

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 Accredition of Teacher Education



Published by ATLANTA UNIVERSITY 223 Chestnut Street, S.W. Atlanta, Georgia 30314

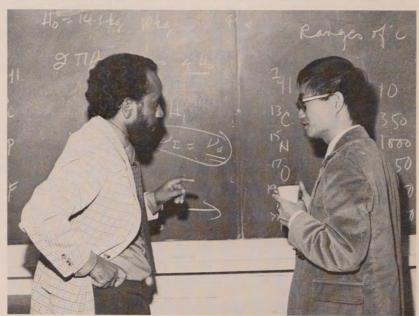
> CATALOG NUMBER 1980-81

ANNOUNCEMENTS 1980-1981



Table of Contents

	Page
THE ATLANTA UNIVERSITY CALENDAR	5
THE UNIVERSITY	8
Philosophy	9
Purposes	10
Trevor Arnett Library	14
University Chairs	14
The Summer School	15
Publications	
The Center for School and Community Services	
The Media Center	
ADMISSION, EXPENSES, AND FINANCIAL AID	23
Admission	
Foreign Students	
Nondiscriminatory Policy	
Expenses	
Refunds	
Estimate of Expenses	
Financial Responsibility of Foreign Students	
STUDENT SERVICES	
Housing	
Security Deposit	
Student Health Service	
Student Crisis Center	
Veterans	
Student Rights and Freedom	
Family Educational Rights and Privacy Act	
ACADEMIC REQUIREMENTS AND STANDARDS	
Registration	
General Requirements for the Master's Degree	
General Requirements for the Specialist's Degrees	
General Requirements for the Doctoral Degree	
Admission to the Doctoral Program	
Admission to Candidacy for the Doctoral Degree	. 41
The Dissertation	. 42
Final Examination	
Grading System	. 37



ATLANTA UNIVERSITY CALENDAR

June	9	Monday	Registration for Summer School.
	10	Tuesday	Registration for Summer School.
	11	Wednesday	Summer School classes begin.
	13	Friday	Last day to register for credit.
	14	Saturday	Examination in Communication Skills.
	16	Monday	Examination in foreign languages; required for the master's degree in Arts and Sciences and Library and Information Studies.
	18	Wednesday	Last day to file candidacy for graduate degrees to be conferred in August, 1980.
July	4	Friday	Independence Day holiday.
	9	Wednesday	Last day to file with appropriate Deans approved theses or dissertations for degrees to be conferred in August, 1980.
	23	Wednesday	Final examinations for candidates for degrees to be conferred in August, 1980 (Oral, Course and Comprehensive).
	31	Thursday	Final Examinations.
August	1	Friday	Summer School Convocation. Closing of Summer School.
Septembe	1	Monday	Labor Day. A holiday
оори	3	Wednesday	Registration for first semester.
	5	Friday	Registration (with extra charges).
	6	Saturday	Examination in Communication Skills.
	6	Saturday	Last day for first semester registration (Both regular students and in-service teachers).
	8	Monday	Classes begin.
	23	Tuesday	Examination in foreign languages; required for the master's degree in Arts and Sciences and Library and Information Studies.
	29	Monday	Last day to file candidacy for work to be completed in December, 1980.
October	16	Thursday	Atlanta University Charter Day.
Novembe	r 26	Wednesday	Thanksgiving Holidays begin at end of scheduled classes.

		Monday Wednesday	Classes resume, 8:00 a.m. Last day to file with appropriate Deans approved theses or dissertations for work to be completed in December, 1980.
2	20	Monday Saturday Saturday	Semester examinations begin. First semester closes. Christmas Recess begins at end of scheduled classes.
			uled Classes.
			1981
January 1	7 9 10	Wednesday Friday Saturday	Registration for second semester. Registration (with extra charges). Examination in Communication Skills.
1	10	Saturday	Last day for second semester registration (Both regular students and in-service teachers).
1	12	Monday	Classes begin
	15	Thursday	A holiday in observance of the birthday of Martin Luther King, Jr.
2	21	Wednesday	Examination in foreign languages, required for the master's degree in Arts and Sciences and Library and Information Studies
February	6	Friday	Last day to file candidacy for degrees to be conferred May, 1981.
	8	Sunday	University Center Religious Emphasis Convocation.
March	3	Tuesday	Spring Recess begins at end of scheduled classes.
	9	Monday	Classes resume at 8:00 a.m.
2	24	Tuesday	University Center Convocation.
April 1	17	Friday	Good Friday. A holiday.
	20	Monday	Last day to file with appropriate Deans approved theses or dissertations for degrees to be conferred in May, 1981.
May	4	Monday	Semester examinations begin.
	6	Wednesday	Final examinations for candidates for degrees to be conferred in May, 1981 (Oral, Course, and Comprehensive).
7	12	Tuesday	Second Semester examinations end.
	12	Tuesday	Second Semester examinations end.
1	12	Tuesday	Second Semester closes.

June	9 10	Monday Tuesday Wednesday Friday	Registration for Summer School. Registration for Summer School. Summer School classes begin. Last day to register for credit.
July		Monday Wednesday	Observance of Independence Day holiday. Last day to file with appropriate Deans approved theses or dissertations for de- grees to be conferred in July, 1981.
	31	Friday	Summer School Convocation. Closing of Summer School.



The University

The 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, The 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 The Atlanta University.

Under the affiliation agreement the Board of Trustees of The 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.

The 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 and Information Studies, the School of Social Work, and in the following departments in the School of Arts and Sciences: Afro-American studies, biology, chemistry, criminal justice administration, economics, English, history, foreign languages, mathematics, physics, political science, public administration, social science, sociology and anthropology.

Courses leading to the Ph.D. degree are offered in biology, chemistry, 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 and Information Studies, 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'etre of The 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 The Atlanta University.

- 1. To create and maintain a climate in which maximum development of personality is fostered. In order to assume 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 undergired 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

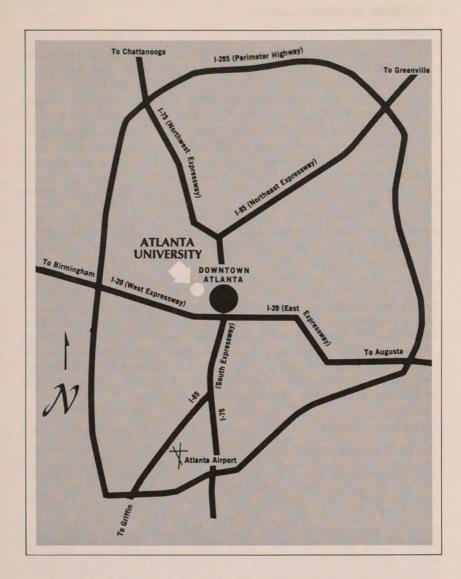
most effective education of the students, this requires also that the University continue and expand aspects of its educational programs which reflect its conscious recognition of the control and educational status of all of its students so that it may both maintain acceptable standards of graduate education and repair and compensate for damages and deficiences 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

The 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.

The University is easily accessible by a modern network of expressways which facilitates transportation to the University by automobile, bus or rapid transit rail lines. 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 The Atlanta University and all the affiliated institutions of the Center.

The Library is open 73 hours per week — 9:00 A.M. through 10:00 P.M. Mondays through Thursdays; 9:00 A.M. through 6:00 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 353,516 bound volumes, of which approximately 49,000 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 Lincolniana 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; The Atlanta University also participates in an active interlibrary 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. The Library offers a program of bibliographic instruction upon request.

UNIVERSITY CHAIRS

The Ware Professorship In Sociology

The 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 universities 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 professional 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, The 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 Christine McEachern Smith Professorship in Business Administration

In June, 1979 Mr. Rankin Smith announced a gift of \$500,000 from the Atlanta Falcons Foundation to The Atlanta University School of Business Administration. This fund will generate income to cover the salary of a professor of business administration.

The Nathaniel P. Tillman Chair In Reading

In March, 1972, the Vasser-Woolley Foundation of Atlanta granted to The 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 The 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. 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.

Rquirements 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.

Continuing Education

Continuing Education at The Atlanta University offers an opportunity for persons to continue or resume their educational interests on a full or part-time basis in a variety of credit and noncredit areas. The Continuing Education activity operates out of the Office of the Vice President for Academic Affairs through a coordinating committee composed of faculty representatives from each of the five schools of the University. This committee monitors policy and procedures, and seeks to develop a

working environment wherein faculty and staff creatively originate ideas and plans, interpret community needs and demands, and provide the resources for achievement of the University's objectives in Continuing Education. These activities include short courses, conferences, and workshops, many of which carry academic credit or Continuing Education Units (CEU's).

PUBLICATIONS

University publications include the annual catalog, other numbers of The Atlanta University Bulletin and Phylon.

From time to time the University issues occasional leaflets, a chronicle and other 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. The 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.

RESEARCH AND SERVICE ACTIVITIES

Organized research and service activities at The Atlanta University are carried on by individual professors and through several research institutes, centers and special projects. The staffs of some of these institutes and projects work in the field, together with the community's teachers, administrators, and others in educational positions. Students may serve in these institutes and projects as research assistants, sometimes with academic credit, thus extending their professional experience while at the University.

INSTITUTE OF EDUCATIONAL MANAGEMENT

The major thrust of the Institute is to improve the quality of educational management in elementary and secondary schools and in post secondary institutions. This includes the improvement of the quality of leadership through technical assistance in management, development, and program design and implementation geared toward the improvement of instructional services and curriculum, and better responses to exceptional children through the development of quality processes for behavioral disorders and exceptional needs. The impact of the Institute and its programs is on youth unemployment problems through the development of youth manpower alternatives.

The National Center for Leadership Development

The National Center for Leadership Development is engaged in two training programs designed to upgrade the educational levels of disadvantaged and handicapped young people. One program focuses on the training of staff persons in the area of program management and evaluation. The other program is involved in the training of counselors in guidance and career planning. The training sessions are held in five cities throughout the United States.

Southeastern Teacher Corps Network

The Southeastern Teacher Corps Network was made operational during the fall of 1974 with funding from the United States office of Education through Teacher Corps. The Atlanta University has served as the grantee and contractor since 1976 for the Network. The Teacher Corps is designed among other purposes, to strengthen the educational opportunities for children of low-income families, to encourage college and universities to broaden their programs of teacher preparation and to encourage institutions of higher education and local educational agencies to improve programs of training and retraining for teachers and teacher aides. The Atlanta University based Southeastern Teacher Corps Network's resources and efforts of the staff are channeled into coordinating and facilitating a series of developmental training programs for project directors and other key staff persons of fourteen local Teacher Corps Projects. In addition, the Network serves as a forum for project directors, deans and other persons affiliated with Teacher Corps in the region to exchange ideas and study a series of substantive issues related to collaboration, parental involvement, competency testing and parent effectiveness and parent assertiveness training. Several monographs are prepared by the Network to address issues related to the impact of Teacher Corps in the region.

INSTITUTE FOR APPLIED SOCIAL SCIENCE

The goals of this Institute are to encourage and conduct fundamental and applied research concerned with the processes, problems and needs of the aged, family, youth and their relationships to each other and the institutions which serve them for employment, housing, income and retirement. Programs related to the Institute deal with child rearing, the child and the family, child abuse and neglect, drugs, criminal justice and incarceration. Evaluation and policy analysis systems impact on the population addressed by the Institute. Information based on scientific knowledge is to be widely distributed and annual conferences are to be convened on problems of the population addressed. Ultimately the number of minority researchers in the behavioral sciences will be increased.

Alcohol and Drug Abuse Program

The Alcohol and Drug Abuse Program was established in 1976 in the School of Social Work. The goals of this Program are to provide students with a well-rounded social work education in either of two speciality tracks (1) clinical practice and (2) policy, planning and administration which provide a specialization in alcoholism and drug abuse. This program has published Alcoholism and Blacks which has been widely disseminated.

Community Mental Health Program

This program was established in 1977 for the purpose of enhancing the educational opportunities and experiences of students in the area of community mental health. The program expands the mental health component of the School of Social Work generic curriculum by making special mental health resources available to the School of Social Work faculty and students.

Demonstration Program in Child Abuse

The program established in 1979 in the School of Social Work concentrates its demonstration prevention efforts in the central city of Atlanta and more specifically in three central city census tracts predominantly populated by blacks which have documented high incidences of child abuse and neglect. The overall goal of this project, then, is to establish a community and minority group action program to prevent child abuse and neglect by focusing energy and effort in the area of community information and referral services to family supporting services and self-help programs.

INSTITUTE FOR THE STUDY OF GOVERNMENT AND POLITICS

The Institute conducts seminars on policy formulation, legislation, and operations. Representatives of various branches and levels of government present papers for analysis and discussion. The Institute aspires to develop a senior policy fellows program which will work closely with graduate students in the development of a technical assistance program for municipal, state and national government agencies.

The Center for Urban Affairs

The Atlanta University Center for Urban Affairs, which received a grant award from the National Urban Coalition, Washington, D.C., was officially established in September, 1979. The Center's basic objective is to analyze and evaluate designated public policies that impact significantly on the welfare of the black community. The general areas selected for study initially are public education, criminal justice, and health care delivery. The objective of each research component is to identify those options that can, within present and estimated future budgetary constraints, most effectively promote equal opportunity for black Americans in these sectors of American society.

INTERNATIONAL BUSINESS INSTITUTE

In response to the widespread interest in the world of international trade and its vast potential for small business, the International Business Institute (IBI), was founded at the Graduate School of Business. Through classroom instruction, research, and community service activities the program provides assistance to small business to expand opportunities and develop export capabilities, and education to enable students and faculty to heighten their awareness of the importance of the international business sector. The instructional program is management oriented and offers a multi-disciplinary seminar. International finance, marketing, and general management aspects of corporate business and industry are stressed.

The research program initiates projects to enhance international business and industrial management. Students have an opportunity to participate with IBI faculty and consultants from business as well as academic com-

munities. The community service activities are informational in nature and include major seminars, mini courses, directories, and referral service.

AFRICA — AMERICA INSTITUTE

The Africa - America Institute aspires to prepare young men and women for careers in a variety of international affairs. It specifically aims to increase minority participation in international relations in regard to political, economic, social and cultural aspects. Research will be conducted in international politics and diplomacy, economic, scientific, technological, and social development and in business and public relations. The program will include in-service training, degree and non-degree programs for professional personnel.

The North - South Equatorial Research Center

The Atlanta University has devoted an extensive effort to the conceptualization and preparation of a graduate center in international affairs. The Center, to be named The North - South Equatorial Research Center, will be unique among institutions on the American academic scene. It will be founded upon a solid existing core of academic offerings on international affairs, upon a record of international research of high quality and upon a base of numerous personal contacts with governments, universities and scholars in many parts of the Third World. The Center is intended to attract to the University and Atlanta qualified graduate students from the United States and abroad, internationally respected scholars, scientists, public officials, businessmen and artists from Africa, the Americas and elsewhere. These individuals will be invited to the Center for lectures, conferences, seminars, colloquia and workshops as well as for policy research, analysis and development.

ATLANTA UNIVERSITY CENTER SCIENCE RESEARCH INSTITUTE (SRI)

The Atlanta University Center Science Research Institute is an organization comprised of all scientists in The Atlanta University Center. Founded in 1966, the purpose of SRI is to further scientific research productivity among The Atlanta University Center institutions through collaborative programs and sharing of research resources. Through SRI, all natural scientists and mathematicians have access to major research instrumentation and computing facilities located throughout The Atlanta University Center.

The Resource Center for Science and Engineering (RCSE)

The Resource Center for Science and Engineering (RCSE) is a comprehensive project which extends from pre-college and community educational activities to doctoral level programs. Initiated in the Fall of 1978 under the auspices of a four-year grant from the National Science Foundation, the RCSE represents a major new approach in which the combined resources of the academic and local communities and the region

will collectively address the problem of under-representation of minorities and persons from low-income groups in science and engineering fields. It was the first of a series of Resource Centers established in the United States.

Under the auspices of this project, The Atlanta University is intensifying its efforts to make its scientific resources more available to the Atlanta community and to a network of 39 predominantly black colleges and universities in the Southeast. The project is implemented through three functional parts — Regional Institutions, Community Outreach, and The Atlanta University Center Components — in cooperation with the four undergraduate colleges in The Atlanta University Center (Clark, Morehouse, Morris Brown and Spelman).

MINORITY ACCESS TO RESEARCH CAREERS (MARC) TRAINING PROGRAM

The MARC Training Program was initiated in September, 1979 by the Departments of Biology and Chemistry as an interdisciplinary training program to prepare graduate students for careers in cellular and molecular biology or biochemistry. Through this program, students are offered a rigorous first year core curriculum and advanced courses in subsequent years according to areas of research specialization leading to the Ph.D. degree. It is operating under a four-year grant from the National Institutes of Health.

SPECIAL PROGRAMS

The Center for African and African American Studies (CAAS)

The Center was established in 1968 primarily for the purpose of facilitating meetings and contacts among scholars of The Atlanta University, The Atlanta University Center and of other institutions in the United States and abroad, in the interest of mediating the development of Afro-American studies as a field of instruction and research in institutions of higher learning. CAAS has conducted annual interdisciplinary conferences, annual workshops in Afro-American music, trienniel symposia in African art, and many special projects and conferences. It has published over twenty-five Occasional Papers, as well as a number of bibliographies. It has provided counsel and consultants to hundreds of persons and institutions. CAAS functions as the outreach and action arm for the development of Afro-American Studies.

The Comprehensive In-Service Training Project (CIT)

This is a demonstration project funded by the Bureau of the Education of the Handicapped (BEH) for The Atlanta University. CIT and the Atlanta Public Schools work cooperatively to expand the skills of regular classroom personnel and paraprofessionals in working with handicapped children. Preparation of parents to work effectively in the home and classroom settings is also emphasized.

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. Three Personal Ratings Blanks should be completed by three references and returned to the registrar.

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 The 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 The 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, The 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. 51.)

NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS

The Atlanta University admits students of any race, color, national or ethnic origin, sex, and the handicapped to all rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national or

ethnic origin, sex, or handicapped 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	13.00
and not refundable	5.00
Tuition — per credit hour for one semester	90.00
Late registration fee (per semester)	15.00
Change of program fee—after registration	5.00
Laboratory fee—per course per semester	35.00
*Chemistry and biology research fee per semester	35.00
**Thesis consultation fee (the same as one semester or credit)	90.00
***Graduation fee	30.00
Special Laboratory Fee—Biology 509/510—per semester	
Student sickness and accident insurance, per semester	
Medical fee payable at first registration (\$15.00	10.00
Medical fee—payable at first registration (\$15.00 each	LUNE.
semester) by all students during each academic year	30.00
Cost of room per year (nine months)\$	910.00
(Room — \$26.00 weekly: Fall (1st) semester — \$416.00	
Spring (2nd) semester — \$494.00.	

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

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

*The University matches this fee up to \$35.00 for chemicals and supplies. Additional costs of research material over \$70.00 are borne by the student.

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

^{**}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. Registration must take place during the dates set aside in the calendar for this purpose.

Students may be permitted to meet financial obligations on an installment plan. A promissory note is effectuated between the Business Office and the student for definite amounts on fixed dates. For this privilege, there will be a minimum surcharge fee of \$25.00 or a maximum 10% of the deferred balance. Obligations must be paid in full prior to the beginning of examinations each semester.

Students whose financial obligations are covered by a fellowship, scholarship, or grant underwritten by a governmental agency, i.e., Vocational Rehabilitation, NDSL or the University, will not be charged the

surcharge fee.

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 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.

All financial obligations to the University must be satisfied in full no later than thirty days prior to the spring and summer convocations before

a student will be graduated.

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, The Atlanta Uni-

versity, 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 and rent 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 The 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 — 9 semester hours @ \$90.00 for two semesters \$1,6.	20.00
Room 9	10.00
Fees (Matriculation, Health, Insurance, Application)	80.00
Miscellaneous (Laundry, pressing, transportation, incidentals) 1,0	00.00
Textbooks and supplies	00.00
Total\$4,1	10.00

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 The Atlanta University. This will amount to approximately \$4,110.00 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.

NEW ADMISSIONS

All foreign students are required to send tuition and fees in advance. Funds for the full academic year must arrive at the University prior to registration. U.S. Immigration and Naturalization Service Form I-20 will not be issued to any foreign student who has not made full payment of all tuition and fees.

FINANCIAL AID

The Atlanta University is comprised of five schools, Arts and Sciences, Business Administration, Education, Library and Information Studies, 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 The 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 The 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 The 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 notifications 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, The 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. A prospective graduate student offered a scholarship, assistanship, or fellowship before April 15, 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 are

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 in \$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 The 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 The 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 The 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 The Atlanta University. Scholarships are awarded annually through this fund.

The Alice Holship Ware Memorial Scholarship

By action of the Board of Trustees of The 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 R. Howard Dobbs Endowed Scholarship Fund

The income earned on the gift of \$100,000 from Mr. Dobbs will provide scholarships for students in business administration. Those students who rank in the upper five per cent of their class (undergraduate or graduate) are eligible for consideration for a grant from these funds.

The Metropolitan Atlanta Community Foundation Scholarship Fund

The Atlanta University School of Business Administration received a gift of \$5,000 to be used for scholarships in the amount of \$2,500 for two students in business administration. Students who rank in the upper five per cent of their class (undergraduate or graduate) are eligible for consideration for a grant from this fund.

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 sponsored 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

mi

re

SC

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

The 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 The 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 The 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 an assigned reading program.

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 result in a proportionate reduction in the tuition scholarship.

Student Services

Housing

ent

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. Lounges, reading rooms, reception rooms, service areas, and telephones are provided for the convenience of students. The cost of a room is \$416.00 for the fall semester and \$494.00 for the spring 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 \$25.00 in a money order or cashier's check made payable to The Atlanta University to the Business Office — The Atlanta University, Atlanta, Georgia 30314. 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, and an assignment has been made, the fee is not refundable.

STUDENTS WITHDRAWING FROM THE UNIVERSITY AND/OR DORMITORY AFTER REGISTRATION WILL **NOT** BE REIMBURSED FOR ROOM COST, ROOM DEPOSITS ARE NOT REFUNDABLE.

Board

The University does not maintain a cafeteria, however, students may receive meals at the other center schools and neighboring restaurants on a pay-as-you eat basis.

Linen

Each resident living in the University dormitories is required to furnish sheets (single) pillow cases, blankets, bedspread, towels and curtains $(47" \times 7\%)'$ 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 \$20.00 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

nish

ains

and

aws.

es-

its.

er.

ee

all

10

10

er)

er

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 expressions 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 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 before the case is considered. This notification shall indicate the right of the student to elect to have the case reviewed by the appropriate administrative adjudicating body, right to appeal, and assistance in preparing a 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 the student's 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

The 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:

di-

he

st-

to

- 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 advisement is sought whether or not the student is in attendance, and in the summer only when in attendance.

A student is exempt from registration for thesis advisement during any semester in which the student is enrolled at The 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 The 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 twelve semester hours must have the approval of the dean and will be charged an additional tuition fee of \$90.00 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 The 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 The Atlanta University is a B average.

A grade of "C" must be offset by a grade of "A" in a course or courses, acceptable to the Dean or Departmental Chairperson, 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 "P" is not computed in the grade point average.

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 a student withdraws after a six-week period has elapsed, either a grade of "WP" (withdrew passing) or a grade of "WF" (withdrew failing) will be given.

- 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, the student 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 The 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. Theses 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.

VO-

·e-

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 re-

quired 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 and Information Studies 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. Three letters of recommendation, including at least two from professors in the applicant's major field of graduate study.
 - 4. 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.
- 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. Three letters of recommendation, including at least two from professors in the applicant's major field of concentration.
 - 4. 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.
- 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.
- 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.

 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 problem 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.

 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.

The 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 returned to the Office of the Registrar not later than one week prior to commencement. Fees should be paid to the Office of Business Affairs.

The completed form and a copy of the dissertation will be sent to the Office of the University Librarian for final processing.

Cost:

Microfilming\$	25.00
Copyright	20.00
Reprints of Abstracts in minimum quantities of 100	20.00
(additional sets of 100 @ \$5.00 ea. set)	

The steps below are designed for those who wish to accept this service:

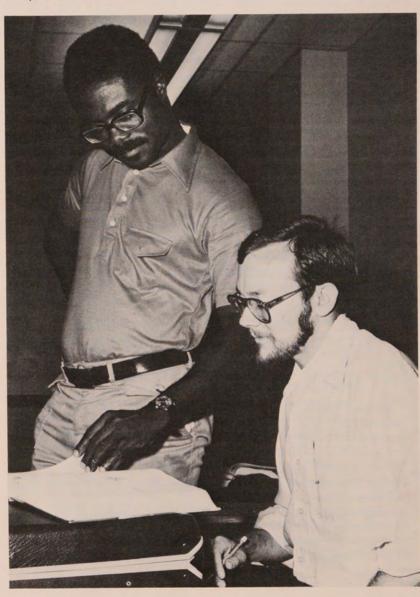
- 1. Students who wish to have their dissertations microfilmed must secure an application form from the Office of the Registrar.
- 2. Return completed application form to the Office of the Registrar one week prior to graduation.
- 3. Current fees must be paid to the Business Office.
- 4. The Registrar's office will secure information from the Business Office re. payment and stamp paid in completed application.
- 5. The application is attached to a copy of the dissertation and sent to the Office of the Librarian.
- The Librarian prepares dissertation for microfilming and sends to University Microfilm.
- Upon receipt of finished product, the Librarian informs the Office of the Registrar of the completion of the microfilming project.
- 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 The 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 Mathematical Sciences 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

Criminal Justice Administration

Economics

English

History

Political Science

Romance Languages

Social Science

Sociology and Anthropology

- 2. Master of Public Administration
- 3. Master of Science in

Biology

Chemistry

Mathematical Sciences:

Applied Mathematics

Computer Science

Mathematics

Physics

- 4. Doctor of Arts in Chemistry
- 5. Doctor of Philosophy in

Biology

Chemistry

Political Science

ADMISSION REQUIREMENTS FOR MASTER'S 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, Chemistry and Political Science and Psychological Services.

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 38-39. 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, Chemistry, Political Science and Psychological Services.

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:

- 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
- 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 The 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 The 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 The 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. Blacks in the Caribbean. An ethnohistorical approach to the study of Blacks 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 writing of Marcus Garvey.

 3 credits
 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 535. Afro-American Folklore. A survey of Afro-American Folklore in its social and historical contexts.

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 credits

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 though 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 general requirements of the University and the School of Arts and Sciences. In addition, they should have broadly based experiences in the sciences: generally 24 semester credits in biology, one year each of general chemistry, and organic chemistry; at least one semester of physics; mathematics (including algebra, trigonometry and calculus). Students who are deficient in some of these prerequisites may be admitted conditionally; however, they must make up the deficiencies by enrolling in the courses needed in one of the undergraduate schools in The Atlanta University Center.

Admissions Policies and Procedures

The **Requirements** for admission in good standing to the graduate program in Biology, include in addition to those listed on page 20 of the 1980-81 University catalog, the following:

- Three letters of recommendation from former undergraduate or graduate instructors in biology and ancillary sciences who can candidly assess the applicant's scientific aptitude.
- 2. A letter of intent from the applicant expressing tentative area of scientific interest and their desired long-term career goals.
- 3. Scores for the General and Advanced (Biology) sections of the Graduate Record Examination. The Graduate Record Examination scores will not be the final determinant for admission.
- 4. An academic record that indicates the ability to maintain a B average or better in the graduate program in Biology.

The **Procedures** for processing applicants **for admission** to the Biology Department will be the following:

- 1. The **deadline** for receipt of the initial application if financial assistance is desired is **February 1st** of each year.
- 2. Notification of receipt of application will be made by February 10th.
- 3. Applicants will be notified of action taken by April 15th.

Degree Requirements

The Department offers the M.S. and Ph.D. degrees in Biology. In order to obtain the M.S. degree the student must take a minimum of 24 hours at the 500 level plus 2 hours of credits in Topic Course(s) (Biology 621-650), and 4 hours in Research (Biology 661-690). All students will be required to take Bio-instrumentation, Biochemistry, Cell Biology, and Organismal Biology. A student must demonstrate competency in one foreign language and pass a written comprehensive examination which encompasses the broad area of biology. The student's advisor will appoint a committee to read the thesis and administer the final examination.

The department's major thrust shall be in guiding students through the Ph.D. degree with an emphasis in Cell and Molecular Biology. Every Ph.D. student will be required to take the core courses listed above for the M.S. degree. All other specific requirements will be assigned by the student's committee after he/she has indicated the area of specialization. Additionally, all doctoral students must show proficiency in two foreign languages (selected from among French, German, 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 the area of specialization has been chosen. 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 a student 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) of the dissertation must be filed in the office of the chairman at least (3) three weeks before the Registrar's deadline. A public seminar on the research and an oral defense will be required.

BIC

COURSE DESCRIPTION

BIO 501-502. Bio	logy Seminar. A	wee	kly mee	eting to hear	research	repor	rts
from faculty, ir	nvited speakers	and	degree	candidates.	Required	of a	all
students.					0	credi	its

- BIO 503. Biochemistry. A survey of biochemistry including the structure and function of proteins, nucleic acids, carbohydrates, and lipids; intermediary, metabolism and the control mechanisms involved. 3 credits
- BIO 504. Molecular Biology. A lecture-discussion course dealing with the molecular biology of the genes in bacteria and viruses the growth and metabolism of prokaryotes, the genetic structure of bacteria and viruses and the regulation of gene function.

 3 credits
- BIO 505. General Physiology. Lecture course dealing with functions common to all cells: proteins and catalysis, cellular energetics, genetic information flow, metabolic control, membrane transport, excitation, contractility.

 3 credits
- **BIO 506. Cell Biology.** A lecture-discussion course which details cellular structure and function.

 3 credits
- BIO 507. Organismal Biology. A lecture-demonstration course on cellular-multicellular integration and the phylogenetic relationships of organisms.

 3 credits
- BIO 508. Developmental Biology. Lectures, discussions and demonstrations on principles of development, including growth, morphogenesis, and differentiation.

 3 credits
- BIO 509-510. Bio-Instrumentation (Lab in Biology). A two-semester course in laboratory methods in biology covering such techniques as microscopy, spectroscopy, centrifugation and chromatography. Modules of advanced techniques will be offered the second semester. Note: This course carries a special laboratory fee of \$150.00 per semester.
- BIO 511-512. Advanced Biochemistry. 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
- BIO 513. Modern Genetics. A lecture course that involves a study of
- genetics from an organismal, cellular and molecular standpoint.

 3 credits

 BIO 515 Morphology of Non-Vascular Plants. A lecture-laboratory course
- biO 515. Morphology of Non-Vascular Plants. A lecture-laboratory course on the structure, development, life cycle patterns and classification of the lower cryptograms.
- BIO 516. Morphology of Vascular Plants. A lecture-laboratory course on the structure, development, life cycles and evolutionary relationships of vascular plants.

 4 credits
- BIO 519. Advanced Invertebrate Zoology. A lecture-laboratory course on interrelationships, structure and function of the invertebrates. 4 credits
- BIO 521. General Parasitology. A lecture-laboratory course with emphasis upon general principles of parasitism.

 4 credits
- BIO 522. Advanced Vertebrate Zoology. Lecture-laboratory survey of recent developments on relationships among vertebrate groups. 3 credits

BIO 524. Protozoology. A lecture-laboratory course on the main groups
of protozoa, their structure and organelle function. 4 credits
BIO 528. Environmental Concepts and Controls. Lecture-discussion course
on ecological concepts and organism-habitat interactions related to
environmental controls. 3 credits
BIO 530. Evolution and the Origin of Life. Lectures and discussions or
concepts of evolution and the transformation of certain substances into
living systems. 3 credits
BIO 531. Local Flora. A course dealing with the identification of vascular
plants that commonly occur in this locality. (Science education pro-
grams.)
BIO 532. Mycology. A lecture-laboratory course on the identification,
classification, and morphology of fungi. 4 credits
BIO 533. Plant Pathology. A lecture-laboratory course study of disease
development in plants. 4 credits
BIO 536. Virology. A lecture-laboratory study of viruses infecting bacte-
ria, animals and plants, including virus structure, reproduction and virus-
host relationships. 4 credits
BIO 537. Medical Microbiology. A lecture-laboratory course dealing with
bacteria which are important in human disease. 4 credits
BIO 540. Animal Physiology. A lecture-laboratory course on basic con-
cepts of structure and physiological activities in animals. 4 credits
BIO 541. Comparative Physiology. A lecture-laboratory course on physio-
logical activity, on a comparative basis, of various invertebrates and
vertebrates. 4 credits
BIO 558. Immunology. Lectures on humoral and cellular immunity and
the use of antigen-antibody reactions as a tool in biology. 3 credits
BIO 560. Techniques in Electron Microscopy. A course dealing with the
preparatory procedures for electron miscroscopy and use of the electron
microscope. 4 credits
BIO 562. Methods in Cell and Developmental Biology. Demonstrations of
key procedures involved in conducting research in areas of cell and
developmental biology. 2 credits
BIO 564. Cytogenetics. A course dealing with the morphologic and mo-
lecular bases of inheritance, including aspects of heredity, mutation, and
evolution of cells. 3 credits
BIO 566. Developmental Genetics. A lecture-discussion course on prin-
ciples of the genetics of developments. 3 credits
BIO 567. Microbial Genetics. A course on the genetics of bacteria and
bacteriophages. 3 credits
BIO 570. Plant Physiology. A lecture-laboratory course on basic physical
and chemical activities of plants. 4 credits
BIO 571. Plant Growth and Development. A course dealing with the study
of plant growth regulators and their interactions in controlling the
growth and development of higher plants. 3 credits
BIO 578. Cellular Physiology. A lecture course dealing with the basic
principles governing physical and chemical activities of cells. 3 credits

BIO 301. Molecular and Central Aspects of Development A rectard
laboratory course on the synthesis of information relating to develop-
ment through chemical and physical procedures. 4 credits
BIO 582. Morphogenesis: Organogenesis. Lectures, discussions and dem-
onstrations on development at the organismal level. 3 credits
Offstrations of development at the organisma. Teven
BIO 588. Advanced Microbial Genetics. A lecture course designed to
study DNA structure, synthesis and repair. 3 credits
BIO 599. Scientific Communications. A course that provides experience
in preparing papers for publication and writing research proposals.
in preparing papers for publication and writing research proposats.
BIO 621-622. Topics in Zoological Problems. A discussion on recent work
in Zoological Problems. 2 credits
BIO 623-624. Topics in Experimental Parasitology. A discussion on recent
work in animal parasitology. 2 credits
BIO 625. Topics in Plant Pathology. Discussions on recent research in
BIO 626. Topics in Developmental Botany. Discussions on recent studies
in plant development. 2 credits
BIO 627. Topics in Mycology. Discussions on recent research in mycology.
2 credits
BIO 629-630. Topics in Microbiology. Discussions on recent research in
microbiology.
BIO 631-632. Topics in Cell Biology. Discussions on recent research in
cell biology. 2 credits
BIO 633-634. Topics in Oncology. Discussions on recent research in
oncology. 2 credits
BIO 635-636. Topics in Cytogenetics. Discussions on some recent works
in cytogenetics. 2 credits
PIO 627 620 Testes in Animal Physiology Discussion on recent research
BIO 637-638. Topics in Animal Physiology. Discussion on recent research
III CEII allu CUIIDalative pilysiology.
BIO 639-640. Topics in Plant Physiology. Discussions on recent research
in plant physiology. 2 credits
BIO 641-642. Topics in Molecular Biology. Discussions on recent work in
molecular biology. 2 credits
BIO 643-644. Topics in Morphogenesis. A discussion on recent progress
in morphogenetic activities in invertebrates and vertebrates. 2 credits
in morphogenetic activities in invertebrates and vertebrates. 2 credits
BIO 645-646. Topics in Developmental Biochemistry. Discussion on cur-
rent events in the biochemistry of development. 2 credits
BIO 647-648. Topics in Biochemistry. Discussions on recent research in
biochemistry. 2 credits
BIO 649-650. Topics in Ultrastructure. A discussion on recent research in
cell ultrastructure.
BIO 661-662. Research in Experimental Zoology.
BIO 663-664. Research in Experimental Parasitology.
BIO 663-664. Research in experimental ratasitology.
BIO 665-666. Research in Plant Pathology.
BIO 667-668. Research in Cryptogamic Botany.
BIO 669-670. Research in Microbiology.
BIO 671-672. Research in Cell Biology.

BIO 673-674. Research in Oncology.

BIO 675-676. Research in Cytogenetics.

BIO 677-678. Research in Animal Physiology.

BIO 679-680. Research in Plant Physiology.

BIO 681-682. Research in Molecular Biology.

BIO 683-684. Research in Animal Morphogenesis.

BIO 685-686. Research in Developmental Biochemistry.

BIO 687-688. Research in Biochemistry.

BIO 689-690. Research in Ultrastructure.

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 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, industrial chemistry, and analytical/computer applications; a Doctor of Arts (D.A.) degree designed for potential teachers in four-year and community colleges; and a Ph. D. degree.

Master of Science in Chemistry

Students entering the department are required to take basic examinations the week during registration in order to insure that they start graduate work at a level commensurate with their 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:

 Satisfactory completion of 24 semester hours or 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.
- 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.

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 35 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 29 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 35 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 502 (Advanced Organic II), 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.

A medical 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. (Replace 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 two 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.

Doctor of Philosophy in Chemistry

Applicants for the Ph. D. program must submit a recent Graduate Record Examination score as well as meet all other general admission requirements. Applicants with a master's degree must evidence a minimum graduate GPA of B. Applicants must pass an entrance examination. Minimum departmental requirements are:

- 1. Satisfactory completion of course work inclusive of a set of core courses. The minimum course credit hours beyond the bachelor's degree are twenty-seven (27) for physical or organic majors and thirty (30) for inorganic and biochemistry majors.
- 2. Demonstration of proficiency in the use of two research tools as per the D. A. requirement.
- 3. Passing of three general and one advanced comprehensive examinations by the end of the second year for bachelor's entrants. Masters entrants must pass only an advanced comprehensive examination by the end of their first year. Biochemistry majors are ex-

- empted from the general comprehensive in inorganic chemistry upon receiving a grade of B or better in Advanced Inorganic Chemistry.
- 4. Passing of a required number of cumulative examinations in the student's field of specialization by the end of the third year for bachelors and second years for master's entrants.
- 5. Satisfactory presentation and oral defense of a research proposal by the end of the second year for bachelors and third semester for master's entrants.
- 6. Passing of a final examination and acceptance of the research dissertation by the department. This examination shall be given only after approval of the thesis by the thesis advisor and may be written, oral, or both.

COURSE DESCRIPTIONS

- 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 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 521. Thermodynamics. A general survey of thermodynamics and solution chemistry including electrochemical cells. One semester.
 - 2 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 reasonance, and nuclear chemistry.

 One semester.

 3 credits

C	HM 524. Kinetics. A genera	l introduction	to	gas and	solu	tion phas	e ki-
	netics including rate laws,	mechanisms,	and	theore	tical	models	One
	semester.					2 6	

- CHM 525. Quantum Chemistry. A general introduction to quantum chemistry including simple quantum mechanical systems and bonding. One semester.

 2 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.

 2 credits
- CHM 542. Digital Logic and Computer Interfacing. A lecture-laboratory course which will cover the following topics: Digital electronics and logic, computer architecture, interfacing computers to instruments, introduction to assembly language programming, and digital signal processing techniques. 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.
- 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.
- 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.
- 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 624. Topics in Physical Chemistry. In depth treatment of areas in physical chemistry of current interest. 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.	1-4 credits
One semester	

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 675. Research in Biochemistry. One semester. 1-4 credits

CHM 680. Tools for Teaching. Methods and materials used to teach college chemistry. One semester.

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.

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,

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

1-4 credits

CHM 690. Dissertation Research. One semester.

CMIMINAL JUSTICE ADMINISTRATION

Prerequisites

Candidates seeking admission to the program of Criminal Justice Administration must meet the general requirements of the University and of the School of Arts and Sciences. The student must have taken the Graduate Record Examination Aptitude Test and should have a broadly based background in the social and behavioral sciences. The applicant must have a grade point average of 3.0 in his or her area of specialization. The undergraduate social science major should include at least one course

in theory, statistics and research methods. At the discretion of the Department Chairman, deficiencies in some of the above areas may be made up by non-credit work at the beginning of the graduate program.

Degree Requirements

The minimum requirements for the Master of Arts degree in Criminal Justice Administration are:

1. The satisfactory completion of 21 semester hours of the following core courses:

CJA	500	CJA	507
CJA	501	CJA	510
CJA	502	CJA	512
CJA	504		

- 2. The satisfactory completion of 9 semester hours of courses in an area of concentration.
- 3. The satisfactory completion of a 12 week practicum supervised by the faculty (3 credits).
- 4. The satisfactory completion of an M. A. Thesis.

COURSE DESCRIPTIONS

- CJA 500. Foundations of Criminal Justice. A survey of the total criminal justice system etiology, police, courts, corrections, juvenille delinquency planning, science and technology.

 3 credits
- CJA 501. Criminological Theory and Thought. A study of the basic principles and practices of administration with emphasis on the problems of organization, administrative processes, authority and leadership.
 - 3 credits
- CJA 502. Organizational Theory and Behavior. Theories of modern organization, organizational linkages, communication, ecology organization and organizational change.

 3 credits
- CJA 504. Research Methods in Criminology in Criminal Justice. Includes basic theory of test construction, data collection and treatment, and the use of appropriate statistical tools and techniques.

 3 credits
- CJA 507. Statistics. A survey of the use of statistical methods and tools used to analize qualitative data and to quantify the data into usable INFORMATION. The student is expected to be able to compute measures such as percentages, means, standard deviation, correlation cofficients, etc. The course is designed as a general review as well as an immediate course in statistical methods.

 3 credits
- CJA 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

CJA 510. Fiscal Management. Focuses upon the development and management of capital and operating budgets. Special attention is given to cash flow analyses and deviations from actual revenues and expenditures based on estimated revenues and programmed expenditures.

CJA 512. Advanced Criminology. A study of the major theories of the etiology of criminal behavior, including biological, environmental and other factors.

CJA 514. The Police Service. A survey of the role of police, societal expectations, resource allocations, police policy and its relationship to the total criminal justice system.

CJA 516. Judicial Process; Court Systems and Constitutional Law. An introduction to the function of the judicial process in U. S. political system, with special attention to the politics of the judicial process, including the socialization of judges and other judicial functionaries.

CJA 517. The Correctional System. A study and analysis of correctional institutions including historical development, trends, alternatives and changes in the field of corrections.

CJA 518. Delinquency and Juvenile Justice System. A study and analysis of the social, psychological and biological perspectives utilized in the developmental and resocialization programs for adolescents. The juvenile justice system is explored with particular reference to the etiology of deviance, and the role which human service professionals perform.

CJA 519. Practicum. A planned, supervised program of research observations, study and work in selected criminal justice agencies.

3 credits

CJA 520. Seminar: Problems in Criminal Justice Administration. Designed to afford the student opportunities to apply academic knowledge to the solution of problems identified in the practicum experience. All students must report on their internship in this seminar.

CJA 522. Seminar in Criminal Justice (Basic Law). An in-depth analysis of the criminal justice system: police power, due process, legal responsibility, etc., with special attention to current problems and practices in the administration of justice.

3 credits

CJA. 523. Criminal Justice Analysis Approach. An exploration of the systems approach to the solution of administrative problems. 3 credits

CJA 555. Professional Negotiations. A study of current practices, techniques and policies in negotiating.

3 credits

CJA 571. Current Trends and Issues in Law Enforcement Administration.

An analysis of current police policies and research in police administration and supervision.

CJA 572. Criminal Justice Organization and Administration. 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.

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

ts

d

e

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, 550, 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:

- 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 450. Fundamentals of Mathematics. A review of basic mathematics through precalculus. 2 credits

ECO 500. Advanced Macroeconomic 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.

ECO 501. Advanced Microeconomic Theory. Analyzes the theory of consumer behavior and production and the pricing mechanism under competitive and monopoly markets.

Spring — 3 credits

ECO 505. Public Finance. Analyses the effect of government expenditure and taxation on resource allocation, economic stabilization, and income distribution at both the national and local levels.

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 510. Urban Economics I. Structure and Growth in the Urban Economy. Examines the city as part of the national economy; analyses the theories of decision-making which explain the location of businesses and households within and between urban areas.

ECO 511. Wealth and Proverty in the Urban Economy. Examines the distribution of income within an urban area; analyses the effect of government expenditures and taxation on income generation and distribution.

spring — 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 513. 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

selected aspects of American economic history as they relate to the theory and history of economic growth and development.

fall — 3 credits

FCO 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.

Fall — 3 credits

FCO 520. Economics for Public Administrators. (Same as PAD 520) Designed to provide public administrators with the fundamental economics background necessary to understand and implement policy. Topics covered include macro and micro theory, and the impact of government policy on the economy.

Spring—3 credits

ECO 550. Mathematical Analysis for Business and Economics (same as MAT 550). This course develops skills in translating economic and business problems and relationships into mathematical terms.

spring and fall - 3 credits

ECO 570. Quantitative Methods for Decision and Manageme	
(Same as MAT 570) Studies various quantitative methods	that aid in
policy decision-making. Includes linear programming and	operations
research techniques. Prerequisites: MAT 502 or 503.	3 credits

ECO 600. Statistical Analysis (same as SBA 651). 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. fall — 3 credits

ECO 648. Economics of Education (same as EDA 648). 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

educational opportunity.	5 Ciedits
ECO 700. Special Problems in Economic Theory.	3 credits
ECO 702. Special Problems in Econometrics.	3 credits
ECO 705. Special Problems in Public Finance.	3 credits
ECO 710. Special Problems in Urban Economics.	3 credits
ECO 712. Special Problems in Economic Development.	3 credits
ECO 713. Special Problems in International Trade.	3 credits
All Special Problems Courses require the permission of the in	structor.

ENGLISH

S

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:

- 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
 - 6. EDC 583
 - D. The Cooperative Program with the School of Education
 - 1. A minimum of 12 semester hours in professional education
 - 2. English 400 (EDC 500)
 - 3. Eighteen (18) semester hours in English
 - a. English 405
 - b. English 477-478
 - c. English 545
 - d. English 685
 - e. An elective

- 4. This program requires 39 semester hours. Six of these hours may be fulfilled by two additional electives or by a thesis
- 5. 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).
- **ENG 489.** (Identical with PAD 524). Technical Writing. Introduction to the principles, forms and techniques of writing and other communication in an organizational environment.

 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; American speech. 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.
- ENG 513. Drama to the Renaissance. A survey of dramatic traditions preliminary and parallel to English drama of the sixteenth and seventeenth centuries.
- 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 Afra Parative
parative study of Afro-Romanco and Afro-Americal with AAS 530). A com-
parative study of Afro-Romance and Afro-American literatures. Pre-
requisite: A reading knowledge of French and consent of instructor.
Reading knowledge of Spanish strongly recommended but not required.
2 1.
end 531. American Speech. A study of the distinguishing characteristics
of American Linguisti, its nistory its social and regional did in
requisite. LING 403, 493 or permission of the instruction
232. Airo-American Dialects. An examination of theories and de-
scriptions of Allo-American speech especially the homestant
creolization.' Prerequisite: ENG 405, 495 or permission of the instructor.
2 - 1:
234. Black American Poetry: From Dunbar to the Present The
poets from raul Laurence Dunhar to Don I loo Mill: C.
Journey group following them Course attempts to place the
dien cultural, ilistofical and literary contents
ENG 537. The African Novel. A study of modern African novels with attention to their social seasons.
tention to their social contexts.
ENG 538. African Poetry in English. A study of several major poets from
vvcst, Edst dilu Sollinern Africa
ENG 543. English Literature: 1550-1660. A survey of the poetry and prose
of the English Renaissance.
ENG 544. Spencer and Milton. A study of the major poems of Edmund
Spencer and John Milton with some major poems of Edmund
Spencer and John Milton, with some attention to Milton's prose writings.
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.
FNG 553 English Literature 4660 4776 first semester — 3 credits
ENG 553. English Literature: 1660-1750. A survey of the major poetry and
procedured the restolation and the death of pone
erature of the latter balf of the
oration of the latter half of the eighteenth century.
second semester — 3 credits
301. Shakespeare. An intensive study of the important place of
5/2. The English Novel. A survey of the important Facility
the clid of the eighteenth century until the beginning of the
3/7. Modern British and American Fiction, 1905 1004
350. Ideas and Forms in Atro-American Literature A consul
men deals with the material from conceptual as well as bist in
points of departure in order to determine to what extent Plack A
rectatore is peculially black.
NG 591. The Black Aesthetic An analysis of the
world view and culture. Inclining readings in the West
African aesthetic as well as Black American critical writings. 3 credits
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.
- 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

EPH 521 Old Franch Language and Life to the Control of the Control
FRH 521. Old French Language and Literature. A study of the developmen
of Old French language and literature from the "Serments de Stras-
bourg" to the end of the fifteenth century. 3 credits
FRH 522. French Literature of the Renaissance. A study of sixteenth cen-
tury 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 con-
FRH 532. The Golden Age of French Literature. A study of the major
works of Moliere, Racine, Boileau, La Fontaine, and their contempo-
raries. 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 since to the prose literature, 1850-
1900. Special attention will be given to the influence of science on literature and literary criticism. 3 credits
Therature 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
litounterun
FRH 564. Twentieth-Century French Poetry and Drama. A study of modern
translation and the Property of the Property o
FRH 596 Methods of Tooching Made Fred 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.

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.

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.
- SPA 524. Cervantes. A study of the development of Cervantes as a consummate prosist. Linguistic, philosophical, and literary commentary on Don Quixote 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.
- 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 is designed to train students in historical methodology, research techniques and writing; and to impart historical knowledge, with special emphasis on the United States and the Afro-American. The program prepares students for careers in research, government service, teaching and related professions.

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. The Department also cooperates with the School of Education in the preparation of teachers of History for the public schools.

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
- 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.
- 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

- HIS 404-402. Pro-Seminar in History. Emphasis on technical aspects of historical research and thesis writing.
- HIS 403. Introductory Graduate Course in Historiography and Methodology. Designed to train students in methods of research, thesis writing and historiography.

 3 credits
- HIS 404. Early Modern Europe in World Perspective. Explores themes in European History from 1500 to 1815. Open to undergraduates and graduates.

 first semester 3 credits
- HIS 405. Modern Europe in a World Perspective. Explores themes in European History from 1815 to the present for undergraduates, and problems of historiography and research for graduates.

second semester - 3 credits

- 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. Surveys history of Afro-Americans, explores classroom problems, and assesses teacher-student bibliographic material. offered on demand 3 credits
- HIS 566. Contemporary Afro-American History. A reading and research seminar exploring in depth selected aspects of post-World War II developments among Afro-Americans. Offered on demand. 3 credits
- HIS 567. Biography as History. An approach to History through the study of biographies of selected individuals, such as W.E.B. DuBois, Alain Locke, John Hope, and Frederick Law Olmstead.

 3 credits
- HIS 574. Post-Industrial America. An examination of the evolution of American society after World War II, an era of unprecedented change and turmoil at home and abroad.

 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 with emphasis on the treatment of Black people to urban centers.

second semester — 3 credits

- HIS 602. Black Metropolis. A reading seminar concerned with the movement of Black people to urban centers. second semester 3 credits
- HIS 603. Seminar in Afro-American History: The Antebellum Period to 1860. A research seminar on selected pre-Civil War aspects of Afro-American history. second 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. Designed to give students under the supervision of the instructor an opportunity to pursue in-depth areas not covered in seminar or classes.

 Offered on demand 1 to 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 Black Woman.

3 credits

HIS 607. Community and Family History. A seminar emphasizing approaches to study and research in Oral History using the community and family as points of entry.

3 credits

HIS 608. Oral History. A seminar focusing on the methodology and problems of Oral History and culminating in projects selected primarily from Afro-American subject areas. Prerequisite History 607.

Either semester — 3 credits

HIS 610. Selected Topics in European History. Designed to give students under the supervision of the instructor an opportunity to do independent seminar and research studies. Offered on demand — 3 credits

The Atlanta University Clarence A. Bacote Student Loan Fund for Graduate Students of the Department of History

At the time of his retirement from The Atlanta University after 47 years of service in the Department of History, Dr. Clarence A. Bacote established a fund of \$1,500.00 to be used as a revolving loan fund for graduate students in the Department. Loans will be administered through the Department of History to students in need of assistance according to criteria established in the Department.

THE DEPARTMENT OF MATHEMATICAL SCIENCES

The Department of Mathematical Sciences offers several programs of graduate study in the mathematical sciences. Each program provides a high quality of rigorous formal preparation in a variety of courses and in research training in specialized areas. Moreover, the Department offers a number of required or elective content courses for various other departments and/or schools within the University.

Admission

The Department of Mathematical Sciences will consider an applicant for regular admission to the Department if the applicant:

- a. Has a baccalaureate degree or its equivalence from an approved college or university;
- b. Is adequately prepared for advanced study as shown by a previous program of study and scholastic record;
- c. Has satisfactorily completed at least twenty-one (21) semester hours or thirty-five (35) quarter hours in mathematics, computer science, engineering, physics, or other appropriate disciplines;
- d. Takes and submits the results of the Graduate Record Examination Verbal, Quantitative and Analytical Aptitude Tests (in addition, a GRE advanced test in Mathematics (preferred), computer science, engineering or physics is strongly recommended);

- e. Has submitted letters of recommendations by three professional persons (two of whom must be trained in at least one area of the mathematical sciences) who are acquainted with the applicant's scholastic and intellectual ability;
- f. Satisfies the additional requirements listed by the University, the School of Arts and Sciences and the prerequisites of the program of study in which the person seeks to enroll for a degree.

Departmental Requirements For the Master of Science Degree

Each student studying for a Master of Science degree must have an Advisory Committee, file a plan of study, satisfy the requirement listed for a research tool, write a thesis and satisfy thirty (30) semester hours of the designated course work requirement for the degree program chosen as well as attend all noncredit departmental seminars and colloquia.

Advisory Committee

Each entering regular graduate student will be assigned a chairperson for an Advisory Committee. At least two more faculty members 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 will 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 Chairperson. The plan of study must be filed in the Department's office no later than the beginning of the second semester of course work.

Research Tool

For a research tool, a student must successfully complete one of the following:

- a. An approved course or examination in one of the following languages: French, German, Russian;
- b. An approved course in mathematical logic or an approved course in the philosophy of mathematical thought and foundation.

Thesis

An approved thesis and a final examination on its content is required.

Programs of Study

The Department offers three (3) distinct programs of study leading to the Master of Science (M.S.) degree. The curriculum for each of the Master's programs is planned so that the well-prepared students may expect to earn the M.S. degree in two academic years or less.

Mathematics, M.S. Degree

The M.S. degree program in mathematics is designed to provide an education 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 the areas of analysis, algebra, mathematical structures, and topology.

A. Prerequisites

For admission as a regular student to this program, the twenty-one (21) semester hours required under admission to the Department must be in undergraduate mathematics of the level of calculus or above. It is desirable that the prospective student preparation includes work in calculus, abstract algebra, linear algebra, differential equations, advanced calculus, an introduction to probability and statistics. An assessment/placement examination is given to entering students. Its results are used to aid in developing the student's plan of study. In addition, the student is required to take and have submitted the results of the advanced GRE test in mathematics.

B. Course Work Required

A minimum of thirty (30) semester hours of graduate work at the level of MAS 520 or above, including the following courses or their equivalent: MAS 520, 521, 522, 523, 525 or 531, 535, 536 and nine hours of electives, that have been approved by the student's Advisory Committee and/or the Department Chairman. There are several ways by which MAS 520 might be waived.

Applied Mathematics, M.S. Degree

The program of study 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 applied mathematics principles and methods, analysis, mathematical structures, 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.

A. Prerequisites

The prerequisites for this program are the same as for Mathematics, M.S. Degree program with the addition of an introductory course in computer programming to be added to the list of desirable preparatory courses.

B. Course Work Required

A minimum of thirty (30) semester hours of graduate work at the level of MAS 520 or above, including the following courses or their equivalent: MAS 520, 521, 523, 535 or 537, 541, 542, 547 or 548 and nine hours of electives that have been approved by the student's Advisory Committee and/or the Department Chairman. There are several ways by which MAS 520 might be waived.

Computer Science, M.S. Degree

The program of study in computer science is designed to educate individuals who might wish to prepare for a professional career in computer science or who might wish to later earn a terminal degree in some area of computer or information science. Currently, the program consists of a set of six core courses and a choice to pursue one of the three areas of emphasis; Computer Science with Emphasis on Scientific Applications, Computer Science with Emphasis on Data Processing Applications and Computer Science with Emphasis on Computer System Operations.

A. Prerequisites

For admission as a regular student to this program, the twenty-one semester hours required under admission to this Department must include the following courses or their equivalents: a course in Calculus, Introduction to Probability and Statistics, Linear Algebra, Data Structures and Assembly Languages, and one in a high level programming language (with proficiency in programming in that language).

B. Course Work Required

A minimum of thirty (30) semester hours of graduate work at the level MAS 520 or above including MAS 535 or MAS 537, MAS 571, MAS 572, MAS 573, MAS 574, MAS 575 and twelve (12) semester hours of electives, depending upon the area of emphasis.

- a. Computer Science with Emphasis on Scientific Applications (Industry/Government), suggested electives: MAS 520, MAS 540, MAS 543, MAS 544, MAS 547, MAS 548, MAS 578, MAS 581, MAS 582, MAS 593, MAS 595 and other courses suggested by the student's Advisory Committee.
- b. Computer Science with Emphasis on Data Processing Applications (Business/Management Areas), suggested electives: MAS 547, MAS 585, MAS 586, MAS 591, MAS 592, MAS 595, and other courses suggested by student's Advisory Committee.

c. Computer Science with Emphasis on Computer Systems Operations (Industry/Government) suggested electives: MAS 547, MAS 576, MAS 581, MAS 582, MAS 592, MAS 593, MAS 595, MAS 597.

Mathematical Sciences (MAS) Course Descriptions

- A. Mathematics and Applied Mathematics Courses are primarily listed between MAS 520 MAS 569.
- B. Computer Science courses are primarily listed between MAS 570 -MAS 599.
- MAS 450. Fundamentals of Mathematics. (Same as SBA 450). A Review of Basic Mathematics through precalculus. 2 credits
- MAS 500. Computer Usage. An introduction to the Computer Center with emphasis on how to use Computer Library file and packaged programs, and an introduction to BASIC—a two and a half hour session per week for five weeks.

 1 credit
- MAS 501. Calculus for Graduate Students. A study of the essentials, properties and techniques of the calculus in both one and several variables.

 3 credits
- MAS 502. Data Processing with COBOL. Business applications programming using COBOL.

 3 credits
- MAS 503. A Survey of Computer and Information Sciences with Programming (BASIC and FORTAN). An overview of the world of computer and information science while the student learns to program in BASIC and FORTRAN.

 3 credits
- MAS 512. Linear Algebra and Matrices. Systems of linear equations, vector spaces, matrices, determinants and linear transformation. 3 credits
- MAS 514. Data Structures and Assembly Language. The utilization of data structures in the teaching of assembly language.

 3 credits
- MAS 516. Probability and Statistics. Probability models, random variables, expectation; basic descriptive statistics, hypothesis testing, estimation, linear regression, and nonparametric tests.

 3 credits
- MAS 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
- MAS 521-522. Real Analysis I, II. Measure theory and Lebesque integrals, Banach and Hilbert spaces, complex measures and product integrations.

 Prerequisites: MAS 520. 6 credits
- MAS 523-524. Complex Variables I, II. Analytic functions, integrals, power series, harmonic functions, conformal mapping and analytic continuation. Prerequisites: MAS 520.

 6 credits
- MAS 525-526. Functional Analysis I, II. Normed linear spaces, Hilbert spaces, and linear topological spaces, operator theory, spectral analysis. Prerequisites: MAS 520. 6 credits
- MAS 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

MAS 531. Topology. Topological and metric spaces, continuous mappings, connectedness, compactness, separation properties, completeness, net and filter covergence, product spaces and homotopy theory. 3 credits

MAS 535-536. Algebra I, II. Groups, rings, ideals, fields, modules, algebras, field extension theory, Galois theory, bilinear forms, the total matrix algebra, categories and functors, etc.

6 credits

- MAS 537. Applied Linear Algebra. Vector Spaces, Linear Transformation, Matrix algebra, Eigenvalue problems, numerical methods of linear algebra, miscellaneous applications.

 3 credits
- MAS 540. Numerical Methods. Numerical algorithms including polynomial interpolation, linear programming, approximations, linear and non-linear equations, quadrature, error detection, etc., with computer applications.

 3 credits
- MAS 541-542. Principles of Applied Mathematics I, II. Operators in Hilbert Spaces; Spectrum of operators; Green's functions, etc. 6 credits
- MAS 543-544. Numerical Analysis I, II. Error approximations, interpolation, numerical differentiation quadrature, eigen-values and functional-numerical analysis.

 6 credits
- MAS 545. Problems in Differential Equations. Ordinary and partial differential equations, stability of linear and perturbed systems, and boundary value problems.

 3 credits
- MAS 547. Operations Research. Analytical formulation and solution of decision problems, optimization techniques including linear programming and dynamic programming, queueing models, replacement models, stochastic processes and their applications.

 3 credits
- MAS 548. 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.

 3 credits
- MAS 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
- MAS 551. Quantitative Methods for Decision and Management Science.

 A study of various quantitative methods that aid in decision making and management. Prerequisite: MAT 500 or 503.

 3 credits
- MAS 552. Mathematical Modeling of Economic and Management Systems. Using mathematical techniques to model economic and management systems of various types.

 3 credits
- MAS 560. Probability Theory and Stochastic Processes. Distribution functions, probability spaces and random variables, expectation, central limit theorem, stationary processes, independent increment processes, Gaussion processes, Martinyales, Markov processes, ergodic theory.

3 credits

- MAS 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
- MAS 571. Computer Organization. The logical organization of a computer, description of various functional devices, input and output devices, central processing unit, arithmetic and logic unit, miscroprogrammed control, types and hierarchy of storage devices, instruction sets and their implementation.

 3 credits
- MAS 572. Compiler Construction. Definition and overview of a compiler, study of various phases of a compiler, lexical analysis, parsing and syntax checking, semantic analysis, code generation and code optimization. Design of a sample compiler of moderate complexity. Definition of formal languages, various types of grammars Chomsky and Greibach normal forms, ambiguous grammars, equivalence of grammars.

 3 credits

MAS 573. Operating Systems. Objectives of an operating system, resource sharing, multi-programming, memory management, process management, management of peripheral devices, file management, concurrent programming, program protection and security. Case study of a typical operating system.

3 credits

MAS 574. Data Base Management Systems. Definition and overview, design considerations, various logical methods of designing data bases, including network, hierarchic, and relational data bases, data description and data manipulation languages, physical storage of a data base, security, query language, role of a data administrator, use of data dictionaries.

3 credits

MAS 575. Advanced Programming Techniques. Design and analysis of algorithms, design techniques including subgoals, hill-climbing, working backwards, branch-and-bound, heuristic, recursion, simulation, parallelism, etc.

3 credits

MAS 576. Advanced Computer Organization and Operating Systems. Advanced Input/Output systems, processors, operating systems functions, implementation techniques, sequential and concurrent processes.

3 credits

MAS 578. Computability Theory. Review of various types of automata, definition of computability, recursive and partially reclusive functions, thesis of Church and Turning, study of algorithms, normal algorithms, analysis and complexity of algorithms, testing and verification, solvability and unsolvability. Prerequisite: None.

3 credits

MAS 581-582. Microprocessors with Applications I, II. Basic concepts, internal operation of microprocessor, comparative microprocessor evaluation, system design techniques, microprocessor programming, microprocessor applications.

6 credits

MAS 585. Management of Computer Resources. This course is concerned
with the study of problems arising in managing hardware, software and
human resources of a computer installation in order to optimize it
throughout. 3 credits
MAS 587. Information Storage and Retrieval. Syntactic, logical and statisti-
cal analysis of information contents. Organization and retrieval of
bibliographic and natural information with the aid of computer. Eval-
uation of retrieval effectiveness. 3 credits
MAS 591. Survey of Programming Languages. Description of various lin-
guistic constructs, implementation characteristics of high level languages
such as FORTAN, ALGOL, APL, PL-1, PASCAL, COBOL. 3 credits
MAS 592. Computer Language Design. Analysis and design of high level
languages, language specification, design aspects, structures of data and
control. 3 credits
MAS 593. Real Time Systems. Preparing system specifications, storage re-
quirements, response time constraints, need for backup system, general
design techniques, cost analysis and performance analysis, security of
the system, survey of some important real time systems such as airline reservation systems and inventory control systems. 3 credits
MAS 595. Graph Theory and Computer Graphics. The fundamental con-
cepts and the basic techniques of graph theory, plus graphic display de-
vices, display processors, data structures for graphic display, mathe-
matical transformation for graphic display including projections and
three-dimensional transformation graphic command language, a va-
riety of applications of generating graphic output in various problems.
3 credits
MAS 597. System Analysis. Studying analytical models of system designs
with emphasis on evaluating systems for efficiency, maximum utilization
and appropriateness, structuring and designing systems. 3 credits
MAS 598-599. Practicum in Computer Science. Computer science practi-
cum in the Computer Center. Required of all computer science majors.
6 credits
MAS 600. Research in the Mathematical Sciences. Supervised research
projects. Prerequisite: Consent of instructor.
MAS 601-602. Departmental Seminar. Required of all graduate students
in the department.
MAS 603-604. Internship in the Mathematical Sciences. Supervised intern-
ship project. Prerequisite: Consent of Department chairperson.
6 credits
MAS 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
MAS 610. Mathematical Logic. The fundamental concepts, ideas and
theorems in mathematical logic. 3 credits
MAS 612. The Philosophy of Mathematical Thought and Foundations. The
basic concepts and ideas in the philosophy and mathematical sciences and foundations.
and foundations.

V P U E a P II T S T C

- MAS 620. Topics in Mathematics. A reading course dealing with special topics in mathematics. Prerequisite: Approval of the Chairman of the Department.

 1-3 credits
- MAS 626. Topics in Applied Mathematics. A reading course dealing with special topics in Applied Mathematics. Prerequisite: Approval by the Chairman of the Department.

 1-3 credits
- MAS 628. Topics in Computer and Information Science. A reading course dealing with a special topic. Prerequisite: Approval by the Chairman of the Department.

 1-3 credits
- MAS 630. Seminar in Mathematics. Prerequisite: Approval by the Chairman of the Department.

 1-3 credits
- MAS 636. Seminar in Applied Mathematics. Prerequisite: Approval by the Chairman of the Department.

 1-3 credits
- MAS 638. Seminar in Computer and Information Science. Prerequisite:
 Approval by the Chairman of the Department.

 1-3 credits

PHYSICS

The Department of Physics offers a Master of Science degree program which allows for a matriculating student to pursue either a non-terminal program focused on preparation for doctoral candidacy at the major universities or a terminal degree program emphasizing applied physics. Entering students have, where necessary, the opportunity to make up for any lack of specialized undergraduate preparation by enrolling in appropriate upper-level courses in physics offered by the physics departments at Morehouse and Clark Colleges in The Atlanta University Center. The option in applied physics is facilitated by the opportunity for the student within the Resource Center for Science and Engineering (RCSE) at The Atlanta University to enroll in courses in applied physics offered at the Georgia Institute of Technology.

Prerequisites

In addition to the general requirements of the School of Arts and Sciences, candidates for the Masters of Science Degree must fulfill the following prerequisites:

- (1) AB.A or B.S. degree, with a major in one of the physical sciences, from an accredited institution.
- (2) An overall academic grade point average of "B" or better.
- (3) Satisfactory completion, at the undergraduate level, of the following courses: General Physics, Mechanics, Electricity and Magnetism, Optics, Modern Physics/Quantum Mechanics, Calculus (one year), and Differential Equations.

Programs of Study

The basic core courses for all students pursuing the Master of Science in physics consist of the following: PHY 501, 503, 515-516, 601-602, 603-604. All students are strongly advised to take at least one course in computer science.

Programs of Study

The department offers two distinct options leading to the Master of Science (M.S.) degree: A program in pure physics and one in applied physics. Each program requires a minimum of twenty-four (24) hours of course work and a written thesis.

The M.S. degree program in pure physics is designed to provide the basic course work and research skills necessary for persons who might pursue a Ph.D. degree program in physics. In addition to the basic core courses, the student will be required to take at least nine hours of electives that have been approved by the chairperson of the Physics Department. Certain courses offered by the Department of Chemistry and Mathematics may be used to satisfy the elective requirement.

The M.S. degree program in applied physics is designed to equip individuals with those tools and techniques necessary for solving applied physical problems arising in business, government and industry. In addition to the basic core courses, the student will be required to take at least nine hours of electives from among the following selections: PHY 550, 565, 570, 595-596. Other courses of interest may be selected from the offerings of the applied physics program at the Georgia Institute of Technology.

Degree Requirements

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

- (1) Satisfactory completion of at least twenty-four (24) semester hours of graduate level coursework in physics. In addition, six hours of thesis research are required.
- (2) Passing a set of comprehensive examinations administered during the first year of residence.
- (3) Completion of an approved thesis and a final oral examination, focusing upon the contents of the thesis.
- (4) 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 Chairperson, a student may elect to substitute computer programming for a foreign language. Proficiency must be demonstrated by examination or an acceptable grade in a graduate level course in computer science. If a course in computer science is taken in lieu of a foreign language, that course cannot be used to satisfy the 30-hour course requirement for the M.S. degree.

COURSE DESCRIPTIONS

- PHY 501. Classical Mechanics. Dynamics of particles and rigid bodies, including the development and application of the Lagrangian and Hamiltonian formulations; Poisson brackets, Hamilton-Jacobi Theory, classical scattering theory, theory of small oscillations.

 3 credits
- PHY 503. Electrodynamics. Maxwell's equations and applications; electrostatics, dielectrics, magnetostatics, magnetic materials; scalar and vector potentials; conservation laws; multipole moments and multipole radiation; dispersion; special relativity.

 3 credits
- PHY 515-516. Quantum Mechanics I, II. Nonrelativistic quantum mechanics; representation of dynamical variables as operators or matrices; theory of angular momentum; motion in a centrally symmetric field; perturbation theory; identical particles and spin; theory of elastic collisions; semi-classical treatment of radiation.

 6 credits
- PHY 520. Thermodynamics/Statistical Mechanics. Review of classical thermodynamics. First, second and third laws; thermodynamic potentials; irreversible processes. Classical and quantum statistical mechanics; microcanonical, canonical and grand canonical ensembles; the density matrix; Bose and Fermi systems and the ideal gas. Kinetic theory and the Boltzmann transport equation.

 3 credits
- PHY 531-532. Mathematical Methods. Vector analysis, orthogonal curvilinear coordinates; the calculus of variations; functions of a complex variable; ordinary and partial differential equations, hypergeometric functions; orthogonal functions; integral transform methods; Green's functions and integral equations.

 6 credits
- PHY 540. Solid State Physics. Brillouin zone treatment of metals, semiconductors and insulators. Approximations methods for determining properties of real solids; comparison between theory and experiment for selected solid state phenomena.

 3 credits
- PHY 545. Atomic and Nuclear Physics. Quantum theory of atomic and nuclear processes. Hartree-Fock approximation, fine and hyperfine structure, atomic collisions; nucleon-nucleon potentials and scattering, shell and collective models, correlations in nuclear matter; interactions of radiations with matter.

 3 credits
- PHY 550. Physics of Fluids. Basic processes in liquids, gases, magnetofluids and plasmas; Navier-Stokes equation, non-Newtonian fluids, compressible and incompressible flow, shock structure, kinetic theory, classical transport, turbulence.

 3 credits
- PHY 565. Physics of Surfaces. Fundamentals of physical methods for studying the structure, composition, vibrational and electronic properties of solid surfaces including the verification of principles in laboratory experiments.

 3 credits
- PHY 570. Radiation Physics. Radioactivity, interaction of electromagnetic radiation with matter, radiation quantities and units; x-rays, gamma rays, neutron activation, interaction of charged particles with matter, stopping power, range-energy relations, counting statistics, shielding, dosimetry, waste disposal, critically prevention, radiation biology and ecology.

3 credits

PHY 585-586. Applied Quantum Mechanics I, II. An advanced course which deals with the application of quantum mechanical principles to the solution of selected problems in atomic, molecular, nuclear and solid-state physics.

6 credits

PHY 595-596. Laboratory I, II. The first course provides an opportunity for the student to master the theory and operation of typical research grade physical measurement instruments and instrumentation systems: Mechanical transducers, electronic data recording and processing devices, optical and particle spectrometers, computer interfacing. In the second course the student is exposed to the experimental techniques particular to an on-going experimental research effort under direct supervision of a faculty member. Admission by consent of the faculty member in the research area.

PHY 601-602. Departmental Seminar. Required of all graduate students in the department. no credits

PHY 603-604. Thesis Research.
 PHY 610. Philosophy of Science. A treatment of the ontological, epistemological and methodological presuppositions underlying physical theory and experiment. The problems of demarcation, verification and evolution of scientific knowledge. The social implications of scientific research.

PHY 615. Special Topics in Physics. A course in special topics of current interest such as general relativity, quantum field theory, scattering theory, elementary particle theory, astrophysics, etc.

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 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.
- 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.
- 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.
- 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.)
- 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.)

- 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 ascendency 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.
- **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

S

ŀ

ts

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.
- **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.
- 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.

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.

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.

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.

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

PSC 641. M. A. Thesis Research PSC 642. Dissertation Research

1-9 credits

PUBLIC ADMINISTRATION

Prerequisites

ts

of

is

ts

n.

ts

ts

s. ts

n

ip

ts

se in ts

al

ts

A bachelor's degree with a minimum quality point index of 2.50 in a relevant undergraduate major is required. In selecting applicants for admission consideration will be given to their academic backgrounds, work experience 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 urban administration, management of public finance and public policy. Internships are required of all students. Three semester hours 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:

- Satisfactory completion of forty-five (45) 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 degree paper approved by the faculty.
- 4. Satisfactory completion of a course in computer science and a course in Research Methods.

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.
- 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, administration 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.
- PAD 503. Urban Government and Politics (Same as PSC 410). Deals with economic, sociological and technological developments helpful 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.
- PAD 506. Public Finance (Same as PSC 520). Basic concepts and models 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.
- 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.
- 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.
- 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.
- 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 operations 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. The purpose of this seminar is to provide for the student an opportunity to discuss and apply knowledge gained in the classroom to the solution of problems in public administration.

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 and Data Analysis. 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 fiscal and monetary policy, 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 its 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 appropirate for evaluating policy are also assessed.

3 credits

PAD 524. Technical Writing. (Same as Eng. 489). Introduction to the principles, forms and techniques of writing and other communication in an organizational environment.

PAD 525. Fundamentals of Social Policy. Focuses on the basics of social policy in the U.S. with discussions on the role of government and the contributions of the policy sciences to social policy development.

3 credits

PAD 526. Seminar: Issues in Social Policy. Current policy issues are examined with emphasis on their impact, as well as, an exploration of alternative policies with the same or similar objectives.

3 credits

PAD 527. Quantitative Methods for Decisions and Management Science (Same as MAT 570). A study of various quantitative methods that aid in decision making management.

PAD 528. Mathematical Models for Economic and Management Systems (Same as MAT 571). Using mathematical techniques to Model Economic and management systems of various types.

PAD 529. Collective Bargaining in the Public Sector. Both the history and current state of collective bargaining in the public sector will be explored. Laws and practices affecting collective bargaining in the public sector will also be examined.

3 credits

PAD 530. Administrative Law. The legal environment in which public managers function is the focus of this course.

3 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 in Anthropology

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

- 1. Satisfactory completion of a minimum of twenty-four (24) semester hours of course work in sociology, anthropology, or related disciplines.
- 2. Satisfactory completion of nine semester hours of core courses required for all students and a minimum of fifteen semester hours of course work in sociology for the M.A. degree in Sociology and a minimum of fifteen semester hours of course work and field work for the M.A. degree in anthropology.

- 3. The passing of a reading examination in French, German, or Spanish or passing a non-credit University course in one of these languages or passing a course in either advanced statistics (SOC. 605) or computer science (MAT 503).
- 4. Satisfactory completion of a thesis based upon a subject or topic approved by the faculty.
- 5. Satisfactory completion of such written and/or oral examinations outside of course requirements as may be deemed appropriate by the faculty.

COURSE DESCRIPTIONS

- N.B. Courses numbered in the 500 series are available to undergraduates only with the permission of the instructor.
- SOC 500. A review of knowledge and literature of the social sciences and history relevant to the comprehension of the theories and methodologies used in sociology, anthropology, and social psychology. Fall Semester 0 credits
- **SOC 501. Seminar in Sociology.** A seminar involving discussion of sociological problems and issues conducted by the staff. Second Semester 0 credits

Core Courses (Required for all Majors)

- SOC 502. Contemporary Social Thought. The presentation of theoretical knowledge generated in the fields of sociology, anthropology, and social psychology.

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

 3 credits
- SOC 505. Statistics for Social Science I. A basic introduction to statistics with exposure to techniques for presenting, describing, and analyzing sets of data.

 3 credits

Methodology

- **SOC 511. Field Work.** Sociological or anthropological research on selected topics requiring investigation in the field and the supervision of an instructor.

 3 credits
- SOC 611. Advanced Field Work. (Prerequisite SOC. 511). 3 credits
- **SOC 613. Independent Study.** This course provides the opportunity to investigate problem areas in sociology or anthropology not offered in other courses any given semester but which are required to complete a program of studies approved for the student. For majors only.
 - 3-6 credits
- SOC 615. Statistics for Social Science II. An intermediate course for those with previous exposure to statistics reviewing parametric statistics and focusing thereafter on non-parametric techniques. (Prerequisite SOC. 505)
- SOC 517. Introduction to Computer Science. Equivalent to MAT 503.

 0 to 3 credits

Population, Demography, Ecology

- soc 521. Population and Ecology. The study of populations, their demography, and their interaction and interrelations with the physical, biological, social and cultural environments.
- SOC 523. Urban Sociology. The ecological, social, and cultural organization of urban, suburban, and metropolitan communities, urbanization and relevant processes of change.
- SOC 525. Techniques of Demographic Analysis. Introduction to analytic techniques in demography including rates and measures of fertility, mortality and migration life table functions, standardization techniques and the theory of stable populations.
- SOC 527. Analysis of Population Distribution. Introduction to specialized techniques for an analysis of population distribution including urbanization and metropolitan concentration systems of cities, segregation of population groups, succession in neighborhood occupancy, population potential, flow analysis, shift analysis and location quotients.

3 credits

Social Psychology

- SOC 531. Social Psychology. Presentation of data, theory, methodology currently utilized in the field of social psychology.

 3 credits
- SOC 532. Collective Behavior. Principles governing collective behavior and analysis of nature of social movements.

Social Change and Development

SOC 543. Community Development. An examination of the internal characteristics, organization, and structure, and dynamics of the community and those external relationships essential to local effort.

3 credit

SOC 547. Sociology of Development. An examination and analysis of models of social development, with emphasis on criteriology and theories of the steps of growth.

3 credits
3 credits

Social Problems

- soc 551. Seminar on Social Problems. Critical analysis of the myths, stereotypes, and scientific paradigms used by the public, the scientific community, and social planners to advocate, and implement policies designed to cope with contemporary social problems.

 3 credits
- SOC 553. Criminology and the Criminal Justice System. Presentation of current data, theory, methodology and practice relevant to the study of criminal behavior and the administration of justice.

 3 credits
- SOC 555. Sociology of Aging and the Aged. Presentation of current data, theory, methodology, and practice designed to cope with the problems of the elderly.

 3 credits

SOC 557. Sociology of Health and Illness. Presentation of current data, theory, methodology, and practice relating to health and illness.

3 credits

Social Organization and Social Institutions

- **SOC 561. Social Organization.** Presentation of data, theory, and methodology of social organization and social systems.

 3 credits
- SOC 562. Social Stratification. Presentation of data, theory, and methodology of social mobility and the internal divisions of societies, such as cliques, classes, and castes.

 3 credits
- SOC 563. Sociology of the Family. Presentation of data, theory, and methodology relevant to the study and analysis of the family past and present.

 3 credits
- **SOC 565. Sociology of Education.** Presentation of data, theory, methodology of systems of education.

 3 credits
- **SOC 567. Political Sociology.** Analysis of the relations between the political subsystem and other social subsystems and examination of the impact of social stratification upon political socialization and participation.

 3 credits

Anthropology

a-

ts

- ANT 571. General Anthropology. An introduction to physical and cultural anthropology, prehistoric archaeology, and linguistics. 3 credits
- ANT 573. Cultural Ecology. The evolution and development of man with reference to his physical, biological, social, and cultural environments.

 3 credits
- ANT 575. Cultural and Social Anthropology. Presentation of data, theory, methodology generated in the fields of cultural and social anthropology.

 3 credits
- ANT 577. Africa: Peoples and Problems. A systematic presentation of African populations and nations and their contemporary problems.
 - 3 credits
- ANT 579. Introduction to Afro-American Studies. A review of historical and social scientific studies of Afro-American populations. 3 credits
- ANT 581. Racial and Ethnic Relations. Presentation of data, theory, methodology in the study of relations between groups which differ in race or culture or both seen in international as well as domestic perspective.
- ANT 583. Psychological Anthropology. A seminar for presentation and discussion of theoretical and methodological problems involving the interrelationships of personality, society and culture.

 3 credits
- ANT 585. Anthropological Linguistics. A review of anthropological contributions to the science of linguistics in general and the subfield of sociolinguistics in particular.

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 abovenamed 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.
- 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.

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 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. The faculty participate in public life at the municipal and state levels, serving as members and advisors to a wide variety of boards and commissions as well as in the legislature. They also serve on corporate boards, national boards of charitable foundations, minority organizations, on the editorial boards of national publications, and as advisors and consultants to numerous governmental agencies and minority businesses. Students who are interested and demonstrate ability are offered the opportunity to assist faculty in their research and consultative efforts.

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 an 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 of 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:

- 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.
- 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, finance, marketing, management and organizational behavior, operations management and transportation 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*

^{*}May be waived by examination.

SBA 450. Fundamentals of Mathematics*

SAB 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

h

10

a-

e

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 potential for successful study toward the graduate degree in business administration and to benefit in pursuit of their career goals.

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

^{*}May be waived by examination.

^{**}May be waived by transcript.

Applications for admission may be obtained from:

Office of the Registrar Atlanta University Atlanta, Georgia 30314

All completed application material should be forwarded to the Registrar of The Atlanta University by MARCH 1 for the fall semester and by OCTOBER 1 for the spring semester. All applications must be in at least two (2) months before the desired date of enrollment. Applications that are received after these deadlines will be considerd for the subsequent semester. Fall semester applicants will receive notifications of the decisions of the Committee on Admissions in April and spring semester applicants in November.

To be considered complete, an applicant's file must include the following:

- 1. The application form
- 2. Official transcript or transcripts from all schools attended
- 3. Three (3) personal rating forms
- 4. Results of the Graduate Management Admission Test (GMAT)
- 5. An autobiographical sketch
- 6. An interview, though not required, may be arranged by contacting the Office of the Dean of the School of Business Administration.

Eligibility for admission will be determined by an evaluation of the complete admission file. Important factors used to determine eligibility include undergraduate grade point average, results of the GMAT, work experience, references and evidence of maturity and motivation.

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 the Educational Testing Service, P. O. Box 966-R, Princeton, New Jersey 08541. The applicant should request that the results be sent to the School of Business Administration.

As is the practice in accredited schools, the Committee on Admissions considers the GMAT scores in combination with an applicant's undergraduate grade point average. Also reviewed carefully are all supporting materials.

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

rar

hat

ons

nts

W-

the

lity

ork

ally

nay

ons

er-

ing

er's

Ini-

ıdy

is

ual

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 provide students with an opportunity to participate in meaningful research and community involvement. Faculty and staff members of the School provide technical assistance and consultation 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.

CORPORATE ASSOCIATES PROGRAM (CAP)

More than thirty major corporations have established mutually beneficial relationships with the School through the CAP program. As Associates, they provide financial aid and personal involvement of corporate executives both in and out of the classroom. One outstanding example of such Associate involvement is a two-semester advertising course staffed entirely by senior personnel of a leading New York agency.

The support of the Associates also enables the School to provide a wide range of student services, including resume and interview counseling, extensive career programs, and an annual resume book, which brings students to the attention of companies throughout the United States. The resume book has proven very effective in stimulating invitations to the students to interview.

PLACEMENT

The demand for graduates of the School of Business Administration is in excess of supply. Outstanding students compete successfully with students from other top nationally recognized business schools for positions with the nation's largest firms. Because of its unique accreditation and the strength of the relationship it has developed with leading firms, the School of Business is the only minority school visited by many of these firms. School of Business students have unlimited opportunities to interview on campus with representatives of the top thirty of the Fortune 500, as well as over two hundred other firms. Naturally, admission does not guarantee anyone a job, but those who have demonstrated strong potential can expect multiple offers and above average starting salaries.

SUMMER INTERNSHIP PROGRAM

Through the CAP internship program, students have an opportunity to spend the summer working with corporations throughout the country as interns. Growing numbers of students are finding that summer internships with corporations provide an excellent opportunity for School of Business students to test themselves — with favorable results — against the competition from other leading schools. Finally, successfully completed internships lead directly to permanent employment offers with host firms and higher salary offers with other firms.

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

SB

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.

SBA 663. Problems in Accounting. This course is to prepare students for professional eaxminations in accounting theory and practice, auditing and taxes. Prerequisite: SBA 561.

3 credits

SBA 664. International Accounting. This course examines factors affecting accounting concepts and standards throughout the world. Differences in the cultural, social, political, legal and economic conditions are the factors which govern the selection of accounting concepts and standards.

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

ide

ng,

he

the

is is

rith

for

ing

any

ties

the

ion

ong

35.

ntry

ern-

of

inst

m-

nost

der-

vith

rary

the

oro-

ting

ınt-

cial

re-

and

dits

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.

SBA 581. Macro-Economics. This course focuses on macro aspects of the economy, such as aggregative economic magnitude 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 microeconomic 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.

Finance

and

less

ess

dits

-01

of

ofit

dits

nts'

of

tion

dits

nts'

nin-

ing

dits

lave

-mc

nity

nisdits

ents

oint.

dits

the

dits

v of

This

troning

arns

and

con-450.

dits

00).

rob-

450. dits

- 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 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 641. 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 542.
- 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.

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.

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.

SBA 678. International Business Seminar. This course offers a team teaching approach toward interdisciplinary inquiry into the fields of international accounting and finance, management, marketing, public policy and culture. A staff team, consisting of international business practitioners and University professors, will draw on lectures, readings, cases, and field studies for instruction in the conduct of business in the international arena. The course is open to all majors as an elective for third and fourth semester MBAs.

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.

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

3 credits
3 credits

Marketing

eals

stu-

ons

dits

nci-

nan-

well

dits

icial

icial

dits

the

dits

stu-

dits

de-

nt's

and

dits

der-

und

dits

ich-

ter-

licy

cti-

ses,

the

tive

dits

ries

be-

0.

dits

- 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.
- 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.
- 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.
- 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.
- 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:

- 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 assist in modifying existing educational programs to include emphasis upon education of the handicapped, education of the aged, and multi-cultural education.
- To discover new knowledge and new ways of service and teaching through the provision of an atmosphere conducive to research and writing.

- 7. To introduce new theories, techniques, and practices to the field of education.
- 8. To provide educational leadership and service to the community.
- 9. 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.
- 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

ces

pan

ın-

lits

ght

lits

of

nal ich

en

er-

ant

on in

in

ent

he

nel ed

ed,

ng nd 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 Policy Studies, Curriculum, Foundations of Education, Psychological Services, and Special Education.

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

Degree candidates may study in any of the following fields: Administration and/or Supervision, Educational Finance, Educational Leadership, Educational Psychology and Measurements, Elementary Education: Early Childhood/Middle Childhood, Foundations of Education, Guidance and Counseling, Higher Education, Professional Visiting Teacher, Research (Policy Analysis), Reading, Secondary Education, and Special Education.

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 40).

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 pages 41-42).

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 38-39 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 methodolgy.

Doctoral Degree

n

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 Policy Studies

INTRODUCTION

The Department of Administration and Policy Studies offers graduate programs of study for the M.A., Ed.S., and Ed.D. degrees. Areas of specialization include: administration and supervision, educational leadership, higher education, educational finance and, research and policy analysis. Programs in all areas are individually designed for public or private elementary and secondary school specialists, personell in higher education institutions, or education agencies and educators or administrators in non-school settings, e.g., private industry and business, community-based programs, museums, publishing houses.

The course offerings available in either the School of Education or other schools of Atlanta University make possible varied educational experiences in which students may participate. This kind of flexibility gives the student options for either general or specific career preparations tailored to the individual's background and goals. Of particular interest to those with well-defined management interests are courses offered by the Graduate School of Business Administration and by the Department of Public Administration in the School of Arts and Sciences.

Both classroom instruction and experiential learning opportunities are available for academic credit. Courses offerings within the department include: theory, educational finance and planning, policy analysis, research techniques, and contemporary issues. The department has developed close working relationships with area schools, community colleges, and education agencies so that they may serve as resources for the academic offerings on campus. Procedures have been established which facilitate the use of these agencies for research and field experiences.

PROFESSIONAL GOALS

There are three kinds of goals toward which students in Administration and Policy Studies may work:

Academic Degrees:

The Master of Arts degree in Administration and Policy Studies 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 in Administration and Policy Studies 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 Administration and Policy Studies 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.

n

st

nt

Certification: The degree programs offered by the department have been approved by the Georgia State Department of Education for certification purposes. Matriculants of these programs may therefore receive appropriate certification provided they have three years of acceptable school experience or approved work experience in administration (as determined by the State Department). Students who wish to add certification in Administration and Policy Studies 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 certification in Administration and Supervision include: a master's degree, 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 administra-

tion and policy studies distributed as follows:

Theory	3 credits
School Organization Administration	3 credits
School Law	3 credits
Instructional Supervision	3 credits
One additional course in	
Administration and Policy Studies	3 credits
	Total 15 credits

Requirements for the Georgia AS-6 certificate in Administration and Policy Studies include: eligibility for the AS-5 certification, two courses in psychological foundations, two courses in educational foundations, two courses in educational research, and ten courses in administration and policy studies. 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.

In-Service Education. Persons in education, business, and industry may enroll in department offerings for professional improvement or refresher work. These arrangements can be made on an individual basis or in cooperation with organizations interested in special programs for their employees at either on- or off-campus locations.

ACADEMIC SPECIALIZATIONS

The areas of academic specialization are listed below with brief descriptions. In addition, opportunities exist to develop programs of individual interest drawing upon these academic areas.

Administration and Supervision. Elementary and Secondary Educational Administration. Students are prepared for careers in the public sector as principals, program managers, supervisors and superintendents, and as heads and principals in the private sector. Career needs for business managers, directors of personnel, and other line and staff positions are met by the program. Advanced degree students in curriculum and instruction are prepared for positions as instructional supervisors and curriculum coordinators in cooperation with the Department of Curriculum.

Higher Education. Both trained administrators and faculty for higher education are prepared by the Program. Postsecondary and higher education administrators in student personnel, academic administration, planning, and fiscal management are some of the types of positions for which students seek training.

Educational Leadership. A Doctor of Education in Educational Leadership is specifically designed for persons who presently have or wish to have leadership positions in education. Emphasis is placed on leadership in the urban environment. This degree program is administered through the department but includes coursework throughout the School of Education and the University. Therefore students in other departments and schools may wish to enter the department at the doctoral level to complete the Educational Leadership degree.

Educational Finance. The specialization in Educational Finance is currently under development for initiation in the 1980-81 academic year. Interested persons may contact the department for further information.

Research and Policy Analysis. The specialization in Research and Policy Analysis is currently under development for initiation during the 1980-81 academic year. Interested persons may contact the department for further information.

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 department chairperson during the semester in which the student expects to complete twelve semester hours of course work, including six hours in administration and/or policy studies. 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 page 40 in the University requirements).
 - 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 department chairperson.

CANDIDACY REQUIREMENTS

in

p-

as

SS

m

er

n-

ch

nip

ols

he

Ur-

ar.

icv

ner

on

- (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 comprehensive examination.

(2) Specialists in Education:

- Completion of eighteen credits at Atlanta University, after admission to the program, including at least nine credits in administration and/or supervision.
- 2. Completion of Communications Test requirements.
- 3. Satisfactory completion of the comprehensive examination.
- 4. Approval of a research proposal.

(3) Doctor of Education:

- Completion of eighteen credits at Atlanta University, after admission to the program, 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 required needed for the achievement of the student's own professional goals. (see Program Director for guidelines).
- 4. A written comprehensive examination.
- 5. An oral examination based on items 3 and 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:

		Credits
Area of Study		Required
Foundations:		6
Historical, Philosophical, or Sociologic	cal (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 ED	A 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 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 skill in research methodology.
- 5. An oral examination on the project.
- 6. The following minimum course requirements:

Area of Study		Credits Required
Foundations:		12
Historical, Philosophical, or Sociological	(6)	
Psychological	(6)	
Curriculum (EDC 562 required):		6
Research and Statistics:		9
Administration:		36
Theory (EDA 600 required)	Min. 6 credits	
Organization & Practice	Min. 3 credits	
Interpersonal Relationships	Min. 3 credits	
School Law	Min. 3 credits	
Experiential Training (EDA 660 required)	Min. 3 credits	
Interdisciplinary Seminar	Min. 3 credits	
Instructional Supervision	Min. 6 credits	
Electives related to major goals	Min. 9 credits	
	Tota	1 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 24 credits		
Core of Specialization:	Min. of 15 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		
Minimum Total of	90 credits		

COURSE DESCRIPTIONS

The department courses are under review for re-organization in a core curriculum. Specific course descriptions will be published in a department bulletin by June 1980. Students should contact the department to obtain this document.

Curriculum

The Department of Curriculum offers graduate programs leading to the Master of Arts degree in three areas of concentration: Elementary Education: Early Childhood/Middle Childhood; 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: Early Childhood/Middle Childhood, Reading, and Secondary Education.

DEGREE REQUIREMENTS

General requirements for graduation include those listed by the University and the School of Education. In addition, the following requirements must be met at the respective levels:

MASTER'S LEVEL

- 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 of specialization.

SPECIALIST LEVEL

- The student must complete at least 24 semester hours of graduate work at Atlanta University.
- 2. The student must pass a written comprehensive examination.

ELEMENTARY EDUCATION PROGRAMS

The programs leading to graduate degrees in the area of Elementary Education: Early Childhood/Middle Childhood are designed to offer several avenues through which students may reach identified career goals. The focus of the programs broadens the perspective, increases the sensitivity, enlarges the humanness, sharpens the technical skills and extends the vision of what is to be for the early childhood/middle childhood educator.

ELEMENTARY EDUCATION/EARLY CHILDHOOD COMPONENT

The Early Childhood Education component 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 this program 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.

ELEMENTARY EDUCATION/EARLY CHILDHOOD PROGRAM

aaers ry

nire-

ate

ate

rhe ity, the tor.

The arly of the bod

ram n is nich

	Hours
Humanistic and Behavioral Studies	
EDC 523. Psychology of Early Childhood	
One course selected from the following:	
EDF 501. History of American Education	
EDF 502. Black Education in America	
EDF 511. Contemporary Philosophy of Education EDF 533. Urban Culture and Education	
Research	. 3
EDF 540. Research and Measurement I	
Area of Specialization	. 24
Required core courses:	
EDC 619. Parental Involvement	. 3
EDC 574. Practicum in Creative Teaching EDC 650. Elementary Curriculum Planning	. 3-6
	. 3
Select 12-15 hours from the following areas:	
Language Arts	
EDC 580. Language Learning	
EDC 581. Reading in the Elementary School	
EDC 415. Children's Literature	
Mathematics	
EDC 502. Mathematics in the Elementary School	
EDC 545. Numerical Thinking in Young Children	
EDC 546. Mathematics for the Underachiever	
Science	
EDC 525. Designing Science Curriculum	
EDC 506. Science in the Elementary School	
Social Studies	
EDC 504. Social Studies in the Elementary School	
EDC 519. Cultural Diversity: Implications for Teaching and Lea	irning
Creative Activity	. 3-6
EDC 526. Creative Experiences for Young Children	
Maior Interest Commen	
Major Interest Courses:	
EDC 620. Infant Education	
EDC 524. Preschool Readiness EDC 522. Current Issues and Early Childhood	
EDC 617. Curricula and Instructional Strategies: A Practicum	
Electives (any two courses)	. 6
EDF 541. Research & Measurement II	
EDF 644. Computer Assisted Education Research	
EDF 577. Psycho-Educational Evaluation for Teaching	

- EDF 588. Nature and Needs of Children with Learning Disabilities
- EDC 535. Selection and Utilization of Educational Media
- EDC 537. Production of Instructional Media Materials
- EDA 500. Principles of Administration
- EDA 505. Principles of Supervision
- EDS 580. Psychology of Exceptional Children
- EDC 571. Evaluation of Instruction

ELEMENTARY EDUCATION/MIDDLE CHILDHOOD COMPONENT

The Middle Childhood component provides for a broad selection of courses in preparation for teaching grades 4-8. 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.

ELEMENTARY EDUCATION/MIDDLE CHILDHOOD PROGRAM

Ho	urs
Humanistic and Behavioral Studies	6
One course selected from the following:	
EDF 551. Human Growth and Development	
EDP 579. Adolescent Psychology	
One course selected from 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 531. The School in the Social Order	
EDF 533. Urban Culture and Education	
EDF 539. Social Issues and Education	
EDF 560. Politics of Educational Change	
EDF 610. Educational Sociology	
EDF 633. Education and the Urban Dilemma	
Research	3
EDC 540. Research & Measurement I	
Area of Specialization	4
Required core courses:	2
EDC 015. Furchal involvement interest in the control of the contro	3
EDC 574. Practicum in Creative Teaching	
EDC 560. Elementary Curriculum Planning	3
Select 15 hours from the following areas:	
Language Arts	
EDC 514. Children's Literature	
EDC 580. Language Learning in the Elementary School	
EDC 581. Reading in the Elementary School	

EDC	584.	Reading in the Middle School
EDC	578.	Reading Instruction for Content Area Teachers
Mathemat	ics	
EDC	502.	Mathematics in the Elementary School
EDC	503.	Methods, Materials, and Problems of Teaching Modern Mathematics in the Elementary School
EDC	546.	Mathematics for the Underachiever
Science		
EDC	506.	Science in the Elementary School
EDC	563.	Man in Relation to His Environment I
EDC	564.	Man in Relation to His Environment II
Social Stu	dies	
EDC	504.	Social Studies in the Elementary School
EDC	519.	Cultural Diversity: Implications for Teaching and Learning
Health		
EDC	517.	Materials and Methods in Health Education
EDC	518.	Health in Elementary and Secondary Schools
Fine Arts		
		Principles and Techniques of Teaching Arts and Crafts i the Elementary School
		Fundamentals of Applied Art in Schools and Communities
EDC	512.	Music in the Elementary School
		wo courses) 6
		Research & Measurement II
		Computer Assisted Educational Research
EDS	577.	Psycho-Educational Evaluation for Teaching
		Nature and Needs of Children with Learning Disabilities
		Selection and Utilization of Educational Media
		Production of Instructional Media Materials
		Principles of Administration
EDA	505.	Principles of Supervision
EDS	580.	Psychology of Exceptional Children
EDC	571.	Evaluation of Instruction

SECONDARY EDUCATION

Educational programs at the secondary level focus upon the instructional components of the senior high school and college. Students may pursue Master of Arts degree programs in secondary education with special preparation in English, foreign languages (French/Spanish), 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 unconditional admission into each of the programs.

Degree Requirements (ALL AREAS OF CONCENTRATION)
Humanistic and Behavioral Studies
EDF 551. Human Growth and Development
EDF 579. Adolescent Psychology
One course selected from the following:
EDF 500. History of Education
EDF 501. History of American Education
EDF 502. Black Education in America
EDF 503. History of Urban Education
EDF 511. Contemporary Philosophy of Education
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
Research
EDF 540. Research and Measurement I
EDF 541. Research and Measurement II
Theory Relevant to the Speciality
The appropriate course from the following:
EDC 500. English in the Secondary School and College
EDC 534. Social Studies in the Secondary School 3
EDC 597. Mathematics in the Secondary School
EDC 568. Science in the Secondary School
EDC 596. Methods of Teaching Modern/Foreign Languages
Area of Specialization
The courses under the area of specialization are recommended by the respective department in the School of Arts and Sciences. Courses other than those listed may be used with the consent of the Department. It minimum of 18 semester hours in the area of specialization is required. The remaining hours are taken from the elective category.
Anthropology, Psychology, Sociology
EDP 571. General Anthropology

EDP 573. Social and Cultural Anthropology

EDP 579. Racial and Cultural Relations

EDP 521. Social Psychology

EDP 557. Administration and Interpretation of Psychometric Instruments

EDP 558. Theories of Personality

EDP 578. Psychology of Individual Differences

EDP 635. Psychology of Adjustment

EDP 685. Theory of Mental Tests

EDP 501. Sociological Theory

- EDP 531. Population and Ecology
- EDP 533. Urban Sociology
- EDP 534. Sociology of the Ghetto
- EDP 537. Sociology of the Family

Science (Biology, Chemistry)

Biology

- BIO 503. Biochemistry
- BIO 504. Molecular Biology
- BIO 505. General Physiology
- BIO 506. Cell Biology
- BIO 507. Organismal Biology
- BIO 508. Developmental Biology
- **BIO** 513. Modern Genetics
- BIO 515. Morphology of Non-Vascular Plants
- BIO 519. Advanced Invertebrate Biology
- BIO 524. Protozoology
- BIO 528. Environmental Concepts and Controls
- BIO 530. Evolution and the Origin of Life

Chemistry

- CHEM 480. Chemistry for High School Teachers
- CHEM 500. Independent Study
- CHEM 501. Advanced Organic Chemistry I
- CHEM 502. Advanced Organic Chemistry II
- CHEM 511. Advanced Biochemistry
- CHEM 520. Structure, Energetics, and Dynamics
- CHEM 531. Advanced Inorganic Chemistry
- CHEM 541. Instrumental Analysis
- CHEM 682. History, Philosophy, and Sociology of Science

English

- English 400. The Teaching of English in the Secondary School (to be counted toward requirements in Education)
- English 477. American Literature: To 1865
- English 478. American Literature: 1865-1920
- English 405. Modern English Grammar
- English 685. Introduction to Literary Criticism

Electives in the Department of English

Six to twelve hours free choice if the thesis option is accepted.

French

- FRH 513. French Phonetics and Pronunciation
- FRH 515. Advanced French Grammar and Composition
- FRH 516. Advanced French Prose
- FRH 517. History of French Civilization
- FRH 518. History of French Civilization
- FRH 596. Methods of Teaching Modern Foreign Languages

Electives

Six (6) semester hours in free choice electives, if the thesis option is accepted.

Mathematics

MAS 610. Introduction to Mathematical Logic

MAS 520. Introduction to Analysis

MAS 530. Modern Geometry

MAS 512. Linear Algebra and Matrices

MAS 561. Applied Statistical Methods
AND

One of the following three credit courses

MAS 540. Numerical Methods

MAS 547. Operations Research

MAS 562. Applied Statistical Methods

One of the following three credit courses may be submitted for one of the courses listed in the first section above:

MAS 612. The Philosophy of Mathematical Thought and Foundations

MAS 531. Topology

MAS 503. Introduction to Computer Programming

MAS 575. Advanced Programming Techniques

MAS 535. Modern Algebra

History

HIS 403-404. Introductory Graduate Course in European History

HIS 405-406. Introductory Graduate Course in United States History

One of the following three (3) credit courses:

HIS 563. The Afro-American in the United States to 1877

HIS 564. The Afro-American in the United States Since 1877

HIS 565. Afro-American History for Public School Teachers

Electives in the Department of History

Electives should be chosen according to field of concentration: American History, European History, Afro-American History, or a combination of all three of these areas. Nine (9) hours of electives should be taken from the following:

1. Nine (9) hours of courses in American History

2. Nine (9) hours of courses in European History

3. Nine (9) hours of courses from any combination of American, European or Afro-American History courses.

Reading

This Master of Arts Program is designed to qualify students as special reading teachers at all levels of instruction (pre-school through college). The program emphasizes the total school developmental reading program with special attention being given to the different types of instruction provided in the developmental program.

Hours
Degree Requirements
Humanistic and Behavioral Studies
EDF 551. Human Growth and Development
or Spanish and the state of the
EDP 579. Adolescent Psychology
EDC 560. Elementary Curriculum Planning
EDC 573. Nature and Curriculum Needs for the Middle Grades
EDC 561. Secondary Curriculum Planning
One course in foundations of education (See selections under Secondary humanistic and behavioral studies
Research EDF 540. Research and Measurement I
EDF 541. Research and Measurement II
15
Area of Specialization
Required (will vary with area of interest or special program) 15-21
One of the following:
EDC 581. Reading in the Elementary School (K-4) 3
EDC 583. Reading in the Middle School (4-8) (formerly EDC 584)
EDC 584. Reading in the Secondary School and College
(formerly EDC 583)
All of the following:
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
Early Childhood/Middle Childhood Levels
EDC 580. Language Learning 3
Secondary/College Level
EDC 578. Reading Instruction for Content Area Teachers 3
Graduate Assistants Only
EDC 587/588. Apprenticeship I and II
Electives (3-9 hours)
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 assistant-ship. The Program is the result of cooperative financial support and planning of Clark, Morehouse, Morris Brown and Spelman Colleges and The Atlanta University. The availability of assistantships is limited to ten per year and the Program is open to Secondary Reading or English majors at

the graduate level. The Program is not operative during the Summer Session. Students are expected to complete the two-year apprenticeship period which requires full-time residence.

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

SPECIALIST IN EDUCATION DEGREE PROGRAMS

The Specialist in Education Degree Program extends the competencies developed at the Master's level. Specialist level students are required to complete a minimum of 30 semester hours* beyond the Master's degree, which, when combined with studies at the Master's level, should show the following course distribution:

- A. Fifteen (15) semester hours in courses dealing with Theory for the Specialty: the nature of the learner and the psychology of learning and/or courses dealing with the programs and problems of the school.
- B. Thirty-three to thirty-six (33-36) semester hours in courses designed for the content of the specialty.
- C. Twelve (12) semester hours in courses designed to strengthen the student's ancillary educational goals.
- D. Nine (9) semester hours dealing with research and statistics.

Required: EDC 676 — Curriculum Theory

Required: EDC 680 — Seminar: Problems in Research and Proposal Writing

THE EDUCATIONAL SPECIALIST PROGRAM IN ELEMENTARY EDUCATION: EARLY CHILDHOOD/MIDDLE CHILDHOOD

The Elementary Education Specialist Program is designed to offer several options or avenues through which students may reach identified career goals and/or employment opportunities. The program for each student is planned as a logically organized whole in light of the student's record of previous undergraduate and graduate courses and professional experience. All courses included in the program are directed toward improving the breadth and depth of the student's qualifications in the area of Elementary Education.

The elementary teacher serves as a model of a scholarly and humanistic person in addition to actively facilitating the development of each student's potentialities. The Specialist program is designed to assist the teacher in enhancing the qualities necessary to fulfill such a role, as well as in emphasizing the development of characteristics and competencies needed to assume leadership roles such as, program developers/trainers, administrators/supervisors, consultant/evaluators, resource teachers, parenting educators, and researchers in child care programs.

^{*}Students and advisors are to plan the students' programs cooperatively. A copy of the Planned Program must be filed with the Office of Admissions during the first semester of the students' matriculation.

ELEMENTARY EDUCATION/EARLY CHILDHOOD

Program Requirements
Area I Humanistic and Behavioral Studies 6 Area II Research 3 Area III Content Specialization 21 (a) Core curriculum 9 (b) Content studies for specialty area 12
Humanistic and Behavioral Studies
(one course in Foundations of Education/School and Community Education) EDC 676. Curriculum Theory Research (Required)
EDC 680. Seminar: Problems in Research and Proposal Writing
(Prerequisites — EDF 540 and EDF 541)
SSW 588. Evaluative Research
MAT 605. Analysis of Data I
(Prerequisite for both courses — EDF 541)
Content Specialization
A. Core-Curriculum Requirements
EDC 622. Diagnostic Procedures & Programs for Children
EDC 626. Advanced Seminar in Early Childhood Education
EDC 627. Field Lab/Internship
B. Content Studies for Specialty Area
EDG 532. Program Development & Monograms
EDG 537. Theories & Process of Group Instruction EDS 580. Psychology of Exceptional Children
EDS 580. Psychology of Exceptional Children EDS 578. Behavior Management
EDS 600. Curriculum for Exceptional Children
EDS 643. Counseling of Families of Exceptional Children
EDC 620. Infant Education
EDC 621. Psychology of Play
EDC 625. Pre-school Organization & Administration
EDC 623. Parenting Education
EDA 515. Organization of Supervisors EDA 532. Human Relations in School Administration
EDC 560. Elementary Curriculum
B. Content Studies for Specialty Area (Continued)
EDC 578. Reading in Content Areas
EDC 592. Reading Difficulties
EDC 626. Perceptual Training
EDC 553. Selection & Utilization of Educational Media

EDC	536.	Administration of Education Technology
EDC	537.	Production of Instructional Media & Materials
EDC	538.	Programmed Instruction
SSW	643.	Black Families in the Social Environment
SBA	687.	Organizational Behavior
EDC	628.	Humanizing Education for Young Children
EDC	629.	Child Nutrition

NOTE: All courses are to be chosen with the approval of an advisor.

ELEMENTARY EDUCATION/MIDDLE CHILDHOOD

The Educational Specialist Program is not designed to exist in isolation. Rather, it is structured to be an extension of the Master of Arts Program with an interlocking of the components providing a unified whole. The following diagram is an example of such interlocking programs:

Nature of Courses	M.A.	ED.S.	Combined
Humanistic and Behavioral Studies	6	3	9
Theory Relevant to the Specialty	9	3	12
Content of the Specialty	15	18	33
Research	3	3	6
Electives	6	3	9
	39	30	69

Program Requirements

Core Co	urses .	Hou	rs
EDP	619.	Advanced Educational Psychology	9
		or	
EDP	620.	Learning Theories	
EDC	676.	Curriculum Theory	
EDS	680.	Seminar in Proposal Writing	
Content	Special	ization 1	
Electives			8

LIST OF COURSES

Humanistic and Behavioral Studies

EDF 500. History of Education

	000.	rustory 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	531.	The School in the Social Order
EDF	533.	Urban Culture and Education
EDF	539.	Social Issues and Education
EDF	560.	Politics of Educational Change
EDF	610.	Educational Sociology
		- 67

Education and the Urban Dilemma **EDF** 633. **Human Growth and Development EDF** 551. Psychology of Individual Differences **EDP** 578. Adolescent Psychology **EDP** 579. **EDP** 619. Advanced Educational Psychology Psychological Appraisal of the Individual **EDP** 653.

Theory Relevant to the Specialty

- EDP 620. Theories of Learning
 EDC 560. Elementary Curriculum Planning
- EDC 571. Evaluation of Instruction
- EDC 574. Seminar: Practicum in Creative Teaching
- EDC 676. Curriculum Theory

Content of the Specialty

tion

ram

The

urs

- EDC 502. Mathematics in the Elementary School
- EDC 503. Methods, Materials, and Problems of Teaching Modern Mathematics in the Elementary School
- EDC 504. Social Studies in the Elementary School
- EDC 505. Principles and Techniques of Teaching Arts and Crafts in the Elementary School
- EDC 506. Science in the Elementary School
- EDC 508. Fundamentals of Applied Art in Schools and Communities
- EDC 512. Music in the Elementary School
- EDC 514. Children's Literature
- EDC 517. Materials and Methods in Health Education
- EDC 518. Health in Elementary and Secondary Schools
- EDC 525. Language Development in Young Children
- EDC 545. Numerical Thinking in Young Children
- EDC 546. Mathematics for the Underachiever
- EDC 563. Man in Relation to His Environment I
- EDC 564. Man in Relation to His Environment II
- EDC 580. Language Learning in the Elementary School
- EDC 581. Reading in the Elementary School
- EDC 584. Reading in the Middle School

Research

- EDC 540. Research and Measurement I
- EDC 541. Research and Measurement II

Electives

The student may fill special needs by enrolling in other courses in the Department of Curriculum, in other departments in the School of Education, or in other schools in the University.

READING: THE EDUCATION SPECIALIST DEGREE PROGRAM

The Education Specialist Degree Program in the area of Reading extends the competence of the Master's level Reading Specialist primarily through preparation for (1) designing reading curricula, (2) developing

reading programs, and (3) for assuming responsibilities in planning and consultative capacities. Specifically, program objectives permit the degree student to:

- A. Strengthen the theoretical knowledge base through intensive consideration of basic research into the reading process and of research of closely related inquiries in Psychology, Physiology, Sociology, and Linguistics.
- B. Expand expertise necessary for effective Reading program development and implementation to include competence in planning, coordinating, evaluating area and system reading programs.
- C. Recognize social, cultural, political and economic influences on the direction and shaping of modern Reading Programs.
- D. Develop competence in consultative and staff specialist roles with particular emphasis on (1) curriculum planning and revision, and (2) in collecting and using resource data essential to the development and maintenance of sound reading programs in both traditional and alternative educational settings.

Admission Policies — Admission requirements to the program are those prescribed by the School of Education. The prospective student is expected to have successfully completed a minimum of eighteen semester hours of Master's level Reading courses designed to build competent reading teachers and clinicians. Master's level studies may have concentrated on either the elementary or upper level reading instruction, but must show a strong component of reading diagnosis and correction, preferably including a practicum.

Further, admission to the program requires a minimum of three years of acceptable education-related experience.

Admission to candidacy — In order to be admitted to candidacy for the degree of Education Specialist in Reading, a student must:

- 1. Adhere to all University, School of Education and Department of Curriculum requirements
- 2. Satisfactorily complete 30 semester hours beyond the Master's degree, which, when combined with studies at the Master's level should show the following course distribution:
 - 15 semester hours in Courses dealing with the nature of the learner and the psychology of learning and/or

Courses dealing with the programs and problems of the school

- 36 semester hours in Courses designed for subject matter or content specialization
- 9-12 semester hours in Courses designed to strengthen the student's major interest
- 6-9 semester hours in Courses dealing with research and statistics

 Plan, implement and report inquiry into an area of interest of the student's choosing. The project-paper for the degree, or a thesis, must be of such quality that evidence is given of the student's research competence.

ree

rch

ind

)p-

0-

he

ith

nd

X-

r-

rs

The Course of Study — Six six-hundred level courses have been designed which comprise the core reading sequence for Ed.S. degree students in reading. Two of the courses focus upon research and theory, two are concerned with curricula planning and staff development in the area of reading, one is devoted to administering and coordinating the Reading Program and one course is an internship. All courses yield three semester hours of credit with the exception of the Internship which may yield up to six hours.

Careful advisement from the point of admission to the program permits the student to choose the balance of the required 30 s.h. course of study such that individual goals and areas of special interest are recognized. Electives may be chosen from offerings of any department in the School of Education or from offerings scheduled by the other four schools of the University.

The Core Sequence — The following courses comprise the basic experience in the area of Reading for the Education Specialist.

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 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 con-

sultant competencies to be developed during period of internship. Prerequisite or concomittant enrollment in EDC 610. Designed for Ed.S. students.

by special arrangement — 3-6 hours credit

THE EDUCATION SPECIALIST DEGREE PROGRAM IN SECONDARY EDUCATION

The Education Specialist Degree Program in Secondary Education provides the opportunity for students with the Master's degree in a secondary level content area to pursue advanced study which will enable them to serve as a curriculum specialist, resource teacher, or administrator.

The student's program is planned cooperatively with his advisors from the School of Education and the respective department in the School of Arts and Sciences.

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.
- 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.
- 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.)
- 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.

 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.

 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.

 3 credits
- 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.

 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.

hip,

edit

oro-

to

om

of

ith

ing

ex-

SS-

om

n.

its

ts

in

ts

developed.

3 credits

4 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.

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

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.

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 and Information Studies 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.

3 credits

EDC 515. Literature for Young Adults (Identical with School of Library and Information Studies 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.

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.

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.

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.

 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.

 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.
- EDC 524. Language Development in Young Children. An exploratory approach of 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.
- **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.
 - 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.

 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.
 3 credits

- **EDC 536. Administration of Educational Technology.** Emphasizes basic organization, services, policies and administrative procedures for effective administration of media programs.

 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.
 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.

 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.

 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

vides experiences and three dimensional graphic, pictorial and audio
problems of "Teaching the Black Experience." 3 credits
EDC 560. Elementary Curriculum Planning. Basic principles and practices
in curriculum planning and their effective use in the elementary class-
room. 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 implementa-
tion of the instructional program, grades 1-12. 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 566. Thesis Writing. Enrollment in this course is for the purpose of
advisement and assignment of thesis chairman and committee.
6 credits
EDC 567. Independent Study. Individual inquiry into theoretical and
practical interests. Contractual arrangements with instructor.
1-3 credits
EDC 570. Methods, Materials, and Problems of Teaching in the Elemen-
tary School. For experienced elementary school teachers, principles, 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. 6 credits
EDC 571. Evaluation of Instruction. Emphasizes the ongoing evaluative
interaction between teacher and student as a guide to curricular experi-
ences that promote effective academic and social growth. 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. 3 credits
EDC 578. Reading Instruction for Content Area Teachers. Specific focus
upon the selection and application of appropriate reading skills to read-
ing materials used in content areas. Considers techniques of evaluating
comprehensibility and comprehension of materials used in school sub-

in public secondary schools involves. Actual professional problems are utilized as a basis for assisting enrollee in working more efficiently.

FDC 557. Methods and Materials for Teaching the Black Experience, Pro-

3 credits

3 credits

Workshop approach.

jects.

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.

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.

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.

ts

n-

nd

its

ve

ri-

he

its

US

d-

ng

b-

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.

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.

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.

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)

11/2 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

Fig. 1. Feb. 1. Feb. 2. Feb. 2

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. 3 credits
EDC 593. Diagnostic Practices in Classroom and Clinic. A practicum de-
signed to provide training in diagnosing reading disabilities and pre-
scribing a corrective or remedial program. Prerequisite: EDC 592 or con-
sent of instructor. Limited enrollment. first semester — 3 credits
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 in-
struction is emphasized. Prerequisites: EDC 593 or consent of instructor.
Limited enrollment. 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. 3 credits
EDC 596. Methods of Teaching Modern Foreign Languages. An intensive
study of the most recently developed methods and techniques of for-
eign 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 second-
ary 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. 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.
3 credits
EDC 599. Teaching of General Science. For teachers and supervisors of
science in junior and senior high schools. Instruction, methods of select-
ing and organizing materials, classroom and laboratory techniques, visual
aids, testing and evaluation. Prerequisite: EDC 598. 3 credits
EDC 600. Teaching Biological Science. Biological instruction, methods
employed, stressing reports of the American Institute of Biological Sci-
ence and of Science Manpower Project. 3 credits
EDC 602. Teaching Physical Science. Instruction in physical sciences,
methods employed, materials to be selected and techniques for demon-
stration. Stresses reports of American Chemical Society. 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. 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. 3 credits
Prerequisite: EDC 607 and/or consent of instructor. 3 credits EDC 609. Research Seminar In Reading. Focuses upon significant research
Loc dos. Research Schillar III Reading, Fortises libon significant research

Ed.S. students. Prerequisite: EDC 608.

contributing to reading theory. Interdisciplinary thrust. Designed for

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.

3 hours credit

S OF

dits

de-

ore-

on-

dits

. A

in-

tor.

dits

ods,

dits

sive

for-

ods dits

nd-

tial

dits

t of

rld;

ice.

dits

of

ect-

ual

dits

ods

ci-

dits

es,

n-

lits

ing

rch

of

ns.

ım

its.

ch

for

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.

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.

FDC 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.

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.

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.

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.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.

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.

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.

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.

	edits
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 foutions of education recommended by an advisor.	nda-
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	
	1000
	dits
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)	
. Urban Education	9
Students, in consultation with an advisor, select from any de-	

partment in the University, courses that de the city and relate to their professional goals.	
C. Departmental Specialization	artment including at
least one course in special concerns of the c	
D. Electives approved by advisor	Total 39
Educational Research	
A. General Requirements	Credits
EDF 551. Human Growth and Development	er a suitable
substitute EDF 540. Research and Measurement I	
EDF 540. Research and Measurement II	
and one course in the historical, philosophi	cal or social founda-
tions of education approved by an advisor.	
B. Research Specialization	
Students, in consultation with an advisor, sareas of Research, Measurement, Statistics at	nd Evaluation that fit
their professional plans. C. Electives Approved by Advisor	9
Electives may be taken in an area of special curriculum, administration, a subject matter	ization (i.e.: reading,
area of testing measurement and neycholog	V
area of testing, measurement, and psycholog	y. Total 39
COURSE DESCRIPTIONS EDF 500. History of Education. Emphasizes the of which modern national educational system	Total 39 European foundations out
COURSE DESCRIPTIONS EDF 500. History of Education. Emphasizes the	Total 39 European foundations out of the West emerged. 3 credits development of education to the present. 3 credits a. Traces the education of m Africa to the present.
COURSE DESCRIPTIONS EDF 500. History of Education. Emphasizes the of which modern national educational system EDF 501. History of American Education. The of in the United States from the colonial period EDF 502. History of Black Education in American Black people in American from their arrival from their arrival from the colonial period EDF 503. History of Urban Education. Historican issues in American urban education. EDF 510. Philosophies of Education. A survey major systems of western philosophical the placed on the derivation of educational practical tenets.	European foundations out s of the West emerged. 3 credits development of education to the present. 3 credits a. Traces the education of m Africa to the present. 3 credits developing 3 credits and comparison of the lought. Emphasis will be ice from basic philosophia credits
COURSE DESCRIPTIONS EDF 500. History of Education. Emphasizes the of which modern national educational system EDF 501. History of American Education. The of in the United States from the colonial period EDF 502. History of Black Education in America Black people in America from their arrival from EDF 503. History of Urban Education. Historical issues in American urban education. EDF 510. Philosophies of Education. A survey major systems of western philosophical the placed on the derivation of educational practice.	European foundations out s of the West emerged. 3 credits development of education to the present. 3 credits a. Traces the education of m Africa to the present. 3 credits of developing 3 credits of and comparison of the rought. Emphasis will be ice from basic philosophia credits on. A study of the major neory. Emphasis on philosophia credits of national education systems.

a in of in he hal he

of ne cal

its 12

a-

15

12

39

ts 12

9

EDF 531. School an	d The Socia	Order. A	survey o	f school	and	community
interrelationships						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.

 3 credits
- EDF 642. Advanced Research and Measurement. Advanced course in research design including experiemental design and appropriate statistics. Some use will be made of computers at this level. Prerequisite: EDF 531 or equivalent.
- **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 646. Multivariate Statistical Methods. Introduces student to advanced correlation methods for dealing with multivariate data bases. Topics include multiple correlation, factor analysis, Multiple Analysis of variance and covariance, canonical correlation, discriminant functions and path analysis. Prerequisite: Basic Statistical Methods. 3 credits

its

10

of

n-

n-

ry

6-

n-

ite

e-

its

e: its

ial m.

its

le

cal er-

he

ce

its e-

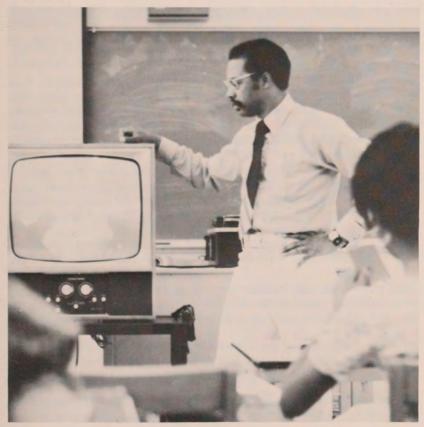
neits

1, its 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.

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 Measurement, 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, except Educational Psychology and Measurement, 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.

- 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 attributes and experiences which qualify for admission to the program.
- E. Recommendations from five persons, including at least three 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 Department 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 three 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

in

ned

ew

ms

ach

tor

ree

at he

tis-

ed.

to

the

nav

his

for

ents

tis-

ted. ub-

ion

the

ege

am

nust

to

on-

the

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	C	redits
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
F Electives		

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 Evalution

Area (c) Courses specifically designed for professional counselors.

Each of the following:

- EDG 530. Introduction to Counseling and Guidance 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 553. Introduction to Career Development
- EDG 557. Administration and Interpretation of Psychometric Instruments
- EDG 558. Practicum: Individual Counseling and Guidance in a Multiethnic 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 thesis and oral examination on that thesis 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		15
C. Personality Organization and Development		18
D. Counseling Theory and Practice		27
E. Research and Statistics	_	12
F. Professional Problems	-	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.

- EDP 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

ru-

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 Counse-
- 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

F

- 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 suddents 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
- FDG 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.
- 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.
- **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

FDG 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.

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

udv-

and

olan-

edits

sec-

s of

edits

cond

ment

edits

ents.

edits

lulti-

ction

edits

hnic

and

edits field

onal the-

edits

ourse

itten

edits

cted

izing

f in-

edits

in-

ning

onal

edits

urse

e of

nted

ap-

re-

edits

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 Behavorial 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.

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.

Ar

ED

ED

ED

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 (Cre	dits
A.	General Background Courses		12
	equired Courses in Area of Specialization		
C.	lectives		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

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

One of the following:

EDF	500.	History o	of	Education
EDF	501.	History o	of	American Education

		motory of American Education	
EDF	502.	Education of the Negro in America	

EDF	511.	Contemporary	Philosophies of	Education

LUI	312.	Classics III Education
EDF	530.	Educational Sociology

Electives in this area may be selected from the above or fr

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

EDP	662.	Research	Method	lology and	Experimental	Design

EDP 553. Intermediate Statistics

Area (b) Required courses in area of specialization

EDP 557. Administration and interpretation of Psychometric Instru-

- 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
- tEDP 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.
 - SOC 521. Social Psychology

Dm-

re-

Ire-

dits

12

24

3-9

ub-

the

tru-

- EDP 558. Theories of Personality
- EDP 579. Adolescent Psychology
- EDP 580. Social Status and Learning
- EDP 621. Orientation to School Psychology
- EDP 635. Psychology of Adjustment
- EDP 666. Thesis Writing
- EDP 667. Dynamic Theories of Personality
- EDP 668. Introduction to Projective Techniques of Personality
 Assessment
- EDP 670. Advanced Statistics
- EDP 689. Abnormal Psychology
- *EDP 690. Supervised Individual Study in Educational Psychology and Measurement
- EDP 691. Advanced Integrative Seminar in Personality Theory
- **EDP 692. Independent Study in Personality Theory

COURSE DESCRIPTIONS

EDP 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

- 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.
- 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: EDP 553 or its equivalent.

 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

[†]Undergraduate students may be admitted.

^{*}Required of students who decide not to write a thesis.

^{**}Doctoral students only.

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 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

FD

ED

EE

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.
- 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 553, 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

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.

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. Prerequisities: EDP 619 and EDP 620 and approval by the educational psychology and measurement staff.

Educational Psychology and planning area of specialization by planning and executing a research-oriented project. Prerequisities: EDP 619 and EDP 620 and approval by the educational psychology and measurement staff.

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

pro-

cio-

edits

with

pasis

ions.

edits

ap-

edits

eth-

edits

boo

per-

ning

ogy.

edits

urse

tion

lent.

edits EDG

k in

g of

edits

Arts

assi-

foci

uid-

edits

ent.

The

stru-

Re-

edits

^{*}Doctoral students only.

THE PROFESSIONAL VISITING TEACHER

The Professional 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 Professional Visiting Teacher must develop ability to diagnose students' problems; identify resources, in the school and larger community, useful to ameliorate students' 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.

	Master's	Educational
Area of Study	Degree	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.	

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

be-

v is

stu-

ose

om-

lop

the

Irse

the

Stu-

and

ogy

its

- *EDG 530. Introduction to Counseling and Guidance in a Multiethnic 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 Instru-
 - 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 Department offers curricula which lead to graduate degrees in the areas of Learning Disabilities, Behavior Disorders, Interrelated and Mental Retardation. The 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 the Department of Special Education offers master's level programs to train personnel to work in the areas of Learning Disabilities, Behavior Disorders, Interrelated, and Mental Retardation. Specialist in Education programs are offered to train personnel in the areas of Learning Disabilities, Mental Retardation, and Interrelated. Doctor of Education programs are offered cooperatively with the Department of Leadership Development to train personnel for leadership positions in special education. For further details, consult the department chairperson.

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
		0.00.00
*****	According to the second	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 Elect	ive	3
	urse 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	
	Psychology of Individual Differences	3
*EDS 580.	Psychology of Exceptional Children	3
EDS 583.	Neurological Organization in the	
	Learning Processs	3
*EDS 585.	Developmental Problems in Speech and Language	3

^{*}Required courses at the master's level.

*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.		
	Children with Learning Disabilities	3
*EDS 589.		3
*EDS 590.	Internship for Learning Disabilities	3
EDS 591.	Characteristics of Exceptional Children: Behavior	
	Disorders, Learning Disabilities, and	
	Mentally Retarded	3
EDS 600.		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

to ers, agces, ant as

ies, in in in ion hip ca-

ch-

ex-

ses

ster

1.A.

A minimum of 42 semester hours including the courses marked with asterisks is required for the Master's Program in Behavior Disorders. Professional Education Requirements (12 Credits)

	Credits
	M.A.
*EDF 504. 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)	5)
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

^{*}Required courses at the master's level.

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

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)

	dedicti requirements (12 credits)	
		Credits
The second second		M.A.
*EDF 540.	Research and Measurement I	. 3
*EDF 541.	Research and Measurement II	. 3
*EDC 618.	Psychology of Early Childhood	. 3
*EDF Electiv	e — Foundations of Education	. 3
	— 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	. 3
	Learning Disabilities	2
EDS 642.	Career Development for Exceptional	. 3
	Children and Youth	-
EDC 523.	Farly Childhood Education, Social actual Association	. 3
LDC 323.	Early Childhood Education: Sociological Aspects	. 3
Methodology/Pr	racticum (9-15 Credits)	
EDS 582.	Methods and Materials of Teaching the	
	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
	Seminar in Behavior Management of	3
	Exceptional Children	2
EDC 544.	Perceptual Training for the Pre-School Child	3
		3
*D		

^{*}Required courses at the master's level.

MENTAL RETARDATION PROGRAM

The program in teaching 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 course 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)

Professional Ed	ucation 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
*EDF Electi	ve	. 3
	rse 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	
*EDS 580.	Psychology of Exceptional Children	
*EDS 581.	Nature of Mental Retardation	
EDS 583.	Neurological Organization in the Learning Process	
*EDS 585.	Developmental Problems in Speech and Language	
EDS 591.	Characteristics of Atypical Learner	. 3
Methodology/I	Practicum (9 Credits)	
*EDS 582.	Methods and Materials of Teaching the	
	Mentally Retarded	
*EDS 584.	Clinical Methods and Practice	. 3
*EDS 586.	Practicum and Internship for Teachers of the	
	Mentally Retarded	. 3

SPECIALIST IN EDUCATION

The Specialist in Education Degree in Special Education is designed primarily to prepare educators in the area of special education for supervisory positions. The Education Specialist Degree is a terminal degree and is not designed as an intermediate step toward a higher degree. The thrust of the program is to provide the individual with an understanding of theoretical concepts, technical knowledge and specialized professional skills.

^{*}Required courses at the master's level.

FIELDS OF SPECIALIZATION

Currently, the Special Education Department offers the Education Specialist Degree in three areas of specialization: Mental Retardation, Learning Disabilities and the Interrelated. All three programs are accredited by the National Council for Accreditation of Teacher Education (NCATE), the Southern Association of Colleges, and the Georgia State Department of Education. Applicants seeking Georgia State Certification (T-6) should note that qualification for a T-5 in the area of specialization is required by the State before a T-6 is granted.

Degree Requirements

A minimum of 30 semester hours including courses marked with asterisks is required. All master's level courses in the degree program are required before entry into the Specialist program.

Content for the Specialty

		Credit
FI		Ed.S.
Elective(s	— As needed for competency based program	9
Humanistic an	d Behavioral Studies	
*EDA 505.	Principles of Supervision or	
*EDA 515.	Organization of the Supervision Program	3
*EDS 637.	Current Issues and Trends in Special Education	3
*EDS 639.	Organization, Administration, and	
	Supervision of Special Education Classes	3
*EDS 642.	Career Development for Exceptional Children	
	and Youth	3
*EDS 697.	Interdisciplinary Seminar in Social and	
	Behavioral Sciences	3
*EDS 578.	Psychology of Individual Differences or	
*EDS 620.	Theories of Learning	3
EDS 677.	Independent Study	3
Theory Relevan	nt to the Specialty	
*EDS 666.	Thesis Writing or	
*EDS 694.	Directed Research	
EDF 642.	Advanced Research and Measurement I	3
EDF 643.	Advanced Research and Measurement II	3
Practicum	(As needed for competency-based program)	3
COURSE DESC		

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

^{*}Required courses at the master's level.

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

ed

EDS 582. Methods and Materials of Teaching the Mentally Retarded. The acquisition of skills in the identification, selection, and preparation of materials for teaching 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 developmental approaches.

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 Mentally Retarded. Supervised teaching experience with 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 contest. 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.
- EDS 592. Methods for Atypical Learners. Methods course designed to help 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

FD

ED

- EDS 595. Nature and Needs of Children with Behavioral Disorders. A study of etiology, diagnosis and treatment of behavioral disorders in children.
- 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 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.
- 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

om-

ning

dits

lers,

ated

ong

dits

nelp

g of

ems.

dits

with

ded

dits

dits . A in in dits s. A Predits ren. ers. dits in onal velizadits oroand n of dits ses. ility

and dits
The for ed. dits

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



School of Library and Information Studies

The School of Library and Information Studies, 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 of Library and Information Studies is located on the first and third floors of the Trevor Arnett Library of The Atlanta University. The special library of the School contains the essential books, journals and other materials pertinent to librarianship as well as the necessary audiovisual equipment. There is located in the School of Library and Information Studies 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.

CO

lib

ed

typ

the

of

AD

for

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.

Goals

The mission of The Atlanta University School of Library and Information Studies is to graduate librarians qualified to serve effectively in professional positions in libraries or other information agencies and to contribute to the continuing development of humanistic and managerial approaches for the provision of library/information services for all individuals and groups in society.

To achieve this mission, the School is committed to the following goals:

- To provide basic knowledge of a broad spectrum of print and nonprint materials which are utilized in libraries and information agencies to meet the changing cultural and informational needs of society.
- To provide knowledge pertaining to the fundamental elements of libraries and information agencies relative to their missions, functions, organization, management, operations and services in the transfer and dissemination of information.

- 3. To provide a knowledge of and response to the impact of social, political, educational, economic, and technological development in society on library and information needs and services for various segments of the population.
- 4. To create an awareness of the importance of professional development through continuing education in library and information science and in related disciplines, through participation in professional and learned societies, and through research and publication.

MASTER'S PROGRAM OF STUDY

ed

of

re-

ac-

of on.

ind

ind

he

10-

ion

ials

nts

In

rov

to

part

an

ca-

zes

ded

ion fes-

ute

hes

and

als:

on-

en-

50-

of

ncthe The courses of study in the School of Library and Information Studies 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 four areas of specialization depending upon their career goals. The areas of specialization are academic, public, school and special library service. 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 Administration
- **Public Library Service**
 - SLS 521. Public Library Administration
- The School Media Program
 - SLS 423. School Media Center Administration
- Special Library Service
 - SLS 620. Special Library Administration

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 and Information Studies.

ADMISSION REQUIREMENTS FOR THE MASTER'S DEGREE

The School of Library and Information Studies 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.

- A minimum undergraduate grade point average of 3.00 on a 4.00 scale.
- 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 and information studies 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 and Information Studies on a non-degree basis. A student who has been admitted to the School of Library and Information Studies 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 and Information Studies and the approval of the Dean of the undergraduate college.

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 of course work approved by the Dean and the Faculty of the School of Library and Information Studies.
- 2. At least two semesters' residence or its equivalent at The Atlanta University.

- 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.
- Knowledge of a modern foreign language. 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 PROGRAM OF STUDY

rds

ate

her

sfer

or-

ro-

urs

10

nan

ary

ned

er's

for

ion

the

ted

ior

iter

ith

In-

ate

nal

ge.

on

ap-

The Specialist program of study is designed to give library school graduates opportunities to specialize in an area of librarianship which coincides with their individual career goals. Students may select one of four areas for specialization: (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 and Information Studies.

ADMISSION REQUIREMENTS FOR THE SPECIALIST DEGREE

The School of Library and Information Studies admission requirements for the Sixth-year Specialist degree program are:

- A master's degree in library and information studies 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.
- A grade point average of B or better in all undergraduate and graduate work is required.
- 4. Additional 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 masters 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 and Information Studies 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 opportunity to translate 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, the United States Labor Department, and the Aeromedical Research Laboratory of Fort Rucker, Alabama. There are also opportunities for internships in the Library of Congress and the National Library of Medicine. In most instances, the students receive credit hours for the internships.

FINANCIAL ASSISTANCE

Each year the School of Library and Information Studies 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

The 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 The 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.

SLS 400. History of Communication. Survey of the history of writing, printing and bookmaking from ancient times to the twentieth century.

SLS 410. Collection Building. Basic principles of evaluating and building collections of materials for all types of libraries. 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. 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. SLS 420. Libraries and Librarianship. An introduction to librarianship as a profession which includes the history, development and current needs. SLS 423. School Media Center Administration. 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. SLS 435. Bibliographic Control of Nonprint Materials. The organization of non-book materials with special emphasis on descriptive cataloging utilizing the Anglo-American Cataloging Rules. 3 credits SLS 480. 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 RACIC and FORTRAN. 3 credits SLS 500. Research Methods. 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. 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

t be

ixth-

t be

ents

into

in-

tute

dical

uni-

rary

the

ited

able

ow-

At-

s in

ding

ions

ntee

adu-

ung

Law

Lec-

hip.

edit

ing,

ury.

dits

searching.

SLS 513. Literature of Science and Technology. The identification of the

content and uses of the more important basic reference and biblio-

graphic sources of the pure and applied sciences needed for literature

313. Curriculum Materials in the Media Center. Evaluation and se-
lection of multi-media curriculum materials for elementary and sec-
ondary school centers. 3 credits
SLS 516. Afro-American Bibliography. Survey of the publishing of Afro-
American literature in the United States and the examination and eval-
varieties of mild of the Officer States and the examination and eval-
uation 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
SLS 521. Public Library Administration. The fundamental processes and
activities necessary to the operation of the public library. 3 credits
SLS 522. Academic Library Administration. The integration of the academic
library in the total educational program in relation to objectives, organi-
zation, support, materials, and physical facilities. 3 credits
SIS 525 Audio-Visual Materials Equipment and Control of the Contro
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
SIS 600 Directed Received. The relative for the system.
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 Library Administration. An introduction to the manage-
ment and energial efficiency Administration. An introduction to the manage-
ment and operation of special libraries and information centers. The
selection and acquisition of materials, storage and retrieval of informa-
tion 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, coun-
ty, and state levels. 3 credits
SLS 625. Library Management. Basic concepts in the structure and man-
agement 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, centrali-
zation reclassification and automation (December 2013)
zation, reclassification, and automation. (Prerequisites: SLS 431 and
SLS 533). 3 credits
SLS 634. Archival Management. An introduction to basic archival prin-
ciples, especially those needed for the development of Black studies
collections. 3 credits
3 cleuits

SLS 635. Indexing and Abstracting. Techniques used in indexing and abstracting technical reports and journal articles.

3 credits

se-

sec-

dits

fro-

val-

dits

and

ted

ans

SLS

dits

and

dits

mic

ani-

dits

ited be dits ugh ject dits ent dits ion ates ies. dits ge-The madits the undits andits ises ns. dits in aliand dits rinlies dits

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 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 The Atlanta University in 1947.

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 The Atlanta University has a distinction within the social work profession to work with people of the ethnic group (Blacks) which gave it raison-d'etre. 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 multimethod skills and, directed by a knowledge base infused with the sociocultural 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:

 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.

- A unified curriculum whose content and experiences prepare for professional intervention to secure equitable opportunities and rights for all people.
- Educational experiences aimed toward preparing human serivces practitioners with the commitment, the knowledge, and skills, necessary to act independently or conjointly for the alleviation of human stress.
- 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 concentration 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 utilzed 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

on

du-

)p-

In-

10-

ich

ue

ity

lia,

is

on wn

a

ni-

ige

on

up

ial

nd

0-

X-

he

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 marco-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 Environment, 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

Since September, 1978, the School of Social Work at The Atlanta University has offered a formalized two year educational program in the evening leading towards a Masters Degree in Social Work. The program is offered in the evening to accommodate employed persons who cannot pursue full-time day studies. The curriculum parallels that of the two year daytime program, with the exception of practicum which is designed to accommodate employment flexibility.

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 The 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. Because of the particular nature of the School's educational program, a strong background academically or experientially in the behavioral sciences is preferable. However, this is only one of several elements used in the review of applicants and those not having strong backgrounds in behavioral sciences are given equal consideration based upon a review of their composite assets otherwise.

Applicants to the School of Social Work are accepted throughout the academic year, however, beginning students are admitted during the fall and summer terms. 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, The 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 The 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.

d

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 The 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 and those specified by the School of Social Work. 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 satisfactory completion of the proposal and research design are required within the first year. The draft is due November 1 of the second year and the final document by March 1 of the second year. 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 trainee-ships to entering full-time students.

P

th

PF

ele

W

de

Ho

ED

Co

Me

Res

*Stu

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. (Special Admission cycle).

Child Welfare Traineeship

Training grants are available for qualified students interested in skill development in child welfare services. These traineeships are made available through the Office of Human Development Services, Administration for Children, Youth and Families of Health, Education, and Welfare.

Graduate Assistantships in Child Abuse and Neglect

Research assistantships are available for four students with career interest in community based primary prevention. These awards are made available through the Office of Human Development Services, Administration for Children, Youth and Families, National Center on Child Abuse and Neglect.

Loan Funds

National Direct (Defense) Student Loan and College-Work-Study. Applications for these programs should be sent directly to: The Financial Aid Officer, The 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 in micro and macro oriented social work techniques and practicum. 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

n

10

n

10

- 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 Policy, Planning and Administration II
- SSW 505. Advanced Clinical Methods
- SSW 506. Advanced PPA Methods
- SSW 507. Seminar in PPA (Primarily for Accelerated Student)
- SSW 508. Seminar in Clinical Methods (Primarily for Accelerated Students)
- SSW 509. Differential Approaches in Clinical Practice
- SSW 510. Consultation and Supervision
- SSW 511. Proposal Writing and 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*

^{*}Students may elect to write a thesis or take an additional 6 hours of Research.

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

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 503. ASWP in Clinical Methods II
- SSW 504. ASWP in Policy, Planning & Administration
- SSW 505. Advanced Clinical Methods
- SSW 506. Advanced Policy, Planning and Administration Methods
- 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**

SSW 903. Integrative Seminar in Comprehensive Health

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**

SSW 902. Integrative Seminar in Child and Family Advocacy

Institutional Development

cial

cial

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**

SSW 901. Integrative Seminar in Institutional Development

^{**}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.

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.
- **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
- SSW 502A. Practicum Instruction III. A four 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. This course culminates in SSW 502B. 9 credits
- **SSW 502B. Practicum Instruction III.** A two month continuation course in sequence with SSW 502A. This is the terminal portion of the students' block field experience, prior to entry into the profession. 3 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 (designed primarily for Accelerated students). The intent of this course is to provide a mechanism through which accelerated students can integrate their practicum experience concurrently with its relationship to applicable theoretical constructs. Classroom assignments are closely aligned with roles being carried by students in their field placements.

 3 credits
- SSW 508. Seminar in Clinical Methods. (designed primarily for Accelerated students). 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

cy,

on

ISS-

ua-

to

dits

ice

de-

dits

-9D

ast,

the

ing

ro-

dits

in

nts'

dits

of

dits

pth

cies the

ild-

ing,

dits

vith

lies

nily

dits

This

the

dits

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. This course covers the biopsycho-social study of man from birth through death, focusing upon man's normative development, contrasted with maladaptive functioning. Man is studied in relation to his family, peer group, neighborhood and community, within the context of the larger society. Selected theories of growth and development are reviewed, with special attention given to Blacks and other minorities as they are sometimes given pathological labels for their cultural differences.

SSW 600B. Psychopathology. This course focuses upon mental illness in relationship to personality dynamics and biological, psychological and sociological adaptation. These phenomena are considered in terms of concepts derived from socio-cultural and ego psychology orientations.

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

ers

ced

cal

m-

eri-

can

ive

re-

and

gies

dits

re-

dits

10-

on

ng.

ries ven

dits

in

of

ns.

de-

ac-

The

ms

this

dits

his

noo

dits

- SSW 700. Social Welfare Policies, Services and Analysis. 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.
- 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 sociocultural development. The course utilizes case histories of both community and economic development programming in metropolitan and non-metropolitan settings.

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.

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 credite

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.

ATLANTA UNIVERSITY CENTER UNDERGRADUATE PROGRAM IN SOCIAL WELFARE

n-

nd

its

nd

p-

ed

he

n-

29

p-

is

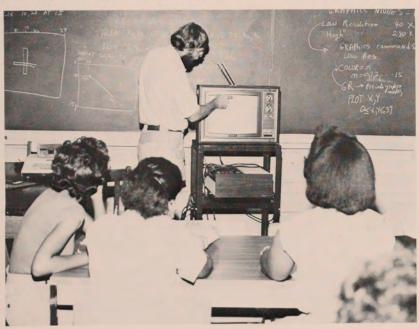
ed nnd

its ic-

nt, or

its

en nd ve 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.



Board of Trustees

1977-1980

Robert B. Bourne	Summit, New Jersey
Andrew F. Brimmer	
Cleveland L. Dennard	
Jack Etheridge	
L. L. Gellerstedt, Jr	
Lucy C. Grigsby	Atlanta, Georgia
Jonathan Smith	
Donald M. Stewart*	
Geraldine P. Woods	
Prentiss Q. Yancey, Jr	
	000.014

1978-1981

Elias Blake, Jr.*	rgia
Grace T. HamiltonAtlanta, Geor	gia
Samuel C. Jackson	
James A. Joseph	
Donald R. KeoughAtlanta, Geor	
Dwight C. MintonNew York, New York, New York	ork
Fred B. Renwick New York, New York, New York, New York	
Edward L. Simon	
John SpencerMiddlebury, Vermo	

1979-1982

Myrtle DavisAtlanta,	Georgia
Hugh M. Gloster*	Georgia
John A. Griffin	Georgia
Sidney A. Jones	Illinois
Verdree LockhartAtlanta,	Georgia
James PalmerAtlanta,	Georgia
Hughes Spalding, JrAtlanta,	Georgia
Horace T. WardAtlanta,	Georgia
*Ex officio	

TRUSTEES EMERITI

C. Everett Bacon, New York, New York William T. Gossett, Troy, Michigan Thomas D. Jarrett, Atlanta, Georgia Martin Luther King, Sr., Atlanta, Georgia Henry M. Minton, Long Island, New York Elbert P. Tuttle, Atlanta, Georgia Chauncey L. Waddell, New York, New York

EXECUTIVE COMMITTEE

ia

ia

ia

ia

ia

ia C.

ia

rk

rk

ia

nt

ia

ia ia ia Andrew F. Brimmer, Chairman Cleveland L. Dennard John A. Griffin Grace T. Hamilton Samuel C. Jackson Sidney A. Jones Dwight C. Minton Hughes Spalding, Jr. John Spencer Horace T. Ward Geraldine P. Woods

FINANCE COMMITTEE

Andrew F. Brimmer Dwight C. Minton Cleveland L. Dennard Fred B. Renwick Jonathan Smith

OFFICERS

Andrew F. Brimmer	.Chairman
Grace T. HamiltonVice	
Dwight C. Minton	
Cleveland L. Dennard	
Prentiss Q. Yancey	.Secretary

1980-81 Officers of Administration

CLEVELAND L. DENNARD, Ed.D.

President

THOMAS W. COLE, JR., Ph.D.

Provost-Academic Vice President

CLEON C. ARRINGTON, Ph.D.

Vice President, Research and Development

ROBERT McKINNON, MBA-CPA

Acting Vice President, Resources Management

HUEY E. CHARLTON, Ed.D.

Dean, School of Education

CLARENCE COLEMAN, M.S.W.

Dean, School of Social Work

BENJAMIN F. HUDSON, JR., Ph.D.

Dean, School of Arts and Sciences

VIRGINIA LACY JONES, Ph.D.

Dean, School of Library and Information Studies

AUGUSTUS H. STERNE, A.B.

Dean, School of Business Administration

LAURIE F. JOHNSON, M.A.

Dean of Students

JULIE V. HUNTER, M.L.S.

Acting University Librarian

GERONE HENDALE TAYLOR, A.B.

Registrar and Director of Admissions

ROBERT H. HATCH, Ed.D.

Director, Summer School

University Staff

ACADEMIC PROGRAMS

Ruby J. Barnes

Secretary, School of Education

Carrie W. Bell, A.B.

Secretary to the Dean

School of Arts and Sciences

Selena M. Bell

Administrative Assistant

Doctoral Program in Educational Administration

School of Education

Gloria B. Bivins

Secretary

School of Business Administration

Rosemary Bright

Secretary, The Reading Center

School of Education

Ann B. Brown

Secretary, Office of Student Affairs

School of Social Work

Chery J. Brown

Administrative Assistant — HUD Project, Department of Economics

School of Arts and Sciences

Janice Arnold-Campbell

Secretary to the Faculty

School of Library and Information Studies

Mary G. Carter

Secretary, Department of Political Science

School of Arts and Sciences

Betty Childress

Librarian, Department of Political Science

School of Arts and Sciences

Susan T. Clements

Secretary, Department of Biology

School of Arts and Sciences

Ruth Eley, A.B., Hofstra University

Administrative Assistant, Department of Public Administration

School of Arts and Sciences

Earlene Foster

Administrative Assistant to the Dean

School of Education

Carolyn P. Harmon

Secretary

School of Business Administration

Wanda M. Henderson, B.S.

Administrative Assistant

Administrator-in-Residence

Leon H. Henry

Curator, Departments of Biology and Chemistry

School of Arts and Sciences

Claudia H. Huff, M.A., Atlanta University

Communications Coordinator

Resource Center for Science and Engineering

School of Arts and Sciences

Sarah Ingram

Reading Room Coordinator

School of Business Administration

Stephen R. Jones, MBA, Indiana University

Director of Corporate Associate

Gayle Jordan

Administrative Assistant

Proposal Development Project

Resource Center for Science and Engineering

School of Arts and Sciences

Barbara Lane

Secretary, Communication Skills Program

School of Education

Marcelle D. B. Lemons

Faculty Secretary

School of Education

Bettie M. London

Faculty Secretary

School of Education

Vivian J. Mills

Secretary, Office of Admissions and Records

School of Library and Information Studies

Pauline Morrow

Secretary, Department of Economics

HUD Project

School of Arts & Sciences

Gail E. Mozley

Faculty Secretary

School of Social Work

Charlene Patrick

Secretary to the Executive Secretary

of the Southeastern Teacher Corps Network

School of Education

Georgia C. Pierce

Secretary to the Dean

School of Education

Laurette W. Quave

Secretary to Faculty

School of Social Work

Leroy Rankin MBA

Director of Student Offices and Recruiting

Rowena Reynolds

Coordinator of Practicum

State of Georgia External Degree Program

School of Social Work

Phyllis P. Riley, B.S., Hampton Institute

Administrative Secretary

School of Business Administration

Claudette Rivers

Administrative Assistant to the Dean

School of Social Work

Geoffrey Roberts, A.S., Kennesaw Jr. College

Secretary

Department of Chemistry

School of Arts and Sciences

Pearley Sampson

Administrative Assistant

Department of Chemistry

School of Arts and Sciences

Gwendolyn M. Sapp, B.S., Knoxville College

Administrative Assistant

Resource Center for Science and Engineering

School of Arts and Sciences

Carolyn L. Simmons

Secretary to the Dean

School of Library and Information Studies

Linda Singletary

Secretary, Departments of Mathematical Sciences and Physics

School of Arts and Sciences

Elvy Smith

Secretary and Office Manager

Resource Center for Science and Engineering

School of Arts and Sciences

Rosa E. Holt-Smith

Secretary, Practicum Department

School of Social Work

Yolanda P. Smith

Faculty Secretary

School of Education

Andrea Stokes

Secretary to Faculty

School of Education

Sylvia E. Wadley

Secretary to Faculty

School of Arts and Sciences

Royce Webster Williams

Administrative Assistant, Criminal Justice

School of Arts and Sciences

LIBRARY

Julie V. Hunter, M.S. in L.S.
Associate Professor
Acting University Librarian

Janis R. Gamble

Secretary to the University Librarian

Lee G. Alexander, M.A.
Associate Professor
Archives and Manuscripts

Delburna Anderson, M.S. in L.S. Instructor

Public Services Carolyn Clark, A.M.L.S.

Instructor Public Services

M. Elain Hughes, M.S. in L.S. Instructor Public Services

Jacquelyn Johnson-Daniel, M.S. in L.S. Assistant Professor Public Services

Stephanie Jones, A.M.L.S. Instructor Technical Services

Reta Jo Lacy, M.S. in L.S.
Assistant Professor
Technical Services

Buddhwanti S. Masih, M.S. in L.S. Instructor Technical Services

Artholia H. Milligan, M.S. in L.S. Instructor

Public Services

Gloria J. Mims, M.S. in L.S. Instructor

Special Collections
Jewel Player, M.S., M.Ed
Instructor/Assistant Archivist

Archives and Manuscripts on R. Scales, M.S. in L.S., M.A.

Diann R. Scales, M.S. in L.S., M.A. Instructor Public Services

Agatha L. Smith, M.S. in L.S. Instructor Technical Services

John C. Stalker, Ph.D. Assistant Professor Public Services Almeta G. Woodson, M.S. in L.S.
Associate Professor
Curriculum Materials Center
Minnie Clayton, M.S. in L.S.**
Archivist
SRC Project

Library Technicians

Janice Clemons
Technical Services
Diane Gray, B.S.

Public Services

Nailah Haqq, A.B.

Public Services

Teresa Jeter
Technical Services

STUDENT SERVICES

Office of the Registrar

Gerone Hendale Taylor, A.B.

Registrar and Director of Admissions

Grace M. Bickers Assistant Registrar

Gloria Baptist Secretarial Assistant

Lillie Brown Secretarial Assistant

Henrietta D. Little Secretarial Assistant

Bobbie B. Ogletree Secretarial Assistant

Johnnie Mae Robinson Secretarial Assistant

Student Personnel

Laurie F. Johnson, M.A.

Dean of Students
Joyce A. Lockhart, B.S.

Administrative Assistant

Financial Aid

Gwendolyn Jones, M.A.

Director of Student Financial Aid

Cheryl L. Smith, A.B.

Secretary to the Director of Student Financial Aid

University Health Service

Joseph H. Moorhead, M.D., F.A.C.S.

University Physician

Juanita S. Moorhead, A.B., A.S.R.N.

Nurse

Rita James, L.P.N.

Nurse

OPERATION AND MAINTENANCE OF PHYSICAL PLANT

Thomas W. Hinds, M.Ed.

Director Buildings and Grounds

John B. Shepherd

Chief Engineer

Harold Wilson

Engineer

ADMINISTRATION

Office of the President

Cleveland L. Dennard, Ed.D.

President

Prince E. Wilson, Ph.D.

Executive Assistant to the President

G. Cletus Birchette, M.A., J.D.

Assistant to the President for Business Affairs

Lottie B. Goodwin, B.S.

Executive Secretary to the President

Carmen Y. Montague, B.S.

Administrative Assistant

Mary J. Preston

Administrative Assistant

Brenda Harvey

Secretary

Office of the Vice President for Academic Affairs

Thomas W. Cole, Ir., Ph.D.

Vice President for Academic Affairs

Wanda Lowe

Secretary to the Vice President

Office of Analytic Studies

Georgianna D. Bolden, M.S.P.H.

Director of Analytic Studies

Debra Ann Johnson, B.S.

Research Assistant/Administrative Secretary

Division of Resources Management

Robert G. McKinnon, MBA-CPA

Acting Vice President for Resources Management

Lester E. Walker, Jr., M.B.A., J.D. Comptroller

Helen Ellison

Key Punch Operator

Kifle-AB Gebre-AB, M.B.A.

Accountant

Sharon E. Goosby, A.B.

Accounts Receivable Clerk

Lettie C. Hawkins

Purchasing Secretary

Pinkie E. Porter

Secretary

Marchelle Reid, B.S.

Purchasing Agent

Marva Richardson, M.A.

Assistant Payroll Officer

Teja Singh, M.B.A.

Accountant

Loveree L. Stern, B.S.

Payroll Officer

Virginia S. Tiller

Assistant Payroll Officer

F. LaVerne Truitt, M.B.A.

Grants/Contracts Analysis

Albertha Tucker

Cashier

Virginia C. Walker

Secretary

Andrea Montez Washington

Secretary to the Vice President

Robert LeEdward T. Williams, B.B.A.

Accountant

Division of Research and Development

Cleon C. Arrington, Ph.D.

Vice President for Research & Development

Jane S. Browning, Ed.D.

Assistant Vice President

Joseph A. Taylor, M.S.

Director, Corporate Affairs

Mary R. Johnson

Administrative Assistant

Brenda Moore, B.S.

Program Assistant

Marilyn A. Nealy, B.B.A.

Data Control Specialist

Barbara Robbins, B.S., J.D.

Program Analyst

Phylon Office

Charles F. Duncan, Jr., Ph.D. Acting Editor of PHYLON

Lucy C. Grisby, M.A.
Associate Editor of PHYLON

Leesther Thomas, M.A.

Administrative Assistant

AFFIRMATIVE ACTION PROGRAM

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

POST OFFICE AND SWITCHBOARD

Aretha Rosser
Postmistress
Rebecca A. Gray
Switchboard Operator

Betty J. Little
Assistant Postmistress
Relief Switchboard Operator

The Faculty

Lee G. Alexander, M.A., Duke University Associate Professor, Archivist, Trevor Arnett Library

Ralph Allen, M.A., University of Georgia Assistant Professor, Department of Econ. School of Arts and Sciences

Delburna Anderson, M.S.L.S., Atlanta U. Instructor, Public Services Trevor Arnett Library

Adolph Allwood, M.B.A., Fordham University Assistant Professor School of Business Administration

Ernest B. Attah, M.A., University of Michigan Associate Professor School of Arts and Sciences

Anna P. Atkinson, Ed.D., Atlanta University Assistant Professor School of Education

Clarence A. Bacote, Ph.D., University of Chicago Professor of History, Emeritus School of Arts and Sciences Randall C. Bailey*, M.A., University of Chicago Assistant Professor School of Social Work

Lewis A. Bayles, Ph.D., Ohio State University
Professor and Chairman, Department of Foundations
School of Education

Roberta E. Bayles, Ed.D., University of Nebraska Professor School of Education

V. JoAnn Bayneum**, M.A., Atlanta University
Assistant Professor, Communication Skills Program
School of Education

Creigs C. Beverly, Ph.D., University of Wisconsin at Milwaukee Associate Professor, Associate Dean and Director, State of Georgia External Degree Program School of Social Work

Olivia M. Boggs, Ed.D., Harvard University Assistant Professor School of Education

William H. Boone, Jr., Ph.D., Atlanta University
Assistant Professor, Department of Political Science
School of Arts and Sciences

Thomas D. Boston, Ph.D., Cornell University
Assistant Professor and Acting Chairman
Department of Economics
Atlanta University-Clark College (Joint Appointment)
School of Arts and Sciences

Kofi Bimpong Bota, Ph.D., Massachusetts Institute of Technology Assistant Professor, Department of Chemistry School of Arts and Sciences

Uneeda O. Brewer, M.S.W., Atlanta University Project-Based Practicum Instructor School of Social Work

Jacqueline E. Brown, M.S.W., Hunter College Assistant Professor Director of Practicum School of Social Work

Lorene B. Brown, Ph.D., University of Wisconsin at Madison Associate Professor School of Library and Information Studies

Paul L. Brown, Ph.D., University of Illinois, Urbana Professor and Acting Chairman, Department of Biology Assistant Director, Resources Center for Science and Engineering School of Arts and Sciences

^{*}Sabbatical leave — 1979-80.

^{**}On Study Leave, 1979-80.

John M. Browne, Ph.D., University of Miami Professor, Department of Biology School of Arts and Sciences

Penelope L. Bullock, Ph.D., University of Michigan Professor

School of Library and Information Studies

Kenneth D. Carroll*, M.S., Georgia Institute of Technology Assistant Professor School of Library and Information Studies

Huey E. Charlton, Ed.D., Temple University
Dean and Professor
School of Education

Donald Chase, Ph.D., University of Maryland Professor School of Business Administration

Mae A. Christian, Ed.D., University of Georgia Associate Professor and Director Atlanta Teachers Corps Consirtium School of Education

Carolyn L. Clark, A.M.L.S., University of Michigan Instructor, Public Service Library Trevor Arnett Library

Gloria M. Clark, M.B.A., Atlanta University Assistant Professor School of Business Administration

Johnnie L. Clark, Ph.D., University of Georgia Professor School of Business Administration

Margaret W. Clifford, M.S., Atlanta University
Assistant Professor
School of Education

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

Patricia C. Coggins, J.D., University of Connecticut School of Law Associate Professor Director, Alcoholism Training Program, School of Social Work

Thomas W. Cole, Jr., Ph.D., University of Chicago Professor, Department of Chemistry School of Arts and Sciences

Clarence D. Coleman, M.S.W., Atlanta University Dean and Professor School of Social Work

^{*}Part of year.

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

Milton P. Crook, Jr., M.A., University of California at Berkeley Assistant Professor, Department of Political Science School of Arts and Sciences

Frank E. Cummings, Ph.D., Harvard University
Associate Professor and Chairman, Department of Chemistry
School of Arts and Sciences

Jacquelyn Johnson-Daniel, M.S.L.S., Atlanta University
Assistant Professor, Public Services
Trevor Arnett Library

Mamie R. Darlington, M.S.W., Atlanta University Assistant Professor and Director, NIMH-Community Mental Health Program School of Social Work

Charles E. Davis, Ed.D., University of Georgia Associate Professor School of Education

Sidney Davis, Ph.D., Georgia State University
Associate Professor
School of Business Administration

Julius Debro, Ph.D., University of California at Berkeley
Professor and Chairman, Department of Public Administration
and Criminal Justice Administration
School of Arts and Sciences

William H. Denton, Ph.D., University of North Carolina Professor School of Education

Alma Jean DeVard, Ph.D., University of Connecticut
Assistant Professor
School of Education

Robert M. Dixon, Ph.D., University of Maryland Professor and Chairman Department of Physics School of Arts and Sciences

Jualynne E. Dodson, M.A., University of California at Berkeley Associate Professor School of Social Work

David F. Dorsey, Jr.*, Ph.D., Princeton University Associate Professor, Department of English School of Arts and Sciences

James F. Doyle, Ed.D., University of Florida Professor School of Education

^{*}Sabbatical Leave, Second Semester, 1979-80.

Charles F. Duncan, Jr., Ph.D., Emory University Associate Professor, Department of English School of Arts and Sciences

John Dunn, Ph.D., Ohio State University Assistant Professor School of Education

Jacqueline M. Echols, M.P.A., Atlanta University Instructor, Department of Public Administration School of Arts and Sciences

Kiah Edwards, III, Ph.D., Brown University Assistant Professor, Department of Biology School of Arts and Sciences

Bruce T. Eure, Ph.D., University of Georgia Associate Professor Business Administration

Janice C. Fotion**, Ph.D., University of Iowa Professor, Department of History School of Arts and Sciences

Carolyn A. Fowler***, Ph.D., University of Pennsylvania Associate Professor, Department of Afro-American Studies School of Arts and Sciences

Ralph Carl Frick, Ed.D., Northern Illinois University
Professor
School of Education

Evelyn N. Gilliard*, Ph.D., Georgia State University Associate Professor School of Education

Mildred W. Glover, Ed.D., University of Georgia Associate Professor School of Business Administration

Gloria Gilmer, Ph.D., Marquette University
Associate Professor
School of Education

Arthur Grainger, Ph.D., University of Maryland Associate Professor, Department of Mathematical Sciences School of Arts and Sciences

Lucy C. Grigsby, M.A., Atlanta University Professor and Chairperson, Department of English School of Arts and Sciences

Edwin P. Hall, Jr., Ed.D., University of Alabama Assistant Professor School of Education

^{*}Sabbatical Leave, Second Semester, 1979-80.

^{**}Joint Appointment (Clark College).

^{***}Sabbatical Leave — 1979-80.

Franklin Hamilton, Ph.D., University of Pittsburgh
Associate Professor, Department of Chemistry
School of Arts and Sciences, Director, MARC Program

George E. Harris, M.P.A., Princeton University
Assistant Professor and Director, Understanding Poverty Program
School of Social Work

Robert H. Hatch, Ed.D., The University of Northern Colorado Professor School of Education

Barbara R. Hatton, Ph.D., Stanford University
Acting Associate Dean, Associate Professor
Chairperson, Department of Administration and Policy Studies
School of Education

Stephen C. Herrmann, Ed.D., University of Florida Professor School of Education

Phillip E. Hicks, Ph.D., Georgia Institute of Technology Professor School of Business Administration

Elizabeth J. Higgins, Ph.D., University of California Associate Professor, Department of English School of Arts and Sciences

Genevieve T. Hill, M.S.S., Smith College Professor and Assistant to the Dean School of Social Work

Robert A. Holmes, Ph.D., Columbia University Professor, Department of Political Science School of Arts and Sciences

John W. Holsinger, Ph.D., University of North Carolina at Chapel Hill IBM Visiting Professor School of Business Administration

Barbara House, M.S. in L.S., Atlanta University Instructor, Assistant Librarian School of Library and Information Studies

Johnny L. Houston, Ph.D., Purdue University Associate Professor and Chairman Department of Mathematical Sciences School of Arts and Sciences

Eleanor H. Hoytt, M.S. in L.S., Atlanta University Assistant Professor School of Library and Information Studies

Benjamin F. Hudson, Jr., Ph.D., University of Michigan
Dean and Professor, Department of Modern Foreign Languages
School of Arts and Sciences

M. Elaine Hughes, M.S. in L.S., Atlanta University Instructor, Public Services Trevor Arnett Library Julie V. Hunter, M.S. in L.S., Atlanta University Associate Professor, Acting Librarian Trevor Arnett Library

Roy H. Hunter, Jr., Ph.D., Brown University Professor, Department of Biology School of Arts and Sciences

Edward D. Irons, D.B.A., Harvard University Mills B. Lane Professor of Banking and Finance School of Business Administration

Stephen E. James, M.S. in L.S., Case Western Reserve University Assistant Professor School of Library and Information Studies

Miriam H. Jellins, M.A., Atlanta University Nathaniel P. Tillman Associate Professor of Education School of Education

Burnett Joiner, Ph.D., University of South Carolina Adjunt Associate Professor and Executive Secretary Southeastern Teacher Corps Network School of Education

Arthur Jones*, Ph.D., University of Iowa Associate Professor, Department of Mathematical Sciences School of Arts and Sciences

James T. Jones, Ph.D., University of Illinois Professor, Department of Public Administration School of Arts and Sciences

Mack Henry Jones, Ph.D., University of Illinois Professor and Chairman, Department of Political Science School of Arts and Sciences

Stephanie Jones, M.A. in L.S., University of Michigan Instructor, Technical Services Trevor Arnett Library

Virginia Lacy Jones, Ph.D., University of Chicago Dean and Professor School of Library and Information Studies

Miller W. Jordan, Ph.D., University of Iowa Instructor School of Social Work

Ronald N. Kilpatrick, Ph.D., University of Rochester Associate Professor and Director, Doctoral Program in Educational Administration School of Education

Ruth Klopper, Ph.D., Emory University Assistant Professor School of Business Administration

^{*}Joint Appointment — Morehouse College.

George O. Kugblenu, M.P.A., University of North Carolina Assistant Professor, Department of Public Administration School of Arts and Sciences

Reta Jo Lacy, M.S.L.S., Atlanta University Assistant Professor, Technical Services Trevor Arnett Library

Shelby F. Lewis, Ph.D., Louisiana State University at New Orleans Associate Professor, Department of Political Science School of Arts and Sciences

William S. Little, Ph.D., University of Texas at Austin
Associate Professor

Director, Quality of Life & Social Need of EOA Target Communities

Director, Social Factors Affecting the Chattahoochee River National Recreation Area School of Social Work

Richard A. Long, Doctorat-es-Lettres, University of Poitiers (France)
Professor, Department of English and Chairman,
Department of Afro-American Studies
School of Arts and Sciences

Judith R. Lumb, Ph.D., Stanford University Associate Professor, Department of Biology School of Arts and Sciences

William F. Lyle*, M.B.A., West Virginia University Assistant Professor School of Business Administration

Benjamin Martin, Ph.D., Purdue University
Professor, Department of Mathematical Sciences
School of Arts and Sciences

Buddhwanti Sanwalia Mashi, M.S. in L.S., Atlanta University Instructor, Technical Services Trevor Arnett Library

John E. Mayfield, Ph.D., State University of New York at Buffalo Associate Professor, Department of Biology School of Arts and Sciences

Joan F. McTeer, M.S.W., Atlanta University Associate Professor School of Social Work

Gloria Anna Mixon, M.A., Atlanta University
Associate Professor and Director, Communication Skills Program
School of Education

Artholia H. Milligan, M.S. in L.S., Atlanta University Instructor, Public Services Trevor Arnett Library

Emma Joyce White Mills, M.A., University of Wisconsin at Madison Assistant Professor School of Library and Information Studies

^{*}Sabbatical Leave - 1979-80.

Gloria J. Mims, M.S. in L.S., Atlanta University Instructor, Special Collections Trevor Arnett Library

Larry E. Moss, Ph.D., Atlanta University
Assistant Professor, Department of Political Science
School of Arts and Sciences

Joseph B. Myers, Sr., Ph.D., Howard University Associate Professor, Department of Biology School of Arts and Sciences

Fred L. Myrick, Ph.D., University of Texas at Austin Visiting Lecturer School of Business Administration

Saejin Nam, M.S.W., University of Minnesota Visiting Professor School of Social Work

George G. Neffinger, Ph.D., University of Maryland Professor School of Business Administration

Warren Daniel Nilsson, Ph.D., Oklahoma State University Associate Professor School of Business Administration

Lawrence E. Noble, Jr., Ph.D., Duke University Associate Professor, Department of Political Science School of Arts and Sciences

Damaris H. Ouzts, Ed.D., University of Georgia Associate Professor School of Education

Gene Scott Owen*, Ph.D., University of Washington Associate Professor, Department of Chemistry School of Arts and Sciences

Rosalyn Patterson, Ph.D., Emory University
Associate Professor, Department of Biology
School of Arts and Sciences

Earl F. Picard, M.A., Atlanta University Instructor, Department of Political Science School of Arts and Sciences

Jewell Player, M.S., University of Illinois and M.E.D., University of Miami Instructor, Assistant Archivist, Archives and Manuscripts Trevor Arnett Library

Malcolm B. Polk, Ph.D., University of Pennsylvania Professor, Department of Chemistry School of Arts and Sciences

William Pollard, Ph.D., Massachusetts Institute of Technology Assistant Professor, Department of Physics School of Arts and Sciences

^{*}Sabbatical Leave — 1st semester, 1979-80.

Hollis Price, Ph.D., University of Colorado
Visiting Associate Professor, Department of Economics
Project Director, Dept. of Housing and Urban Development Project
School of Arts and Sciences

Tyronne Price*, Ph.D., University of Colorado
Assistant Professor, Criminal Justice Administration
School of Arts and Sciences

James L. Reed, Ph.D., Northwestern University
Associate Professor, Department of Chemistry
School of Arts and Sciences

Joanne V. Rhone, M.S.W., Atlanta University Associate Professor School of Social Work

Brenda G. Rogers, Ph.D., Ohio State University
Assistant Professor and Chairperson, Department of
Special Education
School of Education

Edyth L. Ross, M.A., University of Chicago Professor School of Social Work

Hubert B. Ross, Ph.D., Columbia University
Professor of Anthropology and Acting Chairman,
Department of Sociology
School of Arts and Sciences

Margaret N. Rowley, Ph.D., Columbia University
Professor and Chairperson, Department of History
School of Arts and Sciences

Diann R. Scales, M.S. in L.S., Atlanta University Instructor, Public Services

Trevor Arnett Library

Victoria M. Scott, M.S.S., Adelphi College Associate Professor School of Social Work

Keith Simmons, Ph.D., University of Illinois
Assistant Professor
Department of Public Administration
School of Arts and Sciences

Duane E. Shuttlesworth, Ph.D., University of North Carolina Associate Professor Department of Criminal Justice School of Arts and Sciences

Margaret C. Simms**, Ph.D., Stanford University
Associate Professor and Chairperson,
Department of Economics
School of Arts and Sciences

**Sabbatical Leave — 1979-80.

^{*}Joint appointment (Morris Brown).

- Ranjit Singh, Ph.D., Southern Illinois University Associate Professor School of Business Administration
- Agatha L. Smith, M.S. in L.S., Atlanta University Instructor, Technical Services Trevor Arnett Library
- Jo Ann Smith, Ed.S., Atlanta University
 Assistant Professor, Criminal Justice Administration
 School of Arts and Sciences
- Robert L. Smothers, Ph.D., State University of Iowa Professor and Chairman, Department of Psychological Services School of Education
- John C. Stalker, Ph.D., University of North Carolina Assistant Professor, Public Services Trevor Arnett Library
- Enola L. Stevenson, Ph.D., University of New Hampshire Associate Professor, Department of Biology School of Arts and Sciences
- Roosevelt Thomas, D.B.A., Harvard University Associate Dean and Associate Professor School of Business Administration
- Ruby L. Thompson, Ph.D., Pennsylvania State University Associate Professor and Chairperson, Department of Curriculum School of Education
- C. Jack Tucker*, Ph.D., University of Georgia Associate Professor, Department of Sociology School of Arts and Sciences
- Peter Umoh, M.B.A., Portland State University Instructor
 - School of Business Administration
- Janice S. Vaughn, Ph.D., University of Pittsburgh Associate Professor School of Social Work
- Webster L. Wallace, Ph.D., Georgia State University Associate Professor School of Education
- Chih Wang, M.A., Atlanta University
 Assistant Professor and Librarian
 School of Library and Information Studies

^{*}Sabbatical Leave — 2nd semester, 1979-80.

Naomi T. Ward, M.S.W., Atlanta University
Assistant Professor
Director, Community-Based Primary Prevent of Child Abuse and
Neglect in Central City Atlanta Program and
Program Director, Traineeships in the Field of Child
Welfare Program
School of Social Work

Nazir A. Warsi, Ph.D., Gorakhpur University (India) Professor, Department of Mathematical Sciences School of Arts and Sciences

Tauquir A. Warsi, M.B.A., Atlanta University Assistant Professor School of Business Administration

Johnny Washington, M.B.A., Atlanta University Assistant Professor School of Business Administration

Charlotte C. Wheeler, M.Ed., Saint-Louis University Assistant Professor School of Education

Dana F. White*, Ph.D., George Washington University Professor of Urban History School of Arts and Sciences

W. Coye Williams, Ph.D., University of Georgia Associate Professor School of Education

Prince E. Wilson, Ph.D., University of Chicago Professor of History School of Arts and Sciences

Almeta Gould Woodson, M.S. in L.S., Atlanta University Associate Professor, Curriculum Materials Center Trevor Arnett Library

Lydia B. Wynn, M.S.W., University of Pittsburgh Associate Professor School of Social Work

Robert Yancey, Ph.D., Northwestern University
Associate Professor
School of Business Administration

Alfred F. Young, Ed.D., Oklahoma State University Professor of Chemistry and Education School of Arts and Sciences School of Education

^{*}Joint Appointment (Emory University).

Part-Time Faculty

William H. Alexander, LL.M., Georgetown University Lecturer School of Business Administration

Alice Andrews, M.S., Georgia Tech

Lecture

School of Library and Information Studies

Charles Bower, M.A., Catholic University

Lecturer

School of Library and Information Studies

Clarence W. Clark, Ph.D., Atlanta University

Instructor

School of Arts and Sciences

Jocelyn Dorsey

Lecturer

School of Business Administration

Oran Eagleson, Ph.D., Indiana University
Professor

School of Education

Weldon Elbert, Ph.D.

Instructor

CIT Project Staff

School of Education

Benjamin Akpan Ekpo, Ph.D., Georgia School of Technology Instructor, Department of Chemistry School of Arts and Sciences

Harold Finkelstein, Ph.D., University of Colorado Assistant Professor School of Education

Georg Grund, M.S., University of Bonn (Germany)
Assistant Professor
Department of Economics
School of Arts and Sciences

Leah Creque-Harris, M.B.A., Atlanta University Lecturer

School of Business Administration

Steward Hoffman, Ph.D., University of Cincinnati Instructor, Department of Economics School of Arts and Sciences

Nellie Joell, M.A., Syracuse University Lecturer

School of Education
Wyeuca B. Johnson, M.S.W., Atlanta University
Lecturer

Alcoholism Training Program School of Social Work Theodore Kopkins, M.A.L.S., Emory University Lecturer

William B. LeFlore, Ph.D., University of Southern California Instructor, Department of Biology School of Arts and Sciences

Cyril L. Moore, Ph.D., Albert Einstein University Instructor, Department of Biology School of Arts and Sciences

Clyde A. Paisley, Ph.D., California Western University Lecturer

School of Business Administration

James Penn, Ph.D., University of Iowa Instructor, Department of Biology School of Arts and Sciences

Lee Ransaw, Ph.D.
Instructor
School of Education

Ronald Sheehy, Ph.D., University of Tennessee Instructor, Department of Biology School of Arts and Sciences

Rose Mary Sloan, Ph.D., Ohio State University Lecturer School of Business Administration

Jack H. Stone, Ph.D., University of Cincinnati Lecturer School of Business

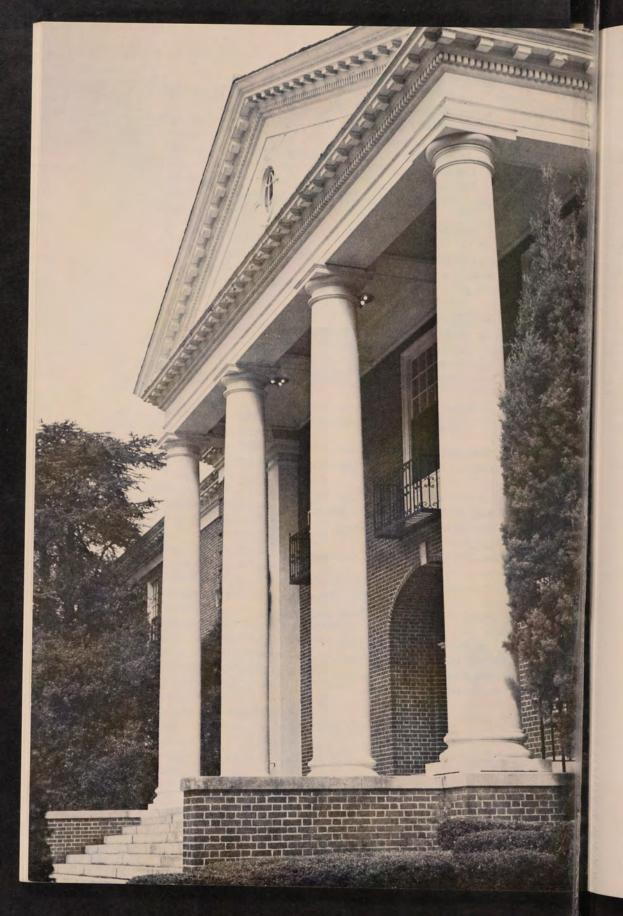
Thomas Swanson, M.B.A., Harvard University Lecturer School of Business Administration

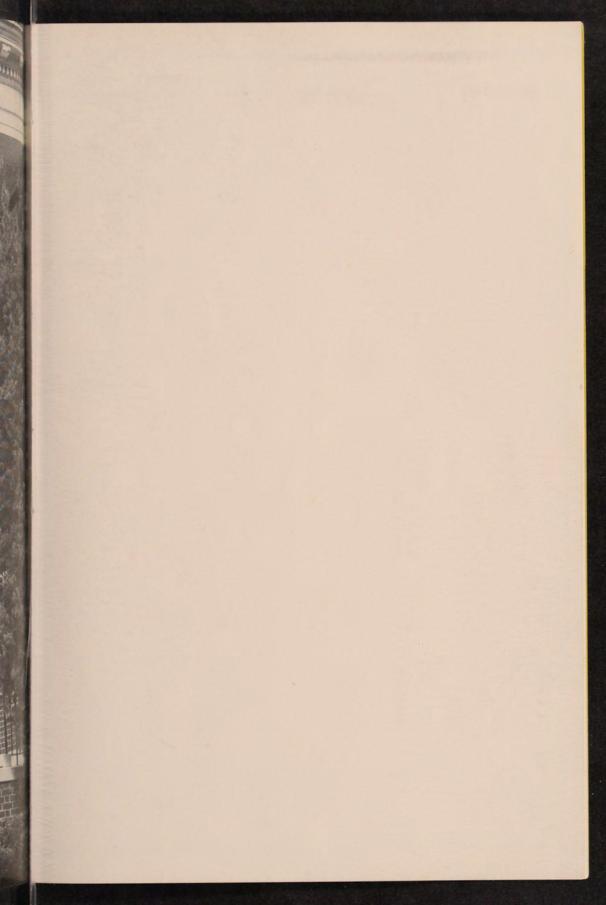
Lucille Tunstall, Ph.D., Wayne State University Instructor, Department of Biology School of Arts and Sciences

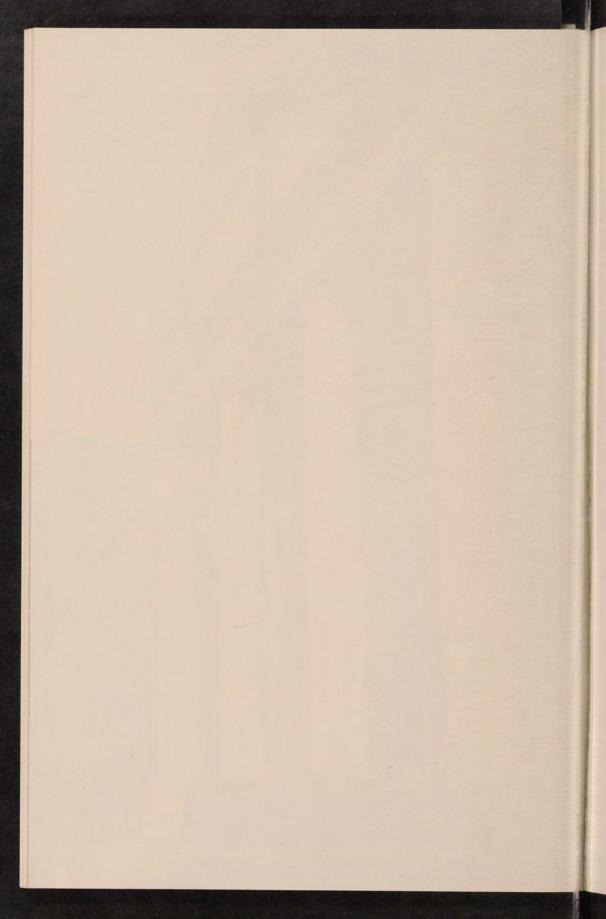
Manhar Vora, Ph.D., University of Georgia Instructor Department of Chemistry School of Arts and Sciences

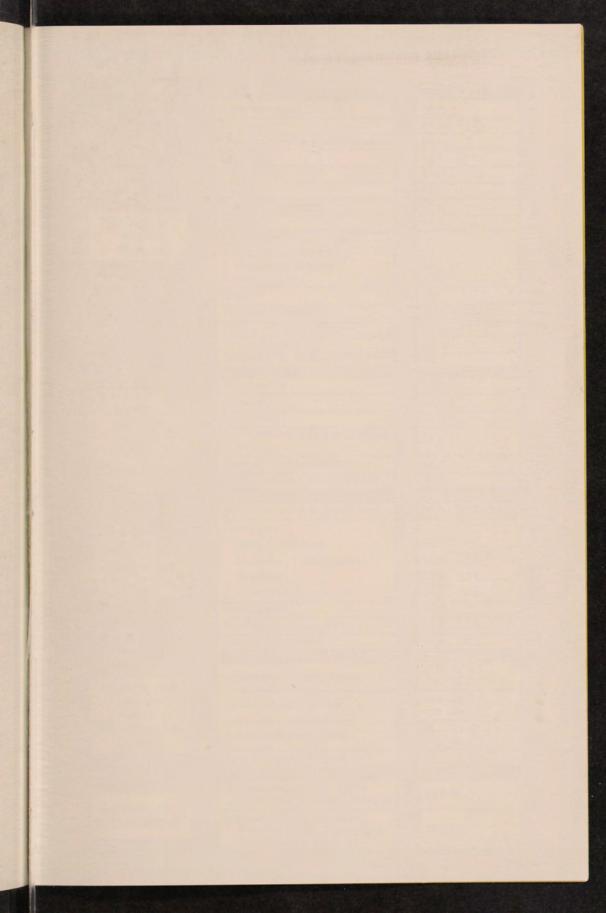
H. Oliver Welch, Ph.D., Georgia State University Lecturer School of Business Administration

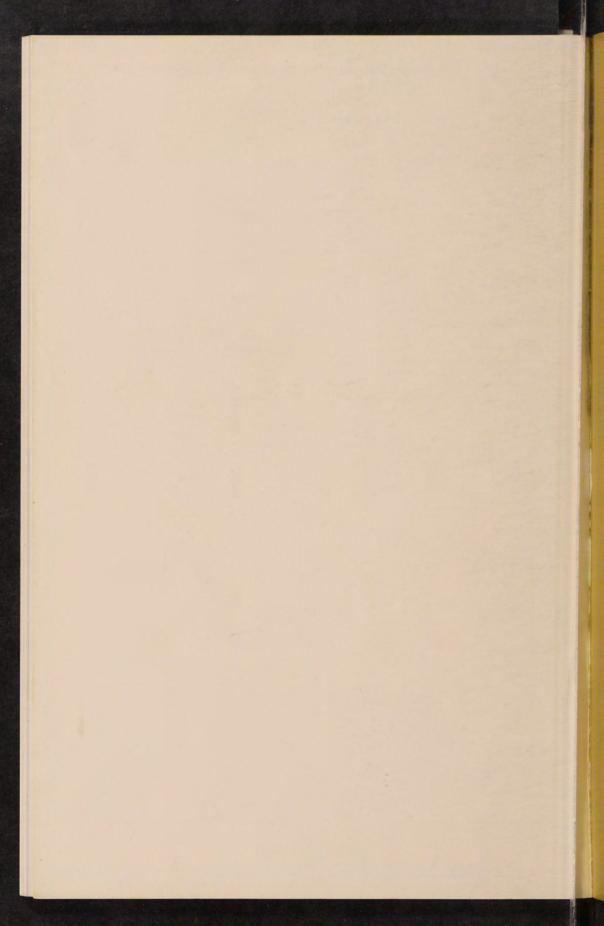
Earl Westbrook, M.A., Atlanta University
Instructor, Department of Criminal Justice
School of Arts and Sciences











ACADEMIC STRUCTURE

Schools	Areas of Concentration		Degrees
	Afro-American Studies		M.A.
	Biology		M.S., Ph.D.
	Criminal Justice Administration		M.A.
	Chemistry		M.S., D.A.
	Economics		M.A.
	English		M.A.
	Foreign Languages		M.A.
SCHOOL OF	History		M.A.
ARTS	Mathematical Sciences:		
& SCIENCES	Applied Mathematics		M.S.
	Computer Science		M.S M.S
	Mathematics Physics		M.S
	Political Science		
			M.A. Ph.D.
	Public Administration Social Science		M.P.A.
	Sociology & Anthropology		M.A.
	30clology & Alltillopology		IVI.A.
	Accounting		M.B.A.
SCHOOL OF	Finance		M.B.A.
BUSINESS	Marketing		M.B.A.
ADMINIS- TRATION	Management & Organizational Behavior		M.B.A.
	Operations Management		M.B.A.
	Transportation Management		M.B.A.
	Administration & Supervision:		M.A., Ed.S., Ed.D.
	Curriculum:		77117 ti, Edioi, Edibi
	Early Childhood:		M.A.
	Elementary Education:		M.A., Ed.S.
SCHOOL OF	Reading:		M.A., Ed.S.
EDUCATION	Secondary Education:		M.A., Ed.S.
	Foundations:		M.A.
	Psychological Services:		M.A., Ed.S., Ph.D.
	Special Education:		M.A., Ed.S.
	Special Education.		/*I./ L./ Ld.5.
	Academic Library Service		M.S. in L.S.,
SCHOOL OF LIBRARY			S. in L.S.,
AND	Public Library Service		S. in L.S.
INFORMATION STUDIES	School Library Service		M.S. in L.S., S. in L.S.
THE PERSON AS	Special Library Service		M.S. in L.S.
	A description of the second of	1	
CCUPOL OF	Autonomous Social Work Practice in Clinical Settings		M.S.W.
SCHOOL OF SOCIAL WORK	Autonomous Social Work Practice Policy, Planning & Administrative Settings		M.S.W.





ATLANTA UNIVERSITY

223 CHESTNUT STREET, S.W. ATLANTA, GEORGIA 30314 Telephone (404) 681-0251