporaries. 3 credits
- FRH 542. Eighteenth-Century French Literature: 1750-1789.** A study of the major works of Montesquieu, Voltaire, Diderot and Rousseau. 3 credits

- FRH 551. French Prose: 1800-1850.** A study of the development and triumph of the Romantic Movement in France. 3 credits
- FRH 552. French Prose: 1850-1900.** A study of the prose literature, 1850-1900. Special attention will be given to the influence of science on literature and literary criticism. 3 credits
- FRH 553. Romantic Poetry and Drama.** A detailed study of the poets and dramatists of the first half of the nineteenth century. 3 credits
- FRH 554. French Poetry and Drama: 1850-1900.** A detailed study of the poets and dramatists of the second half of the nineteenth century. 3 credits
- FRH 561. Twentieth-Century French Prose.** A study of the major literary movements and prose writing of the early decades of the twentieth century. 3 credits
- FRH 562. Twentieth-Century French Prose.** A study of recent trends in prose writing, with emphasis on the *nouveau roman*. 3 credits
- FRH 563. Twentieth-Century French Poetry and Drama.** A study of poetic and dramatic trends in the early decades of twentieth-century French literature. 3 credits
- FRH 564. Twentieth-Century French Poetry and Drama.** A study of modern trends in contemporary French poetry and drama. 3 credits
- FRH 596. Methods of Teaching Modern Foreign Languages.** An intensive study of the most recently developed methods and techniques of foreign language instruction. 3 credits
- FRH 661. French Seminar.** Research problems in a specific field 3 credits
- FRH 662. French Seminar.** Research problems in a specific field. 3 credits

General Course Requirements for the Program in Spanish

All majors are required to take the following courses:

- SPA 515 Advanced Spanish Grammar & Composition
- SPA 516 Advanced Spanish Grammar & Composition
- SPA 517 Survey of Peninsular Civilization
- SPA 518 Survey of Latin American Civilization

Course Requirements for the Concentration in Spanish Language and Methodology

- SPA 513 Spanish Phonetics and Pronunciation
- SPA 596 Methods of Teaching Modern Foreign Languages (See FRH 596)

Course Requirements for the Concentration in Spanish Literature

- SPA 521 Advanced Survey of Peninsular Literature
- SPA 522 Advanced Survey of Peninsular Literature
- SPA 531 Survey of Latin American Literature

COURSE DESCRIPTIONS — SPANISH

- SPA 155. Spanish for Graduate Students.** A special course designed to prepare students for meeting the foreign language reading knowledge requirement. The class meets three hours weekly for one semester. no credit
- SPA 509. Directed Readings in Spanish.** 3-6 credits

- SPA 511. Afro-Spanish American Literature.** A study of the theme of Blacks in Latin American prose and poetry. Particular attention to Afro-Antillean literature. 3 credits
- SPA 513. Spanish Phonetics and Pronunciation.** A study of Peninsular and Latin American pronunciation, intonation and phonetics with intensive practice in reading and speaking. 3 credits
- SPA 515. Advanced Spanish Grammar and Composition.** A course providing instruction in advanced grammatical problems and stylistics, and emphasizing the mastery of vocabulary and idiomatic constructions. 3 credits
- SPA 516. Advanced Spanish Grammar and Composition.** A continuation of SPA 515 with extensive written compositions designed to increase the student's proficiency in extemporaneous oral and written compositions, and translations from English to Spanish. 3 credits
- SPA 517. Survey of Peninsular Civilization.** A study of the political, social, economic and cultural history of Spain from the Middle Ages to the present time. An extensive treatment of Spanish participation in the slave trade and of the Black impact on Spanish literature and art. 3 credits
- SPA 518. Survey of Latin American Civilization.** A study of the political, social, economic, and cultural history of Latin America from pre-Columbian times to the present. Special emphasis on the role of Black Latin Americans in the development of Latin American civilization. 3 credits
- SPA 521. Advanced Survey of Peninsular Literature.** A study of the outstanding works of major authors and the most important literary movements from the Middle Ages through the sixteenth century. 3 credits
- SPA 522. Advanced Survey of Peninsular Literature.** A continuation of SPA 521 emphasizing major works, authors and the most important literary movements from the seventeenth century to the present. 3 credits
- SPA 523. Golden Age Literature.** A study of the prose, poetry and drama of Spain between 1550 and 1650. 3 credits
- SPA 524. Cervantes.** A study of the development of Cervantes as a consummate prosist. Linguistic, philosophical, and literary commentary on *Don Quijote* and significant minor works. 3 credits
- SPA 531. Survey of Latin American Literature.** A study of the representative masterpieces of Latin American literature emphasizing Afro-Hispanic literature. 3 credits
- SPA 541. Spanish American Short Story.** A study of the development of the short story as a popular genre in Latin American literature. 3 credits
- SPA 551. Romanticism and Post-Romanticism.** A literary investigation of the Romantic Movement in Spain. Topics include the theories regarding foreign influences on the development of Spanish Romanticism versus indigenous Spanish Romanticism. Important precursors and major authors are studied. 3 credits

- SPA 553. Galdos, The Generation of 1868 and Naturalism.** A study of the works of Clarin, Valera, Alarcon, Pereda, Palacio Valdes, Pardo Bazan and Blasco Ibanez. 3 credits
- SPA 561. Twentieth-Century Peninsular Novel** (Except the Generation of 1898). A study of the contemporary novelistic trends in Spain. 3 credits
- SPA 562. Generation of 1898.** A study of the novel, poetry, drama and essays of Ramon del Valle-Inclan, Antonio Azorin, Jacinto Benavente, Miguel de Unamuno, Pio Baroja, and Antonio de Machado. 3 credits
- SPA 565. Spanish Literature after the Civil War.** A study of the prose, poetry and drama of Spain during the post-Civil War period. 3 credits
- SPA 566. Twentieth-Century Latin American Novel.** An examination of the evolution of the Spanish American novel in the twentieth century. Special attention to experimentation and innovation in novelistic technique and "magic realism" in the recent works of such representative authors as Julio Cortazar and Gabriel Garcia Marquez. 3 credits
- SPA 567. Ruben Dario and Modernism in Latin America and Spain.** An intensive study of Dario and the major modernist writers of Latin America, and selected modernist authors of Spain. Special focus on a comparative study of the parallel and divergent developments of modernism in Spain and Latin America. 3 credits
- SPA 596. Methods of Teaching Modern Foreign Languages.** (See FRH 596)
- SPA 661. Spanish Seminar.** Research problems in a specific field. 3 credits
- SPA 662. Spanish Seminar.** Research problems in a specific field. 3 credits
- GER 155. German for Graduate Students.** A special course designed to prepare students for meeting the foreign language reading knowledge requirement. The class meets three hours weekly for one semester. no credit

HISTORY

The Department of History offers courses leading to the degree of Master of Arts. The program has been designed to serve several purposes: (1) to provide training for individuals who wish to gain an insight into historical methods and research; (2) to prepare students who plan to pursue work on the doctoral level; and (3) to prepare in cooperation with the School of Education teachers of history for the public schools. The introductory graduate courses offered by the department form the usual basis for graduate study. From that basis, students may proceed to concentrate in one of three areas of specialization: (1) American History; (2) European History, and (3) Afro-American History combined with American History. Students may also elect to take a major in Afro-American Studies with a concentration in History.

Prerequisites

Students beginning graduate work in the Department must have completed at least four courses in history, or its equivalent, not including the social science general education requirements of the undergraduate institution, with an average of B or better. In special cases, students may be admitted provisionally and meet prerequisites by taking additional

courses on the graduate level, taking courses in one of the undergraduate colleges in the Center or meeting other conditions prescribed by the Department.

Requirements for the Master of Arts Degree in History

1. A minimum of 24 credit hours including introductory courses HIS 403-404 or HIS 405-406.
2. The writing of a thesis in the area of specialization.
3. The successful completion of an oral or written (or both) comprehensive examination in the area of specialization.
4. A reading knowledge of Spanish, French, or German. This requirement may be satisfied by:
 - a. Passing a University examination in French, Spanish, or German
or
 - b. Passing a non-credit course in French for Graduate Students, Spanish for Graduate Students, or German for Graduate Students.
5. Fulfillment of all general requirements of the University for the master's degree (as listed in the section on Academic Requirements and Standards of the University).

COURSE DESCRIPTIONS

Introductory Courses

HIS 403. Introductory Graduate Course in European History to 1815. Designed to meet the needs of upper-class undergraduates, graduate students, and especially teachers of world history. Stresses themes from 1500 to 1815 for undergraduates; problems of historiography and research, for graduates. first semester — 3 credits

HIS 404. Introductory Graduate Course in European History Since 1815. A continuation of HIS 403 exploring themes in European history from 1815 to the present for undergraduates, and problems of historiography and research for graduates. second semester — 3 credits

HIS 405-406. Introductory Graduate Course in United States History. Designed to train students in methods of research, thesis writing, historiography, et cetera. each semester — 3 credits

European History

HIS 537. Europe in the Nineteenth Century. Intellectual, social, economic, cultural, and political history of Europe. first semester — 3 credits

HIS 538. Europe in the Twentieth Century. A continuation of HIS 537. second semester — 3 credits

HIS 608-609. Selected Topics in European History. A course designed to give students majoring in European history an opportunity to do independent seminar and research studies under the supervision of the instructor. offered on demand — 3-6 credits

American History

HIS 571. America from 1600 to 1775. A study of the origins of the thirteen colonies and their relations with the British government, the social, economic, and cultural changes, and the background of the Revolutionary War. offered on demand — 3 credits

HIS 572. United States History from 1789 to 1865. A reading and research approach to problems involved in the establishment and development of the United States as a nation. first semester—3 credits

HIS 573. United States History Since 1865. A reading and research approach to selected problems involved in the economic, social and political growth of the United States. second semester—3 credits

HIS 574. The United States in the Twentieth Century. A study and analysis of rapid social and economic change in Twentieth-Century America with emphasis on the changing nature of group relationships.

either semester—3 credits

HIS 575. Intellectual and Cultural History of the United States. A study of selected aspects of American thought and cultural development with attention to changing racial ideologies. either semester—3 credits

HIS 576. Social and Economic History of the United States. A survey of significant social and economic trends and problems which have influenced the development of the United States with emphasis on the treatment of ethnic groups. either semester—3 credits

HIS 601. American Urban History: Before the "Ghetto." A reading seminar covering the growth of American cities from colonial times to the present, with special emphasis on the urban transformation of the nineteenth century. first semester—3 credits

Afro-American History

HIS 563. The Afro-American in the United States to 1877. A study of the social, economic, political, and cultural development of the Afro-American in the United States. first semester—3 credits

HIS 564. The Afro-American in the United States since 1877. A continuation of HIS 563. second semester—3 credits

HIS 565. Afro-American History for Public School Teachers. A course designed for secondary school teachers surveying the role of Afro-Americans in the development of the United States, exploring classroom problems resulting from challenge to accepted beliefs and assessing teacher-student bibliographic materials and visual aids.

offered on demand—3 credits

HIS 566. Contemporary Afro-American History. A reading and research seminar designed to explore in depth selected aspects of post-World War II economic, social, political and intellectual developments among Afro-Americans in the United States with emphasis on protest movements. offered on demand—3 credits

HIS 602. Black Metropolis. A research seminar concerned with the movement of Black people to urban centers during the first half of the twentieth century; special attention to Atlanta, Philadelphia, Chicago, New York, Los Angeles and Detroit. second semester—3 credits

HIS 603. Seminar in Afro-American History: The Antebellum Period to 1860. A research seminar to explore in depth selected aspects of Afro-American history in the antebellum period and to give the students experience in historical research and writing.

first semester—3 credits

- HIS 604. Seminar in Afro-American History: Post Civil War Period.** A research seminar on selected post-Civil War aspects of Afro-American development. second semester — 3 credits
- HIS 605. Independent Study.** A course designed to give students under the supervision of the instructor an opportunity to pursue in-depth areas not covered in seminar or classes. Attention will be given to oral history. offered on demand — 3 credits
- HIS 606. The Black Woman in American History.** A research seminar analyzing the role of women in the historical development of the United States with emphasis upon the role of the Black Woman in pre-colonial Africa and in the United States. either semester — 3 credits
- HIS 607. The Black Woman in American History Since 1865.** A research seminar exploring aspects of the role of Black women in the development of the United States since Emancipation. either semester — 3 credits

MATHEMATICS

Prerequisites

For admission as a regular student, the department requires satisfactory completion of at least twenty-one (21) semester hours or thirty-five (35) quarter hours in undergraduate mathematics of the level of calculus and above. It is desirable that the prospective student's preparation include work in abstract algebra, linear algebra, differential equations, probability and statistics and introductory computer programming.

In addition to the University's requirement for admission, the Department requires satisfactory performance on the Graduate Record Examination, Aptitude and Advanced Test in mathematics.

Advisory Committee

Entering regular graduate students will be assigned to chairperson of an Advisory Committee. At least two more faculty must be selected by the chairperson, the student and/or the Department. The Committee will assist the student in the formulation of a plan of study, guide the student in the selection of courses, aid the student in achieving a successful graduate program and serve as the research Advisory Committee for the supervision of the student's thesis.

Plan of Study

A plan of study for each degree seeking student should be prepared by the student and his advisory committee at the earliest practicable time. The plan of study must be approved by the student's advisory committee and the Department's chairperson. The plan of study must be filed in the Department's office no later than the beginning of the second semester of work.

Departmental Requirements

Each student studying for a Master of Science degree must have an Advisory Committee, file a plan of study, satisfy the requirement listed below for a research tool, write a thesis and satisfy the designated course

work requirement for that field of study as well as attend all departmental seminars and colloquia.

- a. Research Tool: For a research tool, a student must successfully complete one of the following:
 1. An approved examination or an approved course in one of the following languages: French, German, Russian.
 2. An approved course in mathematical logic and foundation, or an approved course in the philosophy of mathematical thought.
- b. Thesis Requirement: An approved thesis and a final examination on its contents is required.

Programs of Study

The department offers two (2) distinct programs of study leading to the Master of Science (M.S.) degree, a program in mathematics and one in applied mathematics.

The curriculum for each of these programs is planned so that well-prepared students may expect to earn the M.S. degree in one academic year and a summer session.

In cooperation with the School of Education, the department offers the content courses for the Master of Arts degree in education with a concentration in mathematics. Moreover, a number of service courses required and/or utilized by various schools and departments are offered.

Mathematics, M.S. Degree

The M.S. degree program in mathematics is designed to provide training for individuals who wish to gain a broad insight into the art and science of mathematical thinking which will prepare one to be an effective instructor on the 2-year and 4-year college level. It is designed also to provide the basic course work and the initial research skills for persons who might pursue a Ph.D. degree program in mathematics. It provides training in such areas as algebra, analysis, geometry, mathematical structures, mathematical logic and foundation, and topology.

Course Work Required

A minimum of thirty (30) semester hours of graduate work at the level of MAT 520 or above, including the following courses or their equivalent: MAT 520, 521, 522, 523, 531, 535, 536, and nine hours of electives, that have been approved by the student's Advisory Committee and/or the Department's chairman. There are several ways by which MAT 520 might be waived.

Applied Mathematics, M.S. Degree

The program in applied mathematics has been designed to equip individuals with those tools and techniques that are essential for solving mathematical problems in various areas of science, industry, business or government. It emphasizes, analysis, mathematical structure, modeling, computing and statistics. It also introduces the students to the initial research tools needed for pursuing the Ph.D. degree in some specific area of applied mathematics.

Course Work Required

A minimum of thirty (30) semester hours of graduate work at the level of MAT 520 or above, including the following courses or their equivalent: MAT 520, 535, 541, 542, 543, 546, 555, 560 and six hours of electives. There are several ways by which MAT 520 might be waived.

COURSE DESCRIPTIONS

- MAT 450. Fundamentals of Mathematics.** (Same as SBA 450). A Review of Basic Mathematics through precalculus. 2 credits
- MAT 501. Calculus For Graduate Students.** A study of the essentials, properties and techniques of the calculus in both one and several variables. 3 credits
- MAT 502. A Survey of Computer Science with Programming (BASIC and COBOL).** An overview of the world of computer and information science while the student learns to program in BASIC and COBOL. 3 credits
- MAT 503. A Survey of Computer Science with Programming (BASIC and FORTRAN).** An overview of the world of computer and information science while the student learns to program in BASIC and FORTRAN. 3 credits
- MAT 504. Computer Aided Statistics.** A study of the Statistical Analysis for use in data analysis of inference, using statistical library files in the computer center and programming in BASIC. 3 credits
- MAT 520. Introduction to Analysis.** Topology of real numbers, sequences and series, continuous and differentiable functions, Riemann integrals, sequences of functions and functions of several variables. 3 credits
- MAT 521-522. Real Analysis I, II.** Measure theory and Lebesgue integrals, Banch and Hilbert spaces, complex measures and product integrations. Prerequisites: MAT 520. 6 credits
- MAT 523-524. Complex Variables I, II.** Analytic functions, integrals, power series, harmonic functions, conformal mapping and analytic continuation. Prerequisite: MAT 520. 6 credits
- MAT 525-526. Functitonal Analysis I, II.** Normed linear spaces, Hilbert spaces, and linear topological spaces, operator theory, spectral analysis. Prerequisite: MAT 520. 6 credits
- MAT 530. Modern Geometry.** This course studies incidence geometries (finite and infinite) as systems of postulates. Moreover, Euclidean, hyperbolic and elliptic geometries are studied from a transformational approach with applications. 3 credits
- MAT 531. Topology.** Topological and metric spaces, continuous mappings, connectedness, compactness, separation properties, completeness, net and filter covergence, product spaces and homotopy theory. 3 credits
- MAT 532. Algebraic Topology.** Algebraic methods in topology, homotopy theory and fundamental group, covering spaces, homology of simplicial complexes, applications to fixed point theory and graph theory. Prerequisites: MAT 535 and MAT 531. 3 credits
- MAT 533. Differential Geometry.** Geometry of surfaces in Euclidean 3-space, Gauss spherical mapping, Manifolds, tangent vectors, differential forms, Riemannian Matrices and Geodesics. 3 credits

- MAT 535-536. Modern Algebra I, II.** Groups, rings, ideals, fields, modules, algebras, field extension theory, Galois theory, localization, character theory, bilinear forms and the total matrix algebra. 6 credits
- MAT 537. Group Theory.** Selected topics in the theory of Groups. 3 credits
- MAT 538. The Theory of Rings and Non-Associative Algebras.** Selected topics in the theory of rings and associative algebras. 3 credits
- MAT 541-542. Principles of Applied Mathematics, I, II.** Vector analysis, integrals, linear differential equations, Fourier Series and integrals, Laplace Transform, Lagrange Multipliers, Green's Function. Power series, conformal mapping, calculus of residues, etc. 6 credits
- MAT 543-544. Numerical Analysis, I, II.** Error approximations, interpolation, humeral differentiation quadrature, eigen-values and functional-numerical analysis. 6 credits
- MAT 545. Computer Systems, Languages, and Programming Techniques.** A survey of various computing systems and languages for these systems, absolute and assembly language programming, computer arithmetic, syntax and semantics of algorithmic languages advanced programming techniques. Prerequisites: MAT 503 (or equivalent). 3 credits
- MAT 546. Information Structures and Processes.** Data structures and their machine representation, scanning, searching sorting, list processing, linking. Prerequisites: MAT 503 (or equivalent). 3 credits
- MAT 550. Mathematical Analysis For Management and Economics** (Same as SBA 550) This course develops skills in applying mathematical concepts to management and economic problems using mathematics through the calculus. 3 credits
- MAT 551. Boundary Value Problems of Differential Equations.** Ordinary differential equations, initial value problems, stability of linear and perturbed systems, and boundary value problems. Prerequisite: MAT 520. 3 credits
- MAT 552. Partial Differential Equations.** Elliptic and evolution equations, analyticity of solutions and optical control. Prerequisite: MAT 520. 3 credits
- MAT 555. Principles and Techniques of Optimization.** Optimization of constrained and unconstrained functions using gradient, conjugate direction, Newton-Raphson and other methods in finite-dimensional spaces, duality and applications. Prerequisite: MAT 520. 3 credits
- MAT 558. Mathematical Modeling.** The formation and analysis of mathematical models for a wide variety of dynamic aspects of industry, economic, business and engineering. Deterministic and probabilistic methods will be considered with emphasis placed on utilizing non-negative square matrices, differential and difference equations, and linear programming. Prerequisite: MAT 520. 3 credits
- MAT 560. Probability Theory and Stochastic Processes.** Distribution functions, probability spaces and random variables, expectation, central limit theorem, stationary processes, independent increment processes, Goussion processes, Martinyales, Markov processes, ergodic theory. 3 credits

- MAT 561-562. Applied Statistical Methods I, II.** Descriptive statistics, sampling, inference, testing and estimations, regression and correlation analysis, random fixed and mixed models, analysis of covariance and experience in the use of statistical techniques, and library files with the computer. 6 credits
- MAT 567. Statistical Inference and Decision Theory.** Estimation including unbiased, maximum likelihood and moment estimation; testing hypotheses for standard distributions and contingency tables, confidence intervals and regions, non-parametric inference and tests of goodness of fit, statistical decision theory. Prerequisite: MAT 560. 3 credits
- MAT 569. Design of Experiments.** Fundamentals, completely randomized designs, randomized complete blocks, factorial experiments, lattice designs, analysis of variance models, optimum designs. Prerequisite: MAT 560. 3 credits
- MAT 570. Quantitative Methods for Decision and Management Science.** A study of various quantitative methods that aid in decision making and management. Prerequisite: MAT 502 or 503. 3 credits
- MAT 571. Mathematical Modeling of Economic and Management Systems.** Using mathematical techniques to model economic and management systems of various types. 3 credits
- MAT 573. Introduction to Biomathematics.** Designed to study various aspects of the mathematical sciences with emphasis on their applications in biology and biological research—specifically sets, functions, analytic geometry, calculus, differential equations and linear algebra will be considered. 3 credits
- MAT 574. Biostatistics.** An introduction to statistical methods and their use in the preparation and interpretation of biological experiments. Statistical programs from the computer library will be utilized in the course. 3 credits
- MAT 575. Computer Programming in Medical Sciences.** An introduction to computer programming and information processing with emphasis on applications in biomedical research, diagnostic decision making and biomedical documentation. 3 credits
- MAT 577. Mathematical Modeling of Biological Phenomena.** This course is concerned with the construction and interpretation of models for a variety of biological systems and processes. Simulations utilizing the computer is included. Prerequisites: MAT 503 and consent of instructor. 3 credits
- MAT 596. Mathematical Logic and Foundation.** The fundamental concepts, ideas and theorems in logic and the foundations of mathematics. 3 credits
- MAT 597. The Philosophy of Mathematical Thought.** The basic concepts and ideas in the philosophy of science and mathematics.
- MAT 599. Research in Mathematics.** Supervised research projects. Prerequisite: Consent of instructor. 1-3 credits
- MAT 601-602. Departmental Seminar.** Required of all graduate students in the department. no credits
- MAT 604. Research Methods and Designs in Behavioral Sciences and Education.** Provides indepth training in research planning and design as well as the methodologies of research design. 3 credits

MAT 605-606. Analysis of Data I, II. Provide a study with application of all the fundamental techniques and approaches of statistical analysis for both univariate and multivariate data. 6 credits

MAT 610. Topics in Mathematics. A reading course dealing with special topics. Prerequisite: Approval of the Chairman of the Department. 3 credits

MAT 620. Seminar in Mathematics. Approval of the Chairman of the Department. 3 credits

PUBLIC ADMINISTRATION

Prerequisites

A bachelor's degree with a quality point index of 2.50 (C+ average) in a relevant undergraduate major is required. In selecting applicants for admission consideration will be given to their academic backgrounds, work experiences and potential for successfully completing the requirements for the degree. Persons admitted to the program without having taken a course(s) in American Government will be required to take a course designed for them which carries three credits toward the degree.

Program of Study

The department offers a Master of Public Administration Degree which is developed around a group of core courses designed to provide the student with a general background in the field of public administration. The core group of courses consists of 24 hours. Students may select options in specialized areas as these are developed. Internships are required of all students. Three semester hours of credit toward the degree are awarded for the internship experiences.

A student who earns the Master of Public Administration Degree is prepared for careers in all levels of government, and quasi-public agencies, as well as, careers in teaching.

Requirements

The minimum requirements for the Master of Public Administration Degree are as follows:

1. Satisfactory completion of forty-two (42) semester hours of course work in public administration and other special areas as approved by the department.
2. Satisfactory completion of a twelve (12) week internship selected and supervised by the faculty of the department. A longer period is desirable.
3. Satisfactory completion of a thesis or a degree project approved by the faculty, which consists of a well-documented paper in which a problem(s) in administration is identified from the internship experience.
4. Completion of the last twelve (12) semester hours offered for graduation in residence at Atlanta University.
5. Satisfactory completion of a course(s) in computer science.

COURSE DESCRIPTIONS

- PAD 500. American Government.** A survey of the institutions of American Government for students who have not previously had a course in American government. 3 credits
- PAD 501. Public Administration-Principles and Practice.** A study of basic principles and practices of public administration in the U.S. Emphasizes problems of organization, administrative processes, authority, and leadership. 3 credits
- PAD 502. Organizational Theory and Behavior.** Theories of modern organizations; organizational linkages, communication, ecology and organization and organizational change. 3 credits
- PAD 503. Urban Government and Politics (Same as PSC 410).** Deals with economic, sociological and technological developments helping in analyzing urban government operations and issues involving metropolitan growth and change. 3 credits
- PAD 504. Introduction to Computer Science (Same as Mathematics 503).** Provides an overview of the world of data processing and introduces the student to the computer software system's programming techniques needed to utilize the computer effectively. The student learns to program in Basic and Fortran. 3 credits
- PAD 505. Intergovernmental Relations.** Explores the relationships between the policies and programs of federal, state and local governments. Intensive analysis is made of developments such as decentralization of decision-making and operations. Examples of interdepartmental cooperation and coordination are studied as cases. 3 credits
- PAD 506. Public Finance (Same as PSC 520).** Basic concepts and modes of government financing; emphasis is placed on financing local units of government. Theories and concepts of new methods of governmental financing and the implications of these new approaches are examined. 3 credits
- PAD 507. Formulation of Public Policy.** Emphasizes the moral, ethical and competitive nature of policy formulation. Contemporary models of policy analysis will be explored. Students are required to analyze the development of selected public laws, from inception to enactment. 3 credits
- PAD 508. Personnel Administration and Human Relations.** Develops an understanding of the policies, methods and techniques utilized in personnel management and human relations as management functions. 3 credits
- PAD 509. Urban and Regional Planning.** Students are exposed to the basic language, fundamental concepts and principles of planning. Emphasis is placed on the relationship between the economic, social and political aspects of planning. Selected areas and cases in planning will be analyzed. 3 credits
- PAD 510. Fiscal Management.** Focuses on the development and management of capital and operating budgets. Special attention is given to cash flow analysis and deviation from actual revenues and expenditures based on estimated revenues and programmed expenditures. 3 credits

- PAD 511. Government and Metropolitan Areas.** Focuses on an analysis of administrative and organizational activities of metropolitan governments. Special attention is given to alternative forms of metropolitan government, regional councils of government and selected problems of metropolitan areas. 3 credits
- PAD 512. Advanced Public Management.** Application of principles of management to the operation of public agencies and quasi-public organizations. The principles of planning, organizing, directing and controlling are analyzed as each relates to the management of material and human resources in the public sector. 3 credits
- PAD 514. Seminar: Problems in Public Administration (Required of all students).** The purpose of this seminar is to provide for the student an opportunity to apply knowledge gained in the classroom to the solution of a problem(s) identified in the internship experience. A full statement of the problem with documented proposals for solution in written form is required. 3 credits
- PAD 515. Internship.** All students are required to serve a minimum of twelve (12) weeks in an approved, supervised internship. A longer period is desired. All students must report on their internship experiences to the Seminar in Problems in Public Administration. 3 credits
- PAD 516. Independent Study.** Offered by special arrangement with the faculty in areas approved by the department. 3 credits
- PAD 518. Program Design, Implementation and Evaluation.** Techniques for designing programs and implementing new programs within existing organizations are explored. Methods of evaluation of program operations and achievement of primary and secondary objectives are introduced. 3 credits
- PAD 519. Research Methods.** Traditional research techniques are introduced, data collection and analysis are presented together with methods of formal preparation and presentation of reports. 3 credits
- PAD 520. Economics for Public Administrators (Same as Economics 501).** Designed to provide public administrators with the fundamental economics background necessary to understand and implement policy. Topics covered include aggregate demand; fiscal and monetary policy, demand and supply; market structuring; government regulation of the private sector, the federal budget and local fiscal problems. 3 credits
- PAD 521. Seminar for Municipal Interns.** Designed for students selected for the special municipal intern program coordinated through the Atlanta University Center Office of Internship Development. The content of the seminar varies according to intern needs each semester. 3 credits
- PAD 522. The Budget as a Policy Instrument.** An in-depth study of fiscal and monetary policy as impacted by the public budget at all levels of government. Careful analysis is given to political considerations in the budgetary process. 3 credits
- PAD 523. Transportation Policy.** Focuses on transportation policy in both the historical and contemporary environment. Analytical tools appropriate for evaluating policy are also assessed. 3 credits

POLITICAL SCIENCE

Prerequisites

Students beginning graduate work in the department should have completed an undergraduate major in political science—approximately 24 semester hours with an overall B average. Consideration may be given to other applicants whose academic preparation in related social sciences suggests that they are capable of successfully pursuing the Master of Arts Degree in political science.

The above are minimal requirements for consideration for admission and fulfillment of them does not necessarily assure admission.

Requirements for the Master of Arts Degree in Political Science

The Department of Political Science offers work leading to the Master of Arts. For the Master of Arts Degree in Political Science, the department requires a minimum of 24 graduate hours of course work and a thesis. An additional six graduate hours shall be given upon completion of the thesis. A final oral examination covering the thesis and the courses taken by the student is required. The courses, Blacks and the American Political System and Scope and Methods of Political Inquiry, are required of all students pursuing the Master of Arts in political science.

Any student pursuing a degree in political science who accumulates more than eight graduate semester hours of C's on his post-undergraduate transcript, irrespective of the number of A's earned will not be retained in the Department.

Research Tool

Candidates for the Master of Arts must demonstrate proficiency in the use of one research tool from among the following: a foreign language, statistical analysis, or computer science. Each student in consultation with the faculty will decide which research tool will best facilitate his program of study.

Specific Requirements for the Doctor of Philosophy Degree in Political Science

Prerequisites for Admission

Prerequisites are a master's degree in political science, and an overall academic average of B or better for all work beyond the baccalaureate is necessary. Consideration may be given to other applicants who have earned a master's degree in one of the related social sciences.

The above are minimal requirements for consideration for admission and fulfillment of them does not necessarily assure admission.

Requirements

Each candidate must successfully complete a minimum of forty-two (42) graduate semester hours beyond the master's degree. Twelve (12) semester hours credit will be given upon the satisfactory completion of the dissertation.

Research Tools

The School of Arts and Sciences requires that candidates for the Ph.D. demonstrate a reading knowledge in two foreign languages. The language requirement may be satisfied by taking and passing a University Examination or by passing a non-credit course in the language(s) chosen.

Candidates in the Department of Political Science may, upon the recommendation of the faculty, substitute courses in statistical analysis and/or computer science for the foreign languages.

Required Courses

Before being admitted to candidacy the student must pass the following courses: Scope and Method of Political Inquiry, Blacks and the American Political System, and Government and Politics in Modern Africa.

Preliminary Examination

Before admission to candidacy this examination must be passed. A student must take written and oral examinations in four subfields of his choice. The political science curriculum is divided into seven subfields; U. S. Government and Politics, African Politics, Urban Politics, International Politics, Theory and Methodology, Public Administration, and Comparative Politics.

Dissertation

This will be a scholarly presentation of the research problem.

Final Examination

The final examination will be an oral defense of the dissertation.

POLITICAL SCIENCE CURRICULUM

The Political Science curriculum is organized around the political experience of Black people in America and throughout the world.

COURSE DESCRIPTIONS

U. S. Government and Politics

PSC 411. American Federalism. Survey of the origins, institutions and operation of federalism in the United States. The nature of this structure and its consequences are examined in relationship to minorities.

3 credits

PSC 448. U. S. Constitutional Law. A study of the law of the United States Constitution, through an analysis of lower federal court cases, Supreme Court cases, and other primary and secondary material.

3 credits

PSC 449. Prison, Prisoners, Prisoners' Rights. The judicial role in the penal phase of the social control system; court responsibility for imprisonment, for the conditions of imprisonment, for returning the citizen to society; the court system as protector for the rights of those imprisoned.

3 credits

PSC 450. The Judicial Process. An introduction to the function of the judicial process in the U. S. political system, with special attention to the politics of the judicial process, including the socialization of judges and other judicial functionaries.

3 credits

- PSC 451. The Constitution and Civil Liberties.** A study of the judicial protection of rights and liberties under the Bill of Rights, the Thirteenth, Fourteenth and Fifteenth Amendments. 3 credits
- PSC 452. Seminar in United States Government and Politics.** Designed to explore contemporary issues and problems in American government and politics. 3 credits
- PSC 453. Blacks and the American Political System.** An assessment of the position of Blacks in the political system of the United States, both historically and contemporarily, with special attention to alternative political strategies for the present political epoch. 3 credits
- PSC 454. State and Local Politics.** An examination of state and local political institutions; the tools of political participation are thoroughly analyzed; entrance of Blacks into state and local politics is assessed and evaluated. 3 credits
- PSC 500. Departmental Seminar.** A weekly meeting of all members of the department, faculty and students, set aside for exchange of ideas among the participants. Guest lecturers are frequently invited. Required of all majors. no credit
- PSC 501. Government and Social Welfare.** The changing role of government in social welfare is reviewed. Special emphasis is placed on the New Deal era to the present. Involvement of Black people is examined. 3 credits
- PSC 502. Government and Business.** Critical analysis of the relationship between group pressures on government and public policy affecting business; role of administration in formation of policy, problems and experiences of federal agencies operating in the business fields. 3 credits
- PSC 503. Public Opinion and Propaganda.** A study to identify and explain the segment of human behavior known as public opinion; to describe how and why people react in social situations, and to consider the role of public opinion and propaganda in contemporary society. 3 credits
- PSC 504. Techniques of Political Control.** An examination of the tools used by power holders to control society, with special attention to the oppression of Black people in the United States. 3 credits
- PSC 505. Political Parties.** Explores the types of, the nature of, and the different structures of political parties both in America and abroad. The numerous theories about political parties are also explored. 3 credits
- PSC 506. Black Political Parties.** The rise and development of separate Black political entities will be examined both historically and contemporarily. Much attention will be focused on types of Black parties and the rationale for their organization and development. 3 credits
- PSC 507. Politics of Rural United States.** An analysis of the political trends and movements in rural America, contrasted with the phenomenon of urbanism. 3 credits

- PSC 508. Seminar in Southern Politics.** A penetrating look at Southern politics in both state and nation, and in the international arena. The approach is systematic and comprehensive, with the focus on the Black man in the region. 3 credits
- PSC 509. The United States Presidency.** An analysis of the powers and organization of the U. S. Presidency, with attention to power-gathering, and to domination of the legislative branch, and to manipulation of the people. 3 credits
- PSC 510. The Congressional Process.** An analysis of the U. S. Congress, especially the internal structure, power uses, pressure politics, executive relations, constituency relations, and intra-Congress conflicts. 3 credits
- PSC 513. American Political Process.** The factors, institutions and actors in the American political arena are analyzed; access to various structures and political organizations are studied from the view of all groups within the pluralistic society. 3 credits
- PSC 514. Seminar in Judicial Process.** Studies of court systems at each level, including judge selection and socialization, jury process, substantive judicial issues, with emphasis on role of Black participants.
- PSC 515. Legislative Process.** Examination of theories, roles, structures, committee systems, procedures and politics of legislatures, and of the involvement of interest groups, executive, bureaucracy, and judiciary in the legislative process. 3 credits
- PSC 516. Seminar/Internship on the Georgia General Assembly.** During the annual legislative sessions, students will serve as interns and participant-observers of the Georgia Legislature. Research papers shall be required. 3 credits

AFRICAN POLITICS

- PSC 490. Government and Politics of Modern Africa.** An introductory course on contemporary government and politics of the new states of Africa, designed to provide exposure to African political culture and its historical background, and to political trends and ideologies. 3 credits
- PSC 572. International Relations of African States.** An examination of relations among African states, and the latter's role in Third World and International politics. 3 credits
- PSC 590. African Political Institutions.** A comparative study of the central, regional, and local institutions of government and administration in contemporary Africa. (Prerequisite: PSC 490.) 3 credits
- PSC 595. Seminar in African Politics.** An in-depth study of one or more important issues in contemporary African politics or political analysis, with either a one-country focus or a comparative perspective. Topics vary from semester to semester. (Prerequisites: PSC 490 and consent of instructor; may be taken twice for academic credit) 3 credits
- PSC 596. Politics in Southern Africa.** An analysis of the struggle of the Black people of Southern Africa against imperialism and settler colonialism, and for total liberation. The South African state's internal and external strategies of apartheid maintenance are examined, together with the relations of the neighboring Black states with the white minority rulers and the liberation movements. (Prerequisites: PSC 594 or consent of instructor.) 3 credits

PSC 598. African Political Economy. An analysis of the social basis and the orientation of the politics and administration of economic and social change in post-colonial Africa, with emphasis on the ideologies of socialism and the realities of neocolonialism, dependence, and capitalist development. (Prerequisite: PSC 490.) 3 credits

PSC 599. Social Cleavages and Political Conflict in Post-Colonial Africa. A sociological analysis of the various cleavages in African social structure and their impact on political conflict and change, with particular emphasis on the role of ethnoregional groups and social classes. (Prerequisite: PSC 490.) 3 credits

PSC 600. Contemporary African Political Thought. A survey of the political thought of major African political thinkers. 3 credits

URBAN POLITICS

PSC 410. Urban Politics. A survey of the dilemmas, limitations and potentialities of urban political activity in America. Designed to expose the student to various approaches to the study of urban politics and to assess the impact of Blacks upon the political activity of contemporary urban centers. 3 credits

PSC 412. Black City Politics. A comparative assessment of the impact of the ascendancy of Black elected officials in specified American cities. Analyses of the mechanics which brought Blacks to power, the problems Blacks experience in exercising power, and the impact of Black leadership on the delivery and quality of city services. 3 credits

PSC 413. Approaches to the Study of Urban Politics. An examination and critique of various conceptual schemes as tools for analyzing urban political development and a review of the major theoretical works purporting to explain urban political phenomena. 3 credits

PSC 414. On Site Seminar in Urban Politics and Municipal Administration. The student will be offered the opportunity to visit several major cities and attend forums and conferences designed to provide the most current available data on the conduct and substance of political decision making. 6 credits

PSC 518. Seminar in Urban Problems. A rotating topic seminar involving an in-depth exploration of specified problems common to major urban centers. The seminar topic will be announced each semester. 3 credits

PSC 520. Politics of Public Finance. Basic concepts and modes of government financing, especially those of local government, are examined with attention to the implication for units of government under Black political authority. 3 credits

PSC 522. Urban Political Movements. An examination of political organizations seeking to create basic changes in the public policy of various urban centers and a review of the goals, strategies and methods of these organizations and their impact upon the urban landscape. 3 credits

PSC 523. Atlanta City Politics. A survey of the political system in Atlanta with focus on resources, strategies and tactics of Black and white actors in shaping Atlanta's urban policies, programs and developing political institutions. 3 credits

PSC 525. Political Demography and Urban Change. An analysis of the impact of population shifts and other demographic factors upon urban change. Special emphasis will be placed upon Black migration patterns and the resulting public policy. 3 credits

INTERNATIONAL POLITICS

PSC 470. International Relations. An analysis of the interlocking factors of geography, population, race, nationalism, and economics as fundamental forces in national power. Study of diplomatic, ideological, imperialistic and military rivalries in the contest for world power. 3 credits

PSC 533. Chinese Foreign Policy. Analysis of Chinese capabilities, intentions and strategies in world affairs since 1949. Examination of institutions in foreign policy making and implementation; use of the instruments of foreign policy in achieving Chinese goals. 3 credits

PSC 570. Politics of International Trade. Identification and analysis of the political forces, both domestic and international, which influence commerce among nations. Special attention to trade relations between industrial and non-industrial nations. 3 credits

PSC 571. Japanese Politics and Foreign Policy. Survey introduction of contemporary Japanese politics, government and foreign relations. Focus on post-World War II period. 3 credits

PSC 573. United States Foreign Policy. Analysis of the formation and execution of foreign policy. Focus on the role of domestic forces and governmental institutions in policy making and contrasting interpretations of U. S. foreign relations. 3 credits

PSC 574. Third World Nations and International Politics. The role, policies, actions and techniques of third world nations in the international area are thoroughly analyzed for trends and continuities. 3 credits

PSC 575. European Foreign Policies. An analysis of the foreign policies of the nations of Eastern and Western Europe, toward one another and toward the rest of the world, with special attention to past and present colonial policies toward third world nations. 3 credits

PSC 576. Military Power in International Relations. Military power as a technique to achieve goals in the international arena; special attention to contemporary warfare and to wars of liberation. 3 credits

PSC 577. International Organizations. General development of world organization; principles, structures, methods, and actual operation of international governmental institutions; special attention to the United Nations and related agencies. 3 credits

PSC 578. Colloquium on International Politics of Asia. Analysis of Asian politics, comparative foreign policies, and international relations. Focus on foreign relations of the indigenous nations and the role played by great powers. 3 credits

COMPARATIVE POLITICS

- PSC 429. Comparative Political System.** A survey of the political structures, institutions, ideologies, interest groups, and governmental systems. Analysis of decision-making processes, political conflicts and change, and group interaction. An examination of models of political systems.
3 credits
- PSC 430. Politics in Developing States.** An examination of the political processes in developing countries. Problems arising in transition from traditional societies to modern industrial states examined to describe the typical patterns of political change.
3 credits
- PSC 431. Comparative European Government.** The cross-national analysis of political institutions and political behavior in Eastern and Western European nations.
3 credits
- PSC 432. Women in Politics.** A survey of the role of women as political activists and office holders on the international, national and local levels in the second half of the 20th century with emphasis on the participation of minority women in U. S. politics.
3 credits
- PSC 530. Government and Politics of Latin America.** An examination of Latin American political institutions and political forces, with special attention to the role of the military and the church and to the legacy of European and U. S. exploitation.
3 credits
- PSC 532. Political Institutions of China.** Examination of contemporary politics in the People's Republic of China. Pre-1949 political history, socialist goals and Chinese society, structure and function of political institutions and organizations.
3 credits
- PSC 535. The Politics of Revolutionary Change.** An analysis of ideas which generate fundamental change, leadership and movements which organize change and an examination of their successes and/or failures.
3 credits
- PSC 536. Comparative Political Parties.** An examination of selected party systems, including single and multi-party systems, Marxist and non-Marxist systems, and systems in industrial and non-industrial states.
3 credits
- PSC 537. Government and Politics of the Caribbean.** An examination of the political processes in the Caribbean states with special emphasis on the political problems arising in the transition from colonial status to independence.
3 credits
- PSC 538. Seminar on Asian Politics.** Survey of political processes and interrelationship of major nations of Asia. Focus on China, India, and Japan.
3 credits
- PSC 540. The Politics of the Multinational Corporation.** A study of the impact of the MNC's on the international system and on national politics and economics, particularly in the Third World. Special emphasis is put on the issues of development, dependency, sovereignty, and control.
3 credits

PSC 541. Politics and Education. An examination of the role of education in the creation and maintenance of a political culture and the role of politics in the creation and philosophy of education structures. The relationship between political education and political participation are analyzed as well. 3 credits

PSC 542. Seminar on Comparative Politics. This course is designed for advanced students concentrating in Comparative Politics. Focus on readings and research on selected topics and problems in comparative politics. 3 credits

Theory and Methodology

PSC 460. Afro-American Political Theory. An analysis of categories of Black political thought, topically and by individual theorists. Emphasis on the meaning of the theory as related to Black political thinking. 3 credits

PSC 600. African Political Ideas. A survey course and resource mechanism, designed to (1) identify political thinkers on the African continent and research their ideas, and (2) critically analyze the works of major continental political thinkers of the contemporary era. 3 credits

PSC 601. Philosophy of Science. Problems involved in the scientific study of political society. Epistemological consideration of "approaches" to the study of politics, and a consideration of outstanding problems confronted by political scientists in their efforts to explain and predict. 3 credits

PSC 602. Scope and Method of Political Inquiry. A study of the concepts and methods of social science, especially of political science; the philosophy of science presuppositions, aims and history of procedures and methods; research techniques, sources, bibliography and the presentation and publication of investigative results. Required of all majors. 3 credits

PSC 603. European Political Philosophy. A survey of the major ideologies—liberalism, socialism, conservatism—that have developed in European political thinking in the modern era, with emphasis on the relationship of these ideas to European writings on colonialism and imperialism. 3 credits

PSC 605. Seminar in Political Theory. Problems of Black political theory that have developed since the end of the civil rights era; evaluation of new concepts in Black political theory and the links between these concepts and the historical problems considered in Afro-American political theory. 3 credits

PSC 608. Problems in Political Science Research. Intensive examination of problems of conceptualization, design, and experimentation in political science research. 3 credits

PSC 609. American Political Thought. Survey of ideas, personalities and institutional practices relevant to an understanding of the development of political thought in the United States.

PSC 640. Independent Research. This course is designed to give students an opportunity for advanced research in such fields and on such topics as may be agreed upon between the individual and the instructor.

3-6 credits

SOCIOLOGY AND ANTHROPOLOGY

Prerequisites

The Department of Sociology and Anthropology admits applicants whose previous academic preparation in general education, the humanities, the social sciences, and the natural sciences gives promise of successful completion of a course of studies leading to the Master of Arts Degree.

Requirements for the Master of Arts Degree in Sociology and Anthropology

In addition to the general requirements of Atlanta University and of the School of Arts and Sciences, the faculty will recommend a candidate for the degree of Master of Arts in Sociology upon fulfillment of the following requirements:

1. Satisfactory completion of a minimum of twenty-four (24) semester hours of course work in sociology, anthropology and related disciplines.
2. The passing of a reading examination in French, German, or Spanish or passing a non-credit University course in one of these languages, in advanced statistics (SOC. 605), or in computer science (MATH. 503).
3. Satisfactory completion of a thesis based upon a subject or problem approved by the faculty.
4. Satisfactory completion of such written and/or oral examinations outside of course requirements as may be deemed appropriate by the faculty.

COURSE DESCRIPTIONS

Core Courses (Required of all students)

SOC 502. Contemporary Sociological Theory. Examination and analysis of major sociological systems; the principal fields of present day sociological interest.

3 credits

SOC 503. Research Methodology. A presentation of the strengths and weaknesses of a wide range of research techniques and orientation to methods of utilizing them.

3 credits

SOC 547. Community Theory and Change Processes. An examination of the nature and status of community theory, research and methodology within the context of community economic and social change.

3 credits

SOC 549. Community Development. An examination of internal characteristics, organization, structure, dynamics, and external relationships essential to local development effort.

3 credits

SEMINARS

- SOC 651. Seminar on Social Problems.** Study of social disorganization and deviant behavior. Multiple problems of rural, urban, and metropolitan communities health, employment, criminal justice, aging, etc. 3 credits
- SOC 653. Seminar in Sociology.** A seminar conducted by the staff concerned with intensive examination and analysis of an urgent contemporary social issue or problem. 3 credits

SOCIAL GERONTOLOGY

- SOC 600. The Sociology of Aging and the Aged.** An integrated approach to the understanding of the impact of aging upon the society and of society upon the aging individual. 3 credits
- SOC 601. Social Gerontology.** A systematic presentation of the demographic, health, and cultural factors in aging; the impact of aging on the social, economic and political structure of society, and societal measures to promote and support the health and well being of the aged. 3 credits

ANTHROPOLOGY

- ANT 571. General Anthropology.** An introduction to the concepts, theories, and methods used in physical and cultural anthropology, archeology, and linguistics. 3 credits
- ANT 573. Cultural Ecology.** An introduction to the interrelations and interactions of human populations, the environments in which they live and the technologies employed by them to survive, adapt to, and exploit the possibilities and potentialities of their condition seen in the perspective of biological and sociocultural evolution. 3 credits
- ANT 574. Personality, Society, and Culture.** An introduction to the literature and research interests of psychological, social, and cultural anthropologists. 3 credits
- ANT 575. Africa: Peoples and Problems.** Contemporary African populations and nation-states in the perspective of pre-colonial and colonial history and contemporary international relations. 3 credits
- ANT 576. Introduction to Afro-American Studies.** The history and sociology of the African diaspora to the New World. 3 credits
- ANT 577. Social Organization.** A survey of the literature, theoretical and methodological, of sociocultural systems. 3 credits
- ANT 579. Ethnic Relations.** Theory and methodology of multiethnic social systems. Case and comparative studies are analyzed. 3 credits
- SOC 505. Statistics for Social Studies. I.** A basic introduction to statistics with exposure to techniques of presenting, describing, and analyzing bodies of data. 3 credits

DEMOGRAPHY AND URBAN SOCIOLOGY

- SOC 531. Population and Ecology.** The study of populations, their demography, and their interaction and interrelation with the physical, biological, social and cultural environments. 3 credits
- SOC 533. Urban Sociology.** Analysis of the ecological, social, and cultural organization of urban, suburban, and metropolitan communities; urbanization and subsidiary processes of sociocultural change. 3 credits

SOC 535. Techniques of Demographic Analysis. Introduction to analytic techniques in demography. 3 credits

SOCIAL PSYCHOLOGY

SOC 521. Social Psychology. A critical review of the concepts, theories, problems, and research techniques of social psychology. 3 credits

METHODOLOGY

SOC 605. Statistics for Social Science II. An intermediate course for those with previous exposure to statistics reviewing parametric statistics and focussing thereafter on non-parametric techniques. 3 credits

SOC 607. Independent Study. This course provides opportunity to investigate problem areas in sociology or anthropology not offered in any given semester which are required for the program of studies approved for the student or which are not treated intensively in any existing course. For students enrolled in this department only. 3 credits

SOCIAL ORGANIZATION

SOC 541. Sociology of the Family. Comparative analysis of the structure of family systems, role performance, socialization, and social problems emerging from or associated with the family. 3 credits

SOC 543. Sociology of Education. Institutionalization of the learning process; the school and the community; the social structure of educational institutions; contemporary problems. 3 credits

SOC 545. Social Stratification. Study of classes, status groups, castes; social mobility; stratification in selected societies. 3 credits

SOCIAL SCIENCES

Social Science Curriculum

The social sciences program is organized to coordinate graduate course offerings in economics, history, political science, and sociology and anthropology. The program is especially designed to prepare persons for a variety of professional roles through comprehensive and integrated experiences in social study and empirical research. As such, it attempts to relate (1) theories and propositions about man in his social milieu, (2) the nature of competing ideologies and values, and (3) the application of social science knowledge to social policy.

Students who look forward to careers in such fields as high school and junior college teaching, labor and industrial relations, journalism, community organization and social planning, the ministry, and civil service will find the program to be especially appropriate. However, complete preparation for these fields requires additional specialized study. A student entering social sciences may pursue a program leading to the Master of Arts Degree with a major in social science.

The selection of courses for the Master of Arts Degree will be determined in consultation with the department counselors, taking into consideration the student's interests, previous preparation and the purpose for which the degree is sought.

Requirements for the Master of Arts Degree in Social Science

1. The completion of a minimum of 24 semester hours in the above named departments with at least 12 of the 24 hours in one department and 12 hours divided equally between two departments, excluding the one of major concentration.
2. Proficiency in Communications.
3. Residence of at least one academic year or a minimum of three summer sessions.
4. The passing of a reading examination in French, German, or Spanish.
5. The acceptance of a thesis.
6. The passing of an oral examination on the thesis and related concepts and literature.

COURSE DESCRIPTIONS

SSC 504. Social Studies in the Elementary School (Identical with EDC 504).

Emphasis is placed upon the development of a philosophy with regard to the objectives and problems in the teaching of social studies in the elementary school.

3 credits first semester

SSC 634. Social Studies in Secondary School (Identical with EDC 534.)

This course will deal with the functions of social studies in secondary education and with the selection and use of appropriate instructional materials.

3 credits first semester

SSC 720. The Essentials of Geography (Identical with EDC 510). The exper-

iences in this course are primarily concerned with the study of human beings and their economic activities in a real environmental setting, a study of terrestrial unities.

3 credits

SSC 721. The Geography of Africa (Identical with EDC 565). 3 credits



School of Business Administration

The School of Business Administration was established in 1946 to offer instruction in business administration leading to the Master of Business Administration degree. The School is accredited by the American Assembly of Collegiate Schools of Business (AACSB). It is housed in a new three-story building, designed specifically for use as a School of Business Administration. Students have access to the latest business and professional periodicals in the School's reading room as well as to the facilities of Trevor Arnett Library.

The student body of the School of Business Administration is relatively small so that classes are of manageable size and there is frequent contact between faculty and students. Such a structure also permits meaningful interchange among the students who bring with them varied backgrounds of experiences and cultures.

Most faculty have terminal degrees in their areas of specialization which embrace all of the functional and behavioral aspects of administration. In addition to their competency as teachers, faculty are selected for proficiency in research and ability to serve as consultants to business and community organizations. Students who are interested and demonstrate ability, are offered the opportunity to assist faculty in their research and consultative efforts. Through its administrative officers and its faculty and students, the School is intimately involved in Rural and Urban Management Development Programs for Minorities as well as Management Training for Minority Entrepreneurs.

The School has the unique advantage of offering a positive and creative approach in providing opportunities for minorities to participate in managerial training. From the vantage point of empathy with minority students, minority businessmen and the community at large, the School is able to broaden students' career opportunities, provide managerial leadership to the minority community and establish a meaningful liaison between minorities and the larger community.

OBJECTIVES

The purposes of the School are to provide a high quality program of professional education for young men and women who wish to achieve responsible positions in business and community organizations, or to become instructors in institutions of higher education; to contribute to knowledge about business and urban problems through research; and to provide continuing service to business and community oriented institutions.

PROGRAM OF STUDY

The School of Business Administration offers the Master of Business Administration degree. The program is sufficiently flexible to meet the needs of a variety of student interests as follows:

1. Those preparing to serve as professional accountants in public accounting, business and/or other organizations.
2. Those wishing to enter business in the fields of finance, marketing, production, operations, administration, or entrepreneurship.
3. Those preparing for management positions in not-for-profit organizations or community organizations.
4. Those who wish to engage in further graduate study at other universities.

The program, oriented toward the management point-of-view, provides for concentrated study in a particular field. It is structured as follows:

1. Knowledge of the Environment in which managers function—emphasizes those economic topics which exert powerful influences on society, and provides knowledge of the environment in which leaders function—both economic and legal.
2. Tools and Methods of Analysis—enables students to use quantitative methods in analysis of problems.
3. Knowledge of the Functional Fields of Business—familiarizes students with major functional areas of business while emphasizing analysis and problem solving.
4. Integration of the Functional Fields—develops students' awareness of and understanding that problems in business and the urban environment are to be viewed as an interrelated system.
5. Development of the Individual—introduces students to human dynamics and group relations in order that they may understand themselves in relation to the organizational framework within which they may find themselves.
6. Special competence in at least one major field—each student completes at least three courses in one of the following fields to provide depth of understanding: accounting, decision science, economics, finance, marketing, personnel management, urban management.

In accordance with the standards of the accrediting agency and to fulfill the promise of a professional preparation for administration and management, it is necessary that every student receive instruction in all of the above listed units. After admission to the School of Business Administration, students are counseled individually in terms of their prior academic studies, their interests, previous experience and career objectives. Courses other than those indicated in the **Requirements for the Master's Degree** may be required of those students who have deficiencies in specific areas.

The first year of the program is normally devoted to the following:

SBA 380. Business Communications

SBA 421. Marketing Concepts

SBA 450. Fundamentals of Mathematics

SBA 521. Marketing Management

SBA 542. Financial Management

SBA 550. Mathematical Analysis for Management and Economics

SBA 570. Organizational Behavior

SBA 581. Macro-Economics

- SBA 582. Micro-Economics
- SBA 585. Public Policy and Private Enterprise
- SBA 587. Legal Aspects of Business
- SBA 660. Financial Accounting

The second year of the program will be devoted to the following:

- SBA 651. Statistics for Management and Economics
- SBA 654. Production and Operations Management
- SBA 661. Managerial Accounting
- SBA 683. Managerial Economics
- SBA 684. Administrative Policy
- SBA 685. Business Research and Reports

Three electives in the SBA 600-700 series other than the above. (These courses are generally in one specialized area. Students may elect graduate courses in other Schools of the University if they meet student's career objectives. Permission of the dean is required to elect courses outside of the School of Business Administration.) No more than six hours may be transferred from another university's graduate program. The dean's approval is required to transfer credit.

A thesis is not required to fulfill the requirements for the master's degree in business administration. Emphasis is placed on developing the ability to make presentations in a logical and cogent manner as exemplified in the **Business Research and Reports** course. Two years are ordinarily required to complete a prescribed program of study leading to the master of Business Administration degree.

A recommended semester course load is 12 semester hours for first year students and 15 semester hours for second year students. Students who have demonstrated the ability to perform **above** a B average may be permitted to carry more than the recommended credit hours, with the dean's approval.

Admission Requirements

The School seeks applicants who have earned undergraduate degrees and who have demonstrated that they will be able to benefit by graduate study in pursuit of their career goals. Work experience, maturity and motivation, as well as academic history are considered in judging the applicant's potential for successful performance in the MBA program.

Application is encouraged of persons with non-business undergraduate degrees such as engineering or liberal arts or science. **Prior training in business administration is not required.**

Applications for admission may be obtained from:

Office of the Dean
School of Business Administration
Atlanta University
Atlanta, Georgia 30314

All completed application material should be forwarded to the Office of the Dean or to the Registrar of Atlanta University at the earliest possible date. Applicants for the fall semester will be notified in April

and applicants for the spring semester will be notified in December. Applications that are received after these notification dates will be considered on a space-available basis. A completed application comprises the following material:

- 1) A completed application form
- 2) Transcripts of all college and graduate attendance
- 3) At least three personal rating forms
- 4) A completed health form
- 5) Test scores on Graduate Management Admission Test (GMAT)

Graduate Management Admission Test (GMAT)

Each applicant must take the GMAT. Applications for the test normally accompany the School's application for admission, but information may be obtained directly from Educational Testing Service, 20 Nassau Street, Princeton, New Jersey. The applicant should request that his scores be sent to the School of Business Administration, Atlanta University, Atlanta, Georgia 30314.

Requirements for the Master's Degree in Business Administration

In addition to the general requirements of the University for the master's degree (see section on Academic Requirements and Standards for the University) completion of a minimum of 48 semester hours of graduate study in accordance with the Program of Study in Business Administration is required for the Master of Business Administration degree. Students must fulfill the required number of courses in accordance with their individual programs of study.

Students from the Atlanta University Center undergraduate colleges, who meet criteria established by the faculty, and are permitted to pursue the necessary foundation courses at AUSBA during their senior year may earn the Master of Business Administration degree upon completion of 30 semester hours of graduate study in accordance with the Program of Study in Business Administration.

FINANCIAL AID

Students with high ability may seek financial aid from the School in support of their enrollment and continuation in the program. Corporate, government and foundation gifts provide a variety of stipends. Outright grants, loans and combinations of grants and loans are available. Application for financial aid should be submitted before April 1. Awards are generally for one academic year.

SPECIAL PROGRAMS AND BUSINESS CONFERENCES

The School of Business Administration maintains contact with agencies in the United States such as the Department of Commerce, Labor, Housing and Transportation which provides students with an opportunity to participate in meaningful research and community involvement. Faculty and staff members of the School provide technical assistance and con-

sultation to businesses and in the field of economic development and urban affairs. Such endeavors stimulate the creation of new enterprises and new opportunities, especially among minority groups.

Students also have an opportunity to participate in local and national conferences on business and professional subjects frequently held on campus.

BETA GAMMA SIGMA

Beta Gamma Sigma is the national society which recognizes excellence of academic achievement in AACSB schools. Beta Gamma Sigma is the highest scholastic honor that a student in business administration can win. To be eligible for membership, students must rank in the upper twenty percent of those receiving masters' degree.

PLACEMENT

The demand for graduates of the Atlanta University School of Business Administration has far exceeded the supply. Many national and local companies as well as state and federal agencies send representatives to the School to recruit for a wide variety of positions. Graduates have also found employment at educational institutions and community organizations as faculty members or administrative staff.

The Placement Office, the dean's office and faculty members provide students with contacts and assist in development of personal resumes to facilitate employment objectives.

SUMMER INTERNSHIPS

Selected students have an opportunity to spend the summer between their first and second year of study in a paid work experience with major businesses or community organizations. The internship enables students to become more fully acquainted with "real world" situations and to apply theoretical knowledge gained in course work to practical situations. The internship also enables students to sharpen their perceptions of career opportunities.

COURSE DESCRIPTIONS

Accounting

SBA 561. Intermediate Accounting. The core of this course is an understanding of the development of accounting theory and concepts with an analysis of the problems which surface in applying contemporary theory developments to financial accounting. The course builds on the basic accounting principles course and focuses attention on the provision of accounting information, financial statements and accounting reports, for user needs.

SBA 562. Advanced Accounting. This course concerns itself with accounting theory and practice involving partnerships, consolidated financial statements, insolvency and receiverships, and estates and trusts. Prerequisite: SBA 561. 3 credits

SBA 563. Federal Income Tax. An intensive study of tax accounting and structure as applied to individuals, partnerships and corporations and the effect of tax laws upon business decisions. Prerequisite: SBA 561. 3 credits

- SBA 564. Auditing.** This course examines principles and procedures of the conduct of audits, examinations and investigations as they are related to the accounting profession. Prerequisite: SBA 561. 3 credits
- SBA 568. Cost Accounting.** A study of the basic costing principles and concepts for financial control, product costing, and decision making. Prerequisite: SBA 561. 3 credits
- SBA 660. Financial Accounting.** This course is an intensive study of basic accounting principles and concepts. 3 credits
- SBA 661. Managerial Accounting.** This course is concerned with the use of accounting data by management in decision-making, planning and controlling. Prerequisite: SBA 660 or equivalent. 3 credits
- SBA 662. Seminar in Accounting Theory.** The purpose of this course is to create a synthesis of principles which are fundamental to currently accepted theories of accounting and to examine those principles critically to determine their relevance to today's business requirements. Prerequisite: SBA 562. 3 credits
- SBA 663. Problems in Accounting.** This course is to prepare students for professional examinations in accounting theory and practice, auditing and taxes. Prerequisite: SBA 561. 3 credits
- SBA 665. Advanced Cost Accounting.** The measurement, interpretation, planning and control of manufacturing and distribution costs; budgets and budgeting control, cost comparisons of business alternatives. Prerequisite: SBA 568. 3 credits
- SBA 760. Special Problems in Accounting.** Prerequisite: Permission of the instructor. 3 credits

Administration

- SBA 380. Business Communications.** This course deals with the concepts and applications of the fundamentals of English (reading, writing, listening and speaking) leading to better practices in managerial communications. 2 credits
- SBA 581. Macro-Economics.** This course focuses on macro aspects of the economy, such as aggregative economic magnitudes of output, employment, investment, savings and the money supply. 3 credits
- SBA 582. Micro-Economics.** This course focuses on the decision processes of consumers and firms and examines their interaction in the market place. Prerequisite: SBA 550. 3 credits
- SBA 585. Public Policy and Private Enterprise.** This course deals with fundamental relationships of business to society. The course emphasizes the impact of public policy on business decisions and vice-versa. 3 credits
- SBA 587. Legal Aspects of Business.** A study of the basic legal concepts and procedures as well as basic principles pertaining to fundamental business transactions. Cases are used to identify the effect of laws on business policy decisions. 3 credits

- SBA 683. Managerial Economics.** The application of macro and micro-economic concepts to decision making in the firm under conditions of uncertainty. Includes demand analysis, forecasting, pricing and profit and capital investment. Prerequisite: SBA 581-582. 3 credits
- SBA 684. Administrative Policy.** This course seeks to develop students' ability to integrate their knowledge of the various functional fields of business. It approaches the field of policy-making and administration from a top-management point of view. Prerequisite: First year's core courses. 3 credits
- SBA 685. Research and Reports.** This course seeks to develop students' ability to apply their knowledge of fundamental principles of administration to isolating and analyzing individual problems and making recommendations. Prerequisite: First year's core courses. 3 credits
- SBA 686. Managerial Resources.** Under faculty supervision, students have the opportunity to come in contact with local businesses and community organizations particularly in the inner-city and Black community to identify problems common to small businesses. Prerequisite: Permission of instructor. 3 credits
- SBA 687. Small Business Management.** This course is designed for students who plan to own and operate their own businesses. Examines all of the functional areas of the business from the owner-manager viewpoint. Prerequisite: First year's core courses. 3 credits
- SBA 780. Special Problems in Economics.** Prerequisite: Permission of the instructor. 3 credits

Decision Science

- SBA 450. Fundamentals of Mathematics.** (Same as MAT 450). A review of the fundamental concepts of mathematics. 2 credits
- SBA 503. Introduction to Computer Science** (same as MAT 503). This course provides an overview of the world of data processing and introduces the students to the computer software system's programming techniques needed to utilize the computer effectively. The student learns to program in Basic and Fortran. Prerequisite: None. 3 credits
- SBA 550. (Same as MAT 505) Mathematical Analysis for Management and Economics.** This course develops skills in applying mathematical concepts to Management and economic problems. Prerequisite: SBA 450. 3 credits
- SBA 651. Statistics for Management and Economics** (Same as ECO 600). This course studies the use and application of descriptive statistics, probability, statistical inference and simple regression. Prerequisite: SBA 450. 3 credits
- SBA 652. Statistical Methods** (Same as ECO 601). Develops the concepts and applications of statistical methods to economic and managerial problems including quality control, time series analysis, sample surveys, and multi-variance analysis. Prerequisite: SBA 651. 3 credits
- SBA 654. Production and Operations Management.** This course seeks to develop student's ability to recognize, analyze and solve typical problems in management and production. Prerequisite: SBA 550. 3 credits

SBA 655. Decision Science Models. This course introduces students to advanced quantitative techniques useful in analysis and solution of management problems. Prerequisite: SBA 654 or permission of instructor.

3 credits

SBA 658. Analysis of Information Systems. This course studies the information and control requirements of organizations and the techniques which are useful in designing information systems that meet these needs. Students are introduced to systems analysis, system design, equipment selection and system conversion.

3 credits

SBA 659. Special Topics in Decision Science. A supervised reading course in special topic areas of operations research. This course is intended for the student who wishes to enlarge his understanding of this area of specialization. Prerequisite: Permission of the instructor.

3 credits

SBA 750. Special Problems in Decision Science: Prerequisite: Permission of instructor.

3 credits

Finance

SBA 540. Money and Banking. The principles of money and banking with specific reference to their function in the present organization of economic society. Money and its attendant economic problems are studied as well as primary and secondary security markets and non-bank financial intermediaries.

3 credits

SBA 541. International Aspects of Money and Finance. The study of the international payments mechanism, exchange rate systems, methods of international monetary and financial cooperation. Also included is consideration of international capital movements and specific foreign financial markets. Prerequisite: SBA 540.

3 credits

SBA 542. Financial Management. This course deals with financial analysis, profit planning, budgeting, long term investment decisions, financial structure, cost of capital, long term external financing, working capital management, mergers, holding companies, multinational firms, failure, reorganization and liquidation. Prerequisite: SBA 660 or equivalent.

3 credits

SBA 643. Advanced Corporate Finance. This course seeks to enlarge student's knowledge of financial decision making. It considers issues involved in the fields of dividend policy, capital budgeting, cost of capital and capital structure of the firm. Prerequisite: SBA 542.

3 credits

SBA 644. Security Analysis and Portfolio Management. This course deals with basic principles and methods of security analysis. It develops students' ability to evaluate the relevance of objective conditions and preference situations of individual investors and of investing institutions. Prerequisite: SBA 542.

3 credits

SBA 647. Management of Financial Institutions. Analysis of basic principles involved in senior management policy decisions of individual financial institutions within the context of money and capital markets as well as the business environment. Prerequisite: SBA 542.

3 credits

SBA 648. Real Estate Finance. A study of the types of finance, financial institutions, procedures, and techniques required to develop a financial package for use in the real estate industry. Prerequisite: SBA 542.

3 credits

SBA 740. Special Problems in Finance. Prerequisite: Permission of the instructor. 3 credits

Management and Organizational Behavior

SBA 570. Organizational Behavior. Emphasis is placed on developing students' understanding and knowledge of organizational behavior and human performance in the organizational setting. 3 credits

SBA 674. Industrial and Labor Relations. A study of the history and development of organized labor, collective bargaining, and government's role in management-labor relations. The interaction of management and labor is considered in relation to the bargaining process. 3 credits

SBA 675. Personnel and Management. This course aids students in understanding current theories and emerging practices in developing a sound personnel program in today's organizations. Prerequisite: SBA 570. 3 credits

SBA 677. Theories of Organization. This course covers major theories relevant to the structure and functioning of organizations and the behavior of individuals and groups within them. Prerequisite: SBA 570. 3 credits

SBA 770. Special Problems in Management. Prerequisite: Permission of the instructor. 3 credits

Marketing

SBA 421. Marketing Concepts. Fundamental concepts, current terminology, existing and developing marketing practices, and topical research activity provide an overview of the relationship between marketing and other functional areas of the organization. Interaction of the controllable and uncontrollable variables is examined. 3 credits

SBA 521. Marketing Management. From the perspective of the marketing manager, texts, readings, actual cases, and marketing-plan development are used by the student to approach problems of planning and competitive analysis, policies and strategies, decision-making, and social responsibility in marketing. Prerequisite: SBA 421. 3 credits

SBA 622. Marketing Research and Information Systems. The behavioral sciences provide the framework for understanding marketing research procedures, both descriptive and analytical. Included is a basic orientation to the use of statistical techniques and the structure and uses of marketing information systems by business and industry. Prerequisite: SBA 521. 3 credits

SBA 623. Distributive Systems in Marketing. This course examines the evolution, development, and dynamics of strategic distribution channel utilization and competition. Logistical methods from producer to consumer are included. Prerequisite: SBA 521. 3 credits

SBA 624. Advertising and Promotion Management. The strategic management of the promotional mix of advertising, sales promotion, and public relations is the focus of this course. Research, creative persuasive, media-selection, and market-position aspects of advertising are closely examined. Prerequisite: SBA 521. 3 credits

SBA 625. Consumer Behavior. Consumer buying behavior is treated as a decision-making process involving perceptions, attitudes and behavioral characteristics. By understanding the buyer's environment, it is shown how marketing effort may influence and alter purchase behavior. An explanatory model is used to illustrate concepts and relationships. Prerequisite: SBA 521. 3 credits

SBA 626. Industrial Marketing. Those promotional activities specifically related to industrial and commercial goods and services which supply a derived-demand market are studied from a managerial perspective. Forecasting, planning, and strategy are included. 3 credits

SBA 627. International Marketing. This rapidly changing and increasingly significant activity involving multi-national firms is approached to identify opportunities and methods within the politico-economic-cultural matrix. Prerequisite: SBA 521. 3 credits

SBA 628. Dynamic Cases in Marketing. The capstone course in the marketing series, this seminar employs current complex cases for analysis and integration of various marketing functions. Prerequisites: SBA 521 and two 600-level marketing courses. 3 credits

SBA 720. Special Problems in Marketing. An independent-study course requiring pragmatic research. Prerequisites: SBA 521 and permission of the instructor. 3 credits

Transportation and Urban Management

SBA 691. Transportation and the Urban Environment. This course traces the historic development of the Nation's transportation system, its role in economic development and its influence on the growth of urban places. 3 credits

SBA 692. Transportation and Urban Planning. This course develops an understanding of transportation and urban planning technique as well as transportation management problems. 3 credits

SBA 693. Urban Systems Management. This course provides an insight into the physical, social, political and economic structure and function of urban areas. 3 credits

SBA 790. Special Problems in Transportation. Prerequisite: Permission of the instructor. 3 credits

School of Education

The School of Education, located in Clement Hall, had its formal inception in 1944 and was organized on a foundation of purposes which had evolved through more than a half century of effort to build an educational institution committed to the development of professional leadership in education. The first professional degrees were granted in 1945 when 13 Master of Arts and 32 Master of Education degrees were conferred. Since that time, societal changes, greater demands for competent leadership, and expanding educational horizons have created a need for constant reassessment of purposes.

OBJECTIVES

The School of Education has set for itself the following objectives:

1. To prepare educational leaders who are committed to the expansion of democratic opportunities in teaching, in administration, and in all other educational roles.
2. To offer programs of study of high quality which may culminate in the appropriate graduate degrees and state education department certification.
3. To develop competency in various educational roles, such as the teaching, the counseling, and the administration.
4. To provide special experiences and training for educational personnel who, for historical reasons, have been the products of disadvantaged cultural or educational backgrounds.
5. To discover new knowledge and new ways of service and teaching through the provision of an atmosphere conducive to research and writing.
6. To introduce new theories, techniques, and practices to the field of education.
7. To provide educational leadership and service to the community.
8. To engage in a wide variety of cooperative programs with educational and other agencies in order to strengthen higher education, the public schools, and community growth.
9. To anchor educational experiences to real situations by internships, laboratories, and other field experiences as a part of the regular curricular offerings.

PROGRAMS OF STUDY

The School of Education offers programs of study leading to the degrees of Master of Arts and Specialist in Education through its five departments: Administration and Supervision, Curriculum, Foundations of Education, Psychological Services, and Special Education.

The Degree of Doctor of Education is offered in the Department of Administration and Supervision and the Degree of Doctor of Philosophy in Guidance and Counseling is offered in the Department of Psychological Services.

Degree candidates may study in each of the following fields: School Administration and/or Supervision, Foundations of Education, Elementary School Teaching, Secondary School Teaching, Early Childhood Education, Reading, Guidance and Counseling, Special Education, Educational Psychology, and Visiting Teacher.

ADMISSION REQUIREMENTS

Admission to the School of Education is granted to graduates of colleges of approved standing. The applicant's record must show promise of ability to work successfully on the graduate level for which admission is sought.

MASTER'S DEGREE

A student desiring to pursue a course of study leading to a Master of Arts degree in order to qualify for a state certificate, must have completed a course in each of the following areas: (1) educational psychology, (2) introduction to education, and (3) elementary or secondary curriculum and methods. An applicant lacking any part of this requirement must remedy such deficiency within one year of his first enrollment. Courses taken for this purpose may not count toward the course requirements of the degree program.

The undergraduate record must also show an average grade of B in the applicant's field of concentration. Conditional admission may be granted to students with less than a B average but who otherwise show excellent promise.

SPECIALIST IN EDUCATION DEGREE (See University requirements on page 62)

Unconditional admission to a Specialist in Education program requires at least three years of satisfactory school experience, an undergraduate grade point average of 2.75, a master's degree grade point average of 3.2, four letters of recommendation (two from professors in the candidate's last degree program and two from superiors in the professional field who can evaluate the applicant's performance for his potential for a leadership role), and such other requirements as established by the respective departments.

DOCTORAL DEGREE (See University requirements on page 63-64)

The application for admission should be accompanied by a letter of intent which indicates the applicant's social, educational and employment background, reasons for applying to this school for the particular program in which the applicant is interested, a description of basic philosophy and life goals, and how this program is expected to facilitate the achievement of those goals. In addition, the applicant must present evidence of the following:

- (1) Bachelor's degree from an accredited institution with a B or higher grade point average
- (2) Satisfactory performance on the Miller Analogies Test
- (3) Recommendations of two college faculty members who are acquainted with the applicant's academic ability and two professional superiors
- (4) Undergraduate preparation must be broad enough to provide an adequate foundation for graduate work
- (5) Relatively high degrees of desirable qualities of character and personality
- (6) Relatively high degrees of skill in social and interpersonal relationships
- (7) High degree of intellectual motivation

DEGREE REQUIREMENTS

Master's Degree

In addition to the university requirements as shown on pages 61-62 of this bulletin, the Master of Arts Degree in Education requires a minimum of 39 semester hours. For variations from the minimum and for detailed distribution of courses see the instructions under the departments which follow.

Specialist in Education Degree

Candidates for the Specialist in Education degree must earn at least 30 semester hours beyond the master's degree with a grade point average of not less than 3.2 on a four point scale. Additionally, each candidate is required to complete a research project which demonstrates a high level of skill in research methodology.

Doctoral Degree

A minimum of 90 graduate semester hours is required for the Doctor of Education Degree and 96 hours for the Doctor of Philosophy Degree in Guidance and Counseling. Each degree requires that at least 48 of the needed hours be earned at Atlanta University. Additionally, the candidate must meet all university requirements as stipulated elsewhere in this bulletin and complete all degree requirements within seven years of the first enrollment in classes after admittance to the program.

REQUIREMENTS FOR SPECIAL STUDENTS

Special students must satisfy the requirements established by the special programs in which they register. This includes requirements for admission, participation and completion of programs, and fees. Special students who are interested in meeting state certification requirements must present correspondence from the respective state which shows the certification needs.

CONTINUOUS REGISTRATION FOR THESIS ADVISEMENT

Effective September 1978, each student enrolled in a degree program requiring the completion of a thesis or dissertation who has been admitted to candidacy or has completed all course work required for the degree, shall register continuously for one credit of thesis or dissertation advisement each fall and spring semester until his thesis or dissertation has been given complete and final approval. Such registration is also required in the summer if the student plans to receive consultation from his advisor or use the facilities of the University.

A student is exempt from registration for thesis or dissertation advisement during any semester in which he is either enrolled at Atlanta University for at least six semester hours of course work or granted a leave of absence for reason of sustained illness or military service.

Each department having a post-master's degree program will determine the procedure to be followed when a student fails to comply with the requirement for thesis or dissertation advisement registration.

ADMINISTRATION AND SUPERVISION

The Department of Administration and Supervision offers graduate programs of study leading to the degrees of Master of Arts, Specialist in Education, and Doctor of Education.

The Master of Arts degree in administration and supervision is designed for individuals with limited or no administrative experience who are seeking state certification and/or preparation for positions in general school administration, elementary, secondary, or postsecondary school administration, or instructional supervision. The program will provide students with a basic understanding of the administrative process and its general application to mid-level administrative or supervisory positions.

The Specialist in Education degree is intended primarily for administrators and supervisors who wish to increase their competencies or seek positions with new or increased responsibilities. The thrust of the program is to provide individuals with an understanding of theoretical concepts, specialized professional skills, technical knowledge, and a background in research and statistical methodology in order to provide a utilitarian understanding of applied research for decision making. This is a terminal degree and is not designed as an intermediate step toward a higher degree.

The Doctor of Education degree in educational administration is a broad based program aimed at equipping individuals with the knowledge and skills for a variety of leadership positions, familiarity with the forces and influences which impinge on the process of education, sensitivity to the interrelationship between educational institutions and the communities they serve, and opportunities for the scholarly pursuit of knowledge. Students will be encouraged to engage in original research studies as well as to question with intelligence and discrimination the research findings of others.

ADMISSION REQUIREMENTS

- (1) **Master of Arts:** In addition to the general requirements for admission to the School of Education, applicants must have at least one year of successful school experience.

Admission to the School of Education does not automatically admit a student into a degree program. Formal application should be made to the Program Director during the semester in which the student expects to complete twelve semester hours of course work, including six hours in administration and/or supervision. No more than twelve hours of work completed at Atlanta University before admission to the program may count towards the degree.

- (2) **Specialist in Education:** The following are in addition to the University and School of Education requirements. (See pages 62-63 for the University requirements).
 1. A Statement of Goals, including a short biographical sketch, reasons for applying to this program, basic philosophy and life goals, and how the program at Atlanta University will facilitate the achievement of those goals.
 2. Miller Analogies Examination score.

- (3) **Doctor of Education:** Entrance requirements are the same as for the Specialist degree above except that the qualifications for the Georgia AS-5 Certificate may be waived in the case of an applicant who otherwise shows evidence of excellent promise for success in educational leadership. For further information contact the Program Director.

CANDIDACY REQUIREMENTS

- (1) **Master of Arts:** Formal admission as a degree candidate requires:
1. Completion of twelve credits, including six in administration.
 2. Completion of the Communications Test requirement.
 3. Removal of all entrance conditions.
 4. Satisfactory completion of the Qualifying Test.
- (2) **Specialist in Education:**
1. Completion of eighteen credits at Atlanta University, including at least nine credits in administration and/or supervision.
 2. Completion of Communications Test requirement.
 3. Satisfactory completion of the Qualifying Test.
 4. Approval of a research proposal.
- (3) **Doctor of Education:**
1. Completion of eighteen credits at Atlanta University, including at least six credits in administration and/or supervision.
 2. Completion of at least two years of graduate study.
 3. A position paper which consists of a written self-analysis of the student's attainment of the minimal skills and competencies required of all educational leaders and the specific skills and competencies needed for the achievement of the student's own professional goals. (See Program Director for guidelines).
 4. A written Qualifying Test.
 5. An oral examination based on items 3 & 4 above.
 6. Approval of a dissertation proposal. This requires an oral defense by the student.
 7. Demonstrated competence in two research tools.

DEGREE REQUIREMENTS

- (1) **Master of Arts:**

Area of Study		Credits Required
Foundations:		6
Historical, Philosophical, or Sociological	(3)	
Psychological	(3)	
Curriculum: EDC 562 or EDC 582		3
Research & Statistics: EDF 540 & 541		6
Administration:		
Theory:	EDA 500	3
Organization & Practice:	EDA 510	3
Interpersonal Relationships:	EDA 532 or EDA 539	3
School Law:	EDA 545	3
Experiential Training:	EDA 565	3
Instruct. Supervision:		3
Electives related to major goals		6
Total		39

(2) Specialist in Education:

1. Grade point average of 3.2 in all graduate work.
2. Completion of a minimum of 30 semester hours of course work subsequent to the master's degree.
3. Completion of a minimum of thirty-six semester hours in administration and supervision, including work done at the master's level. At least six of these hours must be in instructional supervision.
4. An acceptable research paper based upon the successful completion of a field research project which demonstrates the student's skills in research methodology.
5. An oral examination on the project.
6. The following minimum course requirements:

Area of Study	Minimum Credits Required
Foundations:	12
Historical, Philosophical, or Sociological	(6)
Psychological	(6)
Curriculum (EDC 562 required):	6
Research & Statistics:	9
Administration:	36
Theory (EDA 600 required)	Minimum 6 credits
Organization & Practice	Minimum 3 credits
Interpersonal Relationships	Minimum 3 credits
School Law	Minimum 3 credits
Experiential Training (EDA 660 required)	Minimum 3 credits
Interdisciplinary Seminar	Minimum 3 credits
Instructional Supervision	Minimum 6 credits
Electives related to major goals	Minimum 9 credits
	Total
	63

(3) Doctor of Education:

A minimum of 90 semester hours of course work is required with at least 48 hours completed at Atlanta University, distributed as follows:

Administration and Supervision:	Min. of 30 credits
Social Sciences:	Min. of 15 credits
Curriculum:	Min. of 6 credits
Learning Theory and Development:	Min. of 6 credits
Research Methodology and Statistical Techniques:	Min. of 12 credits
Internship (if required):	Max. of 6 credits
Dissertation:	Max. of 6 credits
Electives related to major goals:	to make a total of 90 credits

CERTIFICATION REQUIREMENTS

The degree programs in administration and supervision have been approved by the Georgia State Department of Education for certification purposes. Graduates of these programs will therefore be qualified to receive a certificate, provided they have at least three years of acceptable school experience.

Certification Program

Students who wish to add certification in administration and supervision to an existing certificate may be admitted as Special students if they meet the requirements for admission to the School of Education and have a master's degree.

Requirements for the Georgia AS-5 Certificate in Administration and Supervision include: eligibility for the T-4 Teaching Certificate, three years of acceptable school experience, two courses in foundations, one course in educational research, one course in curriculum for school administrators and supervisors, and five courses in administration and supervision distributed as follows:

Theory: EDA 500	3 credits
School Organization and Administration:	3 credits
School Law: EDA 545	3 credits
Instructional Supervision:	3 credits
One additional course in administration or supervision:	3 credits
Total	15 credits

Requirements for the Georgia AS-6 Certificate in Administration and Supervision include: eligibility for the AS-5 Certificate, two courses in psychological foundations, two courses in educational foundations, two courses in educational research, and ten courses in administration and supervision, including at least two courses in supervision. A minimum of thirty semester hours must be completed subsequent to the award of the master's degree. Details of the program can be worked out with the faculty advisor to meet the individual needs of the student.

COURSE DESCRIPTIONS

EDA 500. Principles of Administration. A study of the basic theories and principles of administration and an orientation to the programmatic needs of aspiring administrators. 3 credits

EDA 505. Principles of Supervision. An orientation to the basic theories and principles of instructional supervision 3 credits

EDA 510. School Organization and Administration. A study of the structural patterns of American public schools and the principles and procedures for school organization and administration. 3 credits

EDA 514. Administration of Community Education. A study of the organization and administration of the school as an agency for the continuous education of the total population of the community.

EDA 515. Organization of the Supervision Program. An analysis of the nature and structure of instructional improvement programs and the procedures for coordinating such programs. 3 credits

EDA 532. Human Relations in School Administration. A study of the methods and techniques of promoting and maintaining effective programs of good human relations in educational organization. 3 credits

EDA 539. School-Community Relations. An analysis of the factors which affect the relationships between the school and the community it serves. 3 credits

- EDA 541. Student Personnel Administration.** An intensive study of student personnel problems in the public schools. 2-3 credits
- EDA 543. Building Level Administration of the Non-Instructional Program.** An overview of the principal's responsibilities in dealing with the budget, purchasing, payroll, building operation and maintenance, school lunch program, etc. 1-2 credits
- EDA 545. School Law.** An analysis of school law cases as they affect the general practices and policies of American Education. 3 credits
- EDA 561. Administration Workshop.** Students work cooperatively to analyze and develop possible solutions to critical issues and problems confronting school administrators. 2-3 credits
- EDA 562. Supervision Workshop.** Students work cooperatively to analyze and develop possible solutions to critical issues and problems confronting instructional supervisors. 2-3 credits
- EDA 565. Practicum in Administration.** Students carry out prescribed administrative responsibilities under the cooperative supervision of a school administrator and the university instructor. 3 credits
- EDA 572. Seminar in Supervision.** A study of the problems related to procedures and techniques of working with school personnel to improve the instructional program. Prerequisite: EDA 505 or 515. 3 credits
- EDA 592. Master's Thesis.** Under the supervision of his faculty advisor, the student will prepare and present a thesis outline and complete a satisfactory thesis. 6 credits
- EDA 594. Research Design and Methodology in Educational Research.** Exploration of issues involved in designing research projects and determining appropriate methodology as a preliminary to more advanced courses required in doctoral program. 3 credits
- EDA 600. Advanced Study in Administration Theory.** A study of the nature of theory and theory building, and an analysis of the literature related to administrative theory. Prerequisite: Five courses in administration and supervision. 3 credits
- EDA 610. School System Administration.** Development of the American public schools in relation to the local, state, and federal communities. 3 credits
- EDA 611. The Superintendency.** A study of the organization and management of the central office staff with emphasis on the responsibilities and problems of the top school administrator. 3 credits
- EDA 612. Junior High and Middle School Administration.** A comprehensive treatment of the development, organization, program, trends, and special problems in the middle grades. 1-3 credits
- EDA 613. High School Organization and Administration.** A study of the structure and organization of the high school, instructional program, and responsibilities of the principal. 1-3 credits
- EDA 614. Systems Analysis and Application.** An exploration of the theory and application of the systems approach to the solution of educational problems. 2-3 credits
- EDA 615. Elementary School Organization and Administration.** A study of the structure and organization of the elementary school, instructional program, and responsibilities of the principal. 1-3 credits

- EDA 620. College Administration.** Organization and administration of postsecondary level programs. A study of current principles, practices, and procedures. 3 credits
- EDA 633. Leadership Behavior.** An analysis of the personality and behavioral aspects of successful leadership and the principles, practices, and techniques that are effective in working with people to achieve group objectives. 3 credits
- EDA 638. Organizational Behavior.** Emphasis is on human performances in the organizational setting with activities directed toward developing understanding of theoretical approaches to studying behavior and skill in resolving organizational problems. 3 credits
- EDA 644. Advanced Seminar in School Law.** An analysis of current school law cases as they relate to the policies and governance of educational institutions. Prerequisite: EDA 545. 3 credits
- EDA 645. School Business Administration.** A study of the principles and practices used in organizing and operating the records, finances, and business activities of schools and school systems. 2-3 credits
- EDA 646. School Plant and Facility Planning.** Organization and administration of school plant and building programs for effective implementation of modern instructional programs. 2-3 credits
- EDA 647. School Finance.** An examination of current principles and practices as they relate to the development and maintenance of an efficient fiscal administration of a school system. 3 credits
- EDA 648. Economics of Education.** A study of methods of financing education at local, state, and federal levels, inequity in resource allocation, education production functions and other issues which affect the economics of education. 3 credits
- EDA 654. Staff Personnel Administration.** A study of principles and practices used in effective recruitment and maintenance of school personnel programs. 2-3 credits
- EDA 655. Professional Negotiations.** A study of current practices, techniques, and policies in negotiating with school personnel the conditions of employment and curriculum implementation. 2-3 credits
- EDA 658. Administration of Academic Programs in Higher Education.** A study of the structure, functions, processes, and trends of modern curricula, with an analysis of management strategies. 3 credits
- EDA 660. Administrative Internship.** Cooperatively guided and supervised administrative and supervisory experience in selected communities and school systems. 3-9 credits
- EDA 671. Current Trends and Issues in Administration and Supervision.** An analysis of current literature and research in administration and supervision. 2-3 credits
- EDA 677. Independent Study in Administration.** Advanced students will be given the opportunity to conduct independent study and research on projects which have been given prior approval. 3 credits
- EDA 681. Interdisciplinary Seminar.** Students enrolled in different departments will discuss current issues in education. Required for Ed.S. students. 3 credits

- EDA 694. Directed Research.** Advanced students will be given the opportunity for the systematic study and development of projected solutions for major operational problems. Prerequisite: EDF 540-541. 3 credits
- EDA 699. Thesis Advisement.** 1 credit
- EDA 700. Advanced Seminar in Educational Leadership.** A doctoral level seminar in which students will study the various facets of educational leadership. 3 credits
- EDA 735. The Change Process and Decision Making.** An analysis of the skills, procedures, and principles involved in bringing about change in educational administration. 3 credits
- EDA 756. Politics of Educational Administration.** A study of the power structure as it affects the operation of educational institutions both within and outside of the bureaucratic structure of education. 3 credits
- EDA 760. Administrative Internship.** Supervised administrative internships in various selected agencies and educational settings. 3-9 credits
- EDA 765. Leadership Training Activities.** Activities performed outside regular class structure which strengthen leadership behaviors, such as seminar leadership, leadership in community activities, and other approved activities. 1-9 credits
- EDA 772. Black Community Issues for Educational Administrators.** An advanced seminar on the discussion of community issues with particular emphasis on the concerns of Black administrators. 3 credits
- EDA 773-774. Research Seminar in Administration.** A two-semester seminar required of doctoral students for the study of critical issues and an analysis of educational research as well as their own research efforts. 3 credits
- EDA 775. Seminar in Educational Policy and Leadership.** An analysis of critical issues involved in the development of educational policy, with particular emphasis on the role of Black leadership. 3 credits
- EDA 777. Independent Study in Educational Leadership.** Students will work independently at the doctoral level on projects which have been given prior approval. 3-6 credits
- EDA 798. Doctoral Dissertation.** Under committee guidance, the doctoral student will study, analyze, and write a dissertation on a topic of importance in educational administration. 1-6 credits
- EDA 799. Dissertation Advisement.** 1 credit

Curriculum

The Department of Curriculum offers graduate programs leading to the Master of Arts degree in four areas of concentration: Early Childhood Education, Elementary Education, Reading, and Secondary Education. In addition to the Master of Arts degree, the Department offers programs leading to the Specialist in Education degree in Elementary Education, Reading, and Secondary Education.

DEGREE REQUIREMENTS:

Requirements for the Master's degree and the Specialist in Education degree are those specified by the University and the School of Education. In addition, the following requirements apply:

1. The student must complete at least 33 semester hours of graduate work at Atlanta University.
2. The student must have a 3.0 average in the area in which he specializes.

EARLY CHILDHOOD EDUCATION

The Early Childhood Education Program is structured to prepare specialists in the education of children from 0 to 8 years of age. The program uses a competency-based approach to the development of early childhood educators. As such, it relates to the personal discovery of individual teaching styles, the exploring of techniques which utilize the individuality of young children, and the researching of early childhood education.

The selection of courses for the Master of Arts degree in Early Childhood Education is made by the student in consultation with an advisor. Consideration is given to the student's previous preparation and the purpose for which the degree is sought.

Degree Requirements

	SEMESTER HOURS
EDUCATIONAL FOUNDATIONS	9
EDF 501. History of American Education	
or	
EDF 502. History of Black Education in America	
or	
EDF 511. Contemporary Philosophy of Education	
or	
EDF 533. Urban Culture and Education	
EDF 540. Research and Measurement I	
EDC 523. Psychology of Early Childhood	
or	
EDF 551. Human Growth and Development	
AREA OF SPECIALIZATION	24
EDC 522. Readings in Early Childhood Education	
EDC 524. Language Development in Young Children	
EDC 525. Curricular Integration of Numerical Thinking and Science for Young Children	

- EDC 526. Curricular Integration of Creative Experience for Young Children (Formerly EDC 616)
- EDC 581. Reading in the Elementary School
- EDC 617. Practicum in the Designing and Implementing of Curricula and Instructional Strategies (6 hours)
- EDC 619. Parental Involvement

ELECTIVES 6

Any two of the following

- EDF 541. Research and Measurement II
- EDF 644. Computer Assisted Educational Research
- EDS 577. Psycho-Educational Evaluations for Teaching
- EDS 580. Psychology of Exceptional Children
- EDS 588. Nature and Needs of Children with Learning Disabilities
- EDC 620. Infant Education
- EDC 535. Selection and Utilization of Educational Media
- EDC 537. Organization and Curricular Integration of Media

Total 39 hours

ELEMENTARY EDUCATION

The Master of Arts degree program for Elementary Education provides for a broad selection of courses in preparation for teaching grades K-8. Students may elect a sequence of courses which will prepare them for teaching across the broad spectrum of the elementary school curriculum, or the student may plan a sequence which will focus upon a particular area of content.

Credits

Degree Requirements

FOUNDATIONS 9

DEPARTMENTAL PROFESSIONAL COURSES 9

Three courses selected from the following:

- EDC 535. Selection and Utilization of Education Media or
- EDC 537. Organization and Curricular Integration of Media
- EDC 560. Elementary Curriculum Planning or
- EDC 573. Nature and Curriculum Needs for the Middle Grades
- EDC 571. Evaluation of Instruction
- EDC 674. Contemporary Issues in Elementary Education
(Formerly EDC 589) or
- EDC 675. Seminar: Problems in Elementary Education.

AREA OF SPECIALIZATION 15

Five courses selected from at least three of the following areas:

Reading

- EDC 514. Children's Literature
- EDC 581. Reading in the Elementary School
- EDC 584. Reading in the Middle School
- EDC 585. Survey, Analysis, and Production of Reading Materials
- EDC 590. The Pedagogy of Reading
- EDC 595. Reading for the Urban Learner

Language

- EDC 524. Language Development in Young Children
- EDC 580. Language Learning in the Elementary School

Mathematics

- EDC 502. Mathematics in the Elementary School
- EDC 503. Methods, Materials, and Problems of Teaching
Modern Mathematics in the Elementary School
- EDC 545. Numerical Thinking in Young Children
- EDC 546. Mathematics for the Underachiever
- EDC 547. Foundations of Mathematics for Elementary Teachers I
- EDC 548. Foundations of Mathematics for Elementary Teachers II
- EDC 550. Algebra for Elementary Teachers

Science

- EDC 506. Science in the Elementary School
- EDC 543. Science for the Young Child
- EDC 563. Man in Relation to His Environment I
- EDC 564. Man in Relation to His Environment II

Social Studies

- EDC 504. Social Studies in the Elementary School
- EDC 510. Essentials of Geography
- EDC 565. Geography of Africa

Health

- EDC 517. Materials and Methods in Health Education
- EDC 518. Health in Elementary and Secondary Schools

Fine Arts

- EDC 505. Principles and Techniques of Teaching Arts and
Crafts in the Elementary School
- EDC 508. Fundamentals of Applied Art in Schools and Communities
- EDC 512. Music in the Elementary School

ELECTIVES (if the thesis option is exercised) 6

SECONDARY EDUCATION

Educational programming at the secondary level is focused upon the instructional program conducted at the junior high, senior high, and/or fourteenth grade levels. Students may pursue secondary education Master of Arts degree programs with special preparation in English, French, mathematics, science (biology and chemistry), social science (history and political science), and behavioral science (anthropology, psychology and sociology). An undergraduate major in the area of specialization is requisite for entrance into each of the programs. Deficiencies in undergraduate preparation must be repaired.

Degree Requirements

	Credits
PROFESSIONAL EDUCATION	12
METHODS COURSES IN AREA OF SPECIALIZATION	3
One of the following:	
EDC 500. English in the Secondary School and College	
EDC 534. Social Studies in the Secondary School	
EDC 597. Mathematics in the Secondary School	
EDC 568. Science in the Secondary School	
EDC 596. Methods of Teaching Modern Foreign Languages	
COURSES IN AREA OF SPECIALIZATION	18
Students should elect courses in a chosen area of specialization in consultation with the School of Education faculty advisor responsible for that area as well as with the department chairperson in the School of Arts and Sciences under whose jurisdiction the courses fall.	
ELECTIVES (if the thesis option is exercised)	6
Total	39

READING

This Master of Arts degree program is designed to qualify students as specialists in reading instruction. The program provides professional preparation for three levels of instruction (elementary, middle school, and secondary college). Undergraduate majors in education, English, or psychology possess desirable background preparation for study in this area of concentration.

Degree Requirements

PROFESSIONAL EDUCATION	12
COURSES IN AREA OF SPECIALIZATION (Methods)	3
Select one of the following:	
EDC 560. Elementary Curriculum Planning	
EDC 573. Nature and Curriculum Needs for the Middle Grades	
EDC 561. Secondary Curriculum Planning	
EDC 500. Teaching English in the Secondary School	

COURSES IN AREA OF SPECIALIZATION (Reading)	
Required (will vary with area of interest or special program)	15-21
One of the following:	
EDC 581. Reading in the Elementary School	
EDC 583. Reading in Secondary School and College	
EDC 584. Reading in the Middle School	
EDC 590. The Pedagogy of Reading	
EDC 592. Reading Difficulties	
EDC 593. Diagnostic Practices in Classroom and Clinic	
EDC 594. Corrective and Remedial Practices in Classroom and Clinic	
Elementary majors only	
EDC 580. Language Learning in the Elementary School	

Secondary Majors only

EDC 578. Reading Instruction for Content Area Teachers

Graduate Assistants only

EDC 587. and 588. Apprenticeship in Reading I and II

Electives (select 3-9 hours from the following)*

EDC 578. Reading Instruction for Content Area Teachers

**EDC 586. Seminar in Reading: Exploration of
Contemporary Issues in Reading**

EDC 595. Reading for the Urban Learner

EDC 609. Research Seminar in Reading

College Reading Teachers

The Program for the Preparation of College Reading Teachers is a special work-study program in which the student is granted a graduate assistantship. The program is the result of cooperative financial and planning support of Clark, Morehouse, Morris Brown and Spelman Colleges and Atlanta University. The availability of assistantships is limited to ten per year and is open to Education or English majors at the graduate level. The program is not operative during the summer session. It is regarded as a two-year degree program which requires full-time residence.

Students enrolled in the School of Education must complete a 39-hour degree program. In addition to the academic requirement, a minimum of 12 hours per week of apprenticeship under the supervision of Reading Teachers at one of the participating undergraduate institutions or with the Atlanta University Reading Program comprises the assistantship or work provision of the arrangement. There are two one and one-half semester hour apprenticeship courses specifically designed for graduate assistants in reading. They are EDC 587 and 588. The basic course sequence is the same as that listed for the Master's program in Reading.

The Director of the Atlanta University Center Reading Program should be contacted for further information.

SPECIALIST IN EDUCATION DEGREE PROGRAMS

A minimum course requirement for the Specialist in Education degree is 30 semester hours **beyond** the master's level, and in the same area of specialization pursued at that level. Courses are to be selected under the advisement of a faculty sponsor and/or committee. Students should make selections from courses offered by all departments in the School of Education and by other schools of the University. Further expectations of the Ed.S. degree student focus upon regular participation in educational seminars offered by the School of Education. The forums provide opportunities for multi-disciplinary interchange of ideas on current issues in education, critique of current and classical research, innovation, and, in general, education as a field of study.

*Note: Electives may be chosen from all departments in the School of Education and from other schools in the University. Selections should be approved by advisor.

Other specific requirements for the Education Specialist degree are made available by the Department of Curriculum upon request.

COURSE DESCRIPTIONS

EDC 500. English in the Secondary School and College. (Identical with English 400). A study of the materials and modern methods in teaching secondary school and college English. 3 credits

EDC 501. Methods and Materials of Classroom Procedure. This course examines the development of the philosophy upon which modern classroom procedures are based. Emphases are placed upon the analysis of learner needs in school situations, the development of units of instruction, the selection of materials, and the use of approximate classroom procedures. offered occasionally in summer — 3 credits

EDC 502. Mathematics in the Elementary School. A presentation of theory and practice of teaching the nature of numbers, numerical thinking, problem solving, set theory, systems of numerations, and informal geometry. Consideration of techniques of instruction and evaluation. first semester and summer — 3 credits

EDC 503. Methods, Materials, and Problems of Teaching Modern Mathematics in Elementary School. Emphasis on selecting materials and methods of instruction, as well as adjusting and pacing the mathematics curriculum to meet the needs of individual pupils. (Not required but it is suggested that this course follow EDC 502.) 3 credits

EDC 504. Social Studies in the Elementary School. Students have opportunity for exploration and demonstration of principles and practices in the selection of appropriate content, teaching critical thinking, and helping children clarify values. First semester and summer — 3 credits

EDC 505. Principles and Techniques of Teaching Arts and Crafts in the Elementary School. An examination of the objectives, content and approaches to the instruction of art in grades K-8.

second semester and summer — 3 credits

EDC 506. Science in the Elementary School. Problem-solving techniques in science with concern for a K-8 science program conceived of as spirally and sequentially developed.

alternate semesters and summers — 3 credits

EDC 507. Physical Science for Middle School Teachers. A basic physical science course that is conceptual in nature. Consists of lectures, lecture-discussions, and laboratory experiences. Topics include energy and systems, measuring electricity and heat and particles.

occasionally — 3 credits

EDC 508. Fundamentals of Applied Art in Schools and Communities. Focus is on utilizing the school as a center to meet art needs of the community. Creativity is emphasized and opportunity provided for preparation of projects, demonstrations, and experimentations.

first semester and summer — 3 credits

EDC 509. Methods of Teaching Science in Middle Schools. Provides fundamental methods and techniques of teaching science in Middle Schools. Stresses the development of teacher competencies that include questioning, classroom organization, developing process skills and evaluating and reporting progress. 3 credits

- EDC 510. Essentials of Geography.** The experiences in this course are primarily concerned with the study of human beings and their economic activities in a real environmental setting — a study of terrestrial unities.
summer — 3 credits
- EDC 511. History of Black Choral Music.** A survey course of music literature that accompanies the black experience in America. Beginning with music of the oral tradition and progressing through arrangements of that music on through choral compositions by black composers, the student should be able to clearly understand how black music has developed.
4 credits
- EDC 512. Music in the Elementary School.** This course is organized to give the teacher help in methods of teaching music in the primary and intermediate grades. The use of audio-visual aids is stressed. Consideration is given to singing, voice-hygiene, and creative singing.
summer — 3 credits
- EDC 513. Principles and Materials of Art Education: Secondary School.** Creative expression is stressed. Various media, material, methods and activities for teaching art to pre-adolescent and adolescent learners are the focus of the course.
second semester and summer — 3 credits
- EDC 514. Children's Literature** (Identical with School of Library Service 414). This course is a study of folk and creative literature for children in terms of their interests, needs and abilities. Evaluation, selection, and use of materials in school and public libraries are included.
first semester and summer — 3 credits
- EDC 515. Literature for Young Adults** (Identical with School of Library Service 415). This course is a study of books and related materials for young adults with emphasis on reading for personal interest and recreation. Evaluation, selection and use of materials in school and public libraries are included.
second semester and summer — 3 credits
- EDC 516. Readings in Music History.** An approach to research in which bibliographical materials and references are examined with regard to style analysis, notation and criticism. Special topics are investigated by individuals and groups. Prerequisite: **Music History and Literature**, or its equivalent.
summer — 3 credits
- EDC 517. Materials and Methods in Health Education.** This course is designed to meet the needs of teachers and others in guiding children in their health care and problems. Lectures, discussions, first aid demonstrations and construction of devices that aid in health programs are included.
summer — 3 credits
- EDC 518. Health in Elementary and Secondary Schools.** Emphasis on the development of a philosophy with regard to aims and values of health teaching. Investigation of opportunities for integrating health materials with other subjects of the curriculum. Special attention is given to development of units.
summer — 3 credits
- EDC 522. Readings in Early Childhood Education.** A reading seminar covering the historical development and current issues in early childhood education. Attention is given to the conflict and controversy in the constant-changing field. Students will observe and critique the organization and functions of local agencies providing services for young children.
second semester and summers — 3 credits

- EDC 523. Psychology of Early Childhood Education** (Formerly EDC 618). The course examines different behavior theories as a process to explain behavior and learning in young children. Students will observe and record the behavior of children from birth to eight years, while exploring the relationship between theory and actual behavior of young children. each semester — 3 credits
- EDC 524. Language Development in Young Children.** An exploratory approach to the study of the acquisition of language. Attention is given to the contributions of language theorists, current research findings, in addition to examining teaching strategies used in language arts instruction. each semester — 3 credits
- EDC 525. Curricular Integration of Numerical Thinking and Science for Young Children.** Focus is on the exploration of curriculum design and teaching strategies used in developing readiness in mathematics and scientific concepts in young children. Instructional materials will be designed and field tested involving specific groups of children. 3 credits
- EDC 526. Curricular Integration of Creative Experiences for Young Children.** Emphasis is on the organizing, integrating, and facilitating of music, movement education, creative writing, dramatics and art instruction within the total curriculum program. Students will simultaneously serve as facilitators while utilizing a school setting to meet the creative needs of young children. 3 credits
- EDC 529. The Instructional Program of the Secondary School.** Attention is given to principles of secondary education, curriculum materials and patterns, evaluation, general techniques of teaching, special group processes and dynamics. 3 credits
- EDC 533. Music in the Secondary School.** This course is a study of the curriculum and the methods of teaching music in secondary schools. summer — 3 credits
- EDC 534. Social Studies in the Secondary School.** This course deals with the functions of social studies in secondary education and with the selection and use of appropriate instructional materials. first semester and summer — 3 credits
- EDC 535. Selection and Utilization of Educational Media.** Identifies criteria and methods for the selection, utilization and evaluation of educational media materials and sources of information for instructional purposes. each semester — 3 credits
- EDC 536. Administration of Educational Technology.** Emphasizes basic organization, services, policies and administrative procedures for effective administration of media programs. each semester — 3 credits
- EDC 537. Production of Instructional Media Materials.** A "hands-on" laboratory course which emphasizes local production of instructional media materials. A \$5.00 laboratory fee will be charged. 3 credits
- EDC 538. Programmed Instruction.** Identifies types of programs, their characteristics, advantages and limitations, criteria for selecting, writing and evaluating. occasionally — 3 credits
- EDC 543. Science for the Young Child.** Designed to explore the curriculum scope and sequence for science from pre-school through third grade with emphasis on the process-approach. 3 credits

- EDC 545. Numerical Thinking in Children.** Review in research and methodology of the development of mathematical readiness and skills in early childhood. second semester — 3 credits
- EDC 546. Mathematics for the Under-achiever.** Primarily for pre-service and in-service teachers and supervisors of elementary and junior high school mathematics. Emphasizes recent trends in curricular designs, strategies, methodology, and practices used in teaching pupils who are achieving below their grade levels. alternate semesters and summers — 3 credits
- EDC 547. Foundations of Mathematics for Elementary Teachers I.** Presents a modern analysis of elementary arithmetic, developing the arithmetic of whole numbers on the basis of properties of sets and the systems of integers as an extension of the natural number system. Other topics include logic, numeration systems and mathematical systems. 3 credits
- EDC 548. Foundations of Mathematics for Elementary Teachers II.** A continuation of Foundations of Mathematics for Elementary Teachers I. Develops the Rational Number System and the Real Number System and explores basic concepts in elementary number theory. An informal approach is made to the ordered field properties and completeness property of the Real Number System. 3 credits
- EDC 549. Informal Geometry for Elementary Teachers.** This course aims toward developing in the student a feeling for the geometric concepts central to the mathematics program of the elementary grades. These include construction and measurement, congruence and similarity, parallelism and perpendicularity. The course employs an intuitive approach. 3 credits
- EDC 550. Algebra for Elementary Teachers.** This course deals with topics in elementary algebra, negative numbers, linear and quadratic equations, polynomials. Other topics will include the theory of numbers, probability, and statistics. 3 credits
- EDC 552. Mathematics for Middle School Teachers.** Content concentration on Set Theory, Whole Numbers, Currency, Decimals, Fractions, Geometry, Measurements, English and Metric Systems, Equations, Inequalities and Number Sentences, Integers, and Problem Solving — grade levels 6, 7, 8, 9.
- EDC 556. Problems of Teaching in the Secondary School.** Special attention is given to the chief kinds of professional problems which teaching in public secondary schools involves. Actual professional problems are utilized as a basis for assisting enrollee in working more efficiently. Workshop approach. 3 credits
- EDC 557. Methods and Materials for Teaching the Black Experience.** Provides experiences and three dimensional graphic, pictorial and audio problems of "Teaching the Black Experience." summer — 3 credits
- EDC 560. Elementary Curriculum Planning.** Basic principles and practices in curriculum planning and their effective use in the elementary classroom. first semester and summer — 3 credits

- EDC 561. Secondary Curriculum Planning.** This course concerns itself with the activities involved in over-all curriculum planning in secondary schools. first or second semester, occasionally summers — 3 credits
- EDC 562. Administration of the Instructional Program.** Role and function of the administrator in the development, improvement, and implementation of the instructional program, grades 1-12. summer — 3 credits
- EDC 563. Man in Relation to His Environment I** (Formerly EDC 566A). The general aim is to acquaint students with the natural environmental forces which have developed and maintained all living things now in existence. 3 credits
- EDC 564. Man in Relation to His Environment II** (Formerly EDC 566B). The aim is to develop an awareness of the interrelationship of all living things and of their dependence upon certain environmental conditions for survival. 3 credits
- EDC 565. Geography of Africa.** Stresses a series of questions or problems about the Continent of Africa for which answers must be found in the relationships between physical conditions, forms of life, and human responses. 3 credits
- EDC 566. Thesis Writing.** Enrollment in this course is for the purpose of advisement and assignment of thesis chairman and committee. each semester and summer — 6 credits
- EDC 567. Independent Study.** Individual inquiry into theoretical and practical interests. Contractual arrangements with instructor. each semester and summer — 1-3 credits
- EDC 570. Methods, Materials, and Problems of Teaching in the Elementary School.** For experienced elementary school teachers, principals, and supervisors. Topics included are: history, organization and operation of the elementary school, curriculum trends, non-graded primary schools, and relations with parents and community. summer — 6 credits
- EDC 571. Evaluation of Instruction.** Emphasizes the ongoing evaluative interaction between teacher and student as a guide to curricular experiences that promote effective academic and social growth. second semester and summer — 3 credits
- EDC 573. Nature and Curriculum Needs for the Middle Grades.** The course focuses on two issues: (1) the psychological development of the middle grades child; and (2) principles of curriculum planning for the middle grades child. first semester and summer — 3 credits
- EDC 578. Reading Instruction for Content Area Teachers.** Specific focus upon the selection and application of appropriate reading skills to reading materials used in content areas. Considers techniques of evaluating comprehensibility and comprehension of materials used in school subjects. alternate semesters — 3 credits
- EDC 579. Speech and Language Problems in the Classroom** (Formerly EDC 583). The course is concerned with the nature and causes of delayed language development and speech handicaps of children. The role of the teacher in early identification, examination, referral and remediation of speech and language difficulties are stressed. summer — 3 credits

- EDC 580. Language Learning in the Elementary School.** A survey of receptive and expressive language processing with detailed attention to techniques of developing and evaluating individualized communication skills of the elementary school child. Required for specialization on the elementary school level. first or second semester and summer — 3 credits
- EDC 581. Reading in the Elementary School.** Concentrates on the reading skills and techniques and approaches for developing the reading skills for pupils in an elementary school developmental reading program.
each semester and summer — 3 credits
- EDC 582. Curriculum Construction and Revision.** A study of curriculum theory, construction, and evaluation. 3 credits
- EDC 583. Reading on the Secondary and College Levels.** Presents the scope and sequence of a developmental reading program at the secondary and college levels. Instruction in the reading skills basic to total curriculum with specific emphasis on the content areas is given. Approaches and techniques for skill development at these levels are included.
first semester and summer — 3 credits
- EDC 584. Reading in the Middle School.** Offers the scope and sequence of reading skills needed by the middle school reader. Approaches and techniques suitable for teaching the skills are presented. The unique characteristics of the middle school and its pupils are overviewed.
first semester and summer — 3 credits
- EDC 586. Seminar: Exploration of Contemporary Issues in Reading.** A seminar in which issues confronting today's teacher of reading are presented and analyzed. Some attention is directed toward individual needs and interests with emphasis on self-enrichment and professional development. Contractual. Prerequisite: 581, 583 or 584.
alternate semesters and summer — 1-3 credits
- EDC 587. Apprenticeship in Reading I.** Supervised experiences and systematic analysis of college reading programs. Special attention given to interpretation of screening and evaluative instruments, examination of reading materials and techniques of developing specific reading skills. (Open to Graduate Assistants only) each semester — 1½ credits
- EDC 588. Apprenticeship in Reading II.** Supervised experiences in conducting laboratory and small group instruction in Reading on the college level. (Open to Graduate Assistants only) each semester — 1½ credits
- EDC 590. The Pedagogy of Reading.** Deals with the most vital aspects of reading instruction and research, as these are reflected in the literature of the field — past and present. Prerequisite: 581, 583, 584 or consent of instructor. first semester and summer — 3 credits
- EDC 592. Reading Difficulties: Their Underlying Causes and Correction.** A survey of causal factors underlying various reading difficulties, providing opportunities for: (1) consideration of basic steps in the diagnosis of cases and (2) exploration and critical analysis of current techniques or remediation. Required of students at all levels. Prerequisite: EDC 581, 583 or 584. each semester and summer — 3 credits

- EDC 593. Diagnostic Practices in Classroom and Clinic.** A practicum designed to provide training in diagnosing reading disabilities and prescribing a corrective or remedial program. Prerequisite: EDC 592 or consent of instructor. Limited enrollment. first semester — 3 credits
second semesters and summers by special arrangements
- EDC 594. Corrective and Remedial Practices in Classroom and Clinic.** A practicum in which students explore techniques for correcting reading difficulties of diagnosed cases. A systematic approach to remedial instruction is emphasized. Prerequisites: EDC 593 or consent of instructor. Limited enrollment. second semester and summer — 3 credits
- EDC 595. Reading for the Urban Learner.** Examines materials, methods, and programs in use with teaching reading to minority groups. Intended for all students interested in teaching in urban areas. alternate semesters — 3 credits
- EDC 596. Methods of Teaching Modern Foreign Languages.** An intensive study of the most recently developed methods and techniques of foreign language instruction and of the theories on which these methods and techniques are based. (Identical with FRH 496.) 3 credits
- EDC 597. Mathematics in the Secondary School.** The structure of secondary school mathematics is dealt with in terms of a program of sequential nature. Stress is placed on building understanding and thinking about mathematics in a rational and logical way. each semester and alternate summers — 3 credits
- EDC 598. Science in the Secondary School.** Science from the viewpoint of objectives and philosophy of science education in a modern world; proposed programs in biology, physics, chemistry, and general science. first semester — 3 credits
- EDC 599. Teaching of General Science.** For teachers and supervisors of science in junior and senior high schools. Instruction, methods of selecting and organizing materials, classroom and laboratory techniques, visual aids, testing and evaluation. Prerequisite: EDC 598. summer only — 3 credits
- EDC 600. Teaching Biological Science.** Biological instruction, methods employed, stressing reports of the American Institute of Biological Science and of Science Manpower Project. second semester, alternate years — 3 credits
- EDC 602. Teaching Physical Science.** Instruction in physical sciences, methods employed, materials to be selected and techniques for demonstration. Stresses reports of American Chemical Society. second semester, alternate years — 3 credits
- EDC 603. The Consultant in Science.** Function of the science consultant at elementary and/or secondary levels: methods of working with teachers, human relations, groups dynamics, and observational procedures. summer only — 3 credits
- EDC 607. Psychological, Sociological and Linguistic Bases of Reading Instruction.** Examines psychological, sociological and linguistic research having implications for reading theory and/or instructions. Required of Ed.S. students. Prerequisite: Consent of instructor. first or second semester — alternate summers — 3 credits

EDC 608. The Reading Program: Curricular and Supervisory Problems.

Designed to guide reading personnel in the dynamics of curriculum development and supervisory behaviors. Designed for Ed.S. students. Prerequisite: EDC 607 and/or consent of instructor.

first or second semester — alternate summers — 3 credits

EDC 609. Research Seminar In Reading. Focuses upon significant research contributing to reading theory. Interdisciplinary thrust. Designed for Ed.S. students. Prerequisite: EDC 608.

alternate semesters and summer — 3 credits

EDC 610. The Reading Program: Organization, Administration and Supervision. Prepares supervisors for the job of organizing school and area reading programs. Emphasis is on organization of staff and pupils to achieve maximum benefit from available resources. The administrative aspects of community relations, fund seeking and public relations are included. Designed for Ed.S. students.

by special arrangement — 3 hours credit

EDC 611. The Reading Program: Staff Development. Introduces the supervisor to in-service training from the orientation period through the year's progression. Focuses on evaluation of programs for individual teachers, total staff, and paraprofessionals for the reading program. Designed for Ed.S. students.

by special arrangement — 3 hours credit

EDC 612. The Reading Program: Internship. Focus is upon analysis, implementation, and evaluation of (1) the reading curriculum and (2) the organization of the total school reading program. Supervisory and consultant competencies to be developed during period of internship. Prerequisite or concomitant enrollment in EDC 610. Designed for Ed.S. students.

by special arrangement — 3-6 hours credit

EDC 617. Curricula and Instructional Strategies: A Practicum. The course focuses on the implementation and evaluation of educational models and teaching strategies in a workshop and in a practicum setting. The practicum is in session five days per week. Workshops are convened three hours per week.

by special arrangement — 6 credits

EDC 619. Parental Involvement. The course is designed to explore materials, techniques and other resources suitable to facilitate communication between parents and those charged with the responsibility of educating children.

second semester and summer — 3 credits

EDC 635. Principles of Community Education. Designed to introduce students to the concept of community education and to the design of the community education curriculum.

3 credits

EDC 675. Seminar: Problems in Elementary Education. Students cooperate in identifying various problems that confront the elementary teacher. Alternatives appropriate to the solution of such problems are explored.

first and second semesters — 3 credits

EDC 676. Curriculum Theory. A study of the place of curriculum theory in general curriculum development. Limited to sixth- and seventh-year students.

second semester and summers — 3 credits

EDC 681. Interdisciplinary Seminar. Students enrolled in different departments will discuss current issues and problems. Faculty from different departments will act as resource persons. Open only to sixth- and seventh-year students. each semester — 3 credits

EDC 682. Special Curriculum Problems. Intended to provide opportunities to isolate and investigate actual school and community problems or concerns with the hope of deriving avenues for possible solution. Primarily for sixth-year and seventh-year students. occasionally — 3 credits

EDC 694. Supervised Field Research Experience. Opportunity is provided for students to develop solutions to major operational problems in the field of education. Open only to sixth-year and seventh-year students. Prerequisite: EDF 540-541 or an acceptable substitution.

by special arrangement — 3 credits



Foundations of Education

The primary goal of the Department of Foundations is to provide a variety of experiences in the behavioral and humanistic disciplines and in research for all programs in the school. Programs leading to the Master of Arts Degree in Social Foundations of Education, Urban Education, or in Educational Research enable the student to select experiences from the School of Education and the University to meet a variety of professional goals for which a more specialized program would not be appropriate. The flexibility of these programs also enables the student who plans further advanced graduate study to acquire a sound and broad background.

DEGREE REQUIREMENTS

Social Foundations of Education

Students working toward the master's degree in social foundations of education may specialize in any of the following areas with a minor in one of the others: history of education, philosophy of education, sociological foundations of education, urban education or community education.

Credits

A. General Requirements	12
EDF 551. Human Growth and Development or a suitable substitute	
EDF 540. Research and Measurement I	
EDF 541. Research and Measurement II	
and one course in the historical, philosophical or social foundations of education recommended by an advisor.	
B. Foundations Specialization	15
Students, in consultation with an advisor, select courses from the social foundations and urban problems of education designed to fit their major interest.	
C. Minor	12
Students, in consultation with their advisor, select 12 hours in courses which are directly related to their foundations specialization. It is anticipated that courses would come from the disciplines of sociology, history, political science, philosophy, and economics.	

Total 39

Urban Education

Credits

A. General Requirements	12
EDF 551. Human Growth and Development or a suitable substitute	
EDF 540. Research and Measurement I	
EDF 541. Research and Measurement II	
EDF 533. Urban Culture and Education (Recommended)	
B. Urban Education	9
Students, in consultation with an advisor, select from any de-	

partment in the University, courses that deal with concerns of the city and relate to their professional goals.

C. Departmental Specialization	9
Courses approved by the cooperating department including at least one course in special concerns of the city.	
D. Electives approved by advisor	9
Total	39

Educational Research

	Credits
A. General Requirements	12
EDF 551. Human Growth and Development or a suitable substitute	
EDF 540. Research and Measurement I	
EDF 541. Research and Measurement II	
and one course in the historical, philosophical or social foundations of education approved by an advisor.	
B. Research Specialization	18
Students, in consultation with an advisor, select courses in the areas of Research, Measurement, Statistics and Evaluation that fit their professional plans.	
C. Electives Approved by Advisor	9
Electives may be taken in an area of specialization (i.e.: reading, curriculum, administration, a subject matter field, etc.,) or in the area of testing, measurement, and psychology.	
Total	39

COURSE DESCRIPTIONS

EDF 500. History of Education. Emphasizes the European foundations out of which modern national educational systems of the West emerged.

3 credits

EDF 501. History of American Education. The development of education in the United States from the colonial period to the present. 3 credits

EDF 502. History of Black Education in America. Traces the education of Black people in America from their arrival from Africa to the present.

3 credits

EDF 503. History of Urban Education. Historical treatment of developing issues in American urban education. 3 credits

3 credits

EDF 510. Philosophies of Education. A survey and comparison of the major systems of western philosophical thought. Emphasis will be placed on the derivation of educational practice from basic philosophical tenets.

3 credits

EDF 511. Contemporary Philosophy of Education. A study of the major current trends and writings in educational theory. Emphasis on philosophic inquiry into current educational ideas. 3 credits

3 credits

EDF 531. School and The Social Order. A survey of school and community interrelationships. 3 credits

3 credits

EDF 533. Urban Culture and Education. Survey of the physical, subcultural, and social environments of city schools. first semester — 3 credits

- EDF 538. Internship in Urban Education.** Supervised experience in one or more community activities that affect city schools. Permission of instructor. each semester — 3 credits
- EDF 539. Social Issues and Education.** Concentrated interdisciplinary inquiry into three or four selected current controversies in educational policy which involve strongly felt social values such as community control, religion in the schools, Black Studies, etc. A framework for inquiry and decision-making in educational policy will be included. 3 credits
- EDF 540. Research and Measurement I.** First course in the required research and measurement sequence. Includes basic theory of test construction, data collection and treatment and the use of appropriate statistical tools and techniques. first semester and summer — 3 credits
- EDF 541. Research and Measurement II.** Second course in the required research and measurement sequence. Prerequisite: EDF 540. second semester and summer — 3 credits
- EDF 550. Independent Study in Foundations of Education.** Prerequisite: three hours of work in foundations, Departmental approval. 0-6 credits
- EDF 551. Human Growth and Development.** This course is designed to show the growth and development of human behavior with special emphasis on the application of basic learning theory to the classroom. The focus is on the individual learner and how he comes to know. each semester — 3 credits
- EDF 553. Intermediate Statistics.** A survey of the use of statistical techniques as a means of describing, comparing, and predicting probable trends in large and small samplings of data. summer only — 3 credits
- EDF 560. Politics of Educational Change.** Study of the impact of political developments on decision-making in American schools and the emergence of educational issues in politics. 3 credits
- EDF 633. Education and the Urban Dilemma.** Focuses on the school in the city with particular emphasis on the racial, economic and political dilemmas of schools in the inner-city. Permission of instructor. 3 credits
- EDF 635. Principles of Community Education.** Designed to introduce students to the concept of community education and to the design of the community education curriculum. NOTE: This course does not meet the Master's Degree "core" requirement. 3 credits
- EDF 642. Advanced Research and Measurement.** Advanced course in research design including experimental design and appropriate statistics. Some use will be made of computers at this level. Prerequisite: EDF 541 or equivalent. 3 credits
- EDF 644. Computer Assisted Educational Research.** The use of the computer in educational research. Appropriate computer languages. Prerequisite: EDF 541. first semester — 3 credits
- EDF 645. Directed Research in Foundations of Education.** Developing, researching, and writing of a problem or topic. Prerequisite: EDF 541, Departmental approval. 0-6 credits

EDF 655. Topical Seminar in Educational Foundations. Concentrated study of a single topic in the perspective of one or more of the foundational disciplines. Permission of instructor. Open to sixth- and seventh-year students only. 3-9 credits

EDF 662. Research Methodolgy and Experimental Design. Advanced work in methods of educational research emphasizing design of experiments. Open to sixth- and seventh-year students only. 3 credits

EDF 670. Advanced Statistics. Special attention given to analysis of variance, null hypotheses and the testing of the hypothesis of normal distribution, rank difference correlation, biserial correlation, point biserial correlation, tetrachoric correlation and the phi coefficient, partial correlation, the prediction of attributes, multiple prediction, and scaling procedures. Prerequisite: EDF 541 or instructor's permission. Open to sixth- and seventh-year students only. second semester — 3 credits



Psychological Services

The Department offers curricula which lead to graduate degrees in Guidance and Counseling, Educational Psychology, and the Professional Visiting Teacher. The curriculum in each area is designed to develop competency in teaching and/or counseling, and to discover new knowledge and new ways of serving the educational enterprise. Programs of study lead to Master of Arts and Specialist in Education degrees in each area and to the Doctor of Philosophy degree in Guidance and Counseling.

ADMISSIONS REQUIREMENTS

Master of Arts — The Department offers programs leading to the degree Master of Arts in each of its areas of specialization.

After the student has completed 12 semester hours of coursework at Atlanta University, and before he has completed 18 semester hours, he must make formal application for admission to the Department. The following requirements must have been met for eligibility:

- A. All conditions of admission to the School of Education must be satisfied.
- B. All University-required examinations must be satisfactorily completed.

Specialist in Education — The Department offers programs leading to the Specialist in Education degree in counseling and guidance and the professional visiting teacher.

If the student earned his master's degree in this department, he may apply immediately for admission to the Ed.S program. If he earned his master's degree elsewhere, he must have completed at least 12 hours and no more than 18 hours at Atlanta University before he applies for admission to the Department's Ed.S program. The following requirements must have been met for eligibility.

- A. All conditions of admission to the School of Education must be satisfied.
- B. All University-required examinations must be satisfactorily completed.
- C. Satisfactory performance on the Miller Analogies Test must be submitted.
- D. The student must present a letter of intent containing a description of applicant for attributes and experiences which qualify the admission to the program.
- E. Recommendations from five persons, including at least two college faculty members in the applicant's most recent academic program and at least two supervisors in the applicant's professional field must be submitted.
- F. The applicant must be interviewed by the Departmental faculty to determine the applicant's skill in social and interpersonal relationships and his degree of intellectual motivation.

Doctor of Philosophy — The Department offers a program leading to the Doctor of Philosophy Degree in counseling and guidance.

Prior to enrollment in the program, the applicant must present evidence of the following in addition to the general School of Education requirements:

- A. Evidence of satisfactory performance on the Graduate Record Examination, Aptitude and Advanced Tests, must be presented.
- B. Evidence of satisfactory performance on the Miller Analogies Test must be presented.
- C. Letters of recommendation from five persons, including at least two college faculty members in the applicant's most recent academic program and at least two supervisors in the applicant's professional field must be submitted.

After completing at least 12 semester hours and no more than 18 semester hours of coursework, the student must be interviewed by the departmental faculty to evaluate skill in social and interpersonal relationships and degree of intellectual motivation.

GUIDANCE AND COUNSELING

The counselor education program is designed to develop professional and scholarly personnel for service as counselors in community agencies, counselors in elementary and secondary schools, personnel workers in higher education, directors of guidance, and teachers of counselor education.

DEGREE REQUIREMENTS

Master of Arts

A minimum of forty-eight (48) semester hours of graduate work is required for completion of the degree Master of Arts with a specialization in Guidance and Counseling. The work must be distributed as shown below. Students who elect to write a thesis must register for EDG 666 **Thesis Writing** will earn six hours of elective credit.

Area of Study	Credits
A. The Nature of the Learner and the Psychology of Learning	6
B. The Program and Problems of the School	3
C. The Counseling Process	27
D. Research and Statistics	6
E. Electives	6

Area (a) Courses dealing with the nature of the learner and the psychology of learning.

Each of the following: (Students who have not previously taken equivalents of general psychology and human development will be required to complete EDF 551 before enrolling in these courses.)

EDP 558. Theories of Personality

EDP 620. Theories of Learning

Electives in this area may be selected from the following:

EDP 578. Psychology of Individual Differences

EDP 579. Adolescent Psychology

EDP 619. Advanced Educational Psychology

EDP 635. Psychology of Adjustment

EDP 653. Psychological Appraisal of the Individual

EDP 689. Abnormal Psychology

Area (b) Courses dealing with the program and problems of the school.
One of the following:

- EDF 500. History of Education**
- EDF 501. History of American Education**
- EDF 502. History of Black Education in America**
- EDF 503. History of Urban Education**
- EDF 510. Philosophies of Education**
- EDF 511. Contemporary Philosophy of Education**
- EDF 512. Classics in Education**
- EDF 531. The School and the Social Order**
- EDF 533. Urban Culture and Education**
- EDF 539. Social Issues and Education**
- EDF 560. Politics of Educational Change**
- EDF 633. Education and the Urban Dilemma**

Electives in this area may be selected from the above or from the following:

- EDC 560. Elementary Curriculum Planning and Evaluation**
- EDC 561. Secondary Curriculum Planning and Evaluation**

Area (c) Courses specifically designed for professional counselors.

Each of the following:

- EDG 530. Introduction to Counseling and Guidance in a Multi-ethnic Society**
- EDG 532. Program Development and Management in a Multiethnic Society**
- EDG 535. Contemporary Theories and Techniques of Counseling**
- EDG 537. Theories and Processes of Group Interaction**
- EDG 553. Introduction to Career Development**
- EDG 557. Administration and Interpretation of Psychometric Instruments**
- EDG 558. Practicum: Individual Counseling and Guidance in a Multi-ethnic Society**
- EDG 559. Practicum: Group Counseling and Guidance in a Multi-ethnic Society**
- EDG 560. Internship in Counseling and Guidance**

Electives in this area may be selected from the following:

- EDG 536. Black People in the World of Work**
- EDG 595. Laboratory in Professional Problems for Counselors**
- EDG 600. Techniques in Behavior Modification**
- EDG 612. Special Topics**
- EDG 613. Vocational Development Theory**
- EDG 638. Supervised Individual Study in Counseling Theories**
- EDG 678. Therapeutic Counseling**
- EDP 611. Community Agencies and Intervention Methods**

Area (d) Courses dealing with research and statistics.

Each of the following:

EDF 540. Research and Measurement I

EDF 541. Research and Measurement II

Electives in this area may be selected from the following:

EDF 553. Intermediate Statistics

EDF 670. Advanced Statistics

EDG 666. Thesis Writing

Area (e) Courses designed to strengthen the student's major interest.

Courses in this area may be selected from those listed above as electives or from courses in other departments. Selections must be approved by the student's advisor.

Specialist in Education and Doctor of Philosophy

Candidates for the Specialist in Education degree are required to earn a minimum of seventy-two (72) semester hours, at least thirty (30) of which must be earned after the master's degree. Hours earned must be distributed according to the outline below. Successful completion of an acceptable research project and of an oral examination on that project are required.

Candidates for the Doctor of Philosophy degree are required to earn a minimum of ninety-six (96) graduate semester hours, distributed as shown below. In addition to the course requirements, students must be prepared to demonstrate proficiency in any two of the following: French, German, Spanish, statistics, and computer science. Arrangements for a language examination must be made through the Foreign Language Department in the School of Arts and Sciences; arrangements for examinations in statistics and computer sciences must be made through the Department of Psychological Services. Non-credit courses are offered to assist the student in preparation.

Successful completion of a written qualifying examination, a dissertation, and an oral examination on the dissertation are required.

Area of Study	Ed.S.	Ph.D.
A. Knowledge of the Social Environment	12	15
B. Appraisal of the Individual	12	15
C. Personality Organization and Development	12	18
D. Counseling Theory and Practice	21	27
E. Research and Statistics	9	12
F. Professional Problems	6	9

Area (a) Knowledge of the Social Environment.

EDF 500. History of Education

EDF 501. History of American Education

EDF 502. History of Black Education in America

EDF 503. History of Urban Education

EDF 510. Philosophies of Education

- EDF 511. Contemporary Philosophy of Education
- EDF 512. Classics in Education
- EDF 531. The School and the Social Order
- EDF 533. Urban Culture and Education
- EDF 539. Social Issues and Education
- EDF 655. Topical Seminar in Educational Foundations
- EDG 536. Black People in the World of Work
- EDG 553. Introduction to Career Development
- EDG 613. Vocational Development Theory
- EDG 697. Integrative Seminar in the Social and Behavioral Sciences
- EDP 611. Community Social Agencies and Intervention Methods

selected courses from the Schools of Arts and Sciences, Business Administration, and Social Work

Area (b) Appraisal of the Individual.

- EDG 557. Administration and Interpretation of Psychometric Instruments
- EDP 578. Psychology of Individual Differences
- EDP 653. Psychological Appraisal of the Individual
- EDP 668. Introduction to Projective Techniques of Personality Assessment
- EDP 685. Theory of Mental Tests
- EDP 686. Administration and Interpretation of the Stanford-Binet and the Wechsler Scales for Children and Adults
- EDP 687. Wechsler and Stanford-Binet Practicum

Area (c) Personality Organization and Development.

- EDF 551. Human Growth and Development
- EDP 558. Theories of Personality
- EDP 579. Adolescent Psychology
- EDP 620. Theories of Learning
- EDP 635. Psychology of Adjustment
- EDP 683. Independent Study in Personality Organization and Development
- EDP 684. Social and Cultural Determinants of Personality
- EDP 688. Advanced Developmental Psychology
- EDP 689. Abnormal Psychology
- EDP 691. Advanced Integrative Seminar in Personality Theory

Area (d) Counseling Theory and Practice.

- EDG 530. Introduction to Counseling in a Multiethnic Society
- EDG 532. Program Development and Management in a Multiethnic Society
- EDG 535. Contemporary Theories and Techniques of Counseling
- EDG 537. Theories and Processes of Group Interaction
- EDG 558. Practicum: Individual Counseling and Guidance in a Multiethnic Society
- EDG 559. Practicum: Group Counseling and Guidance in a Multiethnic Society

- EDG 560. Internship in Counseling and Guidance
- EDG 600. Techniques in Behavior Modification
- EDG 638. Supervised Individual Study in Counseling Theory
- EDG 677. Independent Study in Counseling Theory
- EDG 678. Therapeutic Counseling
- EDG 679. Advanced Practicum: Supervision

Area (e) Research and Statistics.

- EDF 540. Research and Measurement I
- EDF 541. Research and Measurement II
- EDF 553. Intermediate Statistics
- EDF 644. Computer Assisted Educational Research
- EDF 662. Research Methodology and Experimental Design
- EDF 670. Advanced Statistics
- EDG 666. Thesis Writing
- EDG 694. Directed Research in Guidance
- EDG 698. Dissertation

Area (f) Professional Problems of the Counselor.

- EDG 595. Laboratory in Professional Problems for Counselors
- EDG 655. Professional Ethics and Legal Problems in Counseling, Guidance, and Testing
- EDG 656. The Professional Growth and Development of the Counselor
- EDG 680. The Professional Problems of Supervision

COURSE DESCRIPTIONS

- EDG 530. Introduction to Counseling in a Multiethnic Society.** A course for first semester students surveying historical, philosophical, and ethical bases for counseling and guidance in the United States, and giving special attention to the dimensions of facilitative relationships.
first semester — 3 credits
- EDG 532. Program Development and Management in a Multiethnic Society.** A course for third semester students giving attention to behavior and activities required for effective program design and management.
first semester — 3 credits
- EDG 535. Contemporary Theories and Techniques of Counseling.** A course for first semester students giving attention to major counseling techniques and to the theory that undergirds each.
first semester — 3 credits
- EDG 536. Black People in the World of Work.** An elective course studying Black people's experiences with work in the United States and emphasizing analysis of the past, assessment of the present, and planning for a future.
summer only — 3 credits
- EDG 537. Theories and Processes of Group Interaction.** A course for second semester students considering the processes and dynamics of groups in counseling and guidance.
second semester — 3 credits

- EDG 553. Introduction to Career Development.** A course for second semester students analyzing the processes of vocational development and decision making in a multiethnic society.
second semester — 3 credits
- EDG 557. Administration and Interpretation of Psychometric Instruments.** (same as EDP 557)
second semester — 3 credits
- EDG 558. Practicum: Individual Counseling and Guidance in a Multiethnic Society.** A course for second semester students who function under close supervision as counselors for selected clients.
second semester — 3 credits
- EDG 559. Practicum: Group Counseling and Guidance in a Multiethnic Society.** A course for third semester students who function with and under the supervision of a trained counselor as co-leaders of selected groups.
first semester — 3 credits
- EDG 560. Internship in Counseling and Guidance.** A supervised field placement for fourth semester students who function as professional counselors. The intern may or may not be compensated for this on-the-job training.
second semester — 3 credits
- EDG 595. Laboratory in Professional Problems for Counselors.** A course for selected advanced students who engage in research and problem solving activities pertinent to the current professional scene. Written consent of instructor required.
second semester — 3 credits
- EDG 600. Techniques in Behavior Modification.** A course for selected advanced students who engage in experimental research utilizing sophisticated behavior modification techniques. Written consent of instructor required.
first semester — 3 credits
- EDG 612. Special Topics.** An elective course providing for in-depth investigation of topics of special relevance to counselors.
occasionally — 3 credits
- EDG 613. Vocational Development Theory.** An elective course examining theories of vocational behavior and their relationships to vocational development, maturity, adjustment, and patterning.
occasionally — 3 credits
- EDG 638. Supervised Individual Study in Counseling Theories.** A course for selected advanced M.A. students applying their knowledge of counseling theories by planning and executing a research oriented project. Submission of a written prospectus of the project and approval by the instructor before the deadline for registration is required.
first semester — 3 credits
- EDG 655. Professional Ethics and Legal Problems in Counseling, Guidance and Testing.** A course for Ed.S and Ph.D. students focusing on the ethical and legal responsibilities of counselors, counselor supervisors, and counselor educators.
first semester — 3 credits
- EDG 656. The Professional Growth and Development of the Counselor.** A course, for Ed.S. and Ph.D. students emphasizing the skills needed in fulfilling the professional responsibilities of counselor education and supervision.
summers — 3 credits

- EDG 666. Thesis Writing.** An elective course for those Master of Arts degree students who elect to write a thesis. upon request — 6 credits
- EDG 677. Independent Study in Counseling Theory.** A course for Ph.D. students who will plan and execute a research oriented project. Written consent of instructor required. second semester — 3 credits
- EDG 678. Therapeutic Counseling.** An elective course for selected advanced students focusing on the theoretical and practical considerations in psychotherapy. Written consent of instructor required. first semester — 3 credits
- EDG 679. Advanced Practicum: Supervision.** A course for Ed.S. and Ph.D. students focusing on theoretical bases for and actual experience in the supervision of counselor trainees. Written consent of instructor required. second semester — 3 credits
- EDG 680. The Professional Problems of Supervision.** A course for Ed.S. and Ph.D. students focusing on research and training problems in counselor education and supervision. second semester — 3 credits
- EDG 692. Advanced Integrative Seminar in Counseling Theory and Practice.** A course for Ph.D. students focusing on the integration of contemporary counseling theories and implications for the practice of counseling. second semester — 3 credits
- EDG 694. Directed Research in Guidance.** A course for Ed.S. students providing consultation on the design of the required research project. each semester — 3 credits
- EDG 697. Integrative Seminar in the Social and Behavioral Sciences.** A course for selected advanced students integrating the substantive knowledge from the social and behavioral sciences which has relevance for the counselor education student. first semester — credits
- EDG 698. Dissertation.** A requirement for Ph.D students who must plan and execute a highly scholarly and competent piece of research relatively independently. each semester — 3 credits
- EDG 700. Multivariate Statistics.** A non-credit opportunity for Ph.D. students preparing to meet the statistics option for the research tool requirement. occasionally — 0 credits
- EDG 750. Doctoral Internship.** A supervised experience in an approved counseling agency designed for the Ph.D. student. by special arrangement — 0 credits
- EDP 611. Community Agencies and Intervention Methods.** A study of agencies within the community that are prepared to assist clients with problems interfering with effective functioning; strategies for productive team efforts and referral system. second semester — 3 credits

EDUCATIONAL PSYCHOLOGY AND MEASUREMENT

Forty-five credits are required for the Master of Arts degree. This requirement can be met by successfully completing 39 (thirty-nine) credits of course work and a thesis worth six (6) credits. Also, students may complete forty-five (45) credits of course work.

The program is designed to help the student develop scholarly and research competencies in the field of Educational Psychology and Measurement.

Master's Degree Requirements

Area of Study	Credits
A. General Background Courses	12
B. Required Courses in Area of Specialization	24
C. Electives	3-9

Course Offerings

Area (a) General Background Courses

Each of the following:

EDF 540. Research and Measurement I

EDF 541. Research and Measurement II

EDF 551. Human Growth and Development (or an acceptable substitute)

One of the following:

EDF 500. History of Education

EDF 501. History of American Education

EDF 502. Education of the Negro in America

EDF 510. Philosophies of Education

EDF 511. Contemporary Philosophies of Education

EDF 512. Classics in Education

EDF 530. Educational Sociology

EDF 531. The School in the Social Order

EDF 533. Urban Culture and Education

EDF 560. Politics of Educational Change

EDF 633. Education and the Urban Dilemma

Electives in this area may be selected from the above or from the following:

EDP 662. Research Methodology and Experimental Design

EDP 553. Intermediate Statistics

Area (b) Required courses in area of specialization

EDP 557. Administration and interpretation of Psychometric Instruments

EDP 619. Advanced Educational Psychology

EDP 620. Theories of Learning

EDP 653. Psychological Appraisal of the Individual

EDP 685. Theory of Mental Tests

EDP 686. Administration and Interpretation of the Stanford-Binet Scale and the Wechsler Scales for Adults and Children

EDP 687. Wechsler and Stanford-Binet Practicum

EDP 578. Psychology of Individual Differences

Area (c) Electives from the courses listed below. Thesis students must take three (3) credits and non-thesis students must take nine (9) credits. All non-thesis students must include EDP 690 as an elective.

- EDP 558. Theories of Personality
- EDP 579. Adolescent Psychology
- EDP 635. Psychology of Adjustment
- EDP 667. Dynamic Theories of Personality
- EDP 668. Introduction to Prospective Techniques of Personality Assessment
- EDP 670. Advanced Statistics
- EDP 689. Abnormal Psychology
- EDP 690. Supervised Individual Study in Educational Psychology and Measurement
- EDP 700. Multivariate Statistics
- EDF 580. Social Status and Learning
- SOC 521. Social Psychology
- EDP 666. Thesis Writing

COURSE DESCRIPTIONS

EDP 553. Intermediate Statistics. (Same as EDF 553). The aim of this course is to help the student acquire information about statistical techniques. The student must demonstrate his/her mastery of these techniques by describing and predicting probable trends in parametric and non-parametric data. summer — 3 credits

EDP 557. Administration and Interpretation of Psychometric Instruments. A study of the detailed problems of administration and the use and interpretation of group and individual mental and educational tests. Prerequisite.: Elementary Statistics. second semester — 3 credits

EDP 558. Theories of Personality. The aim of this course is to help the student acquire information and knowledge concerning the major trait, dynamic, and holistic theories of personality. second semester—3 credits

EDP 578.† Psychology of Individual Differences. A study of the psychological differences among individuals due to race, sex, age, intelligence, socio-economic status and other factors. second semester — 3 credits

EDP 579. Adolescent Psychology. The purpose of this course is to provide the student with information on the individual's behavior during the transition from childhood to adulthood. The biological, sociological, and psychological aspects of adolescence are examined.

first semester — 3 credits

EDP 611. Community Agencies and Intervention Methods. A study of agencies within the community that are prepared to assist clients with problems interfering with effective functioning; strategies for productive team efforts and referral systems. second semester — 3 credits

EDP 619. Advanced Educational Psychology. This course will deal with the following elements of educational psychology: physiological basis of learning, habit formation, perception learning, feelings and emotions, associative learning, memory, and the learning process.

first semester — 3 credits

†Undergraduate students may be admitted.

- EDP 620. Theories of Learning.** Modern theories of learning and their application to education are carefully examined.
second semester — 3 credits
- EDP 621. Orientation to School Psychology.** An introduction to the methods and techniques used by school psychologists.
first semester — 3 credits
- EDP 635. Psychology of Adjustment.** Emphasis is on symptoms of good mental health as exemplified by the healthy personality. Significant personality difficulties and practical suggestions are stressed in attaining and maintaining sound mental health. Prerequisite: General Psychology.
first semester — 3 credits
- EDP 653. Psychological Appraisal of the Individual.** The aim of this course is to enable the student to acquire skill in the collection and utilization of comprehensive psychologic information about the individual student.
3 credits
- EDP 662. Research Methodology and Experimental Design. Same as EDG 662 and EDF 662).** The aim of this course is to provide advanced work in methods of educational research. The emphasis is on the designing of experiments. Open to sixth- and seventh-year students only.
3 credits
- EDP 666. Thesis Writing.** An elective course for those Master of Arts students who elect to write a thesis.
3 credits
- EDP 667. Dynamic Theories of Personality.** Freudian, neo-Freudian, classical Gestalt, and neo-Gestalt theories of personality are the major foci for this course. Restricted to graduate majors in Counseling and Guidance and Educational Psychology. Prerequisite: EDP 558.
first semester — 3 credits
- EDP 668. Introduction to Projective Techniques in Personality Assessment.** Theory of projective devices is a major concern of this course. The Rorschach, the Thematic Apperception Test and other projective instruments will be considered as stimuli for imaginative productions. Restricted to graduate majors in Counseling and Guidance and Educational Psychology. Prerequisites: EDP 558 and EDP 667.
second semester — 3 credits
- EDP 670. Advanced Statistics (Same as EDF 670).** The aim of this course is to help the student acquire competence in performing special statistical functions. Emphasis is on such functions as analysis of variance, hypothesis testing, rank difference correlation, biserial correlation, point-biserial correlation, tetrachoric correlation, phi-coefficient correlation, partial correlation, multiple correlation, the prediction of attributes, and scaling procedures. Prerequisite: EDF 541 or instructor's permission. Open to sixth- and seventh-year students only.
second semester — 3 credits
- EDP 685. Theory of Mental Tests.** Comprehensive examination of the theoretical aspects of mental tests.
first semester — 3 credits
- EDP 686. Administration and Interpretation of the Stanford-Binet Scale and the Wechsler Scales for Adults and Children.** A laboratory course. Prerequisites: EDF 541, EDP 552, and EDP 685.
second semester — 3 credits

EDP 687. Wechsler and Stanford-Binet Practicum. Supervised experiences in Wechsler and Stanford-Binet administration and interpretation. Prerequisite: EDP 686. first semester — 3 credits

EDP 688. Advanced Development Psychology. Consideration is given to the major developmental patterns of the individual through the trajectory of life. Prerequisite: EDF 551. 3 credits

EDP 689. Abnormal Psychology. The major foci of this course are the primary personality deviation which appear in Western culture. Consideration is also given to deviations that are organic in nature. The psychological characteristics of deviancy are stressed. Prerequisite: EDP 558. summer — 3 credits

EDP 690. Supervised Individual Study in Educational Psychology and Measurement. This course is designed to afford the student an opportunity to apply the knowledge of this area of specialization by planning and executing a research-oriented project. Prerequisites: EDP 619 and EDP 620 and approval by the educational psychology and measurement staff. each semester — 3 credits

EDP 691. Advanced Integrative Seminar in Personality Theory. This seminar is concerned with an integration of contemporary theories of personality with implications for counseling theories. Prerequisites: EDP 558 and EDG 535. second semester — 3 credits

EDP 692.* Independent Study in Personality Theory. Designed for students at the doctoral level, working under the supervision of an advisor. Registration in this course requires the submission of a written prospectus of the study and approval of the educational psychology staff. each semester — 3 credits

*Doctoral Students only.



THE PROFESSIONAL VISITING TEACHER

The Visiting Teacher Program is offered cooperatively between the Schools of Education and Social Work. Adequate flexibility is provided in both schools to meet special needs and interests of the student. The Visiting Teacher must develop ability to diagnose student's problems; identify resources, in the school and larger community, useful to ameliorate student's personal problems; and develop good school-community relations. To this end, programs leading to the Master's and Specialist in Education degrees are offered. For course descriptions see the School of Social Work and the departments in the School of Education.

Degree Requirements

The program of study is divided among the five areas listed below. Students should consult with faculty advisors in the School of Education and the School of Social Work prior to registration.

Area of Study	Master's Degree	Educational Specialist
A. Knowledge of the Nature of the Learner and the Psychology of Learning	3	6
B. Understanding of the School and Its Problems ..	9	12
C. Background Courses for the Visiting Teacher ..	18	30
D. Research and Statistics	6	9
E. Electives	3	12

COURSE OFFERINGS

Area (a) Courses dealing with the nature of the learner and the psychology of learning.

- EDF 580. Social Status and Learning
- *EDF 551. Human Growth and Development
- EDP 578. Psychology of Individual Differences
- EDP 635. Psychology of Adjustment
- EDP 519. Advanced Educational Psychology I
- EDP 620. Advanced Educational Psychology II

Area (b) Courses dealing with the understanding of the school and its problems.

- *EDF 531. The School in the Social Order
or
- *EDF 533. Urban Culture and Education
- EDF 610. Educational Sociology
- EDF 539. Social Issues and Education
- EDF 638. Education and the Urban Dilemma
- EDF 510. Philosophies of Education
- *EDC 560. Elementary Curriculum Planning
- *EDC 561. Secondary Curriculum Planning

*Required courses at the master's level.

Area (c) Courses dealing with specific matter or content.

- ††*SSW 500. Practicum Skills Development Laboratory (formerly Field Instruction I and Social Work Method).
- *SSW 600. Perspectives in Human Behavior (formerly Human Behavior and Social Environment)
- *SSW 700. Social Welfare Policies, Services and Analyses (formerly Social Welfare Policy and Services)
- *SSW 702. School Social Work
- *EDG 530. Introduction to Counseling and Guidance in a Multi-ethnic Society (formerly Basic Philosophy, Principles and Practice of Student Personnel Services)
- EDA 532. Human Relations in School Administration
- EDA 633. Leadership Behavior
- EDG 537. Theories and Processes of Group Interaction (formerly EDG 636. Group Processes in Guidance and Counseling)
- EDP 557. Administration and Interpretation of Psychometric Instruments
- EDF 560. Politics of Educational Change
- SSW 601. Social Organization and Human Behavior (formerly Explorations in Social Functioning)
- SSW 602. The Afro-American Family and the Social Environment
- EDF 538. Internship in Urban Education
- EDG 535. Contemporary Theories and Techniques of Counseling (formerly Theories and Techniques of Counseling)

Area (d) Courses dealing with research and statistics.

- EDF 670. Advanced Statistics
- EDF 553. Intermediate Statistics
- *EDF 540. Research and Measurements I
- *EDF 541. Research and Measurements II
- EDG 694. Directed Research

Area (e) Courses provided to strengthen the student's major interest.

The Master of Arts student can take three semester hours.

The Educational Specialist student can take 12 semester hours.

*Required Courses at the master's level.

††For descriptions of courses with prefix SSW, see entries in the catalog section dealing with the School of Social Work.

SPECIAL EDUCATION

The Special Education program emphasizes the diagnostic-prescriptive approach for the delivery of Special Education services, training personnel to function in a variety of program settings as itinerant teachers, in resource crisis centers, in self-contained classrooms and as supervisory personnel for school programs and agencies.

Currently Special Education offers master's level programs training personnel to work in the areas of Learning Disabilities, Behavior Disorders, Interrelated, Trainable Mentally Retarded, and Educable Mentally Retarded. Specialist in Education programs are offered to train personnel in the areas of Learning Disabilities, Educable Mentally Retarded, and Interrelated.

LEARNING DISABILITIES PROGRAM

The Learning Disabilities Program is designed to prepare certified teaching specialists to work with children with special learning disabilities exhibited as a disorder in one or more of the basic psychological processes involved in using spoken or written language. A minimum of 39 semester hours including the courses marked with asterisks is required for the M.A. and 30 hours beyond the M.A. is required for the Ed.S.

Degree Requirements

Professional Education Requirements (12 Credits)

	Credits
	M.A.
*EDF 540. Research and Measurement I	3
*EDF 541. Research and Measurement II	3
*EDF 551. Human Growth and Development	3
(or an acceptable substitute)	
*EDF Elective	3
(One course in Historical, Philosophical, or Social Foundations)	
Content Areas — Specialized Study (12-15 Credits)	
*EDC 581. Reading in the Elementary Schools	3
*EDC 592. Reading Difficulties	3
EDC 618. Psychology of Early Childhood	3
EDP 578. Psychology of Individual Differences	3
*EDS 580. Psychology of Exceptional Children	3
EDS 583. Neurological Organization in the Learning Process	3
*EDS 585. Developmental Problems in Speech and Language ...	3
*EDS 588. Nature and Needs of Children with Learning Disabilities	3
EDS 642. Career Development for Exceptional Children and Youth	3
Methodology/Practicum (9-15 Credits)	
EDC 587. Reading for the Urban Child	3
*EDS 578. Behavior Management	3
*EDS 579. Psycho-educational Evaluation for Teaching	3

*EDS 587.	Curriculum, Methods and Materials for Teaching Children with Learning Disabilities	3
*EDS 589.	Practicum for Learning Disabilities	3
*EDS 590.	Internship for Learning Disabilities	3
EDS 591.	Characteristics of Exceptional Children: Behavior Disorders, Learning Disabilities, and Mentally Retarded	3
EDS 600.	Curriculum for Exceptional Children and Youth	3

BEHAVIOR DISORDERS PROGRAM

The Behavior Disorders Program is designed to combine theory with practice and produce as its final output certified personnel who possess the competencies necessary to provide services to individuals whose educational, vocational and/or social functioning and adjustment are impaired by a wide variety of behavioral problems.

Degree Requirements

A minimum of 39 semester hours including the courses marked with asterisks is required.

Professional Education Requirements (12 Credits)

Credits
M.A.

*EDF 540.	Research and Measurement I	3
*EDF 541.	Research and Measurement II	3
*EDF Electives	6
(One course in Historical, Philosophical, or Social Foundations)		
(One course in Personality Organization and Development)		

Content Areas — Specialized Study (21 Credits)

*EDS 578.	Behavior Management	3
*EDS 579.	Psycho-Educational Evaluation for Teaching	3
*EDS 580.	Psychology of Exceptional Children	3
*EDS 585.	Developmental Problems in Speech and Language ..	3
*EDS 598.	Nature and Needs of Children with Behavior Disorders	3
*EDS 600.	Curriculum for Exceptional Children	3
*EDS 643.	Counseling Families of Exceptional Children	3

Methodology/Practicum (9 Credits)

*EDS 592.	Methods for Atypical Learners	3
*EDS 596.	Practicum for Teachers of Children with Behavior Disorders	3
*EDS 597.	Internship for Teachers of Children with Behavior Disorders	3

TRAINABLE MENTALLY RETARDED PROGRAM

The Program in Teaching Trainable Mentally Retarded children is to offer the practicum and experiences needed by a teacher in working with the trainable mentally retarded, ages pre-school through adult. A minimum of 39 semester hours including the courses marked with asterisks is required.

Degree Requirements

Professional Education Requirements (12 Credits)

	Credits
	M.A.
*EDF 540. Research and Measurement I	3
*EDF 541. Research and Measurement II	3
*EDF 551. Human Growth and Development	3
(or an acceptable substitute)	
*EDF Elective	3
(One course in Historical, Philosophical, or Social Foundations)	

Content Areas — Specialized Study (18-21 Credits)

*EDS 578. Behavior Management	3
*EDS 579. Psycho-Educational Evaluation for Teaching	3
*EDS 580. Psychology of Exceptional Children	3
*EDS 581. Nature of Mental Retardation	3
*EDS 583. Neurological Organization	3
*EDS 585. Developmental Problems in Speech and Language ..	3
EDS 643. Counseling Families of Exceptional Children	
and Youth	3

Methodology/Practicum (9 Credits)

*EDS 584. Clinical Methods and Practice	3
*EDS 598. Methods and Materials of Teaching the Trainable	
Mentally Retarded	3
*EDS 599. Practicum and Internship for Teachers of the	
Trainable Mentally Retarded	3

INTERRELATED PROGRAM

The Interrelated Program (Educable Mental Retardation, Learning Disabilities, and Behavior Disorders) is designed to prepare instructional facilitators to demonstrate skills and techniques to regular classroom teachers of grades one through three, which will enable the maintenance of mildly handicapped in regular classrooms. A minimum of 39 semester hours including the courses marked with asterisks is required for the M.A. and 30 hours beyond the M.A. is required for the Ed.S.

Degree Requirements

Professional Education Requirements (12 Credits)

	Credits
	M.A.
*EDF 540. Research and Measurement I	3
*EDF 541. Research and Measurement II	3
*EDC 618. Psychology of Early Childhood	3
*EDF Elective — Foundations of Education	3

Content Areas — Specialized Study (12-18 Credits)

*EDS 579. Psycho-Educational Evaluation for Teaching	3
EDS 580. Psychology of Exceptional Children	3
*EDS 581. Nature of Mental Retardation	3

EDS 583.	Neurological Organization in the Learning Process ..	3
*EDS 585.	Developmental Problems in Speech and Language ..	3
*EDS 588.	Nature and Needs of Children with Learning Disabilities	3
EDS 642.	Career Development for Exceptional Children and Youth	3
EDC 523.	Early Childhood Education: Sociological Aspects	3

Methodology/Practicum (9-15 Credits)

EDS 582.	Methods and Materials of Teaching the Educable Mentally Retarded	3
EDS 584.	Clinical Methods and Practice	3
*EDS 592.	Methods for Atypical Learner	3
EDS 593.	Practicum for Interrelated Teachers	3
*EDS 594.	Internship for Interrelated Teachers	3
*EDS 641.	Seminar in Behavior Management of Exceptional Children	3
EDC 544.	Perceptual Training for the Pre-School Child	3

EDUCABLE MENTALLY RETARDED PROGRAM

The program in teaching Educable Mentally Retarded children is designed to offer the practicum and experiences needed by a teacher in working with the educable mentally retarded in self-contained or resource type programs. A minimum of 39 semester hours including the courses marked with asterisks is required for the M.A. and 30 hours beyond the M.A. is required for the Ed.S.

Degree Requirements

Professional Education Requirements (12 Credits)

Credits
M.A.

*EDF 540.	Research and Measurement I	3
*EDF 541.	Research and Measurement II	3
*EDF 551.	Human Growth and Development	3
	(or an acceptable substitute)	
*EDF Elective		3
	(One course in Historical, Philosophical, or Social Foundations)	

Content Areas — Specialized Study (15-24 Credits)

*EDP 618.	Psychology of Early Childhood	3
*EDS 578.	Behavior Management	3
*EDS 579.	Psycho-Educational Evaluation for Teaching	3
*EDS 580.	Psychology of Exceptional Children	3
*EDS 581.	Nature of Mental Retardation	3
EDS 583.	Neurological Organization in the Learning Process ..	3
*EDS 585.	Developmental Problems in Speech and Language ..	3
EDS 588.	Nature and Needs of Children with L.D.	3
EDS 598.	Nature and Needs of Children with B.D.	3

Methodology/Practicum (9 Credits)

*EDS 582. Methods and Materials of Teaching the Eduable Mentally Retarded	3
*EDS 584. Clinical Methods and Practice	3
*EDS 586. Practicum and Internship for Teachers of the Eduable Mentally Retarded	3

COURSE DESCRIPTIONS

Special Education

- EDS 578. Behavior Management.** Study and treatment of behavior problems related to adjustment and management of children and youth in home, school and community settings.
first semester and summer—3 credits
- EDS 579. Psycho-Educational Evaluation for Teaching.** Individual experience in psychological, perceptual and educational evaluation of children and youth. Case Study Technique.
first semester and summer—3 credits
- EDS 580. Psychology of Exceptional Children.** A study of the growth, development and education of exceptional children.
first semester and summer—3 credits
- EDS 581. Nature of Mental Retardation.** A description of types, nature and causes of mental retardation. Consideration is given to the educational and psychological implications of mental retardation and to family counseling.
first semester and summer—3 credits
- EDS 582. Methods and Materials of Teaching the Eduable Mentally Retarded.** The acquisition of skills in the identification, selection, and preparation of materials for teaching educable mentally retarded children. Also, a study of appropriate curriculum content. Prerequisites: EDS 579, 580 and 581.
first semester and summer—3 credits
- EDS 583. Neurological Organization in the Learning Process.** The concept of neurological organization in relation to structure, learning and reading problems present through such approaches as Doman-Delacato, Kephart, Frostig and Getman.
first semester and summer—3 credits
- EDS 584. Clinical Methods and Practice.** Provides experiences in examining, analyzing and using specific techniques with individuals and groups. Prerequisites: EDS 579, 580, Nature and one Methods course.
second semester and summer—3 credits
- EDS 585. Developmental Problems in Speech and Language.** A study of the nature and causes of various deviations from normal speech and language development.
second semester and summer—3 credits
- EDS 586. Practicum and Internship for Teachers of Eduable Mentally Retarded.** Supervised teaching experience with educable mentally retarded children. Prerequisites: 579, 580, 581 and 582.
Inservice Teachers: first through second semester
Non-Inservice Teachers: first, second and summer—3 credits

- EDS 587. Curriculum, Methods and Materials for Teaching Children with Learning Disabilities.** Provides experiences in developing, analyzing and evaluating the curriculum, methods and materials used with learning disabled children. Also a study of appropriate curriculum content. Prerequisites; EDS 579, 580, and 588. second semester and summer — 3 credits
- EDS 588. Nature and Needs of Children with Learning Disabilities.** The significance, educational interventions and causes of failure to learn. Nature of the learning disabilities and the relationship between learning disabilities and emotional problems are established.
second semester and summer — 3 credits
- EDS 589. Practicum for Learning Disabilities.** A supervised practicum with learning disabled children places emphasis on identification, testing and writing prescriptive programs for LD children.
first and second semesters — 3 credits
- EDS 590. Internship for Learning Disabilities.** Final demonstration of competencies takes place in supervised internship settings with learning disabled children. second semester and summer — 3 credits
- EDS 591. Characteristics of Exceptional Children: Behavioral Disorders, Learning Disabilities, Mental Retardation.** A seminar for Interrelated Teachers deals with characteristics, similarities and differences among BD, LD and MR children. summer — 3 credits
- EDS 592. Methods for Atypical Learners.** Methods course designed to help Interrelated Teachers develop skills in prescription writing and precision teaching of individuals and groups who manifest academic and behavior problems. first semester — 3 credits
- EDS 593. Practicum for Interrelated Teachers.** Supervised practicum with behavioral disordered, learning disabled and mildly mentally retarded children. first semester — 3 credits
- EDS 594. Internship for Interrelated Teachers.** Supervised internship as classroom facilitators. Prerequisites: EDS 579, 592 and 593.
second semester — 3 credits
- EDS 595. Nature and Needs of Children with Behavioral Disorders.** A study of etiology, diagnosis and treatment of behavioral disorders in children. summer — 3 credits
- EDS 596. Practicum for Teachers of Children with Behavioral Disorders.** A supervised practicum with children with behavioral disorders. Prerequisites: EDS 579, 592 and 595. first semester — 3 credits
- EDS 597. Internship for Teachers of Behaviorally Disordered Children.** Supervised internship in programs for children with behavioral disorders. Prerequisites: EDS 579, 592, 595 and 596. second semester — 3 credits
- EDS 598. Methods and Materials of Teaching the Trainable Mentally Retarded.** The acquisition of skills in the identification, selection, and preparation of materials for teaching trainable mentally retarded children. Also, a study of appropriate curriculum content. Prerequisites: EDS 579, 580 and 581. second semester and summer — 3 credits
- EDS 599. Practicum and Internship for Teachers of Trainable Mentally Retarded.** Prerequisites: EDS 579, 580, 581 and 598.
Inservice Teachers: first through second semesters
Non-Inservice Teachers: first, second and summer — 3 credits

- EDS 600. Curriculum for Exceptional Children.** Provides experiences in developing, analyzing and evaluating the curriculum for the exceptional child. Open education and the "mainstream" programs will be developed as well as alternative models within the traditional school organization. second semester and summer — 3 credits
- EDS 637. Current Issues and Trends in Special Education.** A seminar providing opportunity for reporting and analyzing recent literature and research in special education. Practice in application and comparison of theory of actual field experiences. summer — 3 credits
- EDS 639. Organization, Administration and Supervision of Special Classes.** An advanced seminar planned for school personnel with responsibility for establishing and maintaining special education programs. summer — 3 credits
- EDS 641. Seminar in Behavior Management of Exceptional Children.** A seminar in behavior problems related to the adjustment and management of exceptional children. first semester — 3 credits
- EDS 642. Career Development for Exceptional Children and Youth.** A study of career programs for the mentally retarded, learning disabled and behavior disordered school-age individual. first semester — 3 credits
- EDS 643. Counseling of Families of Exceptional Children and Youth.** The counseling role of the special educator's strategies and techniques for facilitating intellectual, emotional and social growth of the handicapped. summer — 3 credits
- EDS 666. Thesis Writing.** The student works closely under advisor's guidance in the proper procedures for preparing and presenting a thesis outline and in completing a satisfactory thesis. 6 credits
- EDS 677. Independent Study.** Advanced students are given the opportunity to conduct independent study and research under the direction of the advisor. Advanced Registration Only. first, second and summer — 3 credits
- EDS 694. Directed Research.** Opportunity for advanced students in the systematic study and projected solution of major operational problems. first, second and summer — 3 credits
- EDS 695. Internship for Education Specialist in Special Education.** Supervised internship aimed to develop and strengthen competencies as supervisory personnel. first, second and summer — 3 credits
- EDS 697. Interdisciplinary Seminar in the Social and Behavioral Sciences.** The integration of the substantive knowledge from the behavioral and social sciences which has relevance for the special education student. It is open to sixth-year students only. first semester — 3 credits

LAW ENFORCEMENT ADMINISTRATION

The Law Enforcement Administration Master's Degree program is structured to provide pre and in service Law Enforcement personnel with a background of course and experiential training, that will prepare the student for mid and upper echelon administrative positions within various Law Enforcement Agencies.

Prerequisites

Candidates seeking admission to the Law Enforcement Administration program must have a bachelor's degree with a minimum grade point average at least 3.0 in the students field of concentration on a 4 point scale.

All prospective candidates must have the official approval of the School of Education.

Program of Study

In order to qualify for the M.S. degree in Law Enforcement Administration a student must satisfactorily complete the core group of courses consisting of 27 hours to include an on site-practicum.

In addition students are required to complete 12 hours of elective course work.

Program Description

The following courses are designed to meet the specific requirements of the Law Enforcement Administration Program:

- LEA 500. Introduction to Law Enforcement Administration
- LEA 510. Law Enforcement Organization and Administration
- LEA 531. Perspective on Human Behavior and the Social Environment
- LEA 533. Organizational Behavior for Law Enforcement Personnel
- LEA 539. Law Enforcement and Community Relations
- EDF 540. Research and Measurement
- LEA 545. Business Management
- LEA 565. Law Enforcement Administrative Practicum (6 hours)
- LEA 571. Current Trends and Issues in Law Enforcement
- Electives (12 hours)

COURSE DESCRIPTIONS

- LEA 500. Introduction to Law Enforcement Administration.** Philosophy and history of law enforcement in a democratic society in accordance with the Constitution; agencies of law enforcement; role and place of law enforcement in the justice process. 3 credits
- LEA 501. Typologies in Crime and Delinquency.** Psychiatric theory of personality development; psychopathology as related to crime and delinquent behavior; major syndromes of mental illness. Current methods of treatment and their application to the criminal justice system. 3 credits
- LEA 502. Psychological Foundations of Social Behavior.** Major theories of personality. The biological and social factors in the development and functioning of the personality. 3 credits
- LEA 510. Law Enforcement Organization and Administration.** Organization and function of law enforcement agencies; analysis of the most effective means of social control; relationship of police administrator. 3 credits
- LEA 531. Perspectives on Human Behavior and the Social Environment.** Focuses on man as a bio-psycho-socio-cultural being within the context of general systems theory. Selected theories of personality development are reviewed. Special attention is given to "minorities" in the American situation. 3 credits

- LEA 533. Organizational Behavior for Law Enforcement Personnel.** Theories of modern law enforcement organizational conflict, organizational change, communication and personality, linkage within the Law Enforcement Agency structure. 3 credits
- LEA 539. Law Enforcement and Community Relations.** A basic introductory course treating the broad field of police and community relations, focusing particularly on police and community responses. 3 credits
- LEA 571. Current Trends and Issues in Law Enforcement Administration.** An analysis of current police policies and research in police administration and supervision. 3 credits
- EDF 540. Research and Measurement I.** Includes basic theory of test construction, data collection and treatment and use of appropriate statistical tools and techniques. 3 credits
- EDF 541. Research and Measurement II.** Second course in the required research and measurement sequence. Prerequisite: EDF 540.

Electives Courses

- LEA 505. Supervision for Law Enforcement Personnel.** The role of the supervisor in law enforcement agencies, including supervisory responsibilities at first and second line levels, relationships of supervision and goal attainment, organizational control and as a facilitative device for interaction between formal and informal organizations. 3 credits
- LEA 514. Law Enforcement Systems Analysis and Application.** An exploration of the systems approach to the solution of administrative problems. 3 credits
- LEA 532. Human Relations in Police Administration.** A study of the methods and techniques of promoting and maintaining effective programs of good human relations and interpersonal relations in police organizations. 3 credits
- LEA 534. An Overview of Deviant Behavior.** Analysis of the psychological, psychoanalytic and sociological factors involved in delinquent and criminal behavior. Means of prevention, control and treatment. 3 credits
- LEA 538. Organizational Behavior.** Emphasis is on human performance in the organizational setting with activities directed toward developing understanding of theoretical approaches to study behavior and skills in resolving organizational problems. 3 credits
- LEA 545. Business Management.** An examination of current principles and practices in the development and maintenance of an efficient fiscal administration of a police department. 3 credits
- LEA 554. Law Enforcement Staff Personnel Administration.** A study of principles and practices used in effective recruitment and maintenance of police personnel. 3 credits
- EDF 553. Intermediate Statistics.** A survey of the use of statistical techniques as a mean of describing.
- LEA 555. Professional Negotiations.** A study of current practices, techniques and policies in negotiating. 3 credits

- LEA 570. Seminar in Administration.** A study of problems related to planning and working with staff personnel. Prerequisite: 6 hours in administration. 3 credits
- LEA 572. Seminar in Criminal Justice (Basic Law).** The Criminal Justice System. Police power, due process, mens rea, legal responsibility. Analysis of current problems and practices in the administration justice. 3 credits
- LEA 574. Seminar in Cultural and Social Problems of Services Delivery.** Examination of the ways in which culture of the racial or ethnic group intervenes between the program as designed and the services as delivered. 3 credits
- LEA 575. Seminar in Collective Behavior.** Theoretical and practical aspect of instructed behavior with emphasis on the involvement and reaction on the community level as well as ramification at the national level; convergence theories, and emergent norm theories. 3 credits
- PSC 449. Prison, Prisoners, Prisoner's Rights.** The judicial role in the penal phase of the social control system; court responsibility for imprisonment, for the conditions of imprisonment, for returning the citizen to society; the court system as protector for the rights of those imprisoned. 3 credits
- PDS 450. The Judicial Process.** An introduction to the function of the judicial process in the U.S. political system, with special attention to the politics of the judicial process, including the socialization of judge and other judicial functionaries. 3 credits
- PSC 451. The Constitution and Civil Liberties.** A study of the judicial protection of rights and liberties under the Bill of Rights, the Thirteenth, Fourteenth, Fifteenth Amendments. 3 credits
- SOC 533. Urban Sociology.** Analysis of the social, cultural, and ecological organization of the urban community; urbanization and subsidiary processes of sociocultural change. 3 credits
- SOC 535. Seminar in Metropolitan Problems.** A critical examination and analysis of problems of the city. 3 credits
- LEA 607. Criminology and Penal System.** A study of the socio-political and economic factors inherent in creating, maintaining and defending criminal activity in America. The definitions of crimes are viewed from a Black perspective. "Rehabilitation of so-called criminal elements," and penal systems are examined. 3 credits
- LEA 612. Delinquency and Juvenile Justice System.** This course is designed to deepen and extend the student's knowledge base on social, psychological and biological perspectives utilized in developmental and resocialization programs for adolescents. The relevance of this knowledge base to juvenile justice systems is explored with particular reference to the etiology of deviance and the role which human service professionals perform. 3 credits

School of Library Service

The School of Library Service, which was established in 1941, offers a 36 semester hour program culminating in the Master of Science in Library Service degree. It also offers a sixth-year program representing 30-36 semester hours beyond the master's degree leading to the Specialist in Library Service degree. The program of the School is accredited by the American Library Association, the Southern Association of Colleges and Schools and the Georgia State Department of Education. Some degree of specialization is offered in academic, school, public and special librarianship, and in the areas of reference service and cataloging. The School offers an approved program for the T-5 and T-6 certificates for media specialists in the state of Georgia.

The School of Library Service is located on the first and third floors of the Trevor Arnett Library of Atlanta University. The special library of the School contains the essential books, journals and other materials pertinent to librarianship as well as the necessary audio-visual equipment. There is located in the School of Library Service a Computer Science Laboratory containing four CRT terminals with one thermal printer to provide practical experiences for the students who are enrolled in courses with library applications to the computer. In addition, the reference, general and special collections of the Trevor Arnett Library and of other libraries in the Atlanta area are available to students and faculty.

The concept of librarianship presupposes a social awareness on the part of librarians and their assumption of responsibility for contributing to an informed citizenry. The preparation of librarians who are to assume educational leadership indicates a close relationship between professional education and general education; and it requires a program which emphasizes the basic concepts of knowledge, the character and content of recorded materials and the role of libraries as educational institutions.

Objectives

The goals of the School of Library Service are:

1. To prepare professional librarians by means of a common body of knowledge, principles and techniques, to acquire, organize, and administer recorded information.
2. To develop in students a social awareness that recognizes the power of knowledge and the value of an informed citizenry in a democratic society.
3. To provide a program of library education for individuals and groups from varied economic levels and ethnic and educational backgrounds which will assist and motivate them in meeting their career goals.
4. To prepare librarians to assume responsibility and leadership in the development of library services locally, regionally, nationally and internationally.
5. To prepare librarians to contribute to the advancement of the library profession through research, publishing and other endeavors.
6. To encourage active participation in professional organizations.

7. To provide opportunities for continuing education through special courses, lectures, demonstrations, institutes and conferences designed to keep in-service librarians abreast of changes in the profession.

MASTER'S PROGRAMS OF STUDY

The courses of study in the School of Library Service consist of five components: (1) foundation courses which are broadly cultural and informational, (2) materials courses, (3) library administration courses, (4) courses dealing with general library techniques, and (5) courses dealing with specialized library techniques. Students may select one of seven areas of specialization depending upon their career goals; however, all students regardless of their areas of specialization are required to take basic core courses to assure the acquisition of knowledge and the development of competencies which are common to all types of library service. The courses required of all students are:

SLS 410. Collection Building

SLS 411. Reference and Bibliography

SLS 420. Libraries and Librarianship

SLS 431. Introduction to Technical Services

The areas of specialization and additional required courses in them for the master's degree are:

Academic Library Service

SLS 522. Academic Library Service

Public Library Service

SLS 521. Public Library Service

The School Media Program

SLS 423. School Media Center

Special Library Service

SLS 620. Special Librarianship

Seven elective courses are to be selected in addition to the stated requirements. A detailed list of courses recommended for each area of specialization may be obtained from the Office of the Dean of the School of Library Service.

ADMISSIONS REQUIREMENTS FOR THE MASTER'S DEGREE

The School of Library Service admission requirements for the master's degree are:

1. A bachelor's degree from an institution of approved standing.
2. A broad liberal education based in the humanistic, social science, and scientific disciplines.
3. A minimum undergraduate grade point average of 3.00 on a 4.00 scale is required for admission.
4. The applicants' personal qualities, as well as their academic records, must show evidence that they are likely to succeed in graduate study and in the profession of librarianship.

A maximum of six semester hours of graduate study previously earned in library service or in related fields may be considered for transfer credit toward the master's degree. Graduate hours in library service may

be transferred only from a library school whose program is accredited by the American Library Association. Graduate hours in fields related to library service may be transferred from an institution of approved standing. Persons who have already earned a master's or higher degree in other areas may request a reduction (of not more than six hours) in the 36 hours required for the Master of Science in Library Service degree. The approval of credit for graduate hours previously earned will be determined at the time the applicant is accepted into the master's degree program.

A person who desires to take courses for enrichment, for transfer, or for certification may be admitted to the School of Library Service on a non-degree basis. A student who has been admitted to the School of Library Service on a non-degree basis must apply and meet all of the admission requirements before being accepted into the master's degree program. Students in their junior and senior years in the undergraduate colleges within the Atlanta University Center may enroll in the 400 level courses in the master's degree program with approval from the Office of the Dean of the School of Library Service.

CONDITIONAL ADMISSIONS REQUIREMENTS FOR THE MASTER'S DEGREE

For applicants with grade point averages less than 3.00 (conditional admission may be considered for the following reasons):

1. A higher grade point average for the last two years of college.
2. A higher grade point average in the college major.
3. A high grade point average in graduate work.
4. Type of library or educational experience.
5. Recommendations, depending upon source and quality or recommendations.
6. Indications of potential to succeed in graduate study based on personal interview.

REQUIREMENTS FOR THE MASTER'S DEGREE

1. Satisfactory completion of 36 semester hours or course work approved by the Dean and the Faculty of the School of Library Service.
2. At least two semesters' residence or its equivalent at Atlanta University is required.
3. The Communications Skills Requirement of the University must be met before a student is admitted to candidacy.
4. The thesis is optional and yields six semester hours credit.
5. Knowledge of a modern foreign language is required. This requirement may be met by one of the following:
 - (a) Transcript evidence of six semester hours college level work in a foreign language;
 - (b) Passing a University non-credit course for graduate students in a modern foreign language;
 - (c) Passing the University examination in a modern foreign language.

SPECIALIST'S PROGRAMS OF STUDY

Students may select one of four areas which provide an opportunity for specialization in (1) school media service, (2) academic library service, (3) public library service and (4) special library service. A detailed list of courses recommended for each area of specialization may be obtained from the Office of the Dean of the School of Library Service.

ADMISSION REQUIREMENTS FOR THE SPECIALIST DEGREE

The School of Library Service admission requirements for the Sixth-year Specialist degree program are:

1. A master's degree in library service from a library school, the program of which is accredited by the American Library Association.
2. Earned credits in the courses of research methodology and library administration.
3. A grade point average of B or better in all undergraduate and graduate work is required.
4. Addititonal requirements for school media specialists include an acceptable score on the National Teachers Examination and state certification as a professional school media specialist.

One or more years of library experience is desirable. Recommendations of library school faculty and/or library supervisors who are acquainted with the applicant's ability must be submitted.

REQUIREMENTS FOR THE SPECIALIST DEGREE

1. A minimum of 30 semester hours beyond the master's degree in library service.
2. The completion of a research project (six semester hours credit).
3. A written and oral examination in defense of the research project.
4. The regulation of the School of Library Service regarding a reading knowledge of at least one modern foreign language must be satisfied before admission to candidacy.
5. All requirements for the Specialist in Library Service Degree must be satisfied within six years of the date of matriculation in the sixth-year degree program.
6. The Communications Skills Requirement of the University must be met before a student is admitted to candidacy.

INTERNSHIPS

An important facet of the education of librarians is providing students the opportunities to translate the theoretical implications of librarianship into practical applications. To implement this objective, the School offers internships with the Lawrence Livermore Laboratory, the Georgia Institute of Technology and the United States Labor Department. In most instances, the students receive credit hours for the internships.

FINANCIAL ASSISTANCE

Each year the School of Library Service has a limited number of full and partial tuition scholarships. When funds are available from the federal government and foundation grants, substantial fellowships are awarded.

Three assistantships with monthly stipends are available.

There are opportunities for part-time work in the libraries of the Atlanta University Center, special, public and governmental libraries in Metropolitan Atlanta and surrounding areas.

PLACEMENT

The School maintains a placement service for its graduates, aiding them in securing their first positions and in advancing to other positions throughout their professional careers. While the School cannot guarantee positions, the demand for well-qualified librarians is so great that graduates are reasonably certain of obtaining desirable positions.

COOPERATION WITH THE EMORY UNIVERSITY DIVISION OF LIBRARIANSHIP

Atlanta University shares with Emory its curriculum offerings of Afro-American Bibliography and Ethnic Materials for Children and Young Adults while Emory shares its courses of Medical Librarianship and Law Librarianship with Atlanta University.

COURSE DESCRIPTIONS

Colloquium. Field trips to libraries, publishers and library agencies. Lecturers, film presentations and demonstrations related to librarianship. All students are expected to attend. no credit

SLS 400. History of Communication. Survey of the history of writing, printing and bookmaking from ancient times to the twentieth century. 3 credits

SLS 410. Collection Building. Basic principles of evaluating and building collections of materials for all types of libraries. 3 credits

SLS 411. Reference and Bibliography. Introduction to the selection, use and evaluation of library materials as information sources through discussion and problem solving; examination and analysis of standard reference formats and selected examples. 3 credits

SLS 414. Children's Literature. A study of folk and creative literature for children in terms of their interests, needs, and abilities. Evaluation, selection and use of materials in school and public libraries. 3 credits

SLS 415. Literature for Young Adults. A study of books and related materials for young adults with emphasis on reading for personal interest and recreation. Evaluation, selection, and use of materials in school and public libraries. 3 credits

SLS 420. Libraries and Librarianship. An introduction to librarianship as a profession which includes the history, development and current needs. 3 credits

SLS 423. School Media Center. Interpretation of the objectives, standards, organization, administration, and the function of the modern school media center as a vital part of the total school program. 3 credits

SLS 431. Introduction to Technical Services. The organization of library catalogs and library print materials with emphasis on Sears Subject Headings, Dewey Decimal Classification and the Anglo-American Cataloging Rules. 3 credits

- SLS 435. Cataloging and Classification of Media Center Materials.** The organization of non-book materials with special emphasis on descriptive cataloging utilizing the Anglo-American Cataloging Rules. 3 credits
- SLS 500. Research Methods in Library Service.** A survey and analysis of research methods and their application to library service. The completion of a research project is a requirement of the course. 3 credits
- SLS 511. Literature of the Humanities.** Identification, examination and evaluation of significant literary tempers, landmark books and reference works in the fields of religion, philosophy, fine arts, music, literature, and theatre arts. 3 credits
- SLS 512. Literature of the Social Sciences.** Reference books, society publications, serials and significant landmark books are studied in geography, anthropology, sociology, psychology, history, education, political science and law, economics and business. 3 credits
- SLS 513. Literature of Science and Technology.** The identification of the content and uses of the more important basic reference and bibliographic sources of the pure and applied sciences needed for literature searching. 3 credits
- SLS 515. Curriculum Materials in the Media Center.** Evaluation and selection of multi-media curriculum materials for elementary and secondary school media centers. 3 credits
- SLS 516. Afro-American Literature.** Survey of the publishing of Afro-American literature in the United States and the examination and evaluation of guides to Afro-American literature. 3 credits
- SLS 517. Ethnic Materials for Children and Young People.** A study and critical evaluation of literature for children and young adults related to Afro-Americans, American Indians, Spanish-speaking Americans (Puerto Rican and Mexican), Oriental Americans. (Prerequisite: SLS 414 and/or SLS 415). 3 credits
- SLS 521. Public Library Service.** The fundamental processes and activities necessary to the operation of the public library. 3 credits
- SLS 522. Academic Library Service.** The integration of the academic library in the total educational program in relation to objectives, organization, support, materials, and physical facilities. 3 credits
- SLS 525. Audio-Visual Materials, Equipment, and Services.** A study of and practice in the use of multi-media equipment and materials as related to various types of library services. A \$5.00 laboratory fee will be charged. 3 credits
- SLS 533. Subject Cataloging.** The organization of library materials through subject analysis with emphasis on the Library of Congress Subject Headings and the Library of Congress Classification System. 3 credits
- SLS 541. Publishers and Publishing.** Trends among types of modern book publishers in terms of materials published, editorial functions and advertising, distribution and sales methods used. 3 credits
- SLS 550. Mass Communications.** A survey of the mass communications media in terms of structure, control and support, content and audiences. 3 credits

- SLS 600. Directed Research.** The selection, formulation, and development of a research study in an area of the student's special interest. 6 credits
- SLS 616. Government Publications.** The nature, scope, and organization of federal, state and local government publications in the United States and selected publications of international bodies and foreign countries. 3 credits
- SLS 620. Special Librarianship.** An introduction to the management and operation of special libraries and information centers. The selection and acquisition of materials, storage and retrieval of information and the impact of automation are treated. 3 credits
- SLS 623. School Media Center Supervision.** Trends and problems in the organization and supervision of school library systems at the city, county, and state levels. 3 credits
- SLS 625. Library Management.** Basic concepts in the structure and management of library systems. 3 credits
- SLS 626. Library Automation.** Survey, analysis, and evaluation of the uses of data processing equipment for the performance of library functions. (Prerequisites: SLS 431 and SLS 533). 3 credits
- SLS 630. Seminar: Technical Services.** Current problems and trends in technical services including administration, personnel, cost, centralization, reclassification, and automation. (Prerequisites: SLS 431 and SLS 533). 3 credits
- SLS 634. Archival Management.** An introduction to basic archival principles, especially those needed for the development of Black studies collections. 3 credits
- SLS 635. Indexing and Abstracting.** Techniques used in indexing and abstracting technical reports and journal articles. 3 credits
- SLS 680. Introduction to Computer Science.** This course provides an overview of the world of data processing and introduces the students to the computer software system's programming techniques needed to utilize the computer effectively. The student learns to program in BASIC and FORTRAN. 3 credits
- SLS 681. Information Storage and Retrieval.** Methods and techniques of information storage and retrieval through the use of the computer. Indexing, search strategy and dissemination of information through the retrieval effectiveness in relationship to user requirements are given special attention. 3 credits
- SLS 691. Seminar.** Seminars in specialized areas of librarianship not covered in the curriculum are offered for advanced students. Advanced registration only. 3 credits
- SLS 692. Independent Study.** Advanced students may pursue independent study in a specialized area of librarianship under the guidance of a faculty member. Advanced registration only. 3 credits
- SLS 693. Internship.** Supervised experience in a library in the Atlanta area or a library designated as a part of the Internship Program. 3-6 credits

School of Social Work

The School of Social Work, established as an independent institution in 1920, became an integral part of Atlanta University in 1977.

Originally, the School grew out of the recognition of the need for educating Black social workers for practice in Black communities. Its development was influenced by its geographical location in a region of the country where the segregation of the races was overtly enforced by law. This influenced the School's educational program in that the curriculum was and is designed to prepare students to treat not only the usual psychosocial problems, but also those fundamental societal problems which result from racial prejudice, institutional racism, and economic and political alienation.

The educational program and experiences focus upon the fact that all human beings have both a universal human experience and a unique ethnic experience. To accept and affirm one's own individual ethnicity enables one to recognize and value persons from various ethnic backgrounds. In a society that constantly purports, through its various media, the white sub-culture as the prototype of universal human culture, it is particularly important for non-Black students in the social work profession to have learnings and experiences that will free them to value their own ethnic heritage as but one among a myriad of human sub-cultures.

The educational objectives of the School of Social Work represent a taxonomical translation of the purpose and philosophy of Atlanta University which is to discover truth, to transmit knowledge, to encourage creative research, and to serve society.

The School of Social Work of Atlanta University has a distinction within the social work profession to work with people of the ethnic group (Blacks) which gave it *raison-d'être*. Its commitment to the ideals of humanism allows for the embracement of differences within the social order. It endeavors to holistically view the plight of all oppressed and poor people within the domestic and sometimes international arena. Thus it embraces the ideals of pluralism.

OBJECTIVES

The School of Social Work provides a core curriculum which educates professionals as "Autonomous Social Workers," prepared for problem solving with the oppressed and disfranchised, equipped to utilize multi-method skills and, directed by a knowledge base infused with the socio-cultural experiences of Black and other oppressed minorities.

Reflective of this commitment and its historical mission, the School of Social Work offers an educational program which aims to provide:

1. An educative process which emphasizes aspects of the black experience and the experiences of other minorities and uses these aspects both affectively and cognitively to sensitize students to the impact of ethnicity on social welfare systems.

2. A unified curriculum whose content and experiences prepare for professional intervention to secure equitable opportunities and rights for all people.
3. Educational experiences aimed toward preparing human services practitioners with the commitment, the knowledge, and skills necessary to act independently or conjointly for the alleviation of human stress.
4. Delivery of the autonomous social work practice model which encompasses a wide range of skills applicable to problem solving with individuals, groups or communities.

AREAS OF CONCENTRATION OF STUDY

The School of Social Work offers concentrations in clinical practice and policy, planning and administration.

CLINICAL PRACTICE SPECIALIZATION refers to micro-oriented interventive techniques utilized in agencies, institutions, organizations and in private practice which focus primarily on providing direct services to individuals, families and groups such as the provision of counseling, economic assistance, health care, education, research and consultation.

POLICY, PLANNING AND ADMINISTRATION SPECIALIZATION refers to macro-oriented intervention techniques and practices by which the broad policy goals of social well-being and development are transformed into concrete programs. Macro-oriented techniques and practices are utilized in national, regional, state, local, and community procurement and delivery systems to plan, organize, implement and evaluate concrete programs. These techniques and practices are therefore highly sensitive to the inherently political contexts in which they are applicable.

Substantive Areas

Within the above areas of practice specialization, further skill development and professional enhancement are available within three substantive areas: (1) Comprehensive Health, which involves the delivery of community mental health, physical health and substance abuse services and related planning, policy development and implementation issues; (2) Child and Family Advocacy, which involves child and family welfare, criminal justice, school social work, rehabilitation, family counseling and related planning, policy development and implementation issues; and (3) Institutional Development, which involves community development in urban and rural settings, fund-raising, social planning, human service administration, social policy analysis and development, and other macro-societal intervention strategies in the context of how these skills are related to micro-and mezzo-levels of interpersonal intervention.

Skills Laboratory

Classroom and field work instruction are integral parts of the curriculum and provide students the opportunity to acquire knowledge, and skill in the four content areas of Research, Human Behavior and the Social En-

vironment, Social Welfare Policies and Services, and Autonomous Social Work Practice (Methods).

The practicum comprises a four month school based practicum laboratory, a five month concurrent field experience in the Atlanta environs, and a six month block field experience geographically located in the Northeast, Southeast and Mid-West regions.

PROGRAMS OF STUDY

Regular MSW Program

The School of Social Work offers the standard two-year daytime program leading to a Masters Degree in Social Work. In addition there are the Accelerated Program and the Night School Program.

Accelerated Program

The School of Social Work is accredited by the Council on Social Work Education and is one of several schools in the nation having an approved accelerated degree program. The accelerated program leading to a Masters Degree in Social Work at Atlanta University was instituted in 1972.

The program is designed to offer an accelerated educational model to those participants who because of their prior work experiences, levels of maturity, leadership abilities, community services, educational achievement and/or related activities have shown themselves potentially capable of mastering the content of the School in a modified time frame. The time frame for the accelerated MSW program is 11 months, compared to 18 months for the regular program.

Night School Program

Effective September, 1978, the School of Social Work at Atlanta University will offer a formalized two year educational program in the evening leading towards a Masters Degree in Social Work. The program is being offered in the evening to accommodate employed persons who cannot pursue full-time day studies. The curriculum will parallel that of the two year daytime program, with the exception of practicum which will be designed to accommodate employment flexibility.

For information regarding eligibility for admission into the Specialized Programs and the required curriculum contact: Director of Education, School of Social Work, Atlanta University, Atlanta, Georgia 30314.

ADMISSION REQUIREMENTS FOR THE MASTER'S DEGREE

The Atlanta University School of Social Work seeks applicants with strong academic potential, with focused intellectual and professional interest, and with high motivation for community and public service in social work.

An applicant must first satisfy all requirements for admission to Atlanta University. The Admissions Committee of the School of Social Work then looks for evidence that an applicant is likely to provide leadership and contribute to the solution of important issues in social welfare. It considers the applicant's prior academic record, volunteer or paid work

experience in a social agency, and personal statement evidencing such qualities as sensitivity, ability to relate to others, maturity, self-awareness, as part of the assessment process.

Applicants to the School of Social Work are accepted throughout the academic year, and beginning students are admitted during the fall and summer terms. However, **there is only one admission cycle for the Accelerated Program and that is in the Summer Session.**

All application materials must be submitted by July 1 for regular and night programs and May 1 for accelerated. Applications received after the deadline will be considered only if space is available.

Request for application material may be made to: Mrs. Ann B. Brown, Office of Admissions, Atlanta University School of Social Work, Atlanta, Georgia 30314. Each application for admission must be accompanied by a certified or cashier's check, or money order for \$15.00, made payable to Atlanta University. This application fee is not refundable. No action will be taken until all application materials (all material in the packet and the \$15.00 fee) are received.

Part-time enrollment is possible, but there is the requirement of one year full-time residency. Part-time students are admitted on the basis of the same criteria as full-time students.

Persons already enrolled in an accredited school of social work and desiring to transfer to AUSSW can receive consideration for transfer of credits associated with courses successfully completed. Grades of "B" or better must be obtained in all courses considered in the transfer of credit process. All transfer of credit negotiations must conform to existing academic standards and policies of Atlanta University.

REQUIREMENTS FOR CANDIDACY FOR THE MASTER'S DEGREE

The Master of Social Work Degree is conferred by the University on students who have fulfilled all the University general requirements as appear on page 62. Candidates must produce an accepted thesis or complete an additional 6 hours in research. Additional requirements are:

1. Completion of all requirements within 6 years after enrollment.
2. Completion in residence of a 6 months block practicum.
3. Filing on time application for candidacy (the deadline is cited annually on the University's Calendar).
4. Completion of the Substantive Paper requirement. Written approval of the topic and an oral defense are required before any student can enter his/her second year. The final draft of the Substantive Paper must be submitted during the month of February in the second year of residency. All necessary information on the Substantive Paper is provided in the courses Research Methods and Quantitative Models for Social Workers which are required during the first year.

FINANCIAL ASSISTANCE

The School awards a number of tuition scholarships, grants, and traineeships to entering full-time students.

Awards granted annually by the School are made on the basis of scholastic achievement, financial need and potential for social work practice.

University Tuition Scholarships

A number of University tuition scholarships are made available to qualified students both in the first and second year.

Agency Stipends

Field practicum agencies often provide stipends for second year students who intern in these agencies as a formal part of the educational program.

National Mental Health Traineeship

Training grants are available to qualified first and second year students pursuing a practice career in Community Mental Health. These traineeships are made available through a grant from the National Institute of Mental Health of the Public Health Service of the United States Department of Health, Education, and Welfare.

Whitney Young Tuition

Tuition scholarships are awarded to two students who are identified with the ideals and goals of Whitney Young.

Alcoholism Training Program

The National Institute of Alcohol Abuse and Alcoholism provides ten full tuition scholarships for persons currently employed in agencies servicing addicted clients and their families. Applicants must qualify for acceptance into this night program which begins in January.

Law Enforcement Education Program

Grants and loans are available to in-service trainees working in public agencies in law enforcement and/or criminal justice. Individuals interested in pursuing a career in criminal justice can obtain a loan under this program.

Loan Funds

National Direct (Defense) Student Loan and College-Work-Study.

Applications for these programs should be sent directly to: The Financial Aid Officers, Atlanta University, Atlanta, Georgia 30314.

PLACEMENT

The School of Social Work, through its Office of Student Affairs, assists students in securing their first position in public and private human service agencies, educational institutions and government. An annual Job Clinic in the School of Social Work provides an opportunity for dialogue with regional recruiters. A Job Placement Bulletin Board is maintained in the student lounge.

PROGRAM DESCRIPTION

The program of study in the School of Social Work consists of four elements: core curriculum offerings; electives within the School of Social

Work and in other schools and departments of the University; courses dealing with specialized micro and macro oriented social work techniques. Students select a concentration in Policy, Planning and Administration or Clinical Practice and a specialization in one of three substantive areas. However, all students are required to take the basic core curriculum.

EDUCATIONAL PROGRAM

Continuing Education

SSW 400 Series

Methods

- SSW 500. Practicum Skills Development Laboratory — PPA and Clinical**
- SSW 501. Practicum Instruction II**
- SSW 502. Practicum Instruction III**
- SSW 503. ASWP in Clinical Methods II**
- SSW 504. ASWP in Social Planning and Administration II**
- SSW 505. Advanced Clinical Methods**
- SSW 506. Advanced PPA Methods**
- SSW 507. Seminar in PPA (Accelerated Only)**
- SSW 508. Seminar in Clinical Methods (Accelerated Only)**
- SSW 509. Differential Approaches in Clinical Practice**
- SSW 510. Consultation and Supervision**
- SSW 511. Proposal Writing and the Resource Procurement Process**
- SSW 512. Undergraduate Social Welfare Curriculum Development**

Research

- SSW 585. Research Methods and Quantitative Models for Social Workers I**
- SSW 586. Research Methods and Quantitative Models for Social Workers II**
- SSW 587. Program Evaluation**
- SSW 588. Thesis Option I***
- SSW 589. Thesis Option II***

Human Behavior and the Social Environment

- SSW 600. Perspective on Human Behavior**
- SSW 601. Social Organization and Human Behavior**
- SSW 602. The Afro-American Family and the Social Environment**
- SSW 603. Dynamics of Aging**
- SSW 604. Criminology and the Penal System**
- SSW 605. Alcoholism and Drug Dependency**
- SSW 606. Seminar in Alcohol and Drug Dependency**

*Students may elect to write a thesis or take an additional 6 hours of Research.

Social Welfare Policies and Services

- SSW 700. Social Welfare Policies, Services and Analysis
- SSW 701. The Law and Social Work
- SSW 702. School Social Work
- SSW 703. Economic Development and Social Work Practice
- SSW 704. Policy Dimensions of Child and Family Advocacy
- SSW 705. Policy Dimensions of Comprehensive Health
- SSW 706. Policy Dimensions of Institutional Development

Independent Study

- SSW 800 Series

Integrative Seminar

- SSW 901. Integrative Seminar in Institutional Development
- SSW 902. Integrative Seminar in Child and Family Advocacy
- SSW 903. Integrative Seminar in Comprehensive Health

CORE CURRICULUM

- SSW 500. Practicum Skills Development Laboratory
- SSW 501. Practicum Instruction II
- SSW 502. Practicum Instruction III
- SSW 507. Seminar in PPA (Accelerated Only)
- SSW 508. Seminar in Clinical Methods (Accelerated Only)
- SSW 585. Research Methods and Quantitative Models for Social Workers I
- SSW 586. Research Methods and Quantitative Models for Social Workers II
- SSW 587. Program Evaluation
- SSW 589. Thesis Option I
- SSW 589. Thesis Option II
- SSW 600. Perspectives on Human Behavior
- SSW 601. Social Organizations and Human Behavior
- SSW 700. Social Welfare Policies, Services and Analyses
- SSW 901. Integrative Seminar in Institutional Development
- SSW 902. Integrative Seminar in Child and Family Advocacy
- SSW 903. Integrative Seminar in Comprehensive Health

THE SUBSTANTIVE AREAS AND RELEVANT COURSE OFFERINGS

Comprehensive Health

- SSW 503. ASWP in Clinical Methods II
- SSW 505. Advanced Clinical Methods
- SSW 509. Differential Approaches in Clinical Practice
- SSW 510. Consultation and Supervision
- SSW 512. Undergraduate Social Welfare Curriculum Development
- SSW 603. Dynamics of Aging
- SSW 605. Alcoholism and Drug Dependency
- SSW 606. Seminar in Alcohol and Drug Dependency

- SSW 707. Policy Dimensions of Comprehensive Health
- SSW 800. Independent Study**

Child and Family Advocacy

- SSW 503. ASWP in Clinical Methods II
- SSW 505. Advanced Clinical Methods
- SSW 509. Differential Approaches in Clinical Practice
- SSW 510. Consultation and Supervision
- SSW 512. Undergraduate Social Welfare Curriculum Development
- SSW 602. The Afro-American Family and the Social Environment
- SSW 604. Criminology and the Penal System
- SSW 701. The Law and Social Work
- SSW 703. School Social Work
- SSW 706. Policy Dimensions of Child and Family Advocacy
- SSW 800. Independent Study**

Institutional Development

- SSW 504. ASWP in Policy, Planning and Administration II
- SSW 506. Advanced Policy, Planning and Administration Methods
- SSW 510. Consultation and Supervision
- SSW 511. Proposal Writing and the Resource Procurement Process
- SSW 512. Undergraduate Social Welfare Curriculum Development
- SSW 602. The Afro-American Family and the Social Environment
- SSW 701. The Law and Social Work
- SSW 705. Economic Development and Social Work Practice
- SSW 708. Policy Dimensions of Institutional Development
- SSW 800. Independent Study**

COURSE DESCRIPTIONS

Autonomous Social Work Practice (Methods)

- SSW 500. Practicum Skills Development Laboratory, Clinical I/Policy, Planning and Administration I.** The initial methods course introducing the autonomous social work practice model for intervention with micro and macro systems. It involves modulized didactic and demonstration experiences emphasizing basic generic skill development in effective use of self, communication, problem identification, data collection, assessment, decision-making, intervention strategies, termination, and evaluation. Sequential focus is on beginning skill development germane to micro practice for clinical students and macro practice for policy, planning and administration students. 6 credits
- SSW 501. Practicum Instruction II.** A continuation in practice skill development in a four month concurrent practicum placement in practice settings in the Atlanta environs. Its focus is on progression in skill development and integration of theory and practice. 3 credits

**Occasionally these courses may be available to individual students whose circumstances require special packaging of their educational programs. For information regarding these courses contact: The Director of Education, School of Social Work, Atlanta University, Atlanta, Georgia 30314.

- SSW 502. Practicum Instruction III.** A six month full-time practice placement for second year students geographically located in the Northeast, Southeast, and Mid-West regions. As an extended practicum and the final practice experience, its objective is to aid the student in achieving a level of competence and independence essential for entering professional practice. 12 credits
- SSW 503. ASWP in Clinical Methods II.** A continuation of Practicum Skills Development Laboratory Clinical I, designed to deepen application of the problem solving process, and the roles and skills of the Matrix for intervention with micro systems. 3 credits
- SSW 504. ASWP in Policy, Planning and Administration II.** A continuation of Practicum Skills Laboratory PPA I, designed to examine in depth contemporary problems in the administration of human service agencies and institutions as they impact minority and oppressed people in the society. A variety of planning intervention techniques and strategies are presented with emphasis on autonomous social work skills in building viable client participation in agency planning, decision-making, evaluation and budgeting efforts. 3 credits
- SSW 505. Advanced Clinical Methods.** Family and Group Intervention — a terminal clinical practice course emphasizing skill development with micro systems with specificity on the individual as a part of families and groups. Selected theoretical frameworks and techniques for family and group intervention form the core for skill development. 3 credits
- SSW 506. Advanced Policy, Planning and Administration Methods.** This advanced seminar is designed to integrate the PPA content of the curriculum and examine the applications of PPA knowledge and skill in a direct interface with public delivery system administrators. 3 credits
- SSW 507. Seminar in Policy, Planning and Administration (Accelerated Only).** This seminar is designed to integrate the PPA content of the curriculum and examine the applications of PPA knowledge and skill in a direct interface with public delivery system administrators. 3 credits
- SSW 508. Seminar in Clinical Methods (Accelerated Only).** A clinical seminar designed to further integration of practice theory as undergirding practicum performance. Emphasis will be placed upon the reality needs of practice as identified by the student. 3 credits
- SSW 509. Differential Approaches in Clinical Practice.** An advanced course which examines various applications of differential diagnosis in problem-solving and goal selection in the treatment of individual and family problems. Students also participate in demonstration of models of practice, transactional analysis, Gestalt techniques, relaxation techniques, etc. Prerequisites: Practicum Skills Development Laboratory and ASWP in Clinical Methods II. 3 credits

SSW 510. Consultation and Supervision. This course provides basic concepts and principles of supervision and consultation with a focus upon relationships, teaching and learning processes, and the roles and responsibility of the supervisor-consultant to supervisee, agency, community and the profession. Attention is given to emerging trends and methods in staff development, manpower utilization and work with para-professionals. 3 credits

SSW 511. Proposal Writing and the Resource Procurement Process. An advanced methods elective that is designed to enable students to demonstrate behavioral objectives (knowledge, attitudes, and skills) in developing funding proposals that address social problems. Content encompasses problem definition, policy formulation, establishing program objectives, and development of operational program plans. The course is presented within the context of the process and politics of relating to government and foundation funding sources. 3 credits

SSW 512. Undergraduate Social Welfare Curriculum Development. As potential social work practitioners in the area of curriculum development, students are exposed to major issues and problems in establishing and expanding undergraduate programs. There is a special emphasis on curriculum content relative to ethnically distinct groups in the United States. 3 credits

Research

SSW 585. Research Methods and Quantitative Models for Social Workers

I. The designs, methods and procedures of social research are explored. Emphasis is placed upon the logic of social work research and the application of statistical models. Computer techniques are introduced. 3 credits

SSW 586. Research Methods and Quantitative Models for Social Workers

II. Continuation of SSW 585 with continued emphasis on more advanced social work research designs and procedures. Advanced statistical models which utilize data, applications and interpretations are emphasized with the students conducting their own independent experiments. Computer applications are also utilized. 3 credits

SSW 587. Program Evaluation. The procedures by which programs can be planned, monitored and evaluated from a rational and objective perspective are discussed. Principles and techniques (i.e. storing, retrieving and analyzing program information, systems analysis and cost/benefit analysis) for making assessments, determining change and inferring the relationship between change and intervention strategies are emphasized. 3 credits

SSW 588. Thesis Option I. Students preferring to write a thesis are required to take this course. Students who register for it should bear in mind that this option requires a great deal of independent study. 3 credits

SSW 589. Thesis Option II. A continuation of Thesis Option I. 3 credits

Human Behavior and the Social Environment

SSW 600. Perspectives on Human Behavior. In the first half of the semester this course focuses on people as bio-psycho-social beings, studied in regard to healthy development from the period of birth to death within a systems framework. The second half of the semester focuses upon the psychopathology of human growth and development within the context of normative social functioning. Selected theories of personality development are reviewed in reference to the dominant society, the oppressed and the black experience. In addition, psycho-social assessment models are used to define behavior codified by using the nomenclature of the American Psychiatric Association. 3 credits

SSW 601. Social Organization and Human Behavior. This course is designed to assist students in acquiring substantive, theoretical and practical knowledge for exercising professional judgment about the impact of social organizations on human behavior in American society. The course is specifically concerned with examining conceptual paradigms which clarify the formation and operation of organizations in this country. 3 credits

SSW 602. The Afro-American Family and the Social Environment. This course examines the historical and contemporary forces impinging upon black families and the resultant survival strategies of black families. 3 credits

SSW 603. Dynamics of Aging. This course is designed to explore major developmental issues (i.e. psychological, physiological and sociological factors) related to the aging individual in American society. Special emphasis is placed upon the socio-economic problems of the minority aged and the role of the social worker with this population. 3 credits

SSW 604. Criminology and the Penal System. This course is designed to examine the dynamics, in terms of causes and effects, of crime and criminal behavior of individuals and groups as well as impact upon various social systems from the victim to the family to the community. Attention is given to the roles and responses of the social work profession and social workers in addressing these problems with particular emphasis on oppressed communities. 3 credits

SSW 605. Alcoholism and Drug Dependency. This course examines the psycho-socio-cultural, physiological, political, and economic roles of these two major addictions in American society. Specific emphasis is placed upon contrasting community interpretation of causation and treatment resources for the majority and minority populations. 3 credits

SSW 606. Seminar in Alcohol and Drug Dependency. This advanced methods course is designed to enable students to demonstrate the competencies encompassed in the specific knowledge, skill and value objectives identified for those specializing in the area of alcohol and drug addiction. The course content involves the application of didactic instruction and theory to the practice environment. 3 credits

Social Welfare Policies and Services

SSW 700. Social Welfare Policies, Services and Analyses. This course is designed to assist students in understanding the development of social welfare as an institution over historical times; the parameters of social welfare policies which have guided its development; the types of services and programs which have evolved; and the particularized impact these processes have had on black and other oppressed people.

3 credits

SSW 701. The Law and Social Work. A study of the relationship between legislation, legal processes and social work and a demonstration of the effective utilization of legal principles by social workers as instruments of social change. Areas covered are domestic relations, criminal justice, welfare, employment, and housing.

3 credits

SSW 702. School Social Work. This course examines the impact of federal policies on school social work and addresses the role of the school as a primary socializing agent and institution in the community. The role of the school social worker as a member of the pupil-personnel team receives special attention.

3 credits

SSW 703. Economic Development and Social Work Practice. An introduction to the theories and objective history of economic development in the United States, emphasizing the structure and consequence of institutional economic practices since 1920 for personal and socio-cultural development. The course utilizes case histories of both community and economic development programming in metropolitan and non-metropolitan settings.

3 credits

SSW 704. Policy Dimensions of Child and Family Advocacy. This course will offer students an opportunity to concentrate their analytical and investigative skills on those social issues and policies which can/do impact on families and children; particularly black and the other oppressed. Students will follow the origins of children and family related social policy from its community and/or institutional beginnings to the changes it causes in organizations and/or communities. As there are a myriad of social laws, regulations, procedures, etc., guiding the behavior of black children and families, students will have an opportunity to investigate and analyze the origins, creation and impact of social policy as related to their specific area of interest. This course requires successful comprehension of social welfare policy, human development, investigative methodology and social organization.

3 credits

SSW 705. Policy Dimensions of Comprehensive Health. This course is designed to examine the history and development of social policies in the areas of physical and mental health as well as the service systems which have been designed to implement these policies. Specific emphasis is placed upon trends in defining health and its absence as well as the impact of policies and programs on health issues in oppressed communities. Projections of future trends will also be examined.

3 credits

SSW 706. Policy Dimensions of Institutional Development. An advanced policy analysis course designed to assess the interface between governmental and market institutions, their respective primary constraints, and the consequence of their policy relations for the character and performance of social policy. 3 credits

SSW 800. Independent Study. Upon approval of the subject by the Curriculum Committee, the student is directed in studying advanced content materials under individualized guidance. Only students who can produce evidence of having mastered the prerequisites, or their equivalent, will be considered. The minimal expectation is a documented paper or report having some significance to a prescribed area in social work. 3 credits

SSW 901. Integrative Seminar in Institutional Development. This course provides a comprehensive look at the process of institutional development, building on the major value, theory and skill dimensions covered in other related areas of the curriculum. Special attention is given to inter-and-intra-organizational relations, developmental theory, and strategies and tactics of developmental change. Additionally, extensive use is made of substantive papers' case material. 3 credits

SSW 902. Integrative Seminar in Child and Family Advocacy. The purpose of this course is to provide students an opportunity for synthesizing and integrating AUSSW philosophy and the curriculum content of their academic tenure with social service advocacy. Exercises and/or projects will be employed to facilitate this achievement. 3 credits

SSW 903. Integrative Seminar in Comprehensive Health. An examination of the dynamics of health systems, public and private, as they relate in meeting the consumer's total health needs, with special emphasis on health needs of black and other oppressed minorities. The social and psychological aspects of illness on individuals, families, and communities and the relationship between somatic-medical illness and human behavior are also examined. Modalities of illness prevention and management are examined in relation to chronic illness and the multifactorial influences which promote remission or exacerbation. The course will also examine current legislative thrusts and the contributions of various professions and the public toward interdisciplinary health care. 3 credits

ATLANTA UNIVERSITY CENTER

UNDERGRADUATE PROGRAM IN SOCIAL WELFARE

The Undergraduate Program in Social Welfare is a cooperative activity of the Atlanta University School of Social Work and four undergraduate colleges in the Atlanta University Center: Clark, Morehouse, Morris Brown and Spelman. The School of Social Work serves as a consultant to this program. Persons seeking information about this program should contact the colleges active in this program.



ACADEMIC STRUCTURE

Schools	Areas of Concentration	Degrees
SCHOOL OF ARTS & SCIENCES	Afro-American Studies	M.A.
	Biology	M.S., Ph.D.
	Chemistry	M.S., D.A.
	Economics	M.A.
	English	M.A.
	Foreign Languages	M.A.
	History	M.A.
	Mathematics	M.S.
	Political Science	M.A. Ph.D.
	Public Administration	M.P.A.
	Social Science	M.A.
	Sociology & Anthropology	
SCHOOL OF BUSINESS ADMINIS- TRATION	Accounting	M.B.A.
	Finance	M.B.A.
	Marketing	M.B.A.
	Management & Organizational Behavior	M.B.A.
	Operations Management	M.B.A.
	Transportation Management	M.B.A.
SCHOOL OF EDUCATION	Administration & Supervision:	M.A., Ed.S., Ed.D.
	Curriculum:	
	Early Childhood:	M.A.
	Elementary Education:	M.A., Ed.S.
	Reading:	M.A., Ed.S.
	Secondary Education:	M.A., Ed.S.
	Foundations:	M.A.
	Law Enforcement Administration:	M.A.
	Psychological Services:	M.A., Ed.S., Ph.D.
	Special Education:	M.A., Ed.S.
SCHOOL OF LIBRARY SERVICE	Academic Library Service	M.S. in L.S., S. in L.S.
	Public Library Service	M.S. in L.S., S. in L.S.
	School Library Service	M.S. in L.S., S. in L.S.
	Special Library Service	M.S. in L.S.
SCHOOL OF SOCIAL WORK	Autonomous Social Work Practice in Clinical Settings	M.S.W.
	Autonomous Social Work Practice Policy, Planning & Administrative Settings	M.S.W.



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