

The Atlanta University Catalog



1984-1985

This is the General Catalog of the Atlanta University listing the general regulations and descriptions 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 and Information Studies
The School of Social Work.

A separate catalog is published for the Summer Session.

Atlanta University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. Programs in the professional schools are accredited by:

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

CATALOG POLICIES

This catalog is not an irrevocable contract. While the provisions of this catalog will ordinarily be applied as stated, the Atlanta University reserves the right to change any provision, including but not limited to academic requirements for graduation, without actual notice to individual students. Information on changes made by the University will be available in the Office of the Registrar. Changes made by a school or department will be available in the appropriate dean's office.

Every student is responsible for the proper completion of his/her academic program, for familiarity with the University Catalog, for maintaining the grade point average required, and for meeting all other degree requirements. It is especially important that each student note that it is the individual student's responsibility to keep apprised of current graduation requirements for his/her particular degree program.

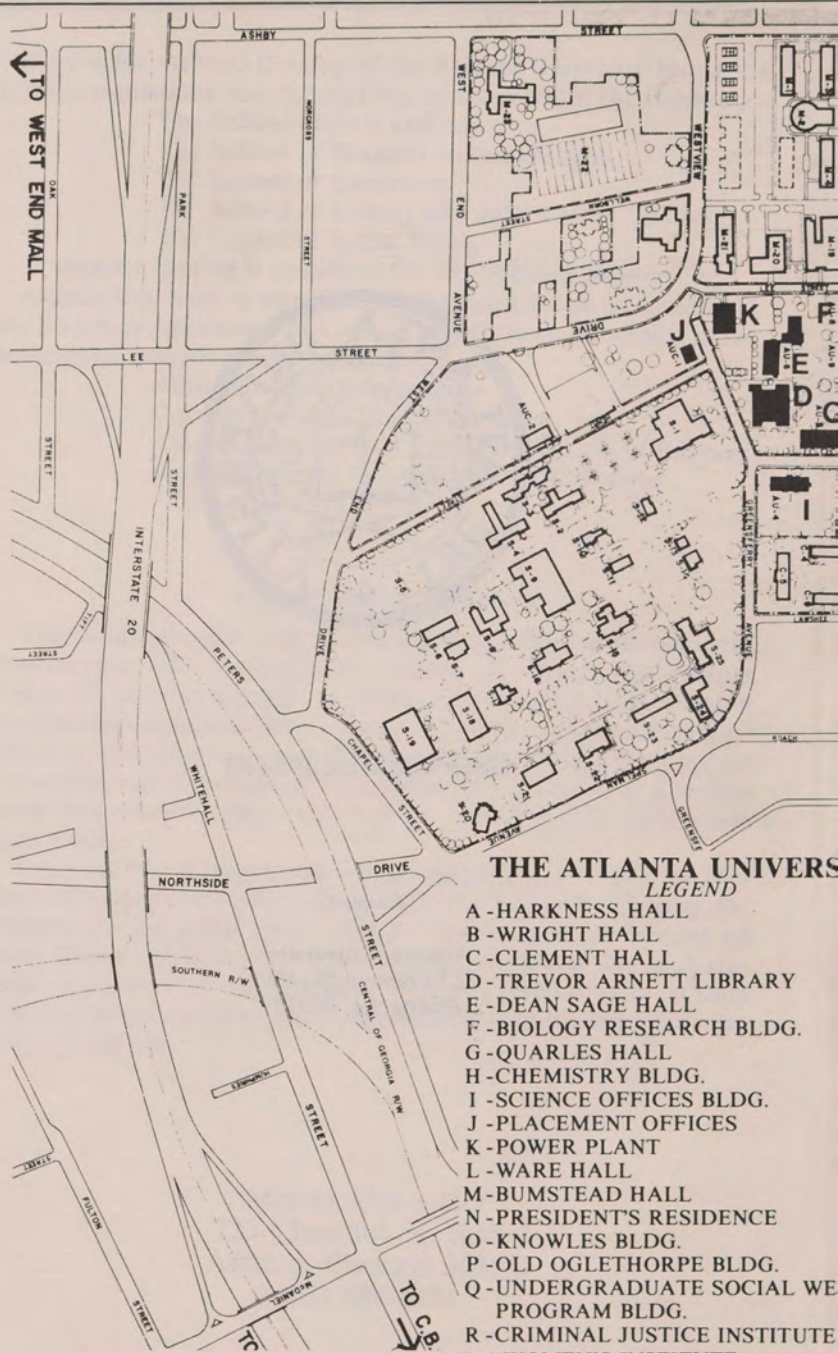
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THE ATLANTA UNIVERSITY LEGEND

- A - HARKNESS HALL
- B - WRIGHT HALL
- C - CLEMENT HALL
- D - TREVOR ARNETT LIBRARY
- E - DEAN SAGE HALL
- F - BIOLOGY RESEARCH BLDG.
- G - QUARLES HALL
- H - CHEMISTRY BLDG.
- I - SCIENCE OFFICES BLDG.
- J - PLACEMENT OFFICES
- K - POWER PLANT
- L - WARE HALL
- M - BUMSTEAD HALL
- N - PRESIDENT'S RESIDENCE
- O - KNOWLES BLDG.
- P - OLD OGLETHORPE BLDG.
- Q - UNDERGRADUATE SOCIAL WORK PROGRAM BLDG.
- R - CRIMINAL JUSTICE INSTITUTE
- R-1 - WOMEN'S INSTITUTE
- S1 - S17 - FACULTY RESIDENCES
- T - WOODRUFF LIBRARY

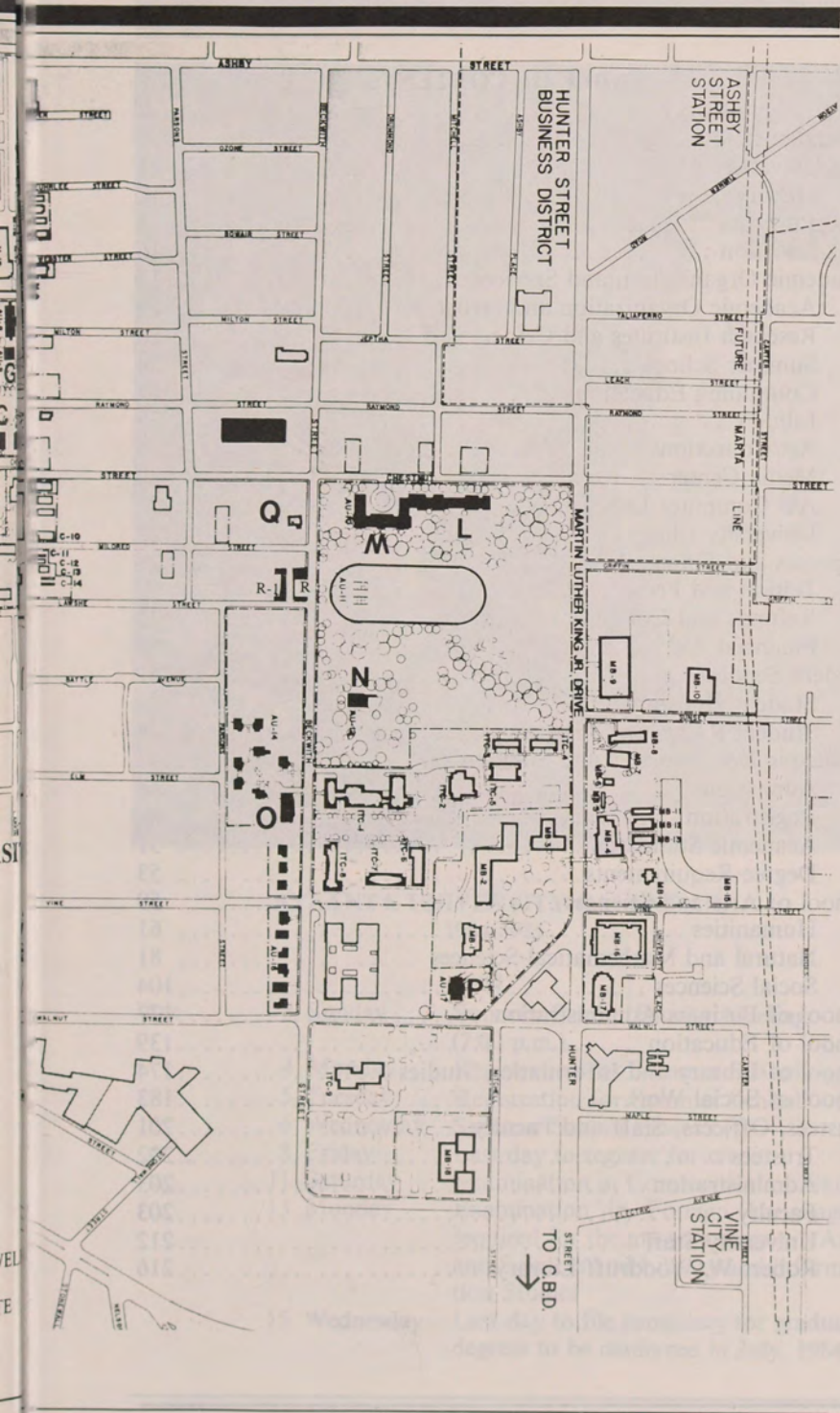


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ATLANTA UNIVERSITY CALENDAR 1984-1985

1984

June	3 Sunday	Summer School Faculty Meeting (7:00 p.m.)
	4 Monday	Registration for Summer School
	5 Tuesday	Registration for Summer School
	6 Wednesday	Summer School classes begin
	8 Friday	Last day to register for credit
	11 Saturday	Examination in Communication Skills
	13 Monday	Examination in Foreign Languages; required for the master's degree in Arts and Sciences and Library and Informa- tion Studies
	15 Wednesday	Last day to file candidacy for graduate degrees to be conferred in July, 1984

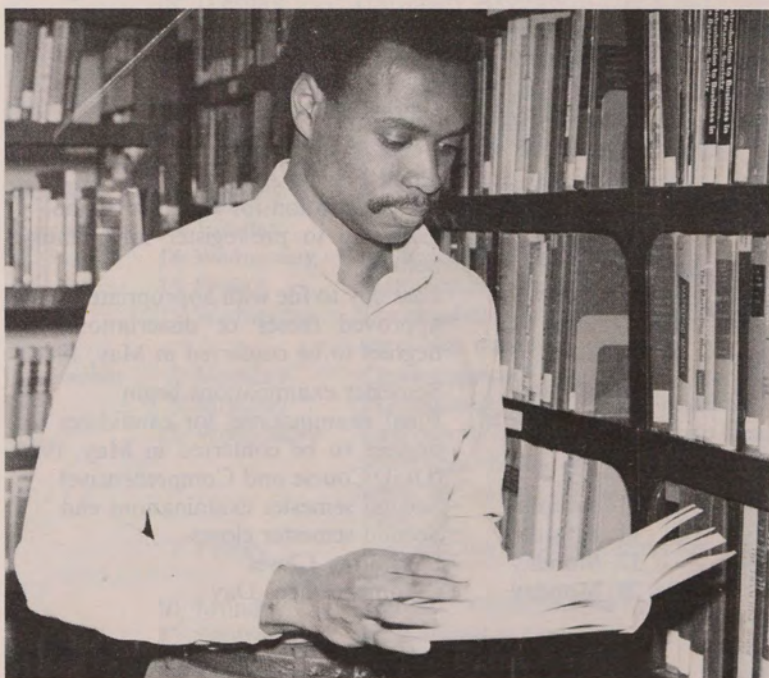
July	4 Wednesday	Independence Day holiday
	9 Monday	Last day to file with appropriate Deans approved theses or dissertations for degrees to be conferred in July, 1984
	18 Wednesday	Final examinations for candidates for degrees to be conferred in July, 1984 (Oral, Course and Comprehensive)
	26 Thursday	Final Examinations
	27 Friday	Summer School Convocation. Closing of Summer School
August	27 Monday	Registration for first semester
	28 Tuesday	Registration for first semester
	29 Wednesday	Classes begin
September	1 Saturday	Examination in Communication Skills
	1 Saturday	Last day for first semester registration (Both regular students and inservice teachers)
	3 Monday	Labor Day. A holiday
	18 Tuesday	Examination in foreign languages; required for the master's degree in Arts and Sciences and Library and Information Studies
	18 Tuesday	University Assembly (3:00 p.m.)
	24 Monday	Last day to file candidacy for work to be completed in December, 1984
	28 Friday	President of the University Meeting with Students (3:00 p.m.) Reception for Students (4:00 p.m.)
October	16 Tuesday	Atlanta University Charter Day
November	13 Tuesday	Inaugural Colloquium
	14 Wednesday	Inaugural Colloquium
	15 Friday	Inauguration of Luther S. Williams
	21 Wednesday	ThanksgivingHolidays begin at end of scheduled classes
December	3 Monday	Classes resume, 8:00 a.m.
	3 Monday	Pre-registration for second semester
	5 Wednesday	Last day to file with appropriate Deans approved theses or dissertations for work to be completed in December, 1984
	7 Friday	Last day for pre-registration for second semester
	10 Monday	Semester examinations begin
	15 Saturday	First semester closes

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| 15 Saturday | Christmas Recess begins at end of scheduled classes |
| 17 Monday | Dormitory Closes |

1985

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| January | 7 Monday | Registration for second semester |
| | 8 Tuesday | Registration for second semester |
| | 9 Wednesday | Classes begin |
| | 15 Tuesday | A holiday in observance of the birthday of Martin Luther King, Jr. |
| | 19 Saturday | Examination in Communication Skills |
| | 19 Saturday | Last day for second semester registration (Both regular students and in-service teachers) |
| | 22 Tuesday | University Assembly (3:00 p.m.) |
| | 23 Wednesday | Examination in foreign languages, required for the master's degree in Arts and Sciences and Library and Information Studies |
| February | 8 Friday | Last day to file candidacy for degrees to be conferred in May, 1985 |
| | 10 Sunday | University Center Religious Emphasis Convocation |
| March | 5 Tuesday | Spring Recess begins at end of scheduled classes |
| | 11 Monday | Classes resume at 8:00 a.m. |
| | 19 Tuesday | University Center Convocation |
| April | 5 Friday | Good Friday. A holiday |
| | 16 Monday | Pre-registration for Summer School |
| | 19 Friday | Last day to pre-register for Summer School |
| | 22 Monday | Last day to file with appropriate Deans approved theses or dissertations for degrees to be conferred in May, 1984 |
| May | 6 Monday | Semester examinations begin |
| | 8 Wednesday | Final examinations for candidates for degrees to be conferred in May, 1985 (Oral, Course and Comprehensive) |
| | 11 Saturday | Second semester examinations end |
| | 11 Saturday | Second semester closes |
| | 13 Monday | Dormitory Closes |
| | 20 Monday | Commencement Day |

June	2 Sunday	Summer School Faculty Meeting (7:00 p.m.)
	3 Monday	Registration for summer school
	4 Tuesday	Registration for summer school
	5 Wednesday	Summer school classes begin
	7 Friday	Last day to register for credit
	8 Saturday	Examination in Communication Skills
	10 Monday	Examination in Foreign Languages; required for the master's degree in Arts and Sciences and Library and Information Studies
	12 Wednesday	Last day to file candidacy for graduate degrees to be conferred in July, 1985
July	1 Monday	Last day to file with appropriate Deans approved theses or dissertations for degrees to be conferred in July, 1984
	4 Thursday	Observance of Independence Day holiday
	26 Friday	Summer School Convocation. Closing of Summer School
	29 Monday	Dormitory Closes



ATLANTA UNIVERSITY CALENDAR 1985-86

1985

August	24	Saturday	Dormitory Opens
	26	Monday	Registration for first semester
	27	Tuesday	Registration for first semester
	28	Wednesday	Classes begin
September	2	Monday	Labor Day holiday
	17	Tuesday	Examination in Foreign Languages: required for the master's degree in Arts and Sciences and Library and Information Studies.
	23	Monday	Last day to file candidacy for work to be completed in December, 1985.
October	16	Wednesday	Atlanta University Charter Day
November	4	Monday	Pre-registration for second semester
	27	Wednesday	Thanksgiving Holidays begin at end of scheduled classes
December	2	Monday	Classes resume, 8:00 a.m.
	4	Wednesday	Last day to file with appropriate Deans approved theses or dissertations for work to be completed in December, 1986.
	9	Monday	Semester examinations begin
	14	Saturday	First semester closes
	14	Saturday	Christmas Recess begins
	16	Monday	Dormitory Closes

1986

January	5	Sunday	Dormitory opens
	6	Monday	Registration for second semester
	7	Tuesday	Registration for second semester
	8	Wednesday	Classes begin
	15	Wednesday	A holiday in observance of the birthday of Martin Luther King, Jr.
	16	Thursday	Examination in Foreign Languages, required for the master's degree in Arts and Sciences and Library and Information Studies
February	7	Friday	Last day to file candidacy for degrees to be conferred in May, 1986
	18	Tuesday	University Center Religious Emphasis Convocation

March	4 Tuesday	Spring Recess begins at the end of scheduled classes.
	10 Monday	Classes resume at 8:00 a.m.
	18 Tuesday	University Center Convocation
	28 Friday	Good Friday—Holiday
April	14 Monday	Pre-registration for Summer School
	17 Thursday	Pre-registration for Summer School
	21 Monday	Last day to file with Appropriate Deans approved theses or dissertations for degrees to be conferred in May, 1986.
May	5 Monday	Semester examinations begin
	10 Saturday	Second semester examinations end
	10 Saturday	Second semester closes
	12 Monday	Dormitory closes
	19 Monday	Commencement Day
June	1 Sunday	Dormitory opens
	1 Sunday	Summer School Faculty Meeting (7:00 p.m.)
	2 Monday	Registration for Summer School
	3 Tuesday	Registration for Summer School
	4 Wednesday	Summer School classes begin
	6 Friday	Last day to register for credit
	9 Monday	Examination in Foreign Languages: required for the master's degree in Arts and Sciences and Library and Information Studies
	11 Wednesday	Last day to file candidacy for graduate degrees to be conferred in July, 1986
July	4 Friday	Observance of Independence Day holiday
	7 Monday	Last day to file with appropriate Deans approved theses or dissertations for degrees to be conferred in July, 1986
	16 Wednesday	Final examination for candidates for degrees to be conferred in July, 1986 (Oral, Course and Comprehensive)
	18 Friday—	Summer School examinations
	23 Wednesday	
	25 Friday	Summer School Convocation
	25 Friday	Closing of Summer School
	28 Monday	Dormitory closes

The University



The University

A private, coeducational university comprising five graduate and professional schools engaged in teaching and research at the frontiers of the arts, humanities, social, and natural sciences, the Atlanta University was founded in 1865 and is the oldest graduate institution in the nation serving a predominantly African-American student body. The heritage of the University is rich, providing a foundation on which today's scholars, teachers, and students are building.

Internationally known scholars have worked, taught, and lectured at Atlanta, and the students of the University have not only come from around the world, but have gone on to become leaders in many fields and many nations. The influence of the University has been extended through professional journals and organizations, including PHYLON and the National Association for the Advancement of Colored People, both founded by the faculty.

Some of the names of Atlanta University scholars/teachers/graduates are well known beyond the world of academe: William E. B. Du Bois, the father of social research on the African in America; James Weldon Johnson, '94, inspirational poet/songwriter whose anthem "Lift Every Voice and Sing" symbolizes the faith of African descendants in the possibilities of American democracy; Clarence A. Bacote, the scholarly catalyst for open political participation and suffrage in the New South; Hylan Lewis, a major influence on American sociological thought; Samuel Madison Nabrit, the shaper of bio-medical specialists for four decades.

Atlanta University is no less dynamic today than it has been in the past. Through interdisciplinary programs, students and scholars are examining such issues as rural poverty; criminal justice; defense analysis; policy economy of housing, transportation, income maintenance and employment; the humanities, North-South international relations; metropolitan demographics; the public school system; science and technology; higher education institutions; and, economic development in the Third World.

The Atlanta University features small classes and seminars; close relationships among students, faculty, and administration; exceptionally strong interaction between American students and the student representatives of fifty countries in Asia, Africa, South America, and the Caribbean islands; and unusual opportunities for independent study.

The Atlanta University, as a graduate institution, is the intellectual hub of a major consortium of independent institutions and boards created in 1929. The consortium includes a graduate School of Arts and Sciences; professional schools of Business Administration, Library and Information Studies, Education, and Social Work; six

denominational schools in the graduate center for religion and theology; four undergraduate liberal arts colleges: Morris Brown (coed), Morehouse (men), Clark (coed), and Spelman (women); and an authorized School of Medicine.

The Atlanta University Center consortium provides an intellectual atmosphere in which the program smallness of individual schools and colleges enriches the opportunities for scholarly faculty-student behavior through formal instruction, systematic research, and community services.

Admission to undergraduate programs within the University Center provides students access to Honors Dual Degree Programs in thirty-six academic areas at the graduate school leading to both a bachelor's degree and a master's degree. Research assistantships for extremely promising undergraduates are encouraged by University faculty.

Faculty and students engaged in research related to the Black Experience are able to draw on the resources of the consortia library which houses the unusual *Negro Collection* of works by and about Blacks in the Americas, one of the world's most comprehensive collections of Afro-American art, and the extensive archives of the six consortia institutions.

Philosophy

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

The University recognizes, nevertheless, that 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, it must be aware of and responsive to these demands. This awareness and responsiveness must be reflected in efforts to main 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 search for truth, to transmit knowledge, to encourage creative research, and to serve society, the following is a statement of the purpose of the Atlanta University.

1. To create and maintain a climate which fosters maximum development of individuals. In order to assure its increasingly interracial, intercultural and international student body and faculty of such a climate, the University is totally committed to academic freedom for all its components.

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, business, educational, religious, and other areas of national and regional life.

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 while being mindful to balance the claims of the person and of the society for the maximum benefit of both.

4. To engage in continual study of the educational programs to assure the provision of the resources and tools for the acquisition of the knowledge, attitudes, and skills requisite for the fields of specialization of the students. The University also must continue and expand aspects of its programs which reflect its recognition of the cultural and educational status of all of its students so that it may both maintain acceptable standards of graduate education and repair and compensate for damages and deficiencies inherent in the environments from which many of the students come. In this area, the University makes a major contribution to American higher education.

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 non-academic persons.

7. To encourage faculty creativity in the use of subject matter, in research activity, and in pedagogy, for the deepest professional fulfillment of the faculty and for ultimate benefits to students.

8. To serve the immediate community, the region, the nation, and the world in ways appropriate to an institution of higher learning. The character and history of the University demand that it understand fully and respond to the pressure for social and cultural 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 presents its programs and needs convincingly to philanthropic, governmental, private, and other sources of financial support.

Location

The Atlanta University is located in one of the nation's great cities. Atlanta's present position as the center of commerce in the Southeast can be attributed to several factors: the people, the business and financial environment, location, transportation, communications, and quality of life.

The nineteenth largest metropolitan area in the country and the largest in the Southeast, Atlanta has a population of approximately 1.8 million. The city has attracted a unique blend of individuals of all ages from all parts of the United States. Over 50 percent of the city's population is black, and blacks hold positions of leadership in state and local government and the business world as well as in education, medicine, communications, and other professions.

More than 5,000 of the nation's top businesses have operations in Atlanta; among them are 431 of the Fortune 500; 46 of the 50 largest insurance companies; 35 of the 50 largest diversified financial companies; 29 of the 50 largest retailers; 42 of the 50 largest transportation companies; and 17 of the 50 largest commercial banking companies. The Hartsfield International Airport recently outstripped Chicago's O'Hare to become the nation's busiest airport. More than twenty countries have consulates in Atlanta, and efforts to expand international business and education programs are flourishing. The city takes pride also in the diversity of its opportunities in higher education, careers, and life styles and its cultural offerings. The partially completed Metropolitan Atlanta Rapid Transit System and a modern network of expressways connect all parts of the metropolitan area.

Atlanta is an ideal laboratory for the University, an area in which students may examine the dynamics of economic, social, and political life in learning effective strategies and techniques for coping with rapidly increasing urbanization. Students also have access to public, institutional, and special libraries throughout the city as well as the collections of the Atlanta University consortium. Highly skilled staffs in local, state, and regional federal government offices, in foreign consulates, and in the corporate sector will assist students in pursuit of information.

The University is situated less than two miles from the heart of the city and is easily accessible by either private automobile or public transportation.

Academic Organization & Services



ACADEMIC ORGANIZATION AND SERVICES

The University offers graduate and professional degree programs in fourteen departments in the School of Arts and Sciences, five departments in the School of Business Administration, four departments in the School of Education, the School of Library and Information Studies, and the School of Social Work. In addition, in cooperation with the colleges, the University provides a limited number of undergraduate/graduate courses open to qualified juniors and seniors and a five-year accelerated dual degree program in selected areas.

Courses leading to the Ph.D. degree are offered in biology, chemistry, guidance and counseling, and political science. The Doctor of Education degree (Ed.D.) is offered in education administration, and the Doctor of Arts degree (D.A.) is offered in chemistry and the humanities. The Educational Specialist degree (Ed.S.) and the Specialist in Library Services (S.L.S.) in school, public, and academic library service are offered in the Schools of Education and Library Information Studies, respectively.



ACADEMIC STRUCTURE

Schools

Areas of Concentration

Degrees

SCHOOL OF ARTS & SCIENCES

Afro-American Studies

M.A.

Biology

M.S., Ph.D.

Criminal Justice

Administration

M.A.

Chemistry

M.S., D.A., Ph.D.

Economics

M.A.

English

M.A.

Foreign Languages

M.A.

History

M.A.

Mathematical and
Computer Sciences

M.S.

Humanities

D.A.

Physics

M.S.

Political Science

M.A. Ph.D.

Public Administration

M.P.A.

Social Science

M.A.

Sociology & Anthropology

M.A.

SCHOOL OF BUSINESS ADMINIS- TRATION

Accounting

M.B.A.

Finance

M.B.A.

Marketing

M.B.A.

Management

M.B.A.

Decision Science

M.B.A.

SCHOOL OF EDUCATION

Administration & Policy
Studies

M.A., Ed.S., Ed.D.

Curriculum:

Early Childhood:

M.A.

Elementary Education:

M.A., Ed.S.

Reading:

M.A., Ed.S.

Secondary Education:

M.A., Ed.S.

Foundations of Education

M.A.

Psychological Services:

M.A., Ed.S., Ph.D.

Special Education:

M.A., Ed.S.

SCHOOL OF LIBRARY AND INFORMATION STUDIES

Academic Library Science

M.S. in L.S.,
S. in L.S.

Public Library Service

M.S. in L.S.,
S. in L.S.

School Library Service

M.S. in L.S.,
S. in L.S.

Special Library Service

M.S. in L.S.

SCHOOL OF SOCIAL WORK

Child and Family Services

M.S.W.

Health Services

M.S.W.

Community Services

M.S.W.

Planning & Administration
and Social Science

Ph.D.

INSTITUTES AND CENTERS

Recognizing that problem-defining and problem-solving strategies cannot be adequately studied by a single discipline, the University has established a number of institutes and centers to stimulate University-wide interdisciplinary scholarship and public service. Each institute is designed to encourage innovative and collaborative basic and applied research and training through selected and interdisciplinary themes.

An *institute* provides support service for heterogeneous assortments of projects and serves as a formal link between the academic community and the professional community in the areas of focus. A *center* focuses on a more specialized field and is generally a subsidiary of an institute.

Institutes and centers do not offer credit courses or degree programs, nor do they have faculty exclusively of their own; faculty members may hold joint appointments in a school and an institute as a result of their substantial commitment to the institute's programs.

Institutes and centers respond to graduate teaching and research initiatives from the Atlanta University Center consortium faculties and initiate projects of their own design. They respond to private corporations, foundations, and federal agencies in defining problems, proposing solutions, conducting research, and demonstrating the feasibility of alternative courses of action.

Activities of institutes and centers include applied and basic research, seminars, conferences, workshops, community dialogues, and continuing education programs.

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).

Center for Materials Research

This center is engaged in applied and basic research consistent with national needs and interests. The center conducts theoretical and experimental studies of structure, mechanical, and physical properties of materials, especially the syntheses and characterization of polymers with unusual and novel properties.

Center for Computational Sciences

Researchers in this center are engaged in (1) the application of numerical functional analysis in applied and basic research to solve classes of deterministic and random operator equations, (2) the formulation of mathematical models, and (3) the analysis of problems that arise in the physical, biological, and social sciences and engineering.

INSTITUTE FOR COMMUNITY DEVELOPMENT (ICD)

The programs of the Institute for Community Development focus on community leadership development and training, social services policy analysis, housing, and community and family issues related to the practice of social work.

Alcohol and Drug Abuse Program

The goals of this program are to provide students with a well-rounded social work education in either of two specialty 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 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

This program 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 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.

The Center on Aging

The Center on Aging is a multidisciplinary non-degree granting program of the University. Among its offerings is a program in social gerontology, which offers a certificate for social service and health practitioners currently employed in the field of aging who wish to upgrade their understanding of aging and human development and their positions in the field. In addition, a concentration is available in social gerontology as a cognate for students majoring in traditional disciplinary or professional degree programs at the University.

INSTITUTE FOR CRIMINAL JUSTICE (ICJ)

Major goals of the institute are (1) to increase the body of knowledge about minorities in the criminal justice system, (2) to expand the number of qualified black professionals employed in the criminal justice system of the United States, and (3) to contribute to the continued growth and development of criminal justice practitioners through training programs, seminars, and workshops for in-service personnel.

Research

The research capacity of the institute is one of the most significant parts of the program. Its national and regional research efforts include

- 1) a computerized clearinghouse for the collection, storing, and dissemination of data relevant to crime, criminals, and the criminal justice system, with emphasis on data regarding minorities;

- 2) extensive needs assessments to determine areas that are lacking in service, areas in which further research should be conducted, and the direction such research should take;

- 3) projects that will have impact upon crime, victims, or employment within the criminal justice system.

Current research projects include "Race and Crime" and "Black Ex-Offenders in the Labor Market."

Public Service

The public service component of the institute responds to the needs of local and state criminal justice agencies and to the community at large. Current activities include programs designed to improve community organization against crime, improve services to assist victims and witnesses, and increase use of better trained city police officers.

An advisory committee, which assists with planning and designing programs to fill identified community needs, includes representatives from 26 public (city, county, and state) and private organizations in such areas as law enforcement, courts, corrections, probation and parole, private industry, and community organizations.

INSTITUTE FOR INTERNATIONAL AFFAIRS (IIA)

The IIA was established initially as the North-South Equatorial Research Institute. The institute engages in the systematic study of the history, geopolitics, economics, social processes, and cultures of the southern hemisphere's Third World and the critical future relations between them and the industrialized nations of the northern hemisphere. The Institute aspires to prepare young men and women for careers in a variety of international affairs, specifically aiming at increasing minority participation in international relations. Research is conducted in international politics and diplomacy, economic, scientific, technological, and social development, and in business and public relations. While efforts are concentrated upon relations with and interrelationships among the peoples of the Third World, the programs are sufficiently broad-based to guarantee the preparation of students for careers in all major aspects and specialized fields which come under the general heading of international affairs.

Center for International Business

In response to the widespread interest in the world of international trade and its vast potential for small business, the Center for International Business was founded at the 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 multidisciplinary 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 faculty and consultants from business as well as academic communities. The community service activities are informational in nature and include major seminars, mini courses, directories, and referral service.

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.

The Center for Career Development (CDD)

The Center for Career Development, housed in the School of Business Administration, is a resource center devoted to furthering the

career development of minorities in management. Its research and training activities focus on issues facing minorities in various career stages, ranging from the beginning undergraduate to the experienced manager.

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 Center consortium 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, triennial 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.

SUMMER SCHOOL

Cooperative summer sessions have been conducted by institutions of the Atlanta University Center since 1901, when the Atlanta University and Clark College held the first joint summer session. The Atlanta University Summer School (AUSS) was begun in 1928 when the University affiliated with Morehouse and Spelman Colleges. Since 1933 the Summer School has been conducted by the University with the four undergraduate colleges and the theological center cooperating. Members of the faculties of the consortium and educators from the faculties of leading institutions throughout the United States comprise the teaching staff.

The courses offered, both graduate and undergraduate, are of the same standard as those offered in the regular session and carry the same credit. The philosophy and purposes for the AUSS are continuations of the philosophy and purposes of the University.

The Summer School operates on an eight-week session plan. A separate catalog is published for the Summer School with full information on admissions, programs, costs, and financial aid. Inquiries should be made to the Director of the Summer School.

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 non-credit 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 (CEUs).

ROBERT W. WOODRUFF LIBRARY

The primary mission of the Robert W. Woodruff Library is to provide bibliographic, physical and intellectual access to recorded knowledge and information in support of learning, teaching, cultural and research needs of students, staffs, faculties and administrators of the Atlanta University Center (AUC) institutions. The Atlanta University Center is composed of seven institutions: Atlanta University, Clark College, Interdenominational Theological Center, Morehouse College, Morehouse School of Medicine, Morris Brown College and Spelman College. There is a cooperative plan for services between the Robert W. Woodruff Library and the Morehouse School of Medicine which has a fully developed library.

A secondary mission of the Robert W. Woodruff Library is to provide library services to the alumni of these institutions and to the outside scholarly community. Opened in January 1982 as a centralized facility, the library is located at the corner of Chestnut and Beckwith Streets in Southwest Atlanta.

Services are offered 85 hours per week: Monday through Thursday, 9:00 a.m. to 12 midnight; Friday, 9:00 a.m. to 6:00 p.m.; Saturday, 10:00 a.m. to 6:00 p.m.; Sunday, 2:00 p.m. to 10:00 p.m. The Library has an open-stack arrangement to offer all students and other users full access to the library materials during these hours.

The Library's collection totals 567,857 items. Of this total, there are approximately 262,300 circulating materials, 49,877 reference sources, 119,640 microforms, 61,032 Government Documents, 20,037 Special Collections, 12,131 theses, 6,570 Curriculum Materials and 49,125 bound periodicals. In addition, there are 3,689 cubic feet of Archival Collections. Materials in the Woodruff Library represent the merging of the six collections of the member institutions and are classified under three systems: the Library of Congress (LC) Classification, the Dewey Decimal Classification and the Superintendent of Documents Classification. The Library is currently in a re-classification project changing all books now with the Dewey call numbers to the LC system.

The Woodruff Library's resources include important collections such as the Carnegie Art Reference Set; the Henry P. Slaughter and Countee Cullen Memorial Collection of graphic and performing artists; the papers of the Southern Regional Council Archival Collection on race relations and socio-economic conditions in the Southeast (1944-1968); the Hoytt W. Fuller collection of books and papers on the black experience and *First World* publications; the William Croghan Collection of the first

black president of Clark College; the poetical and musical works of the internationally acclaimed Dr. Eva Jessye, and the archival collections of the Gammon (United Methodist) and Turner (African Episcopal Methodist) Theological Seminaries of the Interdenominational Theological Center; the Vivian Henderson Collection; the John Hope Collection and many others. The Library offers a planned program of bibliographic instruction that teaches students and other patrons how to use its resources.

Current periodical subscriptions total over 1,518 titles and 400 microforms. A professionally trained staff of librarians is supported by a number of para-professionals, clerical workers and student assistants.

The Woodruff Library provides access to resources other than its own through a microfiche collection of the Union Catalog of the Atlanta-Athens area located at Emory University; through membership in the Cooperative College Library Center (CCLC) which provides minimum access to the Ohio Computerized Library Center (OCLC) database; and through the provision of an on-line reference service, Computer Literature Search Service, which gives access to the Lockheed DIALOG system. The Library also participates in an active interlibrary loan service conducted with libraries throughout the United States and in an interlibrary use program, which permits graduate students and faculty access to the collections of ten other libraries that participate in the University Center in Georgia Consortium.

The building has a seating capacity for approximately 1,500 users at any given time. There are four conference rooms on the main level (ML) for student group-study, three conference rooms and the Exhibition Gallery on the upper level (UL) for workshops, seminars, art exhibits, etc.; 138 individually locked carrels for those involved in serious research; 468 open study carrels; and special facilities for the handicapped.

ART COLLECTIONS

The University owns approximately 500 works of art, including what is perhaps the most extensive collection of contemporary Afro-American Art in existence.

The art collections have grown through gifts and by virtue of the purchase prizes offered from 1942 to 1970 by the Atlanta University Annual Exhibitions. In addition to the prestigious Afro-American Collection, the University's art collections include works by other representative American artists and a collection of African art and Africana. A portion of the collections is displayed regularly in the Catherine Waddell Gallery of Trevor Arnett Library. The gallery and many works in the collection are the gift of Mr. Chauncey Waddell of New York, a former trustee of the University.

THE MEDIA CENTER

The Media Center, housed in Trevor Arnett Hall, provides services to faculty and students throughout the University. Its programs include academic media course offerings for teachers and librarians and, upon request, in other professional areas. Services include: the provision of educational media resources (software and hardware), production of instructional materials, in-service training workshops, consultation, preview and auditioning of media materials, and broadcast closed-circuit television.

COMPUTER APPLICATIONS LABORATORY

The Atlanta University Computer Applications Laboratory (AUCAL) provides coordination of academic instruction and research computer services for the five schools of the University. The primary AUCAL computer system is a VAX 11/780 with 768 k bytes main memory and computer languages FORTRAN, BASIC, AND PASCAL, and the SPSS statistical package.

UNIVERSITY CHAIRS

The Ware Professorship in Sociology

University graduates, former students, and 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. Gertrude Ware Bunce, and Mrs. Katherine Ware Smith—established the Ware Memorial Professorship Fund, the income from which is credited toward the salary of a professor of sociology. The fund has increased significantly over the years through continuing contributions, including a 1957 bequest of \$150,000.

The Fuller E. Callaway Chair

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 to provide senior Georgia colleges and universities with a means of retaining and adding faculty members. Atlanta University, together with the undergraduate colleges of the Center, was included in the list of recipients. A professional chair, known as the Fuller E. Callaway, Jr., Chair, was established at the University, and the fund provides a supplement to the professor who occupies the chair.

The Robert W. Woodruff Chair in Business Administration

This endowed professorship was made possible through a generous grant from Robert W. Woodruff and matching funds from a number of individuals and corporations. Currently the endowment for this chair is approximately \$600,000, and through future projected contributions should become \$750,000 by 1985. The income from these funds will be used to support a professor in the School of Business Administration.

The Mills Bee Lane Chair in Banking and Finance

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

The Christine McEarchern Smith Professorship in Marketing

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 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 Carnegie Professorship in Economics and Business Administration

This professorship was endowed by the Carnegie Corporation in 1932 to help train black businessmen. Income from the fund is used to support a professor in the School of Business Administration.

Admissions, Expenses, & Financial Aid



EXPENSES

(Subject to change without notice)

Tuition and Fees

Payment of tuition and fees is a prerequisite to formal registration for each semester.

Subject to the policies concerning refunds and schedule changes, the total tuition is considered fully earned by the University upon completion of registration.

The University reserves the right to make revisions in charges or collection procedures at any time without notice.

Tuition and Fees

Application fee—payable at time of initial application and not refundable	\$ 30.00
Matriculation fee—payable at first registration and not refundable	7.50
Tuition—per credit hour	150.00
Late registration fee (per semester)	30.00
Change of program fee—after registration	12.00
Laboratory fee—per course per semester	48.00
*Chemistry and biology research fee per semester	48.00
Communications Skills fee per component	60.00
**Thesis consultation fee	150.00
***Graduation fee	60.00
Special Laboratory Fee—Biology 509/510—per semester	180.00
Student sickness and accident insurance, per semester	14.50
Medical fee — Mandatory for all students (see page 42 for details)	20.00
Activity fee	8.50
****Cost of room per year (nine months)	1,250.00
Fall (1st) semester — \$575.00	
Spring (2nd) semester — \$675.00	
Telephone cost (per month)	22.00

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

*The University matches this fee up to \$48.00 for chemicals and supplies. Additional costs of research material over \$96.00 are borne by the student.

**This fee is charged each semester or summer session in which the student receives consultation from a thesis advisor, or uses the facilities of the University in the execution of research, provided no other tuition fees are paid to the University by the student during that semester or summer session. Registration must take place during the dates set aside in the calendar for this purpose.

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

****Room rent is charged by 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 the 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 or she 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 permitted to graduate.

Parents or guardians responsible for the expenses of a student should make their payment directly to the University. This will prevent 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 University, Atlanta, Georgia 30314.

Deferred Payment Plan

Students may be permitted to meet financial obligations of only 50% tuition and fees on an installment plan. A promissory note is effectuated between the Business Office and the student for definite amounts and fixed dates. For this privilege, there will be a minimum surcharge fee of \$25.00 or a maximum 10 percent of the deferred balance. **Obligations must be paid in full prior to the beginning of examinations each semester.** Exam permits will not be issued to students with outstanding balances.

Delinquent Accounts

The University will not issue a degree, transcript of grades, or grade reports to any student who has not paid all charges in full. Students who fail to pay their tuition by due date will be subject to pay all collection and legal fees incurred if legal action is required on behalf of Atlanta University.

Refund of Tuition

The total tuition is considered fully earned by the University once scheduled classes have begun in any semester or summer session. Students desiring to withdraw from the University or drop classes must formally notify the University of their intention by executing a withdrawal form (drop/add form). Failure to attend the course after registering is not justification for elimination of charge.

If the University has been formally notified of the student's intention to withdraw, a tuition refund will be authorized as follows:

(a) Notification to the University prior to the first day of classes — a full refund of tuition, less a \$12.00 administrative fee.

(b) Notification to the University during the first two weeks of classes — a refund of fifty percent (50%) of tuition paid.

(c) Notification to the University during the next two weeks — a refund of twenty-five percent (25%) of tuition paid.

(d) Notification to the University after 30 days — no refund of tuition under any circumstances.

Special Provisions for Summer Sessions:

(a) Refunds as above for students withdrawing from the University or dropping courses prior to the start of classes.

(b) One-half tuition refund as above for students withdrawing or dropping within the first five days of the eight-week session.

(c) No tuition refund for withdrawals or dropping courses after the first five days of the eight-week summer session.

Administrative withdrawals, as in the case of classes canceled by the University or academically suspended students, entitle the student to a full refund of tuition.

Financial aid recipients should discuss with the Financial Aid Director the impact of adding or dropping a course prior to submitting the official add/drop form.

Dishonored Checks

A student, parent or guardian who presents a draft for payment of tuition and fees, which is returned for any reason by the bank as an uncollected item, will have seven (7) calendar days from the date of notification by the Business Office to clear the draft. If the draft is not cleared within this period, the maker of the draft is subject to legal actions and the student for whom the draft is written is subject to disciplinary action that could include disenrollment.

A charge of \$10.00 will be levied for each individual dishonored draft submitted to the University for any reason.

Finance Charge

If a student is allowed to register with a prior balance, a finance charge of ten percent (10%) will be made based on the prior and current balances. The finance fee will be cancelled if the balances are paid within 30 days from the first day of classes. During the Summer Session, finance charges will be canceled if balance is paid in full within two (2) weeks after classes start.

Estimate of Expenses

The necessary expenses of a student at the Atlanta University 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 @ \$150.00 for two semesters ..	\$2,700.00
Room	1,250.00
Fees (Matriculation, Health Insurance, Application)	106.50
Miscellaneous (laundry, pressing, transportation, incidentals)	2,030.00
Textbooks and supplies	634.00
Total	<u>\$6,720.50</u>

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.

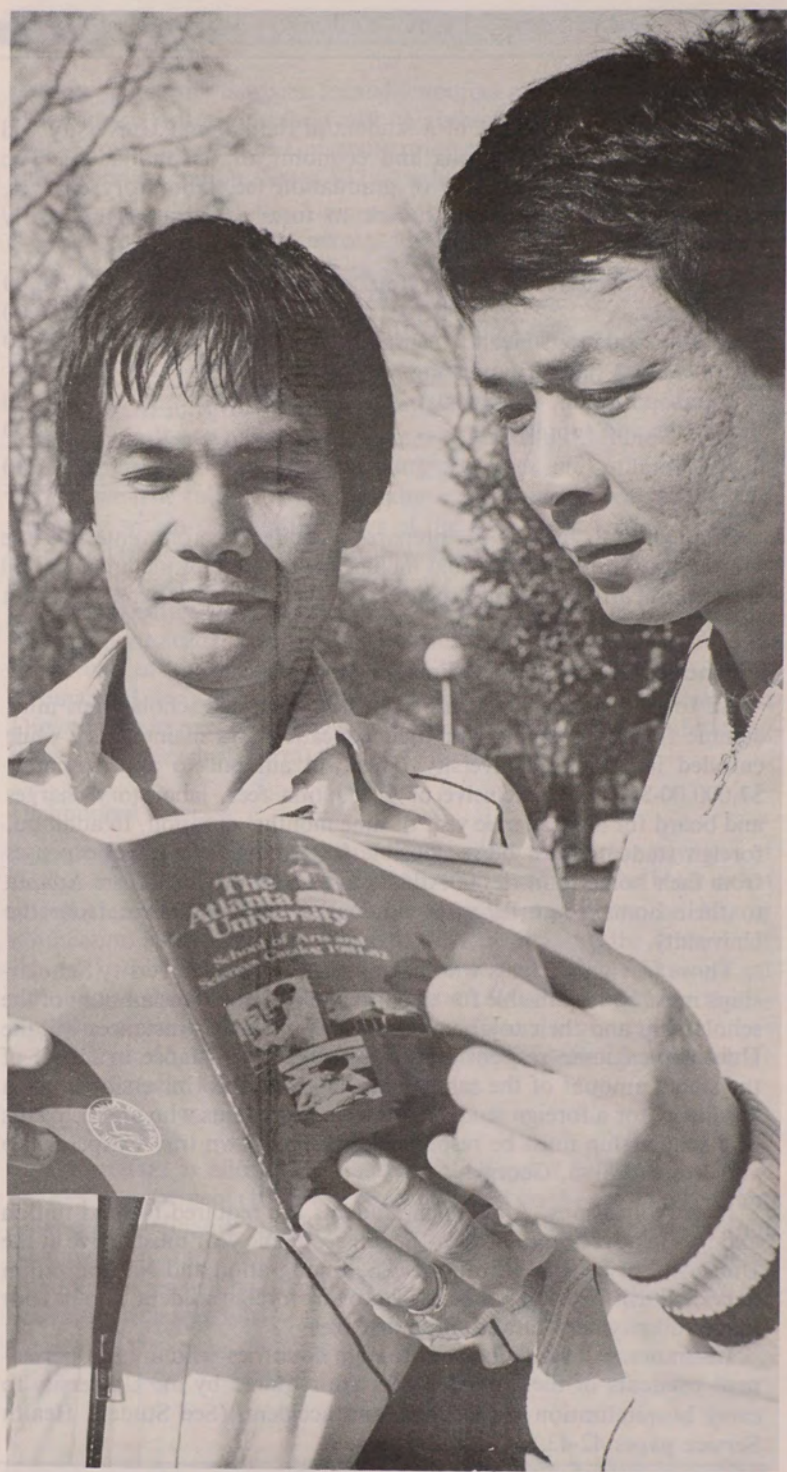
Financial Responsibility of Foreign Students

All foreign students who have not been awarded scholarships must assume full responsibility for their education and maintenance while enrolled in Atlanta University. This will amount to approximately \$7,000.00-\$8,000.00 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. 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.

Insurance. All students from foreign countries who are not permanent residents of the United States are required by the University to carry hospitalization for sickness and accident. (See Student Health Service pages 42-43.)



FINANCIAL AID

The Office of Student Financial Aid cooperates with the five schools of the University. Each of these schools offers and administers various types of financial assistance, such as scholarships, fellowships, assistantships, grants, and stipends, for students seeking master's, specialists, and doctoral degrees, on the basis of scholastic aptitude and record, character, seriousness of purpose, and need. The Office of Financial Aid counsels and assists primarily needy students in the financing of their education. The Office administers, offers, and grants funds to students from federal and state-supported programs—the College Work-Study Program, the National Direct Student Loan Fund, the State Direct Student Loan Fund, and the Guaranteed Student Loan.

Applying for Financial Aid. 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 send it directly to the Office of Student Financial Aid before March 1. (Applications received after that date will be considered as time and funds permit.)

Applicants desirous of being considered for aids from the Financial Aid Office *must* complete a Financial Aid Form (FAF) or a Graduate and Professional School Financial Aid Service Form (GAPSFAS) and a Financial Aid Transcript (FAT), in addition to the University Financial Aid Application. Only one financial aid application is required for an academic year and a summer session. Some of the schools within the University require students to complete additional forms for departmental financial aid consideration.

Financial Aid Awards. Departmental aid is usually awarded to applicants after the committee of each department or school has evaluated the applications; however, some of the schools evaluate applications on a continuing basis, and awards may be offered prior to and after April. Departmental acceptance and rejection notifications must be returned to the Office of Financial Aid 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.

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

Awards under programs administered by the Office of Financial Aid are made for the academic year during the preceding summer months.

Financial aid is usually awarded on an academic year basis and distributed one-half each semester, contingent upon the recipient's maintenance of satisfactory progress.

Satisfactory Progress at the Atlanta University requires that

- 1) a student must be enrolled for at least six (6) credit hours,
- 2) a student must maintain a minimum grade point average (GPA) of 2.5. A student failing to maintain at least a 2.5 GPA will not be considered for financial assistance the following academic year; however, financial aid consideration will be given for the first semester of the next academic year for a student whose GPA is less than 2.5 but more than 2.0. Financial aid will not be granted for the second semester unless the GPA is raised to a minimum of 2.5.

A student with less than a 2.0 GPA will not be considered for financial aid.

The University subscribes to the general policy of the Council of Graduate Schools in the United States regarding the acceptance of scholarships, assistantships, or fellowships by prospective graduate students prior to formal matriculation at the University; A prospective student offered a scholarship, assistantship, 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 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 PROGRAMS

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.

Institutional Work Program

The University supports a part-time work program for students. Positions are available under this program as dormitory assistants, groundshelpers, and assistants in offices, laboratories, and the library.

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 low interest rates. 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.

State Direct Student Loan Program

This program provides service-cancellable loan assistance to Georgia students enrolled in approved career fields where personnel shortages exist in the state. The Georgia Student Finance Authority (GSFA) administers the program as an eligible lender under the Georgia Guaranteed Student Loan Program. GSFA student loans are subject to the same eligibility, interest, and repayment requirements as other loans made to students by commercial lenders and guaranteed by GHEAC.

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 bank, credit unions, etc. It is the responsibility of the student to obtain the necessary applications and file them with the Student Financial Aid Office. The maximum amount that a graduate or professional student may borrow per academic year is \$5,000. The loan ceiling is \$25,000 for graduate and professional students, including any amount borrowed for undergraduate study.

The 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.

INSTITUTIONAL SCHOLARSHIPS/FELLOWSHIPS

Institutional scholarships and fellowships are offered through the department by the University and outside organizations. Specific information on scholarships, fellowships, assistantships, grants, and stipend is available from the dean of each school.

A number of permanent scholarship/fellowship funds have been established at the University. Among the permanent funds are:

The Readers' 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 percent of their class (undergraduate or graduate) are eligible for consideration for a grant from these funds.

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 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 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 Mrs. Waddell, a benefactor and wife of Trustee Emeritus Chancey Waddell. Through the Charles Evans Hughes Memorial Foundation, \$1,000 for scholarship aid to worthy students is made available each year.

In addition to the above, the University has established several scholarships in honor of distinguished professors and alumni. These scholarships are funded by gifts from alumni and friends of the University, and the amount of each award is determined each year. These scholarships are:

Frankie V. Adams Memorial Scholarship in Social Work

Clarence A. Bacote Memorial Scholarship in the Humanities and Social Sciences

Horace Mann Bond Memorial Scholarship in Education

Fred A. Browne Memorial Scholarship

Huey E. Charlton Scholarship in Education

Alonzo F. Herndon Memorial Scholarship in Business Administration

Grace Towns Hamilton Scholarship in Social Work

Virginia Lacy Jones Scholarship in Library Service

Benjamin E. Mays Scholarship

Lorimer D. Milton Scholarship in Business Administration

Samuel Milton Nabrit Scholarship in the Sciences

Ruth LeFlore Ward Memorial Scholarship in Library Service.

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.

School of Business Administration Scholarship Programs

The School of Business Administration offers a number of funded fellowships and scholarships each year. Additionally, the School offers two special scholarship programs. The **Executive Management Scholarship Program** provides financial assistance for students of superior ability. The **Minority Engineers in Management Fellowship Program** for students of outstanding ability and an undergraduate background in engineering.

United Negro College Fund Scholarships

A number of scholarships are awarded annually through the Educational Services Branch of the United Negro College Fund. Many of these scholarships are restricted to students from specific regions or to students majoring in specific fields.



Student Services



Housing

For students who wish to live on campus, there are two dormitories: Bumstead Hall for women and Ware Hall for men, each of which can accommodate 100 students (single occupancy bedrooms). Lounges, reading rooms, reception rooms, service areas, and telephones are provided for the convenience of students. The cost of a room is \$575.00 for the fall semester and \$675.00 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 \$50.00 in a money order or cashier's check made payable to Atlanta University to the Business Office — 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, bedspreads, towels and curtains (47" W x 7½' L) to meet his or her needs.

Security Deposit

Each resident must make a security deposit of \$20.00 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 at the

University. The Student Medical Fee (\$18.50 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 University provides, in addition, a hospitalization insurance for sickness and accident which is **available to all** students and **mandatory** for all dormitory students and 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 cost of Accident and Illness Insurance is \$14.50 per semester. The policy stipulates that a student must be referred by the Health Service, and cannot consult a private physician directly (except in the 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, Inc., 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, Inc., R.W. Woodruff Library. Appointments may be made directly by students or by referral from their institutions. It is open Monday through Friday.

Career Planning and Placement Center

The Career Planning and Placement Center provides information about specific jobs, general areas of employment, types of employers, and opportunities for continuing education in graduate and professional schools. Staff advisors are available for counseling.

Veterans

The programs of the Atlanta University are approved by the State Approving Agency for Veteran's Benefits. The 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 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 free 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

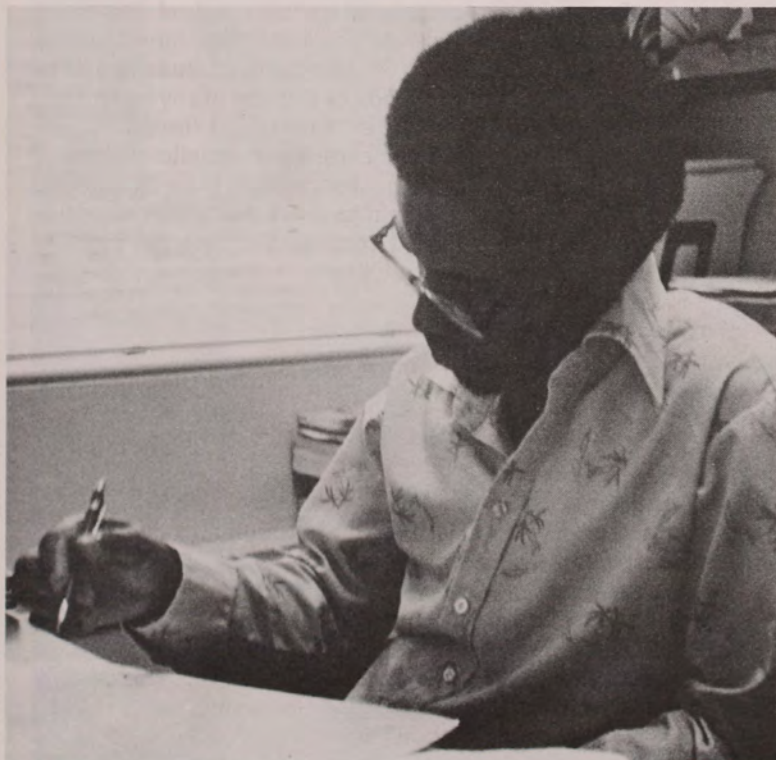
A student accused of a serious offense shall be notified in writing of the specific charge before the case is considered. This notification shall indicate the right of the student to elect to have the case reviewed by the appropriate administrative adjudicating body, right to appeal, and assistance in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

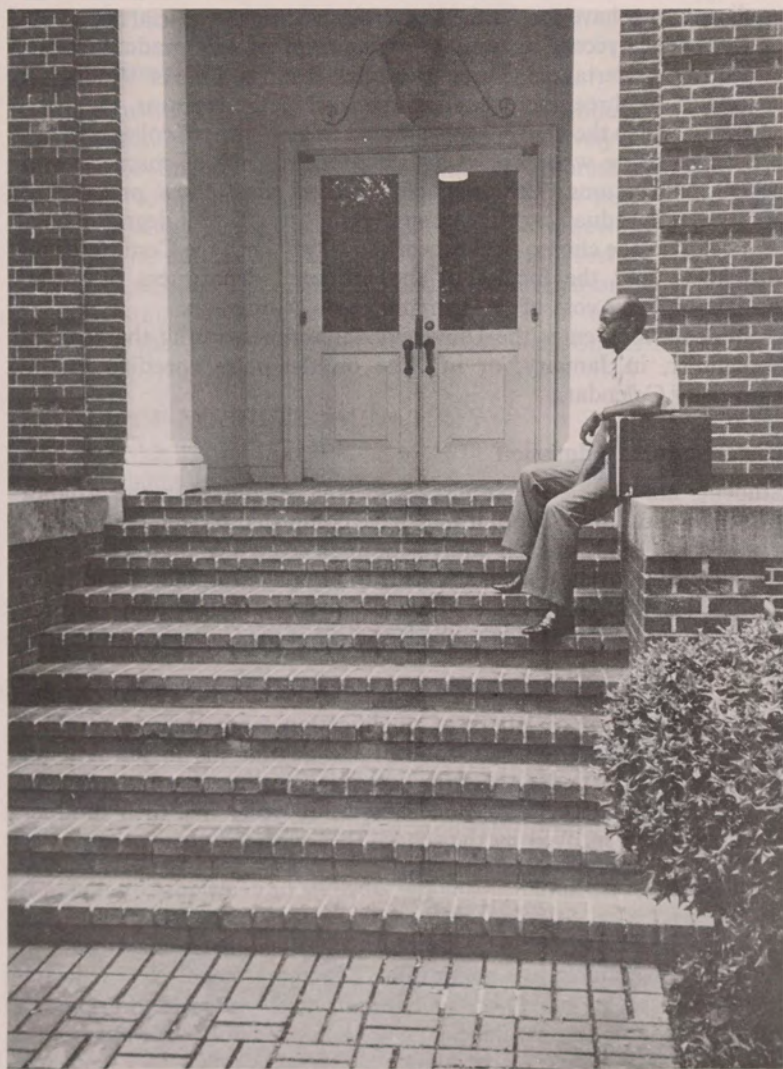
The information listed below is considered "public directory" information and may be released without permission from the student. A student does, however, have the right to direct that any or all of this information not be released without consent. Such request must be filed, in writing, with the Registrar's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

Such items include:

- a. name
- b. address
- c. telephone listing
- d. date and place of birth
- e. major field of study
- f. dates of attendance
- g. degrees and awards received
- h. most recent previous educational institution attended
- i. honors and awards received

A student who desires that any or all of the above named information not be released, must complete a form in the Registrar's Office *within five working days after the close of the official registration period*. 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 & Standards



ADMISSIONS REQUIREMENTS AND ACADEMIC STANDARDS

Graduate 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 \$28.00. 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.

Undergraduate Admission

Students are eligible for admission to college courses in the Atlanta University Summer School if they have completed sixteen regular college entrance units or their equivalent in an accredited high school and are enrolled in or have been admitted to an undergraduate institution. 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.

Special Admissions

Students from colleges other than Atlanta University Center institutions may take advanced courses upon presentation of letters of qualification from their institutions. It is the responsibility of the students to secure acceptance at their home institution for transfer of the academic work done at Atlanta University.

Individuals may take up to 12 semester hours without enrolling in a degree program or may enroll for special seminars, workshops, or continuing education courses. No transcripts or letters of recommendation are required; however, a high school diploma or its equivalent is required.

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.

NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS

The Atlanta University admits students of any age, race, religion, color, national or ethnic origin, sex, marital status, 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 age, race, religion, color, national or ethnic origin, sex, marital status, or handicap in administration of its educational and admissions policies.

REGISTRATION

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 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.

Continuous Registration for Thesis Advisement. 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

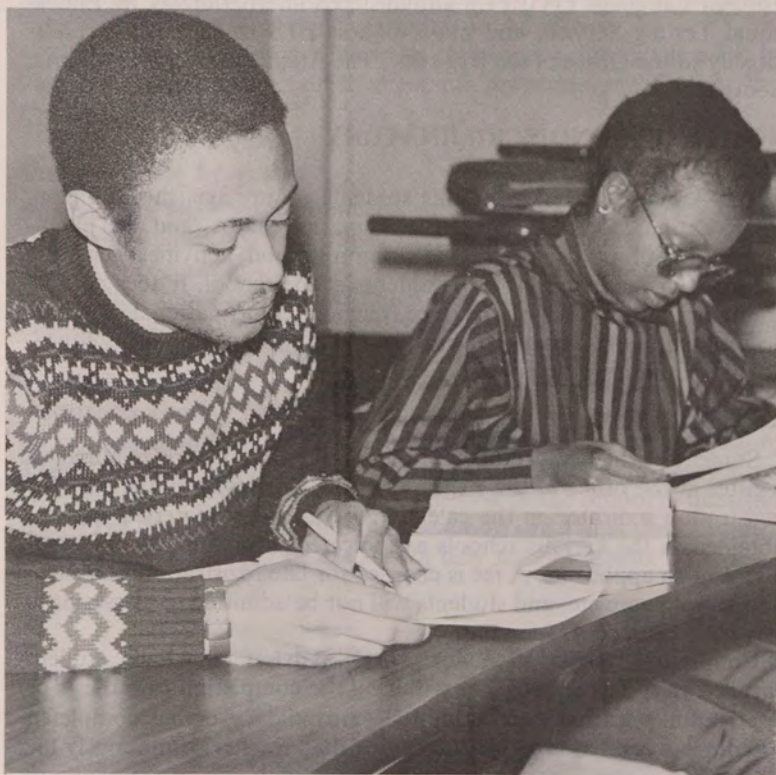
thesis or dissertation advisement each fall and spring semester until the thesis or dissertation has been given complete and final approval. Such registration is also required in the summer if the student plans to receive consultation from an advisor or use the facilities of the University.

A student is exempt from registration for thesis or dissertation advisement during any semester in which there is enrollment at the University for at least six (6) credit hours of course work or a leave of absence is granted for sustained illness or military service.

Each department will determine the procedure to be followed when a student fails to comply with the requirement for thesis or dissertation advisement registration.

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.



ACADEMIC STANDARDS

Full Academic Load

A full academic load at the Atlanta University is a minimum of nine semester hours per semester in the School of Arts and Sciences and may range from 12 to 15 hours in professional schools. Each school or department has the authority to determine variations to this load. Any student, except in the School of Business, carrying a load beyond twelve semester hours must have the approval of the dean. In the School of Business, a student carrying a load beyond fifteen semester hours must have the approval of the dean. An additional tuition fee of \$140.00 will be charged 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.

Transfer Credits

Transfer credits may be accepted as follows:

- master's and specialist degree programs—maximum of six (6) semester hours
- doctoral degree programs—maximum of twenty-four (24) semester hours

Credits for work earned at another institution must be determined prior to the qualifying examination and approved by the Department Chair and/or Dean of the School. 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.

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 is a B average. The grade scale for graduate courses at the University is: 4.0 - A, 3.0 - B, 2.0 - C, below 2.0 - F. The grade point average (GPA) is computed by dividing the total number of hours carried into the total number of quality points earned.

A grade of "C" must be offset by a grade of "A" in a course or courses, acceptable to the dean or department chair, 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.

Whenever a grade of INC. is submitted, the faculty member must also submit the department chairperson a statement stipulating (a) why the INC. is given, (b) the grade earned on the work completed, and (c) the percentage of final grade dependent upon missing work.

If the INC. is not changed by the faculty member by the end of the next semester in which the student is enrolled or within 12 months (whichever is earlier), the Registrar will change the INC. to F.

Certain courses, designated in advance, may carry a grade of IP (in progress).

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 dismissed from the university for unsatisfactory performance on the recommendation of any department or school of the University. The registrar shall certify all dismissals.

6. Student appeals must proceed from the faculty member to the department chairman, Dean, and Vice President for Academic Affairs, respectively.

DEGREE REQUIREMENTS

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

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 during the first full year of matriculation.

6. **Thesis Requirement**—Graduate student scholarship is normally measured by a satisfactorily completed thesis for the master's degree. The University authorizes individual schools to require these for specific majors. Every student seeking a degree in the School of Arts and Sciences is required to submit an approved thesis. Theses must be submitted to the dean's office four weeks prior to graduation. Thesis subjects shall be approved by the department at any time following registration for graduate study. The University will accept up to 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. For the master's degree in the schools of Education, Business Administration, Library and Information Studies, and Social Work, the thesis is optional and yields up to six semester hours credit.

Two printed (lithographed or offset) or typewritten copies of the thesis must be delivered 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 dean of the school stating that the work, as submitted, is accepted as the candidate's thesis or essay for the master's degree. The paper upon which the master's thesis is typed must be sixteen pound, one hundred percent cotton fibre water-marked. This paper is available in the Atlanta University Center Bookstore.

The schools require submission of the final draft of the thesis to the dean or chairpersons of the appropriate departments at least two weeks before the University's deadline for the acceptance of theses.

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 University and departmental 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.

The Communications Skills requirement and all required University examinations must have been passed **prior** to the date in the University Calendar for filing for candidacy during any semester or Summer Session.

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

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

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

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.

2. **Semester Hours**—A minimum of 30 semester hours of credit beyond the master's degree must be earned. Not more than six hours of this total with a grade of B or better may be transferred from another institution.

3. **Time Requirement**—All work for the degree must be completed within six calendar years of the date of matriculation.

4. **Research Requirement**—Completion of a research project is required. The student's report must furnish evidence of intellectual mastery of a specified area of investigation and provide proof of high skill in research and scholarship.

5. **Final Examination**—The final oral examination shall include a defense of the research project.

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

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

General Requirements for Doctoral Degrees

The doctoral degree is awarded for high quality of academic achievement. The mere fulfillment of quantitative requirements in terms of courses and hours and time in residence will not qualify a student to receive the degree. Minimal University 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, humanities, 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.

3. An undergraduate transcript showing sufficient preparation for advanced work in the relevant major or minor fields. Undergraduate preparation must be broad enough to provide an adequate foundation for graduate work.

2. **Residency**—The minimum residence requirement is one academic year of consecutive semesters exclusive of the summer session beyond the first year of graduate study.

3. **Semester Hours**—Students must earn a minimum of seventy-two (72) graduate semester hours credit for the doctorate. At least forty-eight (48) semester hours of the required total must be earned at Atlanta University.

4. **Time Requirement**—All work for the doctorate must be completed within five years of the date of admission to candidacy.

5. **Candidacy for the Degree**—A student is formally admitted to candidacy upon application duly submitted and approved by both the chairman of the student's major department and the dean of the school concerned. As prerequisites for consideration for admission to candidacy, the student must have passed a qualifying examination administered by the major department and have submitted a dissertation proposal that has been accepted and approved by the major department and the dean.

6. Qualifying Examination—The qualifying examination must be undertaken at least one academic year prior to the time when the degree is expected to be conferred and not earlier than the completion of two academic years of graduate work.

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

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

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

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

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

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

Four typewritten copies of the dissertation must be presented to the student's advisor and distributed to the examination committee at least one week prior to the oral examination. Two copies of the dissertation and three copies of an abstract, not to exceed six hundred (600) words, must be filed with the registrar at least two weeks before commencement and must be presented to the dean at least two weeks before they are due in the Office of the Registrar. The

paper upon which the dissertation is typed must be sixteen pound, one hundred per cent cotton fibre watermarked. This paper is available in The Atlanta University Bookstore.

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	\$30.00
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 regarding 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.
6. The Librarian prepares dissertation for microfilming and sends to University Microfilm.
7. Upon receipt of finished product, the Librarian informs the Office of the Registrar of the completion of the microfilming project.
9. **The Final Examination**—The final oral examination includes a defense of the dissertation.

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

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

School of Arts and Sciences

Paul L. Brown, Dean

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 and Computer Sciences
 - Applied Mathematics
 - Computer Science
 - Mathematics
 - Physics
4. Doctor of Arts in
 - Chemistry
 - Humanities
 - Afro-American Studies
 - English
 - History
 - Romance Languages
5. Doctor of Philosophy in
 - Biology
 - Chemistry
 - Political Science

Humanities

Professors

Earle D. Clowney, French
David F. Dorsey, English
Charles F. Duncan, English
Carolyn Fowler, Afro-American Studies
Lucy C. Grigsby, English
Elizabeth J. Higgins, English
Richard A. Long, English/Afro-American Studies
Margaret N. Rowley, History

Admission Requirements — See University requirements and specific departments and programs.

Degree Requirements — See University requirements and specific department and programs.

Program Descriptions

In addition to the programs listed under each department, the Division of Humanities offers two interdisciplinary programs—Interinstitutional Program in American and Afro-American Studies and the Doctor of Arts Program in the Humanities.

The Interinstitutional Program in American and Afro-American Studies, conducted in conjunction with Emory University, has as its major goals:

1) to initiate within the academic community an effective dialogue between blacks and whites, involving students, faculty and administrators

2) to bring academic insights and skills in the humanities and social sciences more closely to bear on those major issues in American life that have become increasingly urban-centered

3) to assure greater academic involvement in Atlanta itself, by introducing local citizens into our seminars as resource people and by encouraging research projects on issues vital to the metropolitan area

4) to strengthen existing programs in related fields at both universities, specifically the American Studies Curriculum at Emory and the Afro-American Studies Program at 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 the Departments of English, History, and Afro-American Studies.

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 inter-institutional work.

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

Doctor of Arts in the Humanities. A candidate for the Doctor of Arts degree must complete a minimum of forty-eight (48) semester hours beyond a master's degree in an appropriate discipline. The program for the Doctor of Arts degree in the Humanities consists of course work, research, and internship approved by the Committee on the Doctor of Arts Degree in the Humanities in consultation with the student and the appointed advisor. The areas of concentration are Afro-American Studies, English, History, and Romance Languages. The general requirements for the degree are

1) Core Component. Satisfactory completion of 12 semester hours from the following interdisciplinary core courses:

- Humanities 675 Humanistic Inquiry
- Humanities 676 The Person in History and Literature
- Humanities 677 Ideas and Exemplars
- Humanities 678 Literature and Popular Culture
- Humanities 679 Epos and Ethos

2) Pedagogy Component. Satisfactory completion of 12 semester hours of higher education in the humanities, including an internship in teaching.

- Humanities 681 Higher Education in the United States
- Humanities 682 Teaching and the Humanities
- Humanities 684-685 Internship

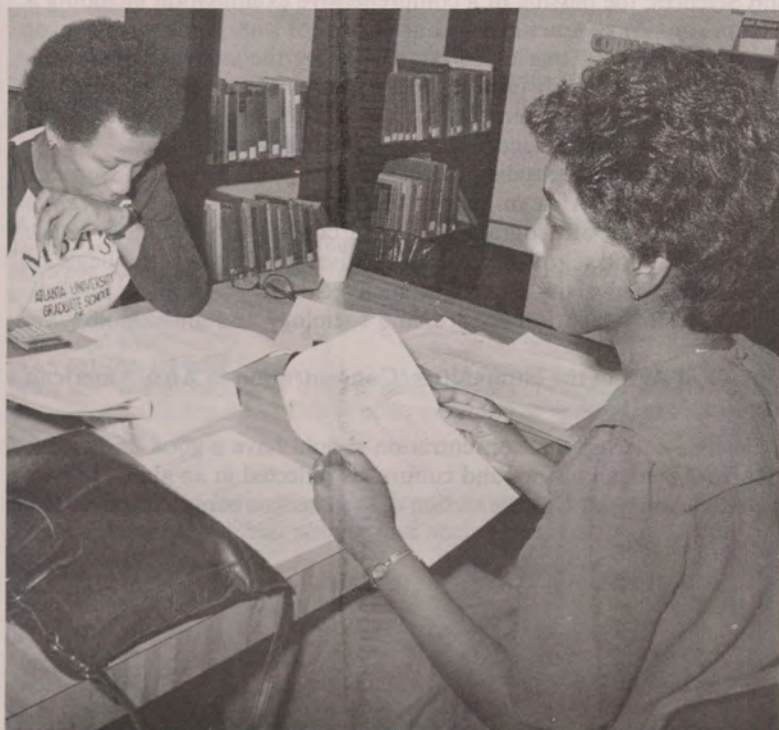
3) Satisfactory completion of 24 semester hours in an area of concentration listed above. For courses and requirements in each concentration see their listings in this catalogue.

4) Evidence of proficiency in the use of two research tools which may be satisfied by reading proficiency in two foreign languages, or by reading proficiency in one foreign language and proficiency in computer science, statistical measurements, or other applicable research tools.

5) The dissertation requirement will conform to the following statement of the Council of Graduate Schools in the United States:

The formal research dissertation or project may take several acceptable forms. The evaluation and synthesis of academic or disciplinary knowledge, comparative studies, creative intellectual projects, expository dissertations, or significant research in teaching problems and the organization of new concepts of course work are applicable. An evaluation and synthesis of materials and academic content that may be potentially valuable in college teaching but which have not yet been reviewed is also acceptable. Such research or independent investigation should be closely related to academic subject matter and demonstrate the scholar's mastery of academic content and research skills as attributes of effective teaching. The internship is not viewed as an acceptable substitute for an independent research project for the degree.

Admission to candidacy and residence requirements may be found under "General Requirements for Doctoral Degrees." A maximum of six semester hours beyond the master's degree may be accepted for transfer credit.



Afro-American Studies

Richard A. Long, Chair

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.

Master of Arts in Afro-American Studies

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 or 502 | <i>3 credits</i> |
| 2) A course in African history or culture | <i>3 credits</i> |

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.

Doctor of Arts in the Humanities/Concentration in Afro-American Studies

Persons entering this concentration should have a good knowledge of Afro-American history and culture, as reflected in an ability to pass the Afro-American Culture section of the master's comprehensive. The

requirement for the concentration may be fulfilled by taking courses in the following departments:

Afro-American Studies	12 hrs.
English (Afro-American Literature)	3-6 hrs.
History (Afro-American History)	3-6 hrs.
Electives (Political Science, Sociology and Anthropology, etc.)	

At least nine of the hours pursued should be in seminars.

Course Descriptions

AAS 501. Pro-seminar: Introduction to Afro-American Culture. An introduction to fundamental problems in Afro-American culture. *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 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. *3 credits*

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

AAS 545. The African Continuum. An examination of the persistence of African culture among black populations outside of Africa. *3 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 thought of DuBois. A detailed analysis of many of his works will be undertaken. *3 credits*

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

English

Lucy C. Grigsby, Chair

Prerequisites

The Department of English admits 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 occasionally are 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 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 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 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. In all sequences, courses in Afro-American literature and language may be included.

Requirements for the Master's Degree

The following are requirements:

- I. Common requirements for the conventional Master of Arts Program, the English—Reading Program and the English—Education 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.

Requirements for the Doctor of Arts Degree in the Humanities with a concentration in English.

In addition to the courses required in the program's core and pedagogy components, a candidate for the degree with a concentration in English is required to satisfactorily complete 24 hours in English, including Eng. 605, Major Authors and Eng. 606, Genres of Literary Expression, and 15 hours composed of 3 hours from each of the areas listed below. Three additional hours may be selected from any of the courses listed for the Department of English, except that students whose transcripts do not show sufficient graduate study in literary criticism must take Eng. 685.

AREAS

I. African and Caribbean Literature

- Eng. 530. Comparative Black Literature
- Eng. 537. The African Novel
- Eng. 538. African Poetry
- Eng. 591. The Black Aesthetic

II. Afro-American Literature

- Eng. 534. Black American Poetry: From Dunbar to the Present
- Eng. 590. Ideas and Forms in Afro-American Literature
- Eng. 591. The Black Aesthetic
- Eng. 601. The Harlem Renaissance

III. American Literature

- Eng. 477. American Literature: 1800-1865
- Eng. 478. American Literature: 1865-1920
- Eng. 479. The American Novel
- Eng. 480. Contemporary American Literature

IV. British Literature

- Eng. 423. English Literature: 1790-1830
- Eng. 424. English Poetry: 1832-1885
- Eng. 425. English Prose: 1832-1900
- Eng. 543. English Literature: 1550-1600
- Eng. 553. English Literature: 1660-1750
- Eng. 554. English Literature: 1750-1800

V. Language and Linguistics

- Eng. 405. Modern English Grammar
- Eng. 495. History of the English Language
- Eng. 531. American Speech
- Eng. 532. Afro-American Dialects

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, 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 major figures, 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 currents of literary thought and expression in America from 1865 to 1920. *3 credits*

ENG 479. The American Novel. A study of the intellectual and aesthetic history of the American Novel from Hawthorne to Faulkner and J.D. Salinger. *3 credits*

ENG 483. Reading on the Secondary and College Levels. Presents the scope and sequence of a developmental reading program at the secondary and college levels. Fuller description under School of Education (EDC 583). *3 credits*

ENG 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. *3 credits*

ENG 513. Drama to the Renaissance. A survey of drama traditions preliminary and parallel to English drama of the sixteenth and seventeenth centuries. *3 credits*

ENG 522. Chaucer. An introduction to the language and poetry of Chaucer. *3 credits*

ENG 530. Comparative Black Literature (Identical with AAS 530). A comparative study of Afro-Romance and Afro-American literatures. Prerequisite: A reading knowledge of French and consent of instructor. Reading knowledge of Spanish strongly recommended but not required. *3 credits*

ENG 532. Afro-American Dialects. An examination of theories and descriptions of Afro-American speech, especially the hypothesis of 'decreolization.' Prerequisite: ENG 405, 495, or permission of the instructor. *3 credits*

ENG 534. Black American Poetry: From Dunbar to the Present. Study of major poets from Dunbar to Lee, Giovanni and the younger group following them, within their cultural, historical and literary contexts. *3 credits*

ENG 537. The African Novel. A study of modern African novels written in English, with attention to their social contexts. *3 credits*

ENG 538. African Poetry in English. A study of several major poets from West, East and Southern Africa. *3 credits*

ENG 543. English Literature: 1550-1660. A survey of the poetry and prose of the English Renaissance. *3 credits*

ENG 544. Spencer and Milton. A study of the major poems of Spencer and Milton, with attention to Milton's prose writings. *3 credits*

ENG 545. Pro-Seminar: Materials and Methods of Research. Lectures and exercises in research in literature and language, with emphasis on these problems. Required of all students in English. *first semester — 3 credits*

ENG 553. English Literature: 1660-1750. A survey of the major poetry and prose from the Restoration to the death of Pope. *3 credits*

ENG 554. English Literature: 1750-1800. A study of the non-dramatic literature of the latter half of the eighteenth century. *second semester — 3 credits*

ENG 561. Shakespeare. An intensive study of the important plays of Shakespeare. *3 credits*

ENG 572. The English Novel. A survey of the important English novelists from the end of the eighteenth century until the beginning of the twentieth. *3 credits*

ENG 577. Modern British and American Fiction: 1895-1964. A survey of selected novels, with stress on important Black novelists. *3 credits*

ENG 590. Ideas and Forms in Afro-American Literature. Surveys Black American writings from conceptual and historical perspectives to determine to what extent this literature is peculiarly "Black." *3 credits*

ENG 591. The Black Aesthetic. An analysis of the concept of a black world view and culture, including readings in the Western and the African aesthetic as well as Black American critical writings. *3 credits*

ENG 601. The Harlem Renaissance. A study of the period 1919-1934, which considers relevant white writers and critics, major black writers and critics and some minor black writers. *3 credits*

ENG 602. Contemporary American Literature. Studies of values, themes, styles and genres in current American literature. (Open only to students in the Doctor of Arts in the Humanities program.)

ENG 605. Major Authors. Intensive, inclusive study of a preeminent author writing in English, stressing his/her uniqueness as well as his/her debt to the literary environment and traditions. A different author is studied each year. (Open only to students in the Doctor of Arts in the Humanities program.) *3 credits*

ENG 606. Genres of Literary Expression. Studies in rotation formal parameters and evaluative criteria which define a given genre: the novel, biography and autobiography, drama and poetry. (Open only to students in the Doctor of Arts in Humanities program.) *3 credits*

ENG 609-610. Directed Studies. Upon request. *3 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

Earle D. Clowney, Chair

The Department of Foreign Languages offers the following degree programs:

1. Master of Arts
 - a. Concentration in language skills and methodology (French and/or Spanish)
 - b. Concentration in literature (French and/or Spanish or French-speaking Third World)
 - c. Concentration in French Education (through cooperation with the School of Education)
2. Doctor of Arts in Humanities with a concentration in Romance Languages

Prerequisites

Students beginning graduate work toward the master's degree 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. The requirement may also be waived for students possessing the Certificate of Proficiency in Spanish from Atlanta University, provided that they enroll in a degree program within two years of the awarding of the Certificate. 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.

Requirements for the Master's Degree

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 (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, European or Third World, 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. A fourth area to be determined by the student in consultation with 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 additional hours. In such cases, department faculty will closely work with the student, guiding his studies and monitoring his progress, in a course of studies tailored to his particular needs.

Requirements for the Doctor of Arts Degree in Humanities with a Concentration in Romance Languages

In addition to the courses required in the core component and the pedagogy component on pages 62-63, a candidate for the degree should show proficiency in both French and Spanish. In one, the level of proficiency should be excellent, and in the other it should be good. The student should take 18 semester hours in the major language and 6 semester hours in the minor language.

Areas in which coursework may be pursued are:

- Applied Linguistics
- Culture and Civilization
- Modern Novel
- Drama—Classic to Modern
- Romantic to Modern Poetry

All other requirements enumerated in the section on the Doctor of Arts in the Humanities must also be satisfactorily fulfilled by the student concentrating in Romance Languages.

General Course Requirements for the M.A. Degree in French

All majors are required to take the following courses:

FRH 513 Advanced French Grammar and Composition

FRH 515 History of French Civilization

FRH 516 History of French Civilization

Program Leading to the M.A. Degree and the Georgia T-5 Certificate in Secondary Education with Special Preparation in French

NOTE: An undergraduate major in the area of specialization and the possession of the T-4 Certificate are prerequisites for being admitted to the program. Any deficiencies must be repaired. The program requires the completion of a minimum of thirty-nine (39) semester hours. Six credit hours are earned in Education 566-Thesis Writing, if the student elects (not required) to write a thesis. Six calendar years equal the maximum period for the completion of the program.

Specific Minimum Requirements

1. Eighteen (18) semester hours in French.
2. Fifteen (15) semester hours in Professional Education.
3. Six (6) semester hours in free choice electives, if the thesis is not written.

French Courses in the Department of Foreign Languages

The staff of the Department of Foreign Languages recommends the program set forth below for students working towards the Master of Arts degree in Secondary Education with a concentration in French. With official approval from the department, courses other than those listed may be used as satisfactory substitutes.

Specific Course Requirements in the French Program

NUMBER	TITLE	CREDIT
FRH 512	French Phonetics and Pronunciation	3
FRH 513	Advanced French Grammar and Composition	3
FRH 514	Advanced French Prose	3
FRH 515	History of French Civilization	3
FRH 516	History of French Civilization	3
FRH 527	Methods of Teaching Modern Foreign Languages	3

Specific Course Requirements in the School of Education

NUMBER	TITLE	CREDIT
EDF 540	Research and Measurement I	3
EDF 541	Research and Measurement II	3

EDF 551	Human Growth and Development (or a suitable substitution)	3
EDC 561	Secondary School Curriculum Planning	3
Three (3) semester hours in either the historical, philosophical or social foundations of education.		3

Electives

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

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 501. Professional Readings in the Social Sciences and Humanities. Individual tutoring in locating and reading materials for majors and in-service professionals in political science, sociology, literatures, history. *2-3 credits*

FRH 509. Directed Readings in French

FRH 511. Afro-French Literature. A historical survey of the literature and literary philosophies of Haiti, Martinique, Guadeloupe, and Francophone Africa (See AAS530—Comparative Black Literature). *3 credits*

FRH 512. French Phonetics and Pronunciation. A study of French French phonetics, pronunciation and intonation with intensive practice in reading and speaking. *3 credits*

FRH 513. Advanced French Grammar and Composition. A review of the fundamental grammatical principles of French with extensive oral and written compositions. *3 credits*

FRH 514. Advanced French Prose. A course in literary analysis with emphasis on grammatical structure and stylistics. *3 credits*

FRH 515. History of French Civilization. A study of French civilization from its origins through the Revolution of 1789. *3 credits*

FRH 516. 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 517. French Poetry. A course emphasizing the development of poetic schools from the Middle Ages through the twentieth century. *3-6 credits*

FRH 519. Masterpieces of French Drama. A course which studies the development and evolution of the drama in France from the medieval period through the present. *3-6 credits*

FRH 521. History of the Novel. A course which traces the development of novelistic trends from Chretien de Troyes through the *nouveau roman*. *3-6 credits*

FRH 527. Methods of Teaching Modern Foreign Languages. An intensive study of the most recently developed methods and techniques of foreign language instruction. *3 credits*

FRH 530. Comparative Literature. (See AAS 530) *3 credits*

FRH 620. Applied Linguistics. The analysis of research in linguistics and its applicability to the teaching of romance languages. *3-6 credits*

FRH 624. Culture and Civilization. A comparative study of French and Spanish societies from their origin to the present, with major emphases on political, social, and cultural institutions. *3-6 credits*

FRH 634. Modern Novel. A comparative study of nineteenth and twentieth century novelistic trends in French and Spanish literatures. *3-6 credits*

FRH 644. Drama—Classic to Modern. Analyses and syntheses of dramatic trends in French and Spanish literatures from 1550 to the present. *3-6 credits*

FRH 654. Romantic to Modern Poetry. The development of poetic trends, movements and philosophies in France and Spain in the nineteenth and twentieth centuries. *3-6 credits*

FRH 661. French Seminar. Research problems in a specific field. *3-6 credits*

General Course Requirements for the M.A. Degree in Spanish

All majors are required to take the following courses:

SPA 513 Advanced Spanish Grammar & Composition

SPA 514 Advanced Spanish Prose

SPA 515 History of Peninsular Civilization

SPA 516 History of Latin American Civilization

Course Descriptions — Spanish

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

SPA 500. Intensive Spanish. This course is designed to give students a basic competency in the four skills: oral comprehension, speaking, reading and writing. Course meets seven hours per day, five days per week, in Summer Session. Course is also offered non-credit under the Continuing Education Program. A Certificate of Proficiency in Spanish is awarded upon successful completion. *6 credits*

SPA 509. Directed Readings in Spanish. *3-6 credits*

SPA 511. Afro-Hispanic Literature. A study of the *tema negro*, and of the black writers of Latin American prose and poetry. Particular attention to Afro-Antillean literature. *3 credits*

SPA 512. 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 513. Advanced Spanish Grammar and Composition. A course providing instruction in advanced grammatical problems and stylistics, and emphasizing the mastery of vocabulary and idiomatic constructions. *3 credits*

SPA 514. Advanced Spanish Prose. A course in literary analysis with emphasis on grammatical structure and stylistics. *3 credits*

SPA 515. History of Peninsular Civilization. A study of the political, social, economic and cultural history of Spain from the Middle Ages to the present time, including the Spanish slave trade. *3 credits*

SPA 516. History of Latin American Civilization. A study of the political, social, economic, and cultural history of Latin America from pre-Columbian times to the present, including the contributions of black Latin Americans. *3 credits*

SPA 518. 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 519. Latin American Literature. A study of the representative works of Latin American literature, including Afro-Hispanic literature. *3 credits*

SPA 520. Spanish American Short Story. A study of the development of the short story as a popular genre in Latin American literature. *3 credits*

SPA 521. 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 522. Galdós, The Generation of 1868 and Naturalism. A study of the works of Clarín, Valera, Alarcón, Pereda, Palacio Valdés, Pardo Bazán and Blasco Ibáñez.

3 credits

SPA 523. Generation of 1898. A study of the novel, poetry, drama and essays of Ramón del Valle-Inclán, Antonio Azorín, Jacinto Benavente, Miguel de Unamuno, Pío Baroja, and Antonio de Machado.

3 credits

SPA 524. Twentieth-Century Peninsular Literature (Except the Generation of 1898). A study of the contemporary novelistic trends in Spain.

3 credits

SPA 525. The 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 Cortázar and Gabriel García Márquez.

3 credits

SPA 526. Rubén Darío and Modernism in Latin America and Spain. An intensive study of Darío 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 527. Methods of Teaching Foreign Languages. (See FRH 527.)

3 credits

SPA 528. Hispanic Minorities in the United States. The heritage, values, and special concerns, and the contribution to American culture, of Hispanic Americans are studied.

3 credits

SPA 529. The Outlaw and the Socially Deprived in Latin American Fiction. Short stories, novels and poetry which depict the dispossessed, the marginal and the socially sanctioned will be studied, both for their literary merit and their social message.

3 credits

SPA 530. Comparative Literature. (See AAS 530).

3 credits

SPA 531. Human Values and the Humanistic Tradition in Latin America and the Hispanic United States. Values, as they evidence themselves in literary, philosophical and social writings, will be studied.

3 credits

SPA 532. Hispanic Writers of the United States. Literature as group movement, periodicals as forums for expression, as well as the works of individual writers will be studied.

3 credits

SPA 533. Hispanic Activism. The course will examine the problems and grievances of Hispanics as an oppressed minority in the United States, and study the strategies adopted by the Hispanic community to gain greater access to rights, protections and services.

3 credits

SPA 620. Applied Linguistics. The analysis of research in linguistics and its applicability to the teaching of romance languages.

3-6 credits

SPA 624. Culture and Civilization. A comparative study of French and Spanish societies from their origin to the present, with major emphases on political, social, and cultural institutions.

3-6 credits

SPA 634. Modern Novel. A comparative study of nineteenth and twentieth century novelistic trends in French and Spanish literatures.

3-6 credits

SPA 644. Drama—Classic to Modern. Analyses and syntheses of dramatic trends in French and Spanish literatures from 1550 to the present.

3-6 credits

SPA 654. Romantic to Modern Poetry. The development of poetic trends, movements and philosophies in France and Spain in the nineteenth and twentieth centuries.

3-6 credits

SPA 661. Spanish Seminar. Research problems in a specific field.

3-6 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

English as a Second Language

ESL 165. English as a Second Language. A course designed to remedy deficiencies in oral and written expression by non-native speakers of English. The class meets three hours a week per semester with two additional hours per week of laboratory practice.

no credit

History

Margaret N. Rowley, Chair

The Department of History offers courses leading to the degrees of Master of Arts and Doctor of Arts in the Humanities. The programs are designed to train students in historical methodology, research techniques and writing, and to impart historical knowledge with special emphasis on the United States, Europe, and the Afro-American. The programs prepare students for careers in research, government service, and related professions.

The introductory graduate courses offered by the Department on the master's level 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 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.
5. Fulfillment of all general requirements of the University for the master's degree (as listed in the section on Academic Requirements and Standards of the University).

Requirements For The Degree of Doctor of Arts in the Humanities

Students studying for the degree of Doctor of Arts in the Humanities with a concentration in history are required to complete satisfactorily 24 hours in history as shown below:

1. Historical Trends and Concepts - 6 hours required of all Doctor of Arts students concentrating in history. (Open to others by special departmental permission).

2. Eighteen hours selected from courses in the following areas or any combination of areas:

- United States History
- Afro-American Studies
- Modern European History
- Urban History

3. Students with no previous graduate level Afro-American Studies courses are required to take three hours in that area.

All other requirements described in the section on the Doctor of Arts in the Humanities also must be satisfactorily completed by the students concentrating in history.

Course Descriptions

HIS 401. Pro-Seminar in History. Emphasis on technical aspects of historical research and thesis writing. *no credit*

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. *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. *3 credits*

HIS 564. The Afro-American in the United States Since 1877. A continuation of HIS 563. *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 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.

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. *3 credits*

HIS 602. Black Metropolis. A reading seminar concerned with the movement of black people to urban centers. *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. *3 credits*

HIS 605. Independent Study. Designed to give students under the supervision of the instructor as an opportunity to pursue in-depth areas not covered in seminars 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, Family, and Oral History. A seminar emphasizing approaches to study and research in Oral History using the community and family as points of entry. *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*

HIS 630. Historical Trends and Concepts: Western World and Russia. Analyses and syntheses of major trends and movements in the Western World since Ancient Times. (Required) *3 credits*

HIS 631. Historical Trends and Concepts: The Third World. Analyses and syntheses of major trends and movements in the Third World since Ancient Times. (Required) *3 credits*

HIS 650. European Imperialism, 1450 to the Present. A study of changing patterns, methods, and areas of European expansion and control of foreign lands, peoples, and resources. *3 credits*

HIS 651. European Foreign Policy Systems, 1800 to Present. An analysis of foreign policy systems in Europe viewed as extensions of national self-interests as interpreted under differing conditions by various nations and their leaders. *3 credits*

HIS 672. Russian History Since 1750. The history of main forces leading to the evolution of one of the world's greatest powers in the twentieth century. *3 credits*

Doctor of Arts in Humanities

The program and requirements for the Doctor of Arts in Humanities are described on page 6. The requirements of each concentration within the program are described in the listing of the relevant department. The core curriculum courses are described here.

The Humanities Component

HUM 675. Humanistic Inquiry. This seminar introduces the fundamental concepts and methods of humanistic studies generally, and those which are basic to each of several different disciplines in humanities, such as literature, history, art, music, etc.

3 credits

HUM 675. The Person in History. This seminar examines the concept of the person — man, woman, child and/or the emergent androgynous personality — in selected epochs of history and areas of literature.

3 credits

HUM 677. Ideas and Exemplars. A study of certain major figures of human thought from the perspective of their mythic dimension, and a contrast of that with their intended import.

3 credits

HUM 678. Literature and Popular Culture. This course addresses fundamental questions about the nature and value of literature by examining the structures, myths and values in contemporary artifacts of popular culture.

3 credits

HUM 679. Epos and Ethos. This course compares the group consciousness and identity implicit in heroic poetry of past eras with the same manifestations in nationalist literature of mythic proportions in modern times. The change in meaning and status of literary works over time will also be examined.

3 credits

The Pedagogy Component

HUM 681. Higher Education in the United States. The course considers the history, present status, curricular models and projections of higher education. Study of the significant trends in operation and development of community colleges is included.

3 credits

HUM 682. Teaching and the Humanities. This course examines the principles governing college programs in humanities, then examines critically various course designs, materials and strategies for achieving the ends of humanistic education.

3 credits

HUM 683-684. The Internship. The internship will entail practical experience or research applying principles, facts and methods studied in the courses. Often it will be possible for an internship to be conducted as a part of a student's regular employment. Often the internship may supply the subject matter for the dissertation. In all cases the internships will be designed to serve the individual's particular skills, needs and interests.

3-6 credits

Natural and Mathematical Sciences

Professors

A. T. Bharucha-Reid, Mathematics and Physics
Kofi B. Bota, Chemistry and Physics
John M. Browne, Biology
Paul L. Brown, Biology
Frank E. Cummings, Chemistry
Puskar Kaul, Biology
Judith R. Lumb, Biology
Benjamin F. Martin, Mathematics and Computer Sciences
Henry C. McBay, Chemistry
Ronald Mickens, Physics
Alfred Z. Msezane, Physics
Paul Musey, Biology
G. Scott Owen, Chemistry
Rosalyn Patterson, Biology
Malcolm B. Polk, Chemistry
N. A. Warsi, Mathematics
Luther S. Williams, Biology

Associate Professors

Harold D. Banks, Chemistry
Irene Brown, Biology
William Dashek, Biology
Franklin Hamilton, Chemistry
Carlos Handy, Physics
John E. Mayfield, Biology
James Reed, Chemistry
Bennett Setzer, Mathematics

Assistant Professors

Yitbarek Habte-Mariam, Chemistry
John Kao, Mathematics
Juarine Stewart, Biology
Henry Zeidan, Chemistry

Instructors

Rose Hsu, Mathematics

Biology

Rosalyn Patterson, Chair

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 44 of the University catalog, the following:

1. 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 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 23 hours at the 500 level plus 3 hours of credits in Biology Course(s) 623-654; 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).

A Ph.D. Track Program in Biology will allow students to proceed to the doctorate degree program without first attaining the Master of Science degree. In order to proceed directly to the doctoral program, the students must fulfill all prerequisites of the Biology Department and those pertaining to their particular program of study. Specific requirements for the Ph.D. Track Program, and other Biology programs are stated in detail in the Biology Student Handbook.

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 Qualifying 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 advisor and committee. A student may take the Qualifying 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.

Course Description

BIO 501-502. Biology Seminar. A weekly meeting to hear research reports from faculty, invited speakers and degree candidates. Required of all students. *3 credits*

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 course dealing with the molecular biology of gene action in bacteria and viruses, the genetic structure of bacteria and viruses, and the regulation of gene function. *3 credits*

BIO 505. General Physiology. Lecture course dealing with cell functions; 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 Laboratory. A two-semester course in laboratory methods in cell and molecular biology and biochemistry covering such techniques as microscopy, spectroscopy, centrifugation and chromatography. Note: This course carries a special laboratory fee of \$150.00 per semester. *4 credits*

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 on the structure, development, life cycle patterns and classification of the lower cryptograms. *4 credits*

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 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 on concepts of evolution and the transformation of certain substances into living systems. *3 credits*

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 bacteria, 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 concepts of structure and physiological activities in animals. *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 microscopy and use of the electron microscope. *4 credits*

BIO 564. Cytogenetics. A course dealing with the morphologic and molecular bases of inheritance, including aspects of heredity, mutation, and evolution of cells. *3 credits*

BIO 566. Developmental Genetics. A lecture-discussion course on principles 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 576. Cellular Pathology. A lecture/discussion/laboratory course which yields an understanding of disease at the molecular and cellular levels. *First Semester 4 credits*

BIO 577. Experimental Pathology. A lecture/laboratory course which yields an understanding of the pathologic bases of disease through experimental procedures. *Second Semester 4 credits*

BIO 578. Cellular Physiology. A lecture course dealing with the basic principles governing physical and chemical activities of cells. *3 credits*

BIO 581. Molecular and Cellular Aspects of Development. An advanced lecture course on the synthesis of information relating to development through bio-chemical and cellular procedures. *3 credits*

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 presentations. *3 credits*

BIO 601. The Pathology of Cancer. A lecture/discussion course which deals with the pathologic process of neoplasia. *3 credits*

BIO 623-624. Advances in Experimental Parasitology. A discussion on recent work in animal parasitology. *3 credits*

BIO 625. Advances in Plant Pathology. Discussions on recent research in plant pathology. *3 credits*

BIO 626. Advances in Developmental Botany. Discussions on recent studies in plant development. *3 credits*

BIO 627. Advances in Mycology. Discussions on recent research in mycology. *3 credits*

BIO 629-630. Advances in Microbiology. Discussions on recent research in microbiology. *3 credits*

BIO 631-632. Advances in Cell Biology. Discussions on recent research in cell biology. *3 credits*

BIO 633-634. Advances in Oncology. Discussions on recent research in oncology. *3 credits*

BIO 635-636. Advances in Cytogenetics. Discussions on some recent works in cytogenetics. *3 credits*

BIO 637-638. Advances in Animal Physiology. Discussion on recent research in cell and comparative physiology. *3 credits*

BIO 639-640. Advances in Plant Physiology. Discussions on recent research in plant physiology. *3 credits*

BIO 641-642. Advances in Molecular Biology. Discussions on recent work in molecular biology. *3 credits*

BIO 643-644. Advances in Developmental Biology. A discussion on recent progress in developmental biology. *3 credits*

BIO 645-646. Advances in Developmental Biochemistry. Discussion on current events in the biochemistry of development. *3 credits*

BIO 647-648. Advances in Biochemistry. Discussions on recent research in biochemistry. *3 credits*

BIO 649-650. Advances in Cell Ultrastructure. A discussion on recent research in cell ultrastructure.

BIO 651-652. Advances in Immunology. Discussion of recent research in immunology. *3 credits*

BIO 653-654. Advances in Experimental Pathology. Discussion of recent research in experimental pathology. *3 credits*

BIO 661-662. Research in Experimental Pathology.

BIO 663-664. Research in Experimental Parasitology.

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 Immunology

- 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 Developmental Biology.
 BIO 685-686. Research in Developmental Biochemistry.
 BIO 687-688. Research in Biochemistry.
 BIO 689-690. Research in Ultrastructure.

Chemistry

Frank E. Cummings, Chair

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:

1. 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 502 (Advanced Organic II), 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 511. Advanced Biochemistry I.

CHM 512. Advanced Biochemistry II.

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

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

Doctor of Arts in Chemistry

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

1. Satisfactory completion of 30 hours of approved course work in chemistry, 18 hours of course work in higher education in chemistry (including 9 hours for the internship phase), 6 hours of research (for the M.S. degree), and 9 hours of dissertation research.

2. Evidence of satisfactory ability to carry out independent research by completion of a research M.S. degree in chemistry before admission to candidacy.

3. Evidence of proficiency in the use of two research tools which may be satisfied by reading proficiency in German, French, or Russian and proficiency in computer science (evidenced by passing a test or satisfactory completion of an approved graduate course). A course taken to satisfy this requirement can not be used to satisfy the 75 hour course requirement for the D.A. degree.

4. Completion of the dissertation requirement.

Receipt of the M.S. degree does not carry automatic admission to candidacy for the D.A. degree. Admission to candidacy is achieved through passing 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. Master's entrants must pass only an advanced comprehensive examination by the end of their first year. Biochemistry majors are exempted

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 bachelor's 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 bachelor's 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 495. Chemistry for High School Teachers. Special topics relating to the teaching of high school level courses in chemistry. One semester. 3 credits

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

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

3 credits

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

3 credits

CHM 503-504. Organic Synthesis and Structure. The 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 515. Physical Chemistry of Life Sciences. A study of thermodynamics, kinetics, and electrochemistry. One semester.

3 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 resonance, and nuclear chemistry. One semester.

3 credits

CHM 524. Kinetics. A general introduction to gas and solution phase kinetics, including rate laws, mechanisms, and theoretical models. One semester.

2 credits

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 543. Chemometrics. This course covers mathematical techniques applied to chemical problems including statistics, analysis of variance, factorial analysis, experimental optimization, fourier transforms, and signal processing techniques. One semester. *3 credits*

CHM 544. Computer Computations in Chemistry. An introduction to the use of computers for data acquisition and analysis. One semester. *2 credits*

CHM 551-552. Seminar in Chemistry. Required of all graduate students in the department. Two semesters. *0 credit*

CHM 561. Industrial Chemistry Seminar. This course is designed to acquaint the student with the nature of industrial research and operations. One semester. *1 credit*

CHM 601. Physical Organic Chemistry. An introduction to molecular orbital theory, a survey of organic reactions from a mechanistic point of view, and a treatment of linear free energy relationships will be presented. One semester. *3 credits*

CHM 602. Free Radicals in Organic Chemistry. This course deals with the properties of free radicals as related to their size and structures. Emphasis is placed on the factors which determine the ease and the course of reactions involving free radicals as intermediates. One semester. *3 credits*

CHM 604. Organic Photochemistry. An introduction to the mechanisms and application of organic reactions induced by ultraviolet light. The use of photochemical reactions in the synthesis of complex organic compounds will be presented. One semester. *3 credits*

CHM 605. Polymer Chemistry. This course is designed to acquaint the student with the synthesis, structure-property relationships, characterization and rheological properties of organic polymers. One semester. *3 credits*

CHM 606. Topics in Industrial Chemistry. Industrial topics such as paints, resins, colloids, surface chemistry, aerosols, etc. will be introduced by industrial personnel. Laboratory experiments are designed to give practical experience. One semester. *3 credits*

CHM 607. Scale-Up for Chemists. This course is designed to acquaint the student with the principles of scale-up from the bench to larger commercial units. Topics such as bulk transfer and packaging, heat and stability problems, economic factors, reaction vessels, and product quality will be discussed. One semester. *3 credits*

CHM 608. Chemistry of Natural Products. The chemistry and physiological action of compounds of natural origins. Methods of isolation, structure determination, synthesis and biogenesis. One semester. *3 credits*

CHM 609. Topics in Organic Chemistry. In depth treatment of areas of organic chemistry of current interest. One semester. *3 credits*

CHM 613. Topics in Biochemistry. In depth treatment of areas of biochemistry of current interest. 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 619. Magnetic Resonance.** A treatment of basic theory of NMR and EPR including the Bloch equation, fourier transform NMR and spin relaxation mechanisms. Theoretical and experimental determination of NMR parameters, applications, and solid state experiments are discussed. One semester. *3 credits*
- CHM 620. Membrane Biochemistry.** The physical and chemical structure and properties of lipids, proteins, and carbohydrates in model and native membranes is correlated with membrane function. Topics include membrane biogenesis, membrane dynamics, lipase action, and detergent solubilization. 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 poly-atomic 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. One semester. *3 credits*
- CHM 651. Research in Organic Chemistry.** One semester. *1-4 credits*
- CHM 652. Research in Organic Chemistry.** One semester. *1-4 credits*
- CHM 655. Research in Organic and Polymer Chemistry.** One semester. *1-4 credits*
- CHM 660. Research in Physical Chemistry.** One semester. *1-4 credits*
- CHM 662. Research in Physical Chemistry.** One semester. *1-4 credits*
- CHM 663. Research in Atmospheric 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 Chemometrics.** One semester. *1-4 credits*
- CHM 673. Research in Physical Biochemistry.** One semester. *3 credits*
- CHM 675. Research in Biochemistry.** One semester. *1-4 credits*
- CHM 676. Research in Biochemistry.** One semester. *1-4 credits*
- CHM 680. Tools for Teaching.** Methods and materials used to teach college chemistry. One semester. *3 credits*
- CHM 681. Higher Education in the United States.** History, present status, curricula models and projections of higher education. Course will involve outside speakers, lectures, and papers. A study of the significant trends in the establishment and operation of community colleges is included. One semester. *3 credits*
- CHM 682. History, Philosophy and Sociology of Science.** A study of the major past and current trends and writings on the history, philosophy, and sociology of science. One semester. *3 credits*
- CHM 683. Prelude to Internship.** A study of the chemistry curriculum in a community and/or four-year college. The student will make a detailed outline of a course that he will later teach. One semester. *3 credits*
- CHM 684. Internship I.** Student will develop media material, lab procedures and computer programs for a course in chemistry. He will observe classes and discuss the class situation with the instructor and produce a critical summary paper accompanied by a monthly seminar. One semester. *3 credits*
- CHM 685. Internship II.** Student will have major responsibility for one course. This will be accompanied by a monthly evaluation seminar. One semester. *3 credits*
- CHM 690. Dissertation Research.** One semester. *1-4 credits*

Mathematical and Computer Sciences

Benjamin Martin, Chair

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

- a. has a baccalaureate degree or its equivalent 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 recommendation by the 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 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.

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.

Internal-External M.S. Degree Program in Computer Science.

This program has the same basic requirements as the M.S. degree program in Computer Science; however, it is structured to permit well prepared participants to spend two summers on Atlanta University's campus and an academic year at an external site (near where the participants live) where week-end classes are taught during the academic year by the regular faculty or adjunct faculty of the Department of Computer and Mathematical Sciences of Atlanta University. For more details about this program, contact the Department Chair.

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 for 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 chair. There are several ways by which MAS 520 might be waived.

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

MAS 505. Introduction to Computer Science (PASCAL). An introduction to Computer and Information Science while learning the computer language PASCAL.
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 Lebesgue integrals, Banach and Hilbert spaces, complex measures and product integrations. Prerequisite: MAS 520. *6 credits*

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

MAS 525-526. Functional Analysis I, II. Normed linear spaces, Hilbert spaces, and linear topological spaces, operator theory, spectral analysis. Prerequisite: 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, completeness, net and filter convergence, 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 545. Problems in Differential Equations. Ordinary and partial differential equations, stability of linear and perturbed systems, and boundary value problems. *3 credits*

MAS 547-548. Operations Research I, II. Analytical formulation and solution of decision problems, optimization techniques including linear programming and dynamic programming, queueing models, replacement models, stochastic processes and their applications. *6 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, Gaussian processes, Martingales, 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, microprogrammed 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 577. Recursive Function Theory. Recursive functions, recursively enumerable sets and relations; degree of unsolvability; computational complexity and the recursive theorem.

MAS 578. Computability Theory. Review of various types of automata, definition of computability, recursive and partially recursive functions, thesis of Church and Turing study of algorithms, normal algorithms, analysis and complexity of algorithms, testing and verification, solvability and unsolvability. *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 583. Communication Network For Computers. Examination of the design of functioning of communication networks for computers; hardware and software functions and design considerations.

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 591. Survey of Programming Languages. Description of various linguistic constructs, implementation characteristics of high level languages such as FORTRAN, 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 requirements, 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 concepts and the basic techniques of graph theory, plus graphic display devices, display processors, data structures for graphic display, mathematical transformation for graphic display including projections and three-dimensional transformation graphic command language, a variety 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 I, II. Computer science practicum in the Computer Center. Required of all computer science majors. *2-6 credits*

MAS 600. Research in the Mathematical Sciences. Supervised research projects. Prerequisite: Consent of instructor. *1-3 credits*

MAS 601-602. Departmental Seminar I, II. Required of all graduate students in the department. *No credit*

MAS 603-604. Internship in the Mathematical Sciences I, II. Supervised internship project. Prerequisite: Consent of department chairperson. *2-6 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. *3 credits*

MAS 620-621. Topics in Mathematics I, II. A reading course dealing with special topics in mathematics. Prerequisite: Approval of the Chairman of the Department. *2-6 credits*

MAS 626-627. Topics in Applied Mathematics I, II. A reading course dealing with special topics in Applied Mathematics. Prerequisite: Approval by the Chairman of the Department. *2-6 credits*

MAS 628-629. Topics in Computer and Information Science I, II. A reading course dealing with a special topic. Prerequisite: Approval by the Chairman of the Department. *2-6 credits*

MAS 630-631. Seminar in Mathematics I, II. Prerequisite: Approval by the Chairman of the Department. *2-6 credits*

MAS 636-637. Seminar in Applied Mathematics I, II. Prerequisite: Approval by the Chairman of the Department. *2-6 credits*

MAS 638-639. Seminar in Computer and Information Science I, II. Prerequisite: Approval by the Chairman of the Department. *2-6 credits*

Physics

Ronald Mickens, Chair

The Department of Physics offers a Master of Science degree program which allows 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 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 Master of Science degree must fulfill the following prerequisites:

- (1) B.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.

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; 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, 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 first, second and third laws; irreversible processes; microcanonical, canonical and grand canonical ensembles; the density matrix; Bose and Fermi systems. 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, semi-conductors 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. Hartee-Fock approximation, fine and hyperfine structure, atomic collision; nucleon-nucleon potentials and scattering, shell and collective models, correlations in nuclear matter.

3 credits

PHY 550. Physics of Fluids. Basic processes in liquids, gases, magneto-fluids and plasmas; Navier-Stokes equation, nonNewtonian 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; xrays, 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.

6 credits

PHY 601-602. Departmental Seminar. Required of all graduate students in the department.

no credits

PHY 603-604. Thesis Research.

1-6 credits

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.

3 credits

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

PHY 620. Introduction to Atmospheric Sciences. Dynamics of atmospheric processes; spectroscopy of atomic and molecular species; the photodynamics and photokinetics of photochemical processes; instrumental techniques, including infrared, atomic emissions, atomic absorption, etc.

3 credits

Social Sciences

Professors

Julius Debro, Criminal Justice
Robert A. Holmes, Political Science
James T. Jones, Public Administration
Mack H. Jones, Political Science
Shelby F. Lewis, Political Science
Wilbur Watson, Sociology

Associate Professors

Ernest B. Attah, Sociology
William H. Boone, Political Science
Thomas D. Boston, Economics
Makidi Ku-Ntima, Political Science
Larry E. Moss, Political Science
Lawrence E. Noble, Political Science
James Opolot, Criminal Justice
Keith Simmonds, Public Administration
Joann Smith, Criminal Justice

Assistant Professor

Frederick D. Boadu, Economics
Milton P. Crook, Political Science
Agyei Frempong, Economics
Keith Hinch, Economics
George O. Kungblenu, Public Administration
Earl Picard, Political Science
Brenda Rowe, Public Administration
Sandra Taylor, Sociology

Instructor

Hashim Gibrill, Political Science

Criminal Justice Administration

Julius Debro, Chair

The Criminal Justice Administration Program offers a two-year, interdisciplinary approach to the study of crime and the administration of criminal justice systems. Emphasis is placed on the development of professional skills required for positions of responsibility and leadership in criminal justice service. The program combines traditional and non-traditional courses with supervised field work for a well-balanced and comprehensive educational experience. The program is tailored for pre-service as well as in-service students. Persons admitted in the program without an undergraduate degree in criminal justice or experience will be required to take CJA 500. Others will take a comprehensive examination for the course and will be required to take an alternate course.

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 Text 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 chairperson, 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 36 semester hours with:

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

CJA 500	CJA 507	CJA 519
CJA 501	CJA 510	
CJA 504	CJA 512	

2. The satisfactory completion of 12 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 a thesis.

Course Descriptions

CJA 500. Foundations of Criminal Justice. A survey of the total criminal justice system—etiology, police, courts, corrections, juvenile delinquency planning, science, and technology. *3 credits*

CJA 501. Criminal Justice Organization and Administration. A study of the basic principles and practices of administration with emphasis on the problems of organization, administrative processes, authority and leadership. The student will present projects that will involve research and interviews. *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 analyze qualitative data and to quantify the data into usable INFORMATION. This 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. *3 credits*

CJA 512. Advanced Criminology. A study of the major theories of the etiology of criminal behavior, including biological, environmental and other factors. *3 credits*

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. *3 credits*

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. *3 credits*

CJA 517. The Correctional System. A study and analysis of correctional institutions including historical development, trends, alternatives and changes in the field of corrections. *3 credits*

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. *3 credits*

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. *3 credits*

CJA 522. Seminar in Criminal Justice (Basic Law). An in-depth analysis of the criminal justice system: police power, due process, legal responsibility, with attention to current problems and practices. *3 credits*

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

CJA 526. Seminar in Justice Topics. Discussion of major topics in the administration of justice; examples: protest in contemporary society, theories of prejudice and discrimination, social justice in a planned society, the concept of justice in Marxian social theory, police corruption, police labor management problems, prison survival, multiple sections on varying topics may be given in the same or succeeding terms. *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 Criminal Justice Administration. An analysis of current police policies and research in police administration and supervision. *3 credits*

CJA 572. Criminological Theory and Thought. Psychiatric theory of personality development; psychopathology as related to crime and delinquent behavior; major syndromes of mental illness. *3 credits*

CJA 574. Directed Research. The student works closely under the advisor's guidance in the proper procedures for preparing and presenting a thesis outline and in completing a satisfactory thesis. Students must have consent of advisor before taking this course. *3-6 credits*

CJA 581. Race and Crime. A study of the relationship between race and crime and the criminal justice system. *3 credits*

CJA 582. Comparative Criminal Justice System. This course draws students' attention to the existence of four major world legal families — the civil law, common law, socialist law, and Islamic law, using the sociology of law perspective. *3 credits*

CJA 613. Independent Study. This course is designed to give students who have hardship situations an opportunity to do research in such fields and on such topics as agreed upon between the individual and the instructor. *1-6 credits*

Economics

Thomas D. Boston, Chair

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

Prerequisites

In addition to the general requirements of the University, candidates for the Master of Arts degree in economics are required to have an undergraduate major in economics or a related field and to have demonstrated their ability to satisfactorily participate in graduate study.

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:

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

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

Course Descriptions

ECO 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. *3 credits*

ECO 501. Advanced Microeconomic Theory. Analyzes the theory of consumer behavior and production and the pricing mechanism in competitive and non-competitive markets. *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. *3 credits*

ECO 510. Urban Economics I. Structure and Growth in the Urban Economy. Examines the city as part of the national economy; analyzes the theories of decision-making which explain the location of businesses and households within and between urban areas. *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. *3 credits*

ECO 513. International Economics. An analysis of the theories of international trade, balance of payment problems and current issues in commercial policy. *3 credits*

ECO 516. Marxian Political Economy. Studies the laws governing the development of capitalist societies as elucidated by Karl Marx. Addresses issues such as value and surplus value, capital accumulation, unemployment, and economic crises. *3 credits*

ECO 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. *3 credits*

ECO 522. Afro-American Political Economy. Investigates the economic history of Afro-Americans; analyzes the historical and contemporary impact of economic policies of Afro-American people. *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. *3 credits*

ECO 570. Quantitative Methods for Decision and Management Science. (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 — Prerequisite Eco. 540. *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 — Prerequisite Eco. 601. *3 credits*

ECO 602. Introduction to Econometrics. Studies the construction, estimation and testing of economic models. *3 credits*

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 instructor.
ECO 518. Seminar in Labor Economics. Formal models in labor demands. Investigates ways discrimination segmented markets, labor processes, and trade union theories. 3 credits
ECO 714. Special Preparation Seminar. Designed to assist students in the development and writing of the thesis. 1 credit

Political Science

William Boone, Chair

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.

Requirements for the Doctor of Philosophy Degree in Political Science

Prerequisites

Prerequisites are a master's degree in political science, and an overall academic average of B or better for work beyond the baccalaureate. 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.

Degree Requirements

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

Research Tools

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

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

Required Courses

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

Preliminary Examination

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

Dissertation

This will be a scholarly presentation of the research problem.

Final Examination

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

Political Science Curriculum

The political science curriculum is organized around the political experience of black people in America and throughout the world.

Course Descriptions

U.S. Government and Politics

PSC 411. American Federalism. Survey of the origins, institutions and operation of federalism in the United States. The nature of this structure and its consequences are examined in relationship to minorities. *3 credits*

PSC 448. U.S. Constitutional Law. A study of the law of the United States Constitution, through an analysis of lower federal court cases, Supreme Court cases, and other primary and secondary material. *3 credits*

PSC 449. Prison, Prisoners, Prisoners' Rights. The judicial role in the penal phase of the social control system; court responsibility for imprisonment, for the conditions of imprisonment, for returning the citizen to society; the court system as protector for the rights of those imprisoned. *3 credits*

PSC 450. The Judicial Process. An introduction to the function of the judicial process in the U.S. political system, with special attention to the politics of the judicial process, including the socialization of judges and other judicial functionaries. *3 credits*

PSC 451. The Constitution and Civil Liberties. A study of the judicial protection of rights and liberties under the Bill of Rights, the Thirteenth, Fourteenth and Fifteenth Amendments. *3 credits*

PSC 452. Seminar in United States Government and Politics. Designed to explore contemporary issues and problems in American government and politics. *3 credits*

PSC 453. Blacks and the American Political System. An assessment of the position of blacks in the political system of the United States, both historically and contemporarily, with special attention to alternative political strategies for the present political epoch. *3 credits*

PSC 454. State and Local Politics. An examination of state and local political institutions; the tools of political participation are thoroughly analyzed; entrance of blacks into state and local politics is assessed and evaluated. *3 credits*

PSC 500. Departmental Seminar. A weekly meeting of all members of the department, faculty and students, set aside for exchange of ideas among the participants. Guest lecturers are frequently invited. Required of all majors. *no credit*

PSC 501. Government and Social Welfare. The changing role of government in social welfare is reviewed. Special emphasis is placed on the New Deal era to the present. Involvement of black people is examined. *3 credits*

PSC 502. Government and Business. Critical analysis of the relationship between group pressures on government and public policy affecting business; role of administration in formation of policy, problems and experiences of federal agencies operating in the business fields. *3 credits*

PSC 503. Public Opinion and Propaganda. A study to identify and explain the segment of human behavior known as public opinion; to describe how and why people react in social situations, and to consider the role of public opinion and propaganda in contemporary society. *3 credits*

PSC 504. Techniques of Political Control. An examination of the tools used by power holders to control society, with special attention to the oppression of black people in the United States. *3 credits*

PSC 505. Political Parties. Explores the types of, the nature of, and the different structures of political parties both in America and abroad. The numerous theories about political parties are also explored. *3 credits*

PSC 506. Black Political Parties. The rise and development of separate black political entities will be examined both historically and contemporarily. Much attention will be focused on types of black parties and the rationale for their organization and development. *3 credits*

PSC 507. Politics of Rural United States. An analysis of the political trends and movements in rural America. *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. *3 credits*

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 Assembly. During the annual legislative sessions, students will serve as interns and participant-observers of the Georgia Legislature. Research papers shall be required. *3 credits*

African Politics

PSC 490. Government and Politics of Modern Africa. An introductory course on contemporary government and politics of the new states of Africa, designed to provide exposure to African political culture and its historical background, and to political trends and ideologies. *3 credits*

PSC 572. International Relations of African States. An examination of relations among African states, and the latter's role in Third World and International politics. *3 credits*

PSC 590. African Political Institutions. A comparative study of the central, regional, and local institutions of government and administration in contemporary Africa. (Prerequisite: PSC 490.) *3 credits*

PSC 595. Seminar in African Politics. An in-depth study of one or more important issues in contemporary African politics or political analysis, with either a one-country focus or a comparative perspective. Topics vary from semester to semester. (Prerequisites: PSC 490 and consent of instructor; may be taken twice for academic credit.) *3 credits*

PSC 596. Politics in Southern Africa. An analysis of the struggle of the black people of Southern Africa against imperialism and settler colonialism, and for total liberation. The South African state's internal and external strategies of apartheid maintenance are examined, together with the relations of the neighboring black states with the white minority rulers and the liberation movements. (Prerequisites: PSC 594 or consent of instructor.) *3 credits*

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

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

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

Urban Politics

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

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

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

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

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

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

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

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

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

International Politics

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

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

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

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

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

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

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

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

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

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

Comparative Politics

PSC 429. Comparative Political System. A survey of the political structures, institutions, ideologies, interest groups, and governmental systems. Analysis of decision-making processes, political conflicts and change, and group interaction. An examination of models of political systems. *3 credits*

PSC 430. Politics in Developing States. An examination of the political processes in developing countries. Problems arising in transition from traditional societies to modern industrial states examined to describe the typical patterns of political change. *3 credits*

PSC 431. Comparative European Government. The cross-national analysis of political institutions and political behavior in Eastern and Western European nations. *3 credits*

PSC 432. Women in Politics. A survey of the role of women as political activists and office holders on the international, national and local levels in the second half of the 20th century with emphasis on the participation of minority women in U.S. politics. *3 credits*

PSC 433. Third World Women and Development. The history, status and role of Third World Women, particularly African women in development, will be the focus of this course. Governmental policies and practices toward women as well as movements and activities of Third World Women will be examined. *3 credits*

PSC 530. Government and Politics of Latin America. An examination of Latin American political institutions and political forces, with special attention to the role of the military and the church and to the legacy of European and U.S. exploitation. *3 credits*

PSC 532. Political Institutions of China. Examination of contemporary politics in the People's Republic of China. Pre-1949 political history, socialist goals and Chinese society, structure and function of political institutions and organizations. *3 credits*

PSC 535. The Politics of Revolutionary Change. An analysis of ideas which generate fundamental change, leadership and movements which organize change and an examination of their successes and/or failures. *3 credits*

PSC 536. Comparative Political Parties. An examination of selected party systems, including single and multi-party systems, Marxist and non-Marxist systems, and systems in industrial and non-industrial states. *3 credits*

PSC 537. Government and Politics of the Caribbean. An examination of the political processes in the Caribbean states with special emphasis on the political problems arising in the transition from colonial status to independence. *3 credits*

PSC 538. Seminar on Asian Politics. Survey of political processes and interrelationship of major nations of Asia. Focus on China, India, and Japan. *3 credits*

PSC 540. The Politics of the Multinational Corporation. A study of the impact of the MNC's on the international system and on national politics and economics, particularly in the Third World. Special emphasis is put on the issues of development, dependency, sovereignty, and control. *3 credits*

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

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

Theory and Methodology

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

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

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

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

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

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

PSC 606. Feminist Theory. This course examines and analyzes the various theoretical, strategic and political positions which characterize the literature and the study of women related issues. Special emphasis will be given to the study of black feminist theory. *3 credits*

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

PSC 609. American Political Thought. Survey of ideas, personalities and institutional practices relevant to an understanding of the development of political thought in the United States. *3 credits*

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 *1-6 credits*

PSC 642. Dissertation Research *1-9 credits*

Public Administration

George Kugbleuu, Chair

Prerequisites

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.

Degree Requirements

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

1. 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 course in computer science and a course in research methods.
4. Satisfactory completion of a degree paper approved by the faculty.

Course Descriptions

PAD 500. Public Administration and the American Political System. Study of the American political system; special emphasis: the system's impact on public administration processes. *3 credits*

PAD 501. Public Administration-Survey of the Field. 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 Bureaucratic Behavior. Emphasis on organizational dynamics in modern public organizations; organizational theory; organizational linkages, communication. *3 credits*

PAD 503. Urban Administration. Deals with economic, sociological and technological developments helpful in analyzing urban government operations and issues involving metropolitan growth and change. *3 credits*

PAD 504. 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 505. Intergovernmental Relations. Explores the relationships between the policies and programs of federal, state and local governments. Intensive analysis is made of development such as decentralization of decision-making and operations. *3 credits*

PAD 506. Public Budgeting and Finance. Examination of public sector budgeting at all levels of government. Special emphasis on federal budget practices and procedures. Unified budgets; national income accounts; budget cycle; executive and legislative roles in the budget process. *3 credits*

PAD 507. Formulation of Public Policy. Emphasizes the moral, ethical and competitive nature of policy formulation. Contemporary models of policy analysis will be explored. Students are required to analyze the development of selected public laws, from inception to enactment. *3 credits*

PAD 508. Public Personnel Administration. Develops an understanding of the policies, methods and techniques utilized in personnel management and human relations as management functions. *3 credits*

PAD 509. Urban and Regional Planning. Students are exposed to the basic language, fundamental concepts and principles of planning. Emphasis is placed on the relationship between the economic, social and political aspects of planning. Selected areas and cases in planning will be analyzed. *3 credits*

PAD 510. State and Local Government Finance. Detailed study of activities and approaches to public fiscal management as state and local levels. Examination of capital budgeting, debt management, cash flow, taxation and forecasting. *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 public sector. *3 credits*

PAD 514. Urban Economic Planning. Examines the determinants of city size and urban growth. Analyzes in detail the future of small urban areas and the proper role of public policy in determining the location of economic activity. *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 and presentation of reports. *3 credits*

PAD 520. Economics for Public Administrators. 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. Comparative Administration. Cross-national examination of selected public bureaucracies. Analysis of concepts, issues and problems of development administration in Third World countries. *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. Special Topics in Public Policy Analysis. An examination of selected topics in policy analysis. Use of policy analysis techniques, such as cost-benefit, cost effectiveness analyses and their role in the policy making process. Required for all students in Public Policy Concentration. *3 credits*

PAD 524. Technical Writing. Introduction to the principles, forms and techniques of writing and other communication in an organizational environment. *3 credits*

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. Land Use Analysis. Techniques for evaluating the effects of current and future land use configurations. Methods for analyzing problems of land use conflict, land allocation, infrastructure capacity, natural resources. *3 credits*

PAD 527. Quantitative Methods for Decisions and Management Science. A study of various quantitative methods that aid in decision making management. *3 credits*

PAD 528. Applied Urban Management. Application of management concepts to the operations of urban units of governments. Emphasis will be placed on performing management tasks and techniques of interacting with diverse interest groups in the urban setting. *3 credits*

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*

PAD 531. Group Dynamics. A study of interpersonal dynamics in various organizational settings. Exploration of group theory and its applications to human resource development. *3 credits*

PAD 532. Manpower Planning. Emphasis will be on manpower development and also planning for manpower needs. An indepth analysis of manpower issues and problems. *3 credits*

PAD 599. Seminar: Issues in Public Administration. Required seminar for each concentration. Each concentration will deal with issues relative to the specialized area. *3 credits*

Sociology and Anthropology

Wilbur Watson, Chair

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.

Degree Requirements

In addition to the general requirements of Atlanta University, a candidate for the degree of Master of Arts in Sociology or in Anthropology must fulfill all of the following requirements:

1. Satisfactory completion of a minimum of twenty-four (24) semester hours of course work in sociology, anthropology, and departmentally approved courses in related disciplines.

2. The 24 semester hours must include satisfactory completion of Sociology 502, 503, 505, and 601 that are required of all students.

3. Satisfactory completion of a minimum of twelve semester hours of course work in electives from the sociology curriculum (for the M.A. in Sociology) or twelve electives from the anthropology curriculum for the M.A. in Anthropology.

4. 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).

5. Satisfactory completion of a thesis based upon a subject or topic approved by the faculty.

6. 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 with the permission of the instructor.

SOC 592-3. Selected Topics in Sociology. Topics will vary with new developments in sociological theory, research and emergent social problems. *1-3 credits*

Core Courses (Required for all Majors)

SOC 502. Sociological Theory. A seminar on theoretical knowledge generated in the fields of sociology, anthropology, and social psychology. *3 credits*

SOC 503. Research Methods. Orientation to the fundamentals of scientific social research: the logic of scientific method, problems of measurement, analysis and interpretation; plus a practicum in some selected modes of research. *3 credits*

SOC 505. Statistics for Social Science, I. Basic statistics, with applications to social research: tables and graphs; descriptive statistics; fundamentals of probability, sampling and inference; Chi-square, Goodman and Kruskal's gamma, simple correlation and regression. *3 credits*

SOC 601. Proseminar in Thesis Research. A seminar on research development and proposal writing with a special focus on the formulation of a proposal for a master's thesis in sociology/anthropology. *3 credits*

Methodology

SOC 511. Field Work. Sociological or ethnographic 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 in 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. Intermediate to advanced statistics: multiple regression and correlation; analysis of variance; analysis of covariance; nonparametric techniques. (Prerequisite: Soc. 505)

SOC 517. Introduction to Computer Science. Equivalent to MAT 503. *0-3 credits*

Population Studies

SOC 521. Population and Society. Introduction to the study of population and its interactions with other aspects of society: population, resources and environment; population trends, family structure and the status of women; the future of population growth. *3 credits*

SOC 523. Urban Sociology. Perspectives on the growth and structure of cities, social class and lifestyles in the urban environment, and policy for urban development. *3 credits*

SOC 525. Demographic Techniques. Introduction to demographic analysis: the basic demographic equation; age pyramids; rates and ratios; measures of fertility, mortality and migration; life table functions; standardization techniques; the theory of stable populations. *3 credits*

SOC 527. Analysis of Population Distribution. Specialized techniques for analysis of urbanization and population concentration, systems of cities, segregation of population groups, succession in neighborhood occupancy, population potential and location quotients. *3 credits*

The Individual and Society

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. *3 credits*

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*

Sociology of Health, Illness and Aging

SOC 555. Medical Sociology, I: Health, Illness and Intervention Systems. A seminar focused on the contributions of the social and behavioral sciences to understanding health, illness and intervention systems. Permission of the instructor is required for admission. *3 credits*

SOC 557. Medical Sociology, II: Aging and Dying. A seminar devoted to social and behavioral science studies of aging and dying. Permission of the instructor is required for this seminar. *3 credits*

SOC 559. Social Psychology of Deviant Behavior. Special attention to studies of mental disorder, the addictive disorders, crime and delinquency. *3 credits*

Social Organization, Social Institutions, and Social Change

SOC 547. Sociology of Development. Historical and theoretical perspectives on development and underdevelopment; the international economic order and the challenge for today's underdeveloped countries: technology, agriculture and industry, education, public administration, the role of women, the question of population growth. *3 credits*

SOC 560. Seminar on Minority Aging. This seminar develops comparative analyses of Black, Hispanic, Pacific/Asian, American Indian and the aging of other minority groups in the United States. *3 credits*

SOC 561. Contemporary Issues in Social Gerontology. General orientation and critical discussion of broad issues in the field of aging including health, nutrition, long term care, informal supports and life span biological and psychological phenomena. *3 credits*

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 590-1. Selected Topics in Gerontology. Topics will vary with new developments in research theory and policy relevant issues in the field. *1-3 credits*

SOC 592-3. Selected Topics in Sociology. Topics will vary with new developments in sociological theory, research and emergent social problems. *1-3 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

ANT 571. General Anthropology. An introduction to physical and cultural anthropology, prehistoric archaeology, and linguistics. *3 credits*

SOC 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. *3 credits*

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.
ANT 587. Urban Ethnography. An anthropological approach to the study and analysis of urban life. 3 credits

Social Sciences

Social Science Curriculum

The social sciences program in the Department of Sociology/Anthropology 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 select to pursue a program leading to the Master of Arts Degree. For the admission requirements, see the description for the M.A. program in Sociology/Anthropology.

Degree Requirements

1. The completion of a minimum of 24 semester hours in the above-named departments with at least 12 of the 24 hours in one department and 12 hours divided equally between two departments, or in a more specialized area of study.

2. Satisfactory completion of Sociology 503 and 505 or another Research Methods course as approved by the Department of Sociology.

3. Proficiency in Communications.

4. Residence of at least one academic year or a minimum of three summer sessions.

5. The passing of a reading examination in French, German, or Spanish.

6. Satisfactory completion of a thesis.

7. The passing of an oral examination on the thesis and related concepts and literature.

Joint Degree Program, M.A./Ed.D.

The Department of Sociology in the School of Arts and Sciences and the Department of Administration and Policy Studies in the School of Education offer a two-stage program of master's degree work in sociology coupled with doctoral training in administration. The purpose is to permit qualified students the opportunity to pursue high-level knowledge of the discipline of sociology while acquiring leadership and administrative skills through the doctoral program in education. The departments believe that there are numerous opportunities in the professional world for persons who combine knowledge of the discipline of sociology and skills in leadership and educational administration.

Students may begin their work in either or both departments and work toward each degree simultaneously. Students who elect to begin their work in sociology and complete the master's degree first will be eligible for full transfer credit toward the doctoral degree in the Department of Education and Policy Studies for the work done toward meeting the requirements for the M.A. degree. In no case will less than 18 hours be transferred, nor more than 42. These hours will be allotted on the basis of the parameters of the Leadership Program in the School of Education. The Leadership Program calls for a minimum total of 90 semester hours, of which at least 48 must be taken subsequent to formal entry into the program.

For matriculation in this program, the student must meet the admission requirements of both the Department of Sociology, College of Arts and Sciences, and the School of Education. See the appropriate sections of the catalog for each department in more detail.

Specialization in Social Gerontology

Through either its Masters in Social Science program or the Masters of Arts in Sociology, the Department of Sociology/Anthropology offers a multidisciplinary specialization in social gerontology. Courses of study are available through a number of differing departments within the Atlanta University Center. Topical coverage will include coping with aging and dying, nutrition, long term care; the medical, nursing, social work and other professions in the field of aging; economics, politics and federal, state and local public support for the elderly; human growth and development throughout the life span and differences between biologic, psychologic and social aging; and informal social supports for the older person. For more detail, call or write the office of the Chairperson, Department of Sociology/Anthropology.

School of Business Administration

Johnnie Clark, Dean
Accounting

Johnnie Clark, Professor
Bobby Johnson, Assistant Professor
George Neffinger, Professor and Chairperson
Samy Sidky, Associate Professor

Decision-Sciences

Lascelles Anderson, Carnegie Professor of Economics and Business
Edward Davis, Professor
Young Hwa Kim, Assistant Professor
Paul T. Nkansah, Assistant Professor
Clara Prevo, Assistant Professor and Director of the International
Business Center

Finance

William Hunter, Professor
Edward Irons, Mills Bee Lane Professor of Banking and Finance
Alex. O. Williams, Robert W. Woodruff Professor in Business
Administration and Chair

Management

Lloyd Byars, Professor and Chair
Thomas Neil, Associate Professor
Linda Quander, Assistant Professor
Ranjit Singh, Professor

Marketing

Donald Chase, Professor and Chair
Ivor S. Mitchell, Distinguished Professor

The School of Business Administration, established in 1946, offers instruction leading to the Master of Business Administration degree. The two-year program is fully accredited by the American Assembly of Collegiate Schools of Business (AACSB), and graduates are sought and employed by major multinational corporations in the United States and abroad.

The School's student body 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.

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

A primary objective of the School is to offer a quality program with sufficient flexibility to accommodate considerable diversity in student backgrounds and interests. Graduates are well grounded theoretically and empirically in all phases of business operations, with the expectation that they will progress rapidly from entry level roles to positions of responsibility and authority in middle and upper management.

The School's approach is based on the belief that three cornerstones are essential to the development of a quality educational program: 1) The motivated student—emphasis is placed on identifying and admitting qualified individuals who are aware of their career aspirations and are committed to the attainment of their goals; 2) A faculty dedicated to the highest standards in teaching and research—great effort is expended in building a faculty consisting of highly qualified persons committed to the School's task of preparing students for leadership roles; and 3) A curriculum of sufficient depth, breadth, and flexibility to meet diverse student needs and expectations.

PROGRAM OF STUDY

The program, oriented toward the management point of view, provides for systematic study in general management and in a particular area of concentration. It is designed to include the following areas:

1. Concepts, processes and institutions in the production and marketing of goods and/or services and the financing of the business enterprise or other forms of organization;
2. Economic and legal environment as it pertains to profit and/or nonprofit organizations along with ethical considerations and social and political influences as they affect such organizations;
3. Concepts and applications of accounting, of quantitative methods, and management information systems including computer applications;
4. Organization theory, behavior, and interpersonal communications;

5. Administrative processes under conditions of uncertainty including integrating analysis and policy determination at the overall management level.

The program of study is broad in nature and aimed at general competence for overall management.

ADMISSION REQUIREMENTS

The School seeks students whose intellectual and organizational ability, leadership characteristics, communication skills, past accomplishments and motivation indicate their potential for successful postgraduate study in business and careers as managers.

Graduates of colleges and universities accredited by a regional or general accrediting agency are eligible for admission. No specific undergraduate major or courses are required for admission. The following must be submitted before the Admissions Committee will review an applicant's file.

- A complete application form
- A non-refundable application fee of \$28.00 (money order, certified or cashier's check)
- A current resume
- Statements describing (1) career objectives, (2) reasons for selecting AUGSBA, and (3) personal strengths and areas where improvement is desired. Statements should be limited to 500 words.
- Results of the Graduate Management Admissions Test (GMAT). For information, write to the Educational Testing Service (ETS), Box 966, Princeton, New Jersey 08540. (The Guide to Graduate Management Education, published by ETS, is recommended as a study aid in preparing for the GMAT.)
- Foreign Students—Results of the Test of English as a Language (TOEFL). For information, write to ETS, Box 899, Princeton, New Jersey 08540.
- An official transcript from every college and university attended, covering all prior course work (to be sent directly to the University by each school.)
- Three letters of reference. Two references should be from instructors in the major area, except that applicants who have been out of school for a year or more may submit references from employers (supervisors, managers, or other persons of authority.) These should be sent directly from references to the Office of the Registrar, Atlanta University.
- Foreign Students, once notified of eligibility for admission, must send tuition and fees or evidence of government scholarship for one year to Miss Laurie Johnson, Dean of Students (Foreign Student Advisor), before an admission letter and I-20 form can be issued.

EARLY NOTIFICATION

If all required materials are submitted by November 15, including GMAT scores, eligible students will receive notification of acceptance by January 1. Those who apply for and are granted scholarships under the Executive Management or Minority Engineers in Management programs will receive award notices at the same time.

DEFERRED ADMISSION

The Admissions Committee considers relevant work experience an important factor in an applicant's background. In recent years, an increasing number of our students have presented credentials including at least two years of work experience. The deferred admission may be offered at the suggestion of the Admissions Committee, or it may be requested by the applicant. Under this policy, admission is granted for a subsequent year, and no further application is required.

Financial Aid

The School offers the following types of financial assistance to qualified students.

Executive Management Scholarship Program provides full tuition and partial tuition scholarships for qualified applicants. These scholarships are renewable for the second year provided the student maintains a 3.5 grade point average. Selection is based on academic and leadership accomplishments, career objectives, and nomination information. Candidates must submit application and nomination form by April 15th in order to be considered.

Minority Engineering in Management Fellowship Program. This program is open to any applicant with an engineering degree who wishes to pursue the MBA. The program provides fellowships and tuition scholarships to qualified applicants, and selection is based on academic and leadership accomplishments, career objectives, and nomination information. These scholarships are renewable for the second year provided the student maintains a 3.5 grade point average. Candidates must submit application and nomination forms by April 15 in order to be considered.

Other Financial Aids. Students in the School may qualify for financial assistance through the University's Office of Student Financial Aid which administers programs described in a previous section.

Requirements for the MBA Degree

In addition to the general requirements of the University for the master's degree, completion of sixty (60) semester hours of graduate study is required for the Master of Business Administration degree. The sixty (60) semester hour requirement consists of 45 hours of required core courses and 15 hours of elective coursework. Of the 15 hours of elective courses for non-Accounting students, 9 hours must

be taken in the area of concentration and 6 hours outside the area of concentration.

For students concentrating in Accounting the allocation of required and elective courses is different. Students concentrating in Accounting are required to complete 39 hours of required core courses (excluding Accounting II), 18 hours of required elective courses in Accounting beyond the core and 3 hours of elective courses outside of Accounting.

Up to six (6) semester hours of graduate coursework, completed prior to admission to the MBA Program, may be considered for transfer credit and applied toward the sixty (60) hour requirement. A grade of "B" or better must have been earned in the course(s) in question and the course(s) must be equivalent in content and character to other MBA courses. Further, the sixty (60) semester hour requirement may be reduced by 3 credit hours by waiving SB5712-Legal Aspects of Business, on the basis of having completed a comparable course in an accredited school with a grade of "B" or better. Requests for consideration of transfer credit and/or waiver must be submitted in writing to the Office of the Associate Dean.

Accelerated MBA Program

Students from the Atlanta University Center undergraduate institutions, who have been accepted to the School under its Accelerated MBA Program, may earn the Master of Business Administration degree upon completion of 30 semester hours of graduate study, after receiving the undergraduate degree. Under this program, students are permitted to take some of the required MBA core courses during their senior year in undergraduate school, resulting in a reduced amount of time at the Graduate School of Business. Only students formally admitted to the Accelerated MBA Program are eligible to pursue this option of accelerated study. Additional information is available from the Office of Admissions.

Evening MBA Program

The Evening Program is designed for professionals who have reached a stage in their career development where advanced knowledge in quantitative analysis, problem solving, and decision making is essential for faster and increased upward mobility. The major focus is on enhancing individuals' decision-making and problem solving abilities by expanding their capacities for qualitative and quantitative judgments and by exposing them to modern methods of economic and business analysis. Participants are exposed to analysis of complex accounting, financial and marketing problems, strategic planning in all functional business areas, production management, portfolio management, organization design and change, and decision making and implementation.

CURRICULUM

The School's curriculum is designed around sequential coursework providing an educational experience that prepares students for

managerial challenges and responsibilities in both the public and private sectors.

Students may select from five areas of concentration: Accounting, Decision Science, Finance, Management, and Marketing. Concentration courses are structured to provide substantive knowledge in the area selected.

Preparatory Courses. Because of the varied backgrounds of students entering the MBA program, preparatory courses are designed to enable each student to plan a program of study which will foster confidence and intellectual growth. Diagnostic examinations are given at the beginning of each semester to assess the needs and competencies in the areas covered by these courses. Although the diagnostic examinations and enrollment in these courses are optional, students often find it to their advantage to include some or all of them in their programs. Enrollment in Business Communications (SB4700) is required for all students whose performance on the communications skills examination is not satisfactory.

Sequence of Courses For The MBA Program

FIRST YEAR

Credit hours

First Semester

SB5510 Information Systems	3
SB5511 Mathematical Analysis for Business and Economics	3
SB5513 Microeconomics	3
SB6510 Statistical Analysis for Business and Economics	3
SB6600 Accounting I	3
SB4700 Analysis & Communication	2 (?)

Second Semester

SB5210 Marketing Management	3
SB5410 Finance	3
SB5710 Organizational Behavior	3
SB6512 Production and Operations Management	3
SB6610 Accounting II	3
SB4700 Analysis & Communications	2 (?)

SECOND YEAR

Third Semester

SB5312 Macroeconomics	3
SB5711 Management of Organizations	3
SB5712 Legal Aspects of Business	3
SB Elective	3
SB Elective	3

Fourth Semester

SB6710	Business Policy	3
SB6711	Research and Reports	3
SB	Elective	3
SB	Elective	3
SB	Elective	3

Course Descriptions

Preparatory Courses*

SB 4200. 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 variables. *3 credits*

SB 4500. Fundamentals of Mathematics. A review of the fundamental concepts of mathematics. *2 credits*

SB 4600. Financial Accounting. This course is an intensive study of basic accounting principles and concepts. *3 credits*

SB 4700. Business Communications. This course deals with the concepts and applications of the fundamentals of English (reading, writing, listening, and speaking) leading to better practices in managerial communications. *2 credits*

*The credit hours from Preparatory Courses may not be applied toward the MBA degree.

Core Courses

SBA 5210. Marketing Management. From the perspective of the marketing manager, texts, readings, actual cases, and marketing-plan developments are used by the student to approach problems of planning and competitive analysis, policies and strategies, decision-making, and social responsibility in marketing. (Prerequisite: SB 4200.) *3 credits*

SB 5410 Finance. The finance course provides insights into, and a broad exposure to the financial issues useful to general management. The course enable the students to develop useful approaches in analyzing risks and financial returns in a variety of business situations, and the process of reaching the optimum decision from their analysis. Topics covered include: financial forecasting, working capital management, short-term financing, capital structure planning, and capital investment decisions. *3 credits*

SB 5510. Introduction to Information Systems. This course provides an overview of the area of information processing techniques and equipment, and its impact on the organization. Students are exposed to software consideration and are given an opportunity to learn a programming language. (Prerequisite: SB 4500.) *3 credits*
SB 5511. Mathematical Analysis For Business & Economics. This course develops skills in applying mathematical concepts to management and economic problems. (Prerequisite: SB 4500.) *3 credits*

SB 5512. Macroeconomics. This course focuses on aggregative economic magnitudes of output, employment, investment, savings, and the money supply aspects of the economy. *3 credits*

SB 5513. Microeconomics. This course focuses on the decision processes of consumers and firms and examines their interaction in the market place. (Prerequisite: SB 5511.) *3 credits*

SB 5710. Organizational Behavior. Emphasis is placed on developing students' understanding and knowledge of organizational behavior and human performance in the organizational setting. *3 credits*

SB 5711. Management of Organizations. This course is intended to foster students' ability to analyze, understand, and design organizational systems. The focus is on organizational design as a managerial tool for influencing individual behavior. Special attention is given to structure, the selection process, performance appraisal, control systems, and reward practices as means for affecting human behavior in organizations. *3 credits*

SB 5712. 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*

SB 6510. Statistical Analysis for Business & Economics. (Same as ECO600) This course studies the use and application of descriptive statistics, probability, statistical inference, and simple regression. (Prerequisite: SB 4500.) *3 credits*

SB 6512. Production and Operations Management. This course seeks to develop the student's ability to recognize, analyze and solve typical problems in production and other areas. Topics covered include linear programming, inventory, queuing, CPM, and other topics as selected by instructors. (Prerequisite: SB 5510.) *3 credits*

SB 6610. Managerial Accounting (Not required for students concentrating in Accounting.) This course is concerned with the use of accounting data in management decision-making, planning, and controlling. (Prerequisite: SB 4600.) *3 credits*

SB 6710. Business 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*

SB 6711. 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*

*SB 5712—May be waived if completed in an accredited school with a grade of "B" or better.

ELECTIVES

Accounting

SB 6611. 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. *3 credits*

SB 6612. Advanced Accounting. This course concerns itself with accounting theory and practice involving partnerships, consolidated financial statements, insolvency and receiverships, and estates and trusts. (Prerequisite: SB 6611.) *3 credits*

SB 6613. Federal Income Tax. An intensive study of tax accounting and structure as applied to individuals, partnerships and corporations, and the effects of tax laws upon business decisions. (Prerequisite: SB 6611.) *3 credits*

SB 6614. Auditing. This course examines principles and procedures of the conduct of audits, examinations and investigations as they relate to the accounting profession. (Prerequisite: SB 6611.) *3 credits*

SB 5512. Macroeconomics. This course focuses on aggregative economic magnitudes of output, employment, investment, savings, and the money supply aspects of the economy. *3 credits*

SB 6616. 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: SB 6612.) *3 credits*

SB 6617. Problems in Accounting. This course is to prepare students for professional examinations in accounting theory and practice, auditing and taxes. (Prerequisite: SB 6611.) *3 credits*

SB 6618. International Accounting. This course examines factors affecting accounting concepts and standards throughout the world. Differences in the cultural, social, political, legal, and economic conditions and standards are carefully studied. *3 credits*

SB 6619. Advanced Cost Accounting. This course covers measurement interpretation, planning and control of manufacturing and distribution costs; budgets and budgeting control; and cost comparisons of business alternatives. (Prerequisite: SB 6615.) *3 credits*

SB 7600. Special Problems in Accounting.* (Prerequisite: Permission of the instructor.) *3 credits*

Decision Science

SB 6513. Statistical Methods (Same as ECO610). This course 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: SB 6510.) *3 credits*

SB 6514. Decision Science Models. This course introduces students to advanced quantitative techniques useful in the analysis and solution of management problems. (Prerequisite: SB 6512.) *3 credits*

SB 6515. Programming Language. This course includes a study of programming languages and software topics of current importance. Instruction in one or two programming languages is included. (Prerequisite: SB 5510.) *3 credits*

SB 6517. Analysis of Information Systems. This course studies the information and control requirements of organizations and the techniques that are useful in designing information systems that meet these needs. Students are introduced to systems analysis, system design, equipment selection, and system conversion. (Prerequisites: SB 5510 and SB 6515.) *3 credits*

SB 6516. Special Topics in Decision Science. A supervised reading course in special topic areas of operations research. This course is intended for the students who wish to enlarge their understanding of this area of specialization. (Prerequisite: Permission of the Instructor.) *3 credits*

SB-7500. Special Problems in Decision Science*. (Prerequisite: Permission of Instructor.) *3 credits*

Finance

SB 6411. International Financial Management. This course introduces students to the process of financial management in the international context. The course extends the analysis of the basic financial management course to include the effect of international forces on foreign investment and cash flows, and develop strategies with which the financial manager can use for effective management. (Prerequisite: SB 5410.) *3 credits*

SB 6412. Financing Capital Requirements. In this course appropriate capital-structure policies are established, and appropriate methods for raising capital requirements are developed. The course emphasizes the process of choosing the appropriate financing vehicles for each financing need. Topics covered include: valuation, promotion, formulation of debt, dividend, equity, and flexibility policies, recapitalization and development of sound stockholder programs. (Prerequisite: SB 5410.) *3 credits*

SB 6413. 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: SB 5410.) *3 credits*

SB 6414. 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: SB 5410.) *3 credits*

SB 6415. Real Estate Finance. A study of the types of finance, financial institutions, procedures, and techniques required to develop a financial package for uses in the real estate industry. (Prerequisite: SB 5410.) *3 credits*

SB 6416. Management of Financial Resources. This course deals with the process through which the firm allocates its capital resources to obtain the maximum advantage. The emphasis is placed on setting financial goals, planning funds requirements, establishing and implementing working-capital policies, allocating capital to programs and capital-budgeting policies and procedures. The appraisal of income and risk characteristics of projects will be developed to establish decision-making guidelines. Other topics include: research expenditures and investing in technology, new products promotion, new ventures, acquisitions and plant expansion programs. (Prerequisite: SB 5410.) *3 credits*

SBA 6217. Sales Management. Techniques of managing a field sales force are emphasized in this course, covering such topics as recruitment, motivation, compensation programs, training, promotions and evaluation. The setting of goals and monitoring their attainment in the corporate setting is emphasized. (Prerequisite: SB 5210.) *3 credits*

SB 7400. Special Problems in Finance*. (Prerequisite: Permission of the Instructor.) *3 credits*

Management and Organizational Behavior

SB 6712. 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*

SB 6713. 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: SB 5710.) *3 credits*

SB 6714. International Business Seminar. This course offers a team teaching approach toward interdisciplinary inquiry into the fields of international accounting, finance, management, marketing, public policy and culture. *3 credits*

SB 6715. Theories of Organization. This course covers major theories relevant to the structures and functions of organizations and the behavior of individuals and groups within them. (Prerequisite: SB 5710.) *3 credits*

SB 7700. Special Problems in Management*. (Prerequisite: Permission of the instructor.) *3 credits*

Marketing

SB 6210. 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: SB 5210.) *3 credits*

SB 6211. Distributive Systems in Marketing. This course examines the evolution, development, and dynamics of strategic distribution channel utilization and competition. Logistical methods from product to consumer are included. (Prerequisite: SB 5210.) *3 credits*

SB 6213. Advertising and Promotion Management. The strategic management of the promotional mix of advertising, sales promotion, personal selling and public relations is the focus of this course. Research, creative advertising, are closely examined. (Prerequisite: SB 5210.) *3 credits*

SB 6213. 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: SB 5210.) *3 credits*

SB 6214. 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*

SB 6215. International Marketing. This rapidly changing and increasingly significant activity involving multinational firms is approached to identify opportunities and methods within the political-economic-cultural matrix. (Prerequisite: SB 5210.) *3 credits*

SB 6216. 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: SB 5210 and two 600-level marketing courses.) *3 credits*

SB 7200. Special Problems in Marketing*. An independent-study course requiring pragmatic research. (Prerequisite: Permission of the instructor.) *3 credits*

Transportation and Urban Management

SB 6910. Transportation and the Urban Environment. This course traces the historic development of the nation's transportation system, its role in economic development and its influence on the growth of urban places. *3 credits*

SB 6911. Transportation and Urban Planning. This course develops an understanding of transportation and urban planning techniques as well as transportation management problems. *3 credits*

SB 6912. Urban Systems Management. This course provides an insight into the physical, social, political, and economic structure and function of urban areas. *3 credits*

SB 7900. Special Problems in Transportation*. Prerequisite: Permission of the instructor. *3 credits*

Special Problem Courses*

SB 7200 Special Problems in Marketing *3 credits*

SB 7400. Special Problems in Finance *3 credits*

SB 7500. Special Problems in Decision-Sciences *3 credits*

SB 7600. Special Problems in Accounting *3 credits*

SB 7700. Special Problems in Management *3 credits*

SB 7900. Special Problems in Transportation *3 credits*

*Note: Special Problems Courses, numbered 7000 and above, are open to students who have completed at least two semesters (24 semester hours) of work toward the MBA. A student may take only one Special Problems Course, unless written approval is obtained from his or her Department Chairperson and the Associate Dean. Interested students should contact the professor with whom they wish to study and obtain the approval of the appropriate individuals, using the form that is available for this purpose, before attempting to register for a Special Problems Course.

GENERAL INFORMATION

Corporate Associates Program

The Corporate Associates Program (CAP) is the arm of the Business School that interfaces on a daily basis with the business world. Its membership is made up of firms committed to supporting the School in a number of areas — financial support for student aid, faculty development, and research, participation in instruction and planning, expanding recruitment and internship programs.

Career Planning and Placement

Through the Corporate Associates Program (CAP) and the Career Planning and Placement Office, the School assists students and alumni in making career and employment decisions. Students are exposed to a wide range of job opportunities in business, industry, and non-profit organizations. Shortly after enrolling in the School, students are

invited to the "Kick-Off" program where they are given information on the companies visiting the campus and placement policies and procedures. The CAP Placement office maintains current information on employers and career opportunities, and staff members are available to provide information and counseling vital to the students' in making career decisions.

A RESUME BOOK is published annually and distributed among the membership of CAP and other employers. During the fall and spring semesters of each year, representatives of employers, mostly Fortune 500 and 1,000 firms, schedule on-campus presentations and recruiting visits to interview graduating students.

Internship Program

The School's internship program provides students an excellent opportunity to gain or expand their practical business experience. The number of internships increase each year, with locations throughout the country.

Student Organizations

Affiliations with various professional organizations at the School provide students additional insight into their fields of study, professional development, and enjoyable social activities. Professional organizations within the School include:

- Accounting Society
- American Marketing Association
- Entrepreneurs Club
- Finance Club
- International Students Club
- Investment Club
- Society for the Advancement of Management
- Toastmasters International

Academic Organizations

Beta Gamma Sigma. This is the business and administration national honor society recognized by the American Assembly of Collegiate Schools of Business. It encourages and rewards scholarship and accomplishments among students and promotes the advancement of professional managerial education. Students ranking in the upper twenty percent of their class are eligible for membership.

Who's Who Among Students In American Universities and Colleges

Election to this group is based upon academic achievement, participation in activities, and citizenship.

National Dean's List. This is the most prestigious and largest publication in the nation devoted exclusively to recognizing academically gifted students for their achievements. Students included in this publication are eligible for scholarships.

School of Education

William Denton, Associate Dean

The School of Education had its formal inception in 1944. For more than half a century, commitment to the development of professional leadership has been a central and motivating focal point. 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 compelled a continuous re-assessment of purposes.

Purposes

The School of Education has accepted the fulfillment of these purposes as among its major responsibilities.

1. To provide an environment and the resources conducive to effective teaching and learning.
2. To promote excellence in graduate teacher education and in the training of other school services personnel.
3. To serve as a center for educational field services and research and to provide avenues through which student and faculty scholarly activity may be channeled.
4. To pursue an active research agenda which addresses issues relevant to teaching and learning with special emphasis on minorities and other issues relevant to human service delivery.
5. To serve as a community clearinghouse for information on teaching and learning and human service delivery.
6. To provide programs of study which develop qualified and effective educational personnel in teaching, counseling, and administration.
7. To promote both the philosophies and concepts of humanism and multiculturalism through academic programs and other activities.
8. To provide public service through voluntary professional contributions in the immediate and far-reaching communities.
9. To serve as spokespersons in the community on issues relating to education and educational practices.
10. To promote leadership of faculty and students for the democratic society.
11. To serve as a change agent for improving the human condition through educational services.
12. To accommodate individual careers, aspirations, and strengths of students through individualization of programs.

Programs of Study

The School of Education offers programs of study leading to the degree of Master of Arts through its five departments: Administration and Policy Studies, Curriculum, Foundations of Education, Psychological Services, and Special Education. The Specialist in Education degree is offered in all of the departments except Foundations of Education, which provides support for the other four departments. 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, Reading, Research (Policy Analysis), Secondary Education, and Special Education.

Specific course information for each program may be obtained from the department chairperson.

Admission Requirements

All applicants must meet the general requirements of the University, the School requirements which follow, and requirements of the individual departments as outlined in the appropriate sections of the catalog.

Master's Degree

The undergraduate record must 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 who otherwise show excellent promise.

Note: Students desiring to pursue a course of study leading to a Master of Arts degree may also qualify for a state certificate if they 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 the first enrollment. Courses taken for this purpose may not count toward the course requirements of the degree program.

Specialist in Education Degree

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, two from supervisors in the applicant's professional field), and such other requirements as established by the respective departments.

Doctoral Degree

The application for admission is to be accompanied by a letter of intent which indicates the applicant's social, educational, and employment background, reasons for applying to this school and program, a description of basic philosophy and life goals and how the program would 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 acquainted with the applicant's academic ability and two professional supervisors familiar with the applicant's leadership skills.
- (4) Undergraduate preparation broad enough to provide a foundation for graduate work.
- (5) High degree of integrity and willingness to assume professional responsibilities.
- (6) Intellectual motivation.

Joint Programs

Masters of Arts in Education and Master of Arts in Religious Studies

Students whose career objectives are both religious and secular may desire to pursue a dual degree. The program requires admission to the Atlanta University School of Education, and the Interdenominational Theological Seminary. Students must discuss their objectives with the deans of both schools.

Doctor of Education in Administration and Master of Arts in Sociology.

Individuals who wish to combine high-level knowledge in the field of sociology with the acquisition of leadership and administrative skills may obtain a dual degree through the School of Education, Department of Administration and Policy Studies, and the School of Arts and Sciences, Department of Sociology/Anthropology. Admission must be granted from both schools. (For details, see Department of Sociology/Anthropology, School of Arts and Sciences.)

Five-Year Program

Any undergraduate with senior level status may make application to Atlanta University to work concurrently on a master's degree in education while completing the bachelor's degree. The Dean of the School of Education should be consulted for further information.

Degree Requirements

Degree requirements in the School of Education include the general University requirements, School requirements as detailed below, and departmental requirements as specified by the individual departments.

Master's Degree. The Master of Arts Degree in Education requires a minimum of thirty-nine (39) credit hours. For variations from the minimum and for a distribution of courses, see instructions under the particular department.

Specialist in Education Degree

Candidates for the Specialist in Education degree must earn at least thirty (30) credit 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 pass written departmental comprehensives and complete a thesis which demonstrates a high level of research competence.

Doctoral Degree

A minimum of ninety (90) graduate credit hours is required for the Doctor of Education Degree and ninety-six (96) credit hours for the Doctor of Philosophy Degree in Guidance and Counseling. Each degree requires that at least forty-eight (48) of the 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, 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.

Administration and Policy Studies

Associate Professors

Ernest Bentley, Jr.

Phillip Bradley

Ganga Persaud

Assistant Professors

Olivia Boggs

Rollin Carter

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, personnel 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, and publishing houses.

The course offerings available in either the School of Education or other schools of Atlanta University make a varied educational experience possible. This flexibility permits general or specific career preparations because the program is tailored to the individual's background and goals. For those with well-defined management interests, classes in the Graduate School of Business Administration and the Department of Public Administration in the School of Arts and Sciences are an option. Both classroom instruction and experiential learning opportunities are available for academic credit. Course offerings within the department include theory, educational finance and planning, policy analysis, research techniques, and contemporary issues. The department's close working relationship with area schools, community colleges, and educational agencies has made those institutions available to enhance the student's academic experience.

The department offers a degree in educational leadership designed for people in education and education-related fields whose positions would be enhanced by training in leadership skills.

Academic Degrees

The **Master of Arts degree in Educational Administration** 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 post-secondary 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 Educational Administration** is intended primarily for administrators and supervisors who wish to increase their competencies or seek positions with new or increased responsibilities. The program offers individuals an understanding of theoretical concepts, specialized professional skills, technical knowledge, and a background in research and statistical methodology thus providing a utilitarian understanding of applied research for decision making. This is a terminal degree and is not an intermediate step toward a higher degree.

The **Doctor of Education degree in Administration and Policy Studies** is a broad-based program which equips individuals with the following: knowledge and skills for a variety of leadership positions, familiarity with the forces and influences impinging 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 are required to engage in original research studies in addition to questioning with intelligence and discrimination the research findings of others.

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 Supervision may be admitted to the School of Education and have a degree at the level in which they wish to earn the certificate.

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 administration and supervision.

Requirements for the Georgia **AS-6 Certification in Administration and Supervision** include eligibility for the AS-5 certification, the Ed.S. degree in psychological foundations, two courses in educational research, and ten courses in administration and supervision. The faculty advisor will work out the details of the program with each student so that individual needs may be assessed.

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. Programs are offered both on- and off-campus.

Academic Specializations

The areas of academic specialization at the doctoral level are listed below with brief descriptions. In addition, programs of individual interest may be developed drawing upon these academic areas.

Elementary and Secondary Educational Administration. Students are prepared for careers as principals, program managers, supervisors, and superintendents. Career development needs for business managers, directors and line and staff personnel 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. 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 the types of positions students may seek training for.

Educational Leadership. The leadership specialization is designed for persons who have or wish to have leadership positions in education and education-related fields. 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 earn a master's degree in their field of interest and then enter the department for the completion of their **terminal** degree.

Research and Policy Analysis. The specialization in Research and Policy Analysis provides persons interested in the rationales and strategies of policy making the opportunity to develop skills as researchers or as active participants in policy development.

ADMISSION REQUIREMENTS

The student must meet the general requirements of Atlanta University and the School of Education, and

Master of Arts

1. One year minimum of employment experience
2. Formal application to the department chairperson

Specialist in Education

1. A short biographic sketch, reasons for applying to the program, basic philosophy and life goals, and how the program will facilitate the achievement of those goals.

2. Satisfactory performance on the Miller Analogies Test.
3. Possession of a valid Georgia AS-5 Certificate

Doctor of Education

1. Requirements are the same as for the Education Specialist degree except that the qualifications for the Georgia AS-5 certificate may be waived for an applicant who evidences promise in educational leadership. For further information, contact the department chairperson.

Candidacy Requirements

Master of Arts:

1. Satisfactory completion of thirty (30) credit hours, including fifteen (15) credit hours in administration.
2. Removal of all admissions conditions.
3. Satisfactory completion of the comprehensive examination.

Specialist in Education:

1. Completion of twenty-four (24) credit hours after admission to the program, including at least fifteen (15) credit hours in administration and/or supervision.
2. Satisfactory completion of the comprehensive examination.
3. Approval of a research proposal.

Doctor of Education:

1. Completion of 80 percent of program credit hours, minimally, including at least thirty (30) credit hours in administration.
2. Completion of at least two years of graduate study.
3. A self-analytic position paper. See department chairperson for guidelines.
4. A written comprehensive examination.
5. An oral examination based on items 3 and 4 above.
6. Approval of a dissertation proposal and an oral defense.
7. Demonstrated competence in two research tools.

Degree Requirements

Master of Arts

1. Satisfactory completion of at least thirty-nine (39) credit hours of graduate work at Atlanta University.

2. Completion of the following course of study:

Area of Study	Credit Hours
Foundations of Education	9
Curriculum	3
Research and Statistics	6
Area of Specialization	21

Specialist in Education

1. Grade point average of 3.2 in all graduate work.

2. Satisfactory completion of thirty (30) credit hours of work subsequent to the master's degree.

3. Satisfactory completion of at least thirty-six (36) credit hours in administration and supervision, including work done at the master's level. At least six (6) of those credit hours must be in instructional supervision.

4. A research paper based on the successful completion of a field research project which demonstrates skill in research methodology.

5. An oral examination on the project.

6. Completion of the following course of study:

Area of Study	Credit Hours
Foundations of Education	12
Curriculum	6
Research and Statistics	9
Area of Specialization	36

Doctor of Education

1. Satisfactory completion of at least ninety (90) credit hours of graduate work with at least forty-eight (48) credit hours completed at Atlanta University.

2. Completion of the following course of study:

Area of Study	Credit Hours
Administration and Supervision	24
Area of Specialization	15
Social Sciences	18
Curriculum	6
Learning Theory and Development	6
Research and Statistics	12
Internship	3
Dissertation	6

Course Descriptions

- EDA 500. Principles of Administration.** Studies the basic theories and principles of administration. 3 credits
- EDA 505. Principles of Supervision.** Examines the basic theories and principles of instructional supervision. 3 credits
- EDA 510. School Organization and Administration.** Studies the structural patterns of American public schools and the principles and procedures of school organization and administration. 3 credits
- EDA 515. Organization of the Supervision Program.** Analyzes the nature and structure of instructional improvement programs and the procedures for coordinating such programs. 3 credits
- EDA 532. Human Relations in School Administration.** Studies the methods and techniques of promoting and maintaining positive human relations in the educational organization. 3 credits
- EDA 539. School-Community Relations.** Analyzes the factors which affect the relationships between the school and the community it serves. 3 credits
- EDA 541. Student Personnel Administration.** Studies student personnel problems in the public schools. 2-3 credits
- EDA 543. Building Level Administration of the Non-Instructional Program.** Examines the Principal's responsibilities in dealing with such items as budget, purchasing, payroll, building operation and maintenance, and school lunch program. 1-2 credits
- EDA 545. School Law.** Analyzes school law cases as they affect the general practices and policies of American Education. 3 credits
- EDA 550. Administration of the Instructional Program.** Role and function of the administrator in the development, improvement, and implementation of the instructional program, grades 1-12. (Also see EDC 562) 3 credits
- EDA 561. Administration Workshop.** Analyzes and develops possible solutions to critical issues and problems confronting school administrators. Students work cooperatively. 2-3 credits
- EDA 562. Supervision Workshop.** Analyzes and develops possible solutions to critical issues and problems confronting instructional supervisors. Students work cooperatively. 2-3 credits
- EDA 565. Practicum in Administration.** Students carry out prescribed administrative responsibilities under the cooperative supervision of a school administrator and the university instructor. 3 credits
- EDA 572. Seminar in Supervision.** Studies problems related to procedures and techniques of working with school personnel to improve the instructional program. Prerequisite: EDA 505 or 515. 3 credits
- EDA 592. Master's Thesis.** Preparation and presentation of a thesis outline and completion of a thesis under the supervision of a faculty advisor. 6 credits
- EDA 600. Advance Study in Administration Theory.** Studies the nature of theory and theory building and analyzes the literature related to administrative theory. Prerequisite: Five courses in administration and supervision. 3 credits
- EDA 601. History of American Higher Education.** Examines theories and principles of American Higher Education and the various institutions in higher education. 3 credits
- EDA 605. Introduction to Policy Studies.** Develops a framework for analysis and decision making in educational policy. Analyzes selected issues such as desegregation, community control, compensatory education, and mainstreaming. 3 credits
- EDA 610. School System Administration.** Looks at the development of the American public schools in relation to the local, state, and federal communities. 3 credits
- EDA 611. The Superintendency.** Studies the organization and management of the central office staff with emphasis on the responsibilities and problems of the top school administrator. 3 credits
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- EDA 612. Junior High and Middle School Administration.** Comprehensively treats the development, organization, program, trends, and special problems in the middle grades. *1-3 credits*
- EDA 613. High School Organization and Administration.** Studies the structure and organization of the high school and the instructional program. Examines the responsibilities of the principal. *1-3 credits*
- EDA 614. Systems Analysis and Application.** Explores the theory and application of the systems approach to the solution of educational problems. *2-3 credits*
- EDA 615. Elementary School Organization and Administration.** Studies the structure and organization of the elementary school and the instructional program. Examines the responsibilities of the principal. *1-3 credits*
- EDA 618. Administration of Community Education.** Studies the organization and administration of the school as an agency for the continuous education of the community population.
- EDA 633. Leadership Behavior.** Analyzes the personality and behavioral aspects of successful leadership and the principles, practices, and techniques effective in achieving group objectives. *3 credits*
- EDA 638. Organizational Behavior.** Emphasizes human performance in the organizational setting. Theoretical approaches to studying behavior and necessary skills for resolving organizational problems are explored. *3 credits*
- EDA 640. Computer Literacy for School Personnel.** Explores fundamentals of the microcomputer and the BASIC language using a hands-on approach. Experimentation with classroom and administrative software. *3 credits*
- EDA 644. Advanced Seminar in School Law.** Analyzes current school law cases as they relate to the policies and governance of educational institutions. Prerequisite: EDA 545. *3 credits*
- EDA 645. School Business Administration.** Studies the principles and practices used in organizing and operating the records, finances, and business activities of schools and school systems. *2-3 credits*
- EDA 646. School Plant and Facility Planning.** Examines the organization and administration of school plant and building programs for effective implementation of instructional programs. *2-3 credits*
- EDA 647. School Finance.** Examines the principles and practices of efficient fiscal administration. *2-3 credits*
- EDA 648. Economics of Education.** Studies methods of financing education at local, state, and federal levels, inequity in resource allocation, education production functions, and other issues which affect the economics of education. *3 credits*
- EDA 654. Staff Personnel Administration.** Studies principles and practices used in effective recruitment and maintenance of school personnel programs. *2-3 credits*
- EDA 655. Professional Negotiations.** Studies current practices, techniques, and policies for negotiating with school personnel on the conditions of employment and curriculum implementation. *2-3 credits*
- EDA 656. Politics of Educational Change.** Examines educational policies at local, state, and national levels as affected by internal and external influences. *credits*
- EDA 658. Administration of Academic Programs in Higher Education.** Studies the structure, functions, processes, and trends of modern curricula with an analysis of management strategies. *3 credits*
- EDA 660. Administrative Internship.** Cooperatively guided and supervised administrative and supervisory experience in selected communities and school systems. *3-9 credits*
- EDA 671. Current Trends and Issues in Administration and Supervision.** Analyzes current literature and research in administration and supervision. *2-3 credits*
- EDA 677. Independent Study in Administration.** Independent study and research on projects which have prior approval. *3 credits*
- EDA 681. Interdisciplinary Seminar.** Discussion of current issues in education by students from different departments. *3 credits*

EDA 690. Research Methods in Organizations. Looks at methods of researching organizations and develops constructs and scales for the measurement of dependent and independent variables in school organizations.

EDA 694. Directed Research. Systematic study and development of projected solutions for major operational problems. Prerequisite: EDF 540-541. 3 credits

EDA 699. Thesis Advisement. 3 credits

EDA 700. Advanced Seminar in Educational Leadership. Studies the various facets of educational leadership. 3 credits

EDA 710. Organization and Governance in Higher Education. Examines theory, policies, control, and organizational patterns of public and private institutions. Investigates current literature on practices and their implications for higher education. 3 credits

EDA 715. Educational Planning and Systems. Analyzes macro planning approaches in terms of social demand, manpower, and rate of return; micro planning in terms of MBO, PERT, PPBS, DTA, and OD in terms of relative effectiveness with respect to development and change. 3 credits

EDA 735. The Change Process and Decision Making. Analyzes the skills, procedures, and principles involved in implementing change in educational administration.

EDA 745. The Law and Higher Education. Studies the legal aspects of higher education through pertinent legislation and court decisions affecting the governance and administration of the institution, faculty, staff, and students. 3 credits

EDA 746. Financial Aspects of Higher Education. Studies the financial aspects of higher education. 3 credits

EDA 750. Value Systems and Policy. Studies the non-empirical factors which do or should influence policy decisions. These include long and short-run values, political considerations, and weighting of risks. 3 credits

EDA 752. Facts and Policy. Looks at the impact factual knowledge does or should have on policy decisions. Develops skills in the collection, evaluation, interpretation, and use of empirical knowledge. 3 credits

EDA 765. Leadership Training Activities. Explores activities performed outside the regular class structure which strengthen leadership behaviors such as seminar leadership, leadership in community activities, and other approved activities. 1-9 credits

EDA 773-774. Research Seminar in Administration. Studies critical issues in administration, analyzes educational research and student's research efforts.

EDA 775. Seminar in Educational Policy and Leadership. Analyzes critical issues involved in the development of educational policy. Emphasizes the role of black leadership. 3 credits

EDA 777. Independent Study in Educational Leadership. Prior approval required. 3-6 credits

EDA 798. Doctoral Dissertation. A dissertation on a topic of importance in educational administration. Written with committee guidance. 1-6 credits

EDA 799. Dissertation Advisement. 1 credit

Curriculum

Ruby L. Thompson, Chair

Professors

Ralph C. Frick

Assistant Professor

Mary Ann Atwater

Associate Professors

Charles E. Davis

Miriam Jellins

Gloria Mixon

Instructor

Esme Dias

The Department of Curriculum offers graduate programs leading to the Master of Arts degree and the Specialist in Education degree in three areas of concentration: Elementary Education: Early/Middle Childhood, Secondary Education, and Reading. The student can develop competencies to teach in a variety of subject matter areas at the preschool, elementary, or secondary/college levels. Additionally, individuals may qualify for positions as program developers, coordinators and evaluators.

Academic Degrees

The students in Curriculum may work toward the professional goals listed below.

The **Master of Arts degree in Elementary Education: Early Childhood** prepares specialists in the education of children from the nursery school, beginning with infant care, to the third grade, age eight.

The **Master of Arts degree in Elementary Education: Middle Childhood** is designed for individuals wishing to teach grades 4-8. Potential teachers may elect a sequence of courses in preparation for teaching across the broad spectrum of the elementary school curriculum or may choose to focus on a specific area of content.

The **Master of Arts degree in Secondary Education** allows for special preparation in English, foreign languages (French), mathematics, science (biology/chemistry/general science), social science (history/political science), and behavioral science (anthropology/psychology/sociology). A student would be preparing to enter a teaching situation at the secondary and post-secondary levels.

The **Master of Arts degree in Reading** prepares individuals to be reading specialists in developmental programs at the elementary, secondary, and college levels. Special attention is given to the diagnosis and remediation of reading problems. For those students working towards the Master of Arts degree in Reading at the secondary/college level, the College Reading Teachers Apprenticeship Program is available. Those accepted into the program will work closely with college reading teachers.

The **Education Specialist degree in Elementary Education: Early Childhood** extends the competencies developed at the master's level and prepares individuals for leadership roles such as program developers/trainers, administrators/supervisors, consultants/evaluators, resource teachers, parenting educators, and researchers in child care.

The **Education Specialist degree in Middle Childhood** expands the individual's expertise in the education of children from grades 4-8 and qualifies him or her for positions of leadership in the education field.

The **Education Specialist degree in Reading** prepares students to evaluate, design, and be consultants to area and system reading programs.

The **Education Specialist degree in Secondary Education** enables students to serve as curriculum specialists, resource teachers, supervisors, or administrators.

ADMISSION REQUIREMENTS

The student must meet the general requirements of Atlanta University and the School of Education. Additional requirements are listed under the respective programs of study:

Master of Arts in Secondary Education

1. An undergraduate major in the area of specialization

Education Specialist

1. Results of departmental interview
2. Master's degree with concentration in area to be pursued at Specialist level

Candidacy Requirements

The student must meet the general requirements of Atlanta University and the School of Education, and

Master of Arts

1. Satisfactory completion of twenty-four (24) credit hours of the planned program.
2. Removal of any admissions conditions.

Education Specialist

1. Completion of the planned program of study
2. The initiation, development, and presentation of a thesis proposal, guidelines specified by the department.
3. Satisfactory performance on written comprehensive examination.

Degree Requirements

Master of Arts

1. Grade point average of 3.0 in the area of specialization.
2. Satisfactory completion of thirty-nine (39) credit hours of which thirty-three (33) must be completed at the Atlanta University.
3. Completion of one of the following courses of study.

Master of Arts in Elementary Education: Early Childhood/ Middle Childhood

Area of Study	Credit Hours
Humanistic and Behavioral Studies	6
Research & Statistics	3
Area of Specialization	24
Electives	6

Master of Arts in Secondary Education:

Area of Study	Credit Hours
Humanistic and Behavioral Studies	6
Research & Statistics	6
Area of Specialization (including the appropriate methods course)	21
Electives	6

Master of Arts in Reading

Area of Study	Credit Hours
Humanistic and Behavioral Studies	9
Research & Statistics	6
Area of Specialization	18
Electives	6

Educational Specialist

1. Satisfactory completion of a minimum of thirty (30) credit hours of graduate work beyond the master's degree.
2. A passing score on the written comprehensive examination.
3. Completion of one of the following courses of study (including master's level credits):

Education Specialist in Elementary Education: Early Childhood/ Middle Childhood

Area of Study	Credit Hours
Humanistic and Behavioral Studies	12
Research and Statistics	9
Area of Specialization	36
Ancillary Area	12

Education Specialist in Secondary Education

Area of Study	Credit Hours
Humanistic and Behavioral Studies	12
Research and Statistics	9
Area of Specialization	36
Ancillary Area	12

Education Specialist in Reading

Area of Study	Credit Hours
Humanistic and Behavioral Studies	12
Research and Statistics	9
Area of Specialization	36
Ancillary Area	12

Course Descriptions

EDC 500. English in the Secondary School/College. (Identical with English 400). Involves a study of the materials and modern methods in teaching English in the Secondary school and college. *3 Credits*

EDC 502. Mathematics in the Elementary School. Focuses on the theory and practice of teaching the nature of numbers, numerical thinking, problem solving, set theory, systems of numerations, and informal geometry. Stresses techniques of instruction and evaluation. *3 Credits*

EDC 503. Social Studies in the Elementary School: Cultural Diversity. Explores the principles and methods for effective teaching of world cultures. *3 Credits*

EDC 504. Social Studies in the Elementary School: Thinking and Valuing. Explores principles and practices in the selection of appropriate content, teaching critical thinking, and helping children clarify values. *3 credits*

EDC 506. Science in the Elementary School. Stresses problem-solving techniques in science with concern for a K-8 science problem conceived of as spirally and sequentially developed. *3 credits*

EDC 507. Physical Science for Middle School Teachers. Examines such topics as energy and systems, measuring electricity and heat and particles. Consists of lectures, lecture-discussions, and laboratory experiences. *3 credits*

EDC 508. Fundamentals of Applied Art in Schools and Communities. Focuses on utilizing the school as a center to meet art needs of the community. Creativity is emphasized and projects, demonstrations, and experiments are explored. *3 credits*

EDC 509. Methods of Teaching Science in Middle Schools. Stresses the development of teacher competencies that include questioning strategies, classroom management, and process skills. *3 credits*

EDC 511. History of Black Choral Music. Surveys music literature that corresponds to the black experience in America. *4 credits*

EDC 512. Music in the Elementary School. Focuses on singing, voice-hygiene, and creativity. A methods course for primary and middle grades. *3 credits*

EDC 513. Principles and Materials of Art Education. Secondary School. Focuses on materials, methods, and activities for teaching art to pre-adolescent and adolescent learners. Creative expression is stressed. *3 credits*

EDC 514. Children's Literature (Identical with SLS 414). Studies folk and creative literature for children as it corresponds to their interests, needs, and abilities. Evaluation, selection, and use of materials are included. *3 credits*

EDC 515. Literature for Young Adults (Identical with SLS 415). Studies books and related materials for young adults with emphasis on reading for personal interest and recreation. Evaluation and selection of materials are included. *3 credits*

EDC 516. Readings in Music History. Examines bibliographical materials and references with regard to style analysis, notation, and criticism. Prerequisites: Music History and Literature or its equivalent. *3 credits*

EDC 517. Materials and Methods in Health Education. Focuses on supporting a positive and responsible health care program for children. First aid demonstrations and construction of devices that aid in health programs are included. *3 credits*

EDC 518. Health in Elementary and Secondary Schools. Emphasizes developing a philosophy of health education. Methods for integrating health into the curriculum are explored. *3 credits*

EDC 522. Readings in Early Childhood Education. Covers historical and current issues in early childhood education. Attention is given to conflicts and controversies in the field. Seminar. *3 credits*

EDC 523. Psychology of Early Childhood Education. Examines theories of behavior and learning in young children. Students observe and record the behavior of children from birth to eight years. *3 credits*

EDC 524. Language Development in Young Children. Studies language in young children. Attention is given to language theory, current research, and teaching strategies. *3 credits*

EDC 526. Curricular Integration of Creative Experiences for Young Children. Emphasizes integrating music, movement, creative writing, dramatics, and art into the total curriculum program. *3 credits*

EDC 534. Social Studies in the Secondary School. Focuses on the function 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. *3 credits*

EDC 537. Production of Instructional Media Materials. Emphasizes local production of instructional media materials. A "hand-on" laboratory course. A \$5 laboratory fee will be charged. *3 credits*

EDC 543. Science for the Young Child. Explores the curriculum, scope, and sequence for science for pre-school through third grade with emphasis on the process-approach. *3 credits*

EDC 545. Numerical Thinking in Children. Reviews research and methodology in the development of mathematical readiness and skills in early childhood. *3 credits*

EDC 546. Mathematics for the Underachiever. Emphasizes recent trends in curricular designs, strategies, methodology, and practices used in teaching learners who are underachieving in mathematics. *3 credits*

EDC 549. Informal Geometry for Elementary Teachers. Presents geometric concepts central to the mathematics program of the elementary/middle grades: construction and measurement, congruence and similarity, parallelism, and perpendicularity. *3 credits*

EDC 550. Algebra for Elementary Teachers. Deals with topics in elementary/middle grades algebra: negative numbers, linear and quadratic equations, polynomials, theory of numbers, probability, and statistics. *3 credits*

EDC 552. Mathematics for Middle School Teachers. Includes Set Theory, Whole Numbers, Currency, Decimals, Fractions, Geometry, Measurements, English and Metric Systems, Equations, Inequalities. *3 credits*

EDC 560. Elementary Curriculum Planning. Explores basic principles and practices in curriculum planning and their effective use in the elementary classroom. *3 credits*

EDC 561. Secondary Curriculum Planning. Addresses the activities involved in overall curriculum planning in secondary schools. *3 credits*

EDC 562. Methods of Teaching in the High School and College. Addresses major instructional approaches, techniques, and strategies used in the senior high school and college. Students are guided to an analysis and application of these approaches for the respective content area. *3 credits*

EDC 563. Man in Relation to His Environment. Acquaints students with the natural environmental forces which have developed and maintained all living things now in existence. *3 credits*

EDC 566. Thesis Writing. Preparation and presentation of a thesis outline and completion of a thesis under the supervision of a faculty committee. *6 credits*

EDC 567. Independent Study. Inquiry based on theoretical and practical interests. Contractual arrangement with instructor. *3 credits*

EDC 574. Creative Teaching in Elementary & Middle Schools. Emphasizes student self-appraisal and facilitates creative approaches to teaching and learning. *3 credits*

EDC 580. Language Learning in the Elementary School. Surveys receptive and expressive language processing. Attention given to techniques of developing and evaluating communication skills of the elementary school child. *3 credits*

EDC 581. Reading in the Elementary School. Concentrates on the techniques and approaches for developing reading skills in an elementary school developmental reading program. *3 credits*

EDC 583. Reading in the Middle School. Concentrates on the techniques and approaches for developing reading skills in the middle school developmental reading program. *3 credits*

EDC 584. Reading on the Secondary and College Levels. Presents the scope and sequence of a developmental reading program on the secondary/college levels. *3 credits*

EDC 586. Seminar: Exploration of Contemporary Issues in Reading. Examines issues confronting today's teacher of reading. *1-3 credits*

EDC 587. Apprenticeship in Reading I. Supervised experiences and systematic analysis of college reading programs. Graduate Assistants only. *2 credits*

EDC 588. Apprenticeship in Reading II. Supervised experiences in conducting laboratory and small group instruction in Reading on the college level. Graduate Assistants only. *1 credits*

EDC 590. The Pedagogy of Reading. Deals with the most vital aspects of reading instruction and research as reflected in the literature of the field, past and present. Prerequisite: EDC 581, 583, 584, or consent of instructor. *3 credits*

EDC 592. Reading Difficulties: Their Underlying Causes and Correction. Surveys causal factors underlying various reading difficulties. Some consideration of basic diagnostic steps and an exploration and analysis of current remedial techniques. Prerequisite: EDC 581, 583, or 584. *3 credits*

EDC 593. Diagnostic Practices in Classroom and Clinic. Trains students to diagnose reading disabilities and prescribe a corrective or remedial program. Prerequisite: 592, or consent of instructor. Limited enrollment. *3 credits*

EDC 594. Corrective and Remedial Procedures in Classroom and Clinic. Explores techniques for correcting reading difficulties of diagnosed cases. A systematic approach to remedial instruction is emphasized. Prerequisite: EDC 593. *3 credits*

EDC 595. Reading for the Urban Learner. Examines current materials, methods, and programs for teaching reading to minorities. For students interested in teaching in urban areas. *3 credits*

EDC 596. Methods of Teaching Modern Foreign Languages. Studies current methods and techniques of foreign language instruction and their underlying theories. (Identical with FRH 496.) *3 credits*

EDC 597. Mathematics in the Secondary School. Examines the structure of the secondary school mathematics program. Stress is placed on understanding and thinking about mathematics in a rational and logical way. *3 credits*

EDC 598. Science in the Secondary School. Examines science as it relates to the objectives and philosophy of science education in a contemporary society; proposed programs in biology, physics, chemistry, and general science. *3 credits*

EDC 599. Teaching of General Science. Examines instruction, methods of selecting and organizing materials, classroom and laboratory techniques, visual aids, and testing and evaluation in middle grades and senior high schools. *3 credits*

EDC 600. Teaching Biological Science. Explores and analyzes methods for teaching the sciences. *3 credits*

EDC 602. Teaching Physical Science. Looks at instruction in physical sciences, methods and materials employed, and techniques for demonstration. *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 instruction. *3 credits*

EDC 608. The Reading Program: Interdisciplinary Approaches to Special Reading Problems. Incorporates the wholistic model for the diagnosis and treatment of reading disability. The role of human service delivery personnel within the school and community who impact on the learner is examined.

EDC 609. Research Seminar in Reading. Focuses upon current, significant research contributing to reading theory. Interdisciplinary thrust. *3 credits*

EDC 610. The Reading Program: Organization, Administration and Supervision. Prepares supervisors for organizing school and area reading programs. Emphasis is on organization of staff and pupils to achieve maximum benefit from available resources. *3 credits*

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 program development and evaluation. *3 credits*

EDC 612. The Reading Program: Internship. Focuses on analysis, implementation, and evaluation of special purpose reading programs. Supervisory and consultant competencies to be developed during period of internship. Prerequisite or concomitant enrollment in EDC 610. *3-6 credits*

EDC 617. Curricula and Instructional Strategies: A Practicum. Focuses on the implementation and evaluation of educational models and teaching strategies in a workshop and in a practicum setting. *6 credits*

EDC 619. Parental Involvement. Explores materials, techniques, and other resources suitable to facilitate communication between parents and personnel responsible for educating children. *3 credits*

EDC 635. Principles of Community Education. Introduces students to the concept of community education and to the design of the community education curriculum. *3 credits*

EDC 676. Curriculum Theory. Studies the place of curriculum theory in general curriculum development. *3 credits*

EDC 680. Problems in Research and Proposal Writing. Develops competence in (1) designing research projects, (2) collecting, organizing, and analyzing research data, and (3) developing and writing an acceptable research proposal. *3 credits*

EDC 694. Supervised Field Research Experience. Students develop solutions to major operational problems in the field of education. *3 credits*

Foundations of Education

Professors:

William Denton

James Doyle

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 of Education. Programs leading to the Master of Arts Degree in Social Foundations of Education, Urban Education, or 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. In addition, the flexibility of these programs enables the student who plans further advanced graduate study to acquire a sound and broad background.

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.

Degree Requirements

Master of Arts in Social Foundations of Education

1. Completion of the following course of study:

Area of Study	Credit Hours
General Requirements	12
Area of Specialization	15
Minor	12

Master of Arts in Urban Education

1. Satisfactory completion of at least thirty-nine (39) credit hours of graduate work at Atlanta University.
2. Completion of the following course of study:

Area of Study	Credit Hours
General Requirements	12
Urban Education	9
Departmental Specialization	9
Electives	9

Master of Arts in Educational Research

1. Satisfactory completion of at least thirty-nine (39) credit hours of graduate work at Atlanta University.

2. Completion of the following course of study:

Area of Study	Credit Hours
General Requirements	12
Research Specialization	18
Electives	9

Course Descriptions

EDF 500. History of Education. Emphasizes the European foundations from which modern national educational systems of the West emerged. *3 credits*

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

EDF 502. History of Black Education in America. Traces the education of black people in America from their arrival from Africa to the present. *3 credits*

EDF 503. History of Urban Education. Treats, historically, issues in American urban education. *3 credits*

EDF 510. Philosophies of Education. Surveys and compares the major systems of western philosophical thought. Emphasizes how educational policy and practice is related to basic philosophical tenets. *3 credits*

EDF 511. Contemporary Philosophy of Education. Philosophical inquiry into current educational ideas and policies. *3 credits*

EDF 520. Comparative Education. Analyzes educational policies around the world. Emphasizes the problems affecting newly developing countries. *3 credits*

EDF 531. School and The Social Order. Surveys school and community interrelationships. *3 credits*

EDF 533. Urban Culture and Education. Surveys the physical, subcultural, and social environments of city schools. *3 credits*

EDF 538. Internship in Urban Education. Supervised experience in one or more community activities that affect city schools. *3 credits*

EDC 539. Social Issues and Education. Examines current controversies in educational policies such as community control, religion in the schools, and Black Studies. Includes a framework for inquiry and decision-making in educational policy. Interdisciplinary perspective. *3 credits*

EDC 540. Research and Measurement I. Instructs students in use of tools for conducting literature search. Introduces statistical techniques involving description of data samples. *3 credits*

EDF 541. Research and Measurement II. Examines basic theory of test construction, data collection and treatment, and the use of appropriate statistical tools and techniques. *3 credits*

EDF 550. Independent Study in Foundations of Education. Prerequisite: three hours of work in Foundations, departmental approval. *0-6 credits*

EDF 553. Intermediate Statistics. Surveys the use of statistical techniques to describe, compare, and predict probable trends in large and small samplings of data. *3 credits*

EDF 560. Politics of Educational Change. Studies policy making in educational agencies at local, state, and national levels as affected by internal and external politics. *3 credits*

EDF 633. Education and the Urban Dilemma. Focuses on educational policy in the city with particular emphasis on the racial, economic, and political dilemmas of inner-city schools. *3 credits*

EDF 635. Principles of Community Education. Introduces students to community education and community education curricula. *3 credits*

EDF 642. Advanced Research and Measurement. Studies experimental design and appropriate statistics. Some use of computers. Prerequisite: EDF 541 3 credits
EDF 644. Computer Assisted Educational Research. Using the computer in educational research. Appropriate computer languages. Prerequisite: EDF 541. 3 credits

EDF 645. Directed Research in Foundation of Education. Developing, researching, and writing on a problem or topic. Prerequisite: EDF 541, departmental approval. 0-6 credits

EDF 646. Multivariate Statistical Methods. Introduces advanced correlation methods for dealing with multivariate data bases. Prerequisite: EDF 662 or EDF 670. 3 credits

EDF 655. Topical Seminar in Educational Foundations. Studies a single topic from the perspective of one or more of the foundational disciplines. 3-9 credits

EDF 662. Research Methodology and Experimental Design. Examines methods of educational research emphasizing design of experiments. 3 credits

EDF 670. Advanced Statistics. Addresses advanced and statistical topics. EDF 541 or instructor's permission. 3 credits

Psychological Services

Professors

Roberta Bayles

Robert L. Smothers

Associate Professors

Rudolph Green

Coye Williams

Assistant Professors

Margaret Clifford

The Department of Psychological Services offers graduate programs leading to a Master of Arts and Education Specialist degrees in Guidance and Counseling and the Professional Visiting Teacher/School Social Worker. A Master of Arts in Educational Psychology and Measurement and a Doctor of Philosophy in Guidance and Counseling can also be obtained.

The Psychological Services curricula are designed to develop competency in teaching and/or counseling, to stimulate original research, and to serve the educational enterprise with creative programming.

As distinct from the other programs, the Professional Visiting Teacher/School Social Worker program is a cooperative arrangement between the Schools of Education and Social Work. The flexibility of both schools allows for individual student needs to be considered.

Academic Degrees

Students may work toward the professional goals listed below.

The Master of Arts degree in Guidance and Counseling is designed to develop professional and scholarly personnel for service as counselors in community agencies and elementary and secondary schools. The program also qualifies individuals to serve in the capacity of admissions counselors, financial aid counselors, resident hall directors, and, with experience, deans of students.

The Specialist in Education in Guidance and Counseling prepares students to supervise counseling activities and pupil personnel services primarily in the school system.

The Doctor of Philosophy degree in Guidance and Counseling qualifies individuals as directors of guidance at the system and state levels, teachers of counselor education at the college or university level, directors of pupil/student personnel services, and coordinators and counselors in community agencies and counseling centers.

The Master of Arts degree in the Professional Visiting Teacher prepares individuals to diagnose students' problems, identify resources in the school and larger community, and support and create positive school/community relations.

The Specialist in Education Degree in Professional Visiting Teacher/School Social Worker is designed to develop coordinators of educational and community resources and supervisors and consultants with community service agencies. Leadership skills for research activities with social and community agencies are also developed.

The Master of Arts degree in Educational Psychology and Measurement supports the development of skills in research methodology, research design, and data analysis. The ability to teach effectively and to assess mental capabilities and educational achievements are also stressed. Graduates may seek professional careers as resource personnel in school systems and mental health workers, researchers, and teachers.

ADMISSIONS REQUIREMENTS

The student must meet the general requirements of Atlanta University and the School of Education, and

Master of Arts

1. Satisfactory completion of no less than twelve (12) credit hours and no more than eighteen (18) credit hours of coursework at Atlanta University.

Specialist in Education

1. Satisfactory performance on the Miller Analogies Test.
2. Recommendations from five persons: three college faculty members from the applicant's most recent academic program and two supervisors from the applicant's professional field.

Doctor of Philosophy

1. Satisfactory performance on the Graduate Record Examination, Aptitude and Advanced Tests.
2. Recommendations from five persons: three college faculty members from the applicant's most recent academic program and two supervisors from the applicant's professional field.
3. An interview by department faculty to determine the applicant's ability to interact interpersonally and the applicant's degree of intellectual motivation.

Candidacy Requirements

Doctor of Philosophy

1. Approval of dissertation proposal.
2. Completion of two years of graduate study.

Degree Requirements

Master of Arts degree in Guidance and Counseling

1. Satisfactory completion of at least forty-eight (48) credit hours of graduate work.
2. Completion of the following course of study:

Area of Study	Credit Hours
Nature of the Learner and the Psychology of Learning	6
Program and Problems of the School	3
Area of Specialization	27
Research and Statistics	6
Electives	6

Master of Arts in Professional Visiting Teacher/School Social Worker

1. Satisfactory completion of at least thirty-nine (39) credit hours of graduate work.
2. Completion of the following course of study:

Area of Study	Credit Hours
Nature of the Learner and the Psychology of Learning	3
Understanding the School and its Program	9
Area of Specialization	18
Research and Statistics	6
Electives	3

Master of Arts in Educational Psychology and Measurement

1. Satisfactory completion of at least forty-five (45) credit hours of graduate work.
2. Completion of the following course of study:

Area of Study	Credit Hours
General Background Courses	12
Area of Specialization	24
Electives	3-9

Specialist in Education in Guidance and Counseling

1. Satisfactory completion of at least seventy-two (72) credit hours; at least thirty (30) credit hours must be earned after the master's degree.

2. Completion of the following course of study:

Area of Study	Credit Hours
Knowledge of the Social Environment	12
Appraisal of the Individual	12
Personality Organization and Development	12
Area of Specialization	21
Research and Statistics	9
Professional Problems	6

Specialist in Education in Professional Visiting Teacher/School Social Worker

1. Satisfactory completion of at least sixty-nine (69) credit hours of graduate work.

2. Completion of the following course of study:

Area of Study	Credit Hours
Knowledge and Nature of the Learner	6
Understanding the School and its Problems	12
Area of Specialization	30
Research and Statistics	9
Electives	12

Doctor of Philosophy in Guidance and Counseling

1. Satisfactory completion of at least ninety-six (96) credit hours of graduate work.

2. Proficiency in any two of the following: French, German, Spanish, Statistics, Computer Science.

3. Successful completion of a written qualifying examination.

4. A dissertation and an oral defense of the dissertation.

5. Completion of the following course of study:

Area of Study	Credit Hours
Knowledge of the Social Environment	15
Appraisal of the Individual	15
Personality Organization and Development	18
Area of Specialization	27
Professional Problems	9

Course Descriptions

EDG 530. Introduction to Counseling in a Multiethnic Society. Surveys the historical, philosophical, and ethnical bases for counseling and guidance in the United States.

3 credits

EDG 532. Program Development and Management in a Multiethnic Society. Discusses behavior and activities required for effective program design and management.

3 credits

EDG 535. Contemporary Theories and Techniques of Counseling. Examines major counseling techniques and the theory that undergirds each.

3 credits

EDG 536. Black People in the World of Work. Examines black people's experiences with work in the United States. Analyzes the past, assesses the present, and plans for the future.

3 credits

EDG 537. Theories and Processes of Group Interaction. Looks at the processes and dynamics of groups in counseling and guidance.

3 credits

EDG 553. Introduction to Career Development. Analyzes the processes of vocational development and decision making in a multiethnic society.

3 credits

EDG 557. Administration and Interpretation of Psychometric Instruments. (Same as EDP 557)

3 credits

EDG 558. Practicum: Individual Counseling and Guidance in a Multiethnic Society. Supervised field work with selected clients.

3 credits

EDG 559. Practicum: Group Counseling and Guidance in a Multiethnic Society. Supervised group field work with a trained counselor.

3 credits

EDG 560 3 credits

EDG 560. Internship in Counseling and Guidance. Supervised field placement as professional counselors.

3 credits

EDG 595. Laboratory in Professional Problems for Counselors. Discusses current research and problem-solving activities pertinent to the professional discipline.

3 credits

EDG 600. Techniques in Behavior Modification. Discusses experimental research utilizing sophisticated behavior modification techniques.

3 credits

EDG 612. Special Topics. Investigates topics of relevance to counselors.

3 credits

EDG 613. Vocational Development Theory. Looks at theories of vocational behavior and their relationships to vocational development, maturity, adjustment, and patterning.

3 credits

EDG 638. Supervised Individual Study in Counseling Theories. Planning and implementing a research-oriented project.

3 credits

EDG 799. Dissertation Advisement. An advisory service for students after admission to candidacy. Continuous registration is required until the dissertation is completed and accepted by the Department of Psychological Services. *Each semester — 1 credit*

EDP 551. Human Growth and Development. Looks at growth and development of human behavior with special emphasis on the application of basic learning theory to the classroom.

3 credits

EDP 553. Intermediate Statistics. Surveys the use of statistical techniques to describe, compare, and predict probable trends in large and small samplings of data. (Same as EDF 553).

3 credits

EDP 557. Administration and Interpretation of Psychometric Instruments. (Same as EDG 557).

3 credits

EDP 558. Theories of Personality. Analyzes the major theories of personality.

3 credits

EDP 578. † Psychology of Individual Differences. Studies the psychological differences among individuals due to race, sex, age, intelligence, socio-economic status, and other relevant factors.

3 credits

EDP 579. Adolescent Psychology. Examines the biological, sociological, and psychological aspects of adolescence.

3 credits

† Undergraduate students may be admitted.

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

EDP 619. Advanced Educational Psychology. Discusses the psychological basis of learning, habit formation, feelings, emotions, and memory. *3 credits*

EDP 620. Theories of Learning. Examines theories of learning and their application to education. *3 credits*

EDP 621. Orientation to School Psychology. Introduces methods and techniques used by school psychologists. *3 credits*

EDP 653. Psychological Appraisal of the Individual. Discusses the collection and utilization of comprehensive psychological information about the individual. *3 credits*

EDP 662. Research Methodology and Experimental Design. Examines methods of educational research emphasizing design of experiments. (Same as EDF 662). *3 credits*

EDP 666. Thesis Writing. An elective course of Master of Arts students wishing to write a thesis. *3 credits*

EDP 667. Dynamic Theories of Personality. Discusses Freudian, neo-Freudian, classical Gestalt, and neo-Gestalt theories of personality. Prerequisite: EDP 558. *3 credits*

EDP 670. Advanced Statistics. Addresses advanced statistical topics. Prerequisite: EDF 541 or instructor's permission. (Same as EDF 670). *3 credits*

EDP 671. Clinical Assessment and Treatment. Examines clinical assessment as psychometric science and clinical art. The interrelatedness of assessment and treatment is explored. *3 credits*

EDP 685. Theory of Mental Tests. Examines the theoretical aspects of mental tests. *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, 553, and 685. *3 credits*

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

EDP 688. Advanced Developmental Psychology. Examines the major developmental patterns of the individual through the trajectory of life. Prerequisite: EDF 551. *3 credits*

EDP 689. Abnormal Psychology. Discusses primary personality and organic deviations present in a variety of cultures. Prerequisite: EDP 558. *3 credits*

EDP 690. Supervised Individual Study in Educational Psychology and Measurement. Planning and executing a research-oriented project. Prerequisites: EDP 619 and EDP 620 and approval by the educational psychology and measurement staff. *3 credits*

EDP 691. Advanced Integrative Seminar in Personality Theory. Integrates major theories of personality with implications for counseling theories. Prerequisites: EDP 558 and EDG 535. *3 credits*

EDP 692. * Independent Study in Personality Theory. A research oriented project restricted to personality theories. *3 credits*

Special Education

Brenda G. Rogers, Associate Professor

Collette Hopkins, Assistant Professor

The Department of Special Education offers courses for certification only and graduate degree programs in Special Education. Master of Arts degree programs include specializations in Mildly Handicapped and Moderately/Severely Handicapped in the areas of Behavior Disorders, Learning Disabilities, Interrelated, and Mental Retardation. The Specialist in Education degree with a concentration in Mental Retardation, Learning Disabilities, and Interrelated is also offered.

The primary objective of the Master of Arts degree in Special Education is to prepare teachers to work with exceptional children and youth. Emphasis is on developing specific competencies in teaching exceptional children as well as assimilating and communicating information about exceptionality. Teachers are prepared for several types of program organization, i.e., consultants, resource teachers, crisis teachers, self-contained classroom teachers, and supervisory personnel for school programs.

The Specialist in Education degree program is planned in conjunction with previous master's degree work to increase specialized skills and understanding. This program requires approximately one additional year of full-time course work or its equivalent. The Specialist program is designed to prepare students to fulfill roles requiring higher professional competence in the areas of teaching, administration, and/or supervision.

Degree Programs

The Mildly Handicapped program in Special Education is designed to prepare education personnel to deliver services to the Mildly Handicapped students in the least restrictive environment. The programs emphasize the interdisciplinary team approach for the identification, placement, and individual planning for exceptional children in the mainstream environment.

The programs for Moderately/Severely Handicapped are designed to prepare education personnel to deliver services in self-contained classrooms, day training centers, state institutions, and hospitals. The program focus is on the clinical-prescriptive approach toward independent self-management which may lead to normalization.

Master of Arts Degree

Concentration in Mildly Handicapped
T-5 Certification in Interrelated Teaching

The Mildly Handicapped program is designed to prepare professionals to serve as resource, self-contained, or itinerant teachers for young children with mild learning disabilities, behavior disorders, and mental retardation.

Master of Arts Degree

Concentration in Prevocational Education of the Mildly Handicapped
(Secondary)
T-5 Certification in Interrelated Teaching

The Prevocational Education of the Mildly Handicapped Program is designed for those who wish to work with secondary-aged mildly handicapped individuals. The purpose of this program is to prepare teachers and coordinators to provide the relevant vocational, social, and daily living skills needed by handicapped youth.

Master of Arts Degree

Concentration in Behavior Disorders Mildly Handicapped
T-5 Certification for Teachers of the Behavior Disordered

The Behavior Disorders Program was developed to train qualified teachers to provide educational program for children who are socially and/or emotionally disturbed. Graduates of the program are prepared to function effectively as resource teachers, crisis teachers, and/or self-contained classroom teachers in public or private schools. The course work, practicum, and internship experience focus on behavioral problem diagnosis, planning and implementing behavior modification programs, and remediation of learning deficits for the mildly emotionally disturbed.

Master of Arts Degree

Concentration in Learning Disabilities Mildly Handicapped
T-5 Certification for Teachers of the Learning Disabled

The program in Learning Disabilities was designed to prepare teachers for children with specific learning disabilities. Graduates of the program are prepared to function as resource teachers and/or self-contained classroom teachers. Program emphasis is in the area of diagnostic-prescriptive teaching of children with learning disabilities.

Master of Arts Degree

Concentration in Mental Retardation Mildly Handicapped
T-5 Certification for Teachers of the Mentally Retarded

The program in Mental Retardation is designed to prepare teachers to work with educable retarded children. Graduates from the program are prepared to function as resource teachers and/or self-contained classroom teachers. Program focus is on the diagnostic-prescriptive teaching model.

Master of Arts Degree

Concentration in Moderately/Severely Handicapped
T-5 Certification in Behavior Disorders

The Moderately/Severely Handicapped program prepares personnel to work with children who are moderately or severely socially and emotionally disturbed. Graduates from the program are trained to serve in self-contained classrooms, psychoeducational centers, hospitals, residential institutions, and group homes for adolescents.

Master of Arts Degree

Concentration in Moderately/Severely Handicapped
T-5 Certification in Learning Disabilities

The program in Moderately/Severely Handicapped with an emphasis on Learning Disabilities is designed to prepare professionals to work as self-contained classroom teachers, program specialists, and teachers in public and private schools and institutions.

Master of Arts Degree

Concentration in Moderately/Severely Handicapped
T-5 Certification in Mentally Retardation

The program for the Moderately/Severely Handicapped with the emphasis on mentally retarded is designed to prepare professional staff for self-contained classrooms in public and private schools, training centers, hospitals, residential institutions, and group homes. The program focus is on the development of skills in behavior management, daily living, self-help, and other normalization techniques.

Specialist in Education Degree

Specialization in Learning Disabilities
TS-6 Certification Program for Teachers of Learning Disabled

The Learning Disabilities Ed.S. program was developed to train educational practitioners and leaders for positions such as program consultant, lead teacher, resource teacher, and program coordinator in both public and private settings. Graduates are prepared as diagnostic-remedial specialists to serve children with specific learning disabilities.

Learning disability teachers' proficiency in prescribing, developing, and initiating educational programs based on data obtained through classroom observation, psychological testing, and educational evaluation will be developed through course work and practical experiences. Through an emphasis upon continuous student-faculty consultation, the program sequence facilitates acquisition of essential skills required for the successful treatment of learning disabled children.

Specialist in Education Degree

Specialization in Mental Retardation

TS-6 Certification Program for Teachers of the Mentally Retarded

The primary objective of the Specialist program in Mental Retardation is the preparation of well-qualified teachers of educable and trainable mentally retarded children. Educators of the mentally retarded are prepared to function in a variety of roles such as consultants, resource teachers, and self-contained classroom teachers. The program focuses on the teacher/learning process at all levels from preschool to adulthood. The clinical approach to teaching is stressed with adequate training in diagnostic procedures. Students who want an additional focus in the mental retardation area may select a Secondary or Severe option and take course work related to the option chosen.

Specialist in Education Degree

Specialization in Interrelated Teaching

TS-6 Certification Program for Interrelated Teaching

The primary purpose of the Interrelated program at the sixth year level is the preparation of leadership personnel to work with the mildly handicapped in the areas of Behavior Disorders, Learning Disabilities, and Mentally Retardation. These teachers are also prepared to function as consultants and coordinators in public and private schools. The course work focus is based on data obtained through classroom observations, interactions with regular classroom teachers, psycho-educational evaluations of students, and practicum/internship experiences.

Certification Only

Specialization in Special Education Administration

DE-6 Certification for Director of Special Education

Graduates certified in this area can expect to find a growing number of opportunities in the area of Special Education Administration since this is an emergent educational area.

Admission Requirements

The student must meet the general requirements of Atlanta University and the School of Education, and the following:

Master of Arts

1. A T-4 Certificate or its equivalent.

Specialist in Education

1. A master's degree in Special Education. Students with a master's degree outside of Special Education will be required to take additional coursework.

2. Professional experience corresponding to the degree program. Students without professional experience may be delayed in admission until this requirement is met.

Director of Special Education Certification

1. A valid fifth or sixth year professional certificate.

Degree Requirements

Master of Arts

1. A planned program on file by the end of the first semester.
2. Grade point of 3.0 in all courses in the teaching field. Courses below 3.0 must be repeated; however, they may be repeated only once.
3. Satisfactory completion of the planned program.
4. Satisfactory completion of the practicum and internship requirements.
5. Completion of the following course of study:

Area of Study	Credit Hours
Learning Process	3
Program and Problems of the School	3
Research and Statistics	6
Area of Specialization	18-21
Electives	3-9

Specialist in Education

1. Satisfactory completion of a research project.
2. No less than thirty (30) credit hours of postmaster's level course work. Students with a master's degree outside of Special Education will be required to take additional course work.
3. Completion of the following course of study:

Area of Study	Credit Hours
Content for the Specialty	9
Humanistic and Behavioral Studies	18
Theory Relevant to the Specialty	3
Practicum	3

Course Descriptions

EDS 578. Behavior Management. Studies the treatment of behavior problems related to adjustment and management of children and youth in home, school, and community settings. 3 credits

EDS 579. Psycho-Educational Evaluation for Teaching. Individual experience in psychological, perceptual, and educational evaluation of children and youth. Case study technique. 3 credits

EDS 580. Psychology of Exceptional Children. Studies the growth, development, and education of exceptional children. 3 credits

EDS 581. Nature of Mental Retardation. Considers types, nature, and causes of mental retardation. The educational and psychological implications of mental retardation and the impact on the family is examined. 3 credits

EDS 582. Methods and Materials of Teaching the Mentally Retarded. Studies acquisition of skills in the identification, selection, and preparation of materials for teaching mentally retarded children and examines appropriate curriculum content. (Prerequisite: EDS 579, 580, and 581.) 3 credits

EDS 583. Neurological Organization in the Learning Process. Examines neurological organization in relation to structure, learning, and reading problems. Presented through development approaches. 3 credits

EDS 584. Clinical Methods and Practice. Examining, analyzing, and utilizing specific clinical techniques with individuals and groups. (Prerequisites: EDS 579, 580, One Nature and one methods course.) 3 credits

EDS 585. Developmental Problems in Speech and Language. Studies the nature and causes of deviations from normal speech and language development. 3 credits

EDS 586. Practicum and Internship for Teachers of Mentally Retarded. Supervised teaching experience with mentally retarded children. (Prerequisites: EDS 579, 580, 581, and 582.) 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. (Prerequisites: EDS 579, 580, and 588.) 3 credits

EDS 588. Nature and Needs of Children with Learning Disabilities. Examines the significance, educational interventions, and causes of failure to learn. Establishes the nature of learning disabilities and the relationship between learning disabilities and emotional problems. 3 credits

EDS 589. Practicum for Learning Disabilities. Supervised practicum with learning disabled children emphasizing identification, testing, and writing prescriptive programs for LD children. 3 credits

EDS 590. Internship for Learning Disabilities. Final demonstration of competencies in supervised internship settings with learning disabled children. 3 credits

EDS 591. Characteristics of Exceptional Children: Behavioral Disorders, Learning Disabilities, Mental Retardation. Deals with characteristics, similarities, and differences among BD, LD, and MR children. Seminar for interrelated teachers. 3 credits

EDS 592. Methods for Atypical Learners. Helps teachers develop skills in prescription writing and precision teaching of individuals and groups manifesting academic and behavior problems. 3 credits

EDS 593. Practicum for Interrelated Teachers. Supervised practicum with behavioral disordered, learning disabled, and mildly mentally retarded children. 3 credits

EDS 594. Internship for Interrelated Teachers. Supervised internship as classroom facilitators. (Prerequisites: EDS 579, 592, and 593.) 3 credits

EDS 595. Nature and Needs of Children with Behavioral Disorders. Studies etiology, diagnosis, and treatment of behavioral disorders in children. 3 credits

EDS 596. Practicum for Teachers of Children with Behavioral Disorders. Supervised practicum with children with behavioral disorders. (Prerequisites: EDS 579, 592, and 595.) 3 credits

EDS 597. Internship for Teachers of Behaviorally Disordered Children. Supervised internship in programs of children with behavioral disorders. (Prerequisites: EDS 579, 592, 595, and 596.) 3 credits

EDS 598. Methods for Teaching Students with Behavior Disorders. Provides experiences in developing, analyzing, evaluating, and implementing methods and materials used with students diagnosed as Behavior Disordered. 3 credits

EDS 600. Curriculum for Exceptional Children. Experiences in developing, analyzing, and evaluating the curriculum for the exceptional child. Develops open education and mainstream programs along with alternative models within the traditional school organizations. 3 credits

EDS 637. Current Issues and Trends in Special Education. Reporting and analyzing literature and research in special education. Application and comparison of theory with actual field experiences. Seminar. 3 credits

EDS 639. Organization, Administration and Supervision of Special Classes. Explores establishing and maintaining special education programs. An advanced seminar for school personnel. 3 credits

EDS 641. Seminar in Behavior Management of Exceptional Children. Explores the adjustment and management of exceptional children. 3 credits

School of Library and Information Studies

Lorene Byron Brown, Dean
Virginia Lacy Jones, Dean Emerita

Professors:

Penelope L. Bullock
Virginia Lacy Jones

Associate Professors:

Lorene Byron Brown

Assistant Professors:

Frank Edwards
Eleanor Hinton Hoytt
Stephen E. James
Joyce White Mills
Chih Wang

Instructors:

Pamela Craig

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 Building 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 audio-visual equipment. The School also maintains 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 Atlanta University Center Woodruff Library and of other libraries in the Atlanta area are available to students and faculty.

The concept of librarianship presupposes a social awareness on the part of librarians and their assumption of responsibility for contributing to an informed citizenry. The preparation of librarians who are to assume educational leadership indicates a close relationship between professional education and general education; and it requires a program which emphasizes the basic concepts of knowledge, the character and content of recorded materials and the role of libraries as educational institutions.

Goals and Objectives

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:

1. To provide basic knowledge of a broad spectrum of print and non-print materials which are utilized in libraries and information agencies to meet the changing cultural and informational needs of society.
2. 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.

Toward the achievement of these goals, the following objectives have been established as the educational results for the graduates of the master's degree program:

1. An understanding of the intellectual and service-oriented bases of librarianship and an understanding of the informational and cultural roles of the library.
2. A social awareness that recognizes the power of knowledge and the responsibility for contributing to an informed society through library/information services for individuals of all ages, ethnic origins, educational backgrounds, and economic levels.
3. Knowledge of current issues, trends and future projections in the information field.

4. Techniques for identifying the diverse information needs of individuals and groups and for implementing user-oriented library and information services responsive to those needs.

5. An understanding of the organization, structure and functions of different types of libraries and the principles of library management.

6. Knowledge of the basic elements of at least one area of specialization by type of library and by function.

7. The ability to comprehend and apply the theories, principles and practices of collection development and bibliographic control of print and nonprint materials for libraries and information centers.

8. The ability to identify and evaluate information formats, resources and systems which provide access to any field of knowledge.

9. Knowledge and skills in the application of computer technology to library and information science.

10. An awareness of the basic principles and methodologies of research; acquaintance with research in library/information sciences; and interest in research, writing and publication.

11. The ability to translate theoretical considerations of library and information systems into practical applications.

12. An awareness of the importance of participating in organizations of librarianship, information science and related discipline.

13. A commitment to assuming leadership roles in the advancement of the library/information profession.

14. A commitment to continuing education in order to increase awareness of current developments affecting library/information service and to update knowledge and skills.

Master's Program of Study

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 401. 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 arts education based in the humanistic, social science and scientific disciplines.
3. Three recommendations which give evidence of occupational or educational experiences.
4. A minimum undergraduate grade point average of 2.50 on a 4.00 scale. For applicants with grade point averages below 2.50 consideration for admission may be given to a higher grade point average in the undergraduate major, to a higher grade point average in graduate study, or to library or related occupational experience.

This degree program does not require prior undergraduate study in library science.

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.

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.

4. The thesis is optional and yields six semester hours credit.

5. 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 modern 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

The Specialist Degree Program is designed as a formal continuing education experience for persons who hold the master's degree in librarianship. This sixth-year program of study, which is planned with students in terms of their individual career goals, provides opportunities for updating knowledge and skills, strengthening an area of specialization, and redirecting career goals in library and information science.

Admission Requirements For The Specialist Degree

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

1. A master's degree in librarianship from a library school whose program is accredited by the American Library Association.

2. A minimum grade point average of 3.00 on a 4.00 scale for graduate work in librarianship.

3. Additional requirements for specialization in school media service are:

(a) An acceptable score on the National Teachers Examination;

(b) State certification as a professional school media specialist. One of more years of professional library experience is desirable. Recommendations of library school faculty and/or library supervisors who are acquainted with the applicant's ability must be submitted.

Requirements For The Specialist Degree

1. A minimum of 30 semester hours beyond the master's degree in librarianship, distributed as follows:

(a) 12 semester hours (four courses) in the School of Library and Information Studies;

(b) 12 semester hours (four electives) selected from the course offerings of the School of Library and Information Studies or any other school of the University;

(c) 6 semester hours for the satisfactory completion of a research project. Courses are to be selected and the research project is to be performed in consultation with a faculty advisor appointed by the Dean of the School.

2. An oral examination in defense of the research project.

3. The Communications Skills Requirement of the University must be met.

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.

All requirements for the Specialist degree must be satisfied within six years of the date of matriculation in this sixth-year degree program.

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

The School of Library and Information Studies awards a number of partial tuition scholarships annually, based on scholastic achievement and financial need. When funds are available from federal government and foundation grants, substantial fellowships are also awarded.

The following special funds providing financial assistance to students are administered by the School:

The Virginia Lacy Jones Scholarship, established at the University in 1982 by friends and alumni in honor of Dr. Jones, Dean Emerita, who served as Dean of the School from 1945 to 1981.

The Ruth LeFlore Ward Memorial Fund, established at the University in 1976 by family and friends in memory of Mrs. Ward, who was an alumna of the School.

The H.W. Wilson Scholarship, donated by the H.W. Wilson publishing company on a rotational basis to library schools with master's degree programs accredited by the American Library Association.

Students may also contact the Student Financial Aid Office of the University for information and application forms relative to the financial aid programs administered by that office. In addition, part-time employment opportunities in various types of libraries and other information agencies in the Metropolitan Atlanta area may be available to students through the School.

Placement

The School of Library and Information Studies maintains a placement service for its graduates, aiding them in securing positions during their professional careers. The School receives a large number of job requests for its graduates from libraries and other information agencies throughout the country.

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. *no credit*

SLS 400. History of Communication. Survey of the history of writing, printing and bookmaking from ancient times to the twentieth century. *3 credits*

SLS 410. Collection Building. Basic principles of evaluating and building collections of materials for all types of libraries. *3 credits*

SLS 411. Reference and Bibliography. Introduction to the selection, use and evaluation of library materials as information sources through discussion and problem solving; examination and analysis of standard reference formats and selected examples. *3 credits*

SLS 414. Children's Literature. A study of folk and creative literature for children in terms of their interests, needs and abilities. Evaluation, selection and use of materials in school and public libraries. *3 credits*

SLS 415. Literature for Young Adults. A study of books and related materials for young adults with emphasis on reading for personal interest and recreation. Evaluation, selection, and use of materials in school and public libraries. *3 credits*

SLS 420. Libraries and Librarianship. An introduction to librarianship as a profession which includes the history, development and current needs. *3 credits*

SLS 423. School Media Center 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. *3 credits*

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 BASIC 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. *3 credits*

SLS 512. Literature of the Social Sciences. Reference books, society publications, serials and significant landmark books are studied in geography, anthropology, sociology, psychology, history, education, political science and law, economics and business. *3 credits*

SLS 513. Literature of Science and Technology. The identification of the content and uses of the more important basic reference and bibliographic sources of the pure and applied sciences needed for literature searching. *3 credits*

SLS 515. Curriculum Materials in the Media Center. Evaluation and selection of multi-media curriculum materials for elementary and secondary school centers. *3 credits*

SLS 516. Afro-American Bibliography. Survey of the publishing of Afro-American literature in the United States and the examination and evaluation of guides to Afro-American literature. *3 credits*

SLS 517. Ethnic Materials for Children and Young People. A study and critical evaluation of literature for children and young adults related to Afro-Americans, American Indians, Spanish-speaking Americans (Puerto Rican and Mexican), Oriental Americans. (Prerequisite: SLS 414 and/or SLS 415.) *3 credits*

SLS 521. Public Library 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, organization, support, materials, and physical facilities. *3 credits*

SLS 525. Audio-Visual Materials, Equipment, and Services. A study of and practice in the use of multi-media equipment and materials as related to various types of library services. A \$5.00 laboratory fee will be charged. *3 credits*

SLS 533. Subject Cataloging. The organization of library materials through subject analysis with emphasis on the Library of Congress Subject Headings and the Library of Congress Classification System. *3 credits*

SLS 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 management and operation of special libraries and information centers. The selection and acquisition of materials, storage and retrieval of information and the impact of automation are treated. *3 credits*

SLS 623. School Media Center Supervision. Trends and problems in the organization and supervision of school library systems at the city, county, and state levels. *3 credits*

SLS 625. Library Management. Basic concepts in the structure and management of library systems. *3 credits*

SLS 626. Library Automation. Survey, analysis, and evaluation of the uses of data processing equipment for the performance of library functions. (Prerequisite: SLS 480.) *3 credits*

SLS 630. Seminar: Technical Services. Current problems and trends in technical services including administration, personnel, cost, centralization, reclassification, and automation. (Prerequisites: SLS 431 and SLS 553.) *3 credits*

SLS 634. Archival Management. An introduction to basic principles in the management of archival materials and repositories. *3 credits*

SLS 635. Indexing and Abstracting. Techniques used in indexing and abstracting technical reports and journal articles. *3 credits*

SLS 681. Information Storage and Retrieval. Methods and techniques of information storage and retrieval through the use of the computer. Indexing, search strategy and dissemination of information through 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

Creigs Beverly, Dean

Janice Vaughn, Associate Dean

Professors

Creigs Beverly

Genevieve Hill

Associate Professors

Nancy Boxhill

Mamie Darlington

Madison Foster

William Little

Joann Rhone

Janice Vaughn

Naomi Ward

Lydia Wynn

Assistant Professors

Jacqueline Brown

Betty Cook

Miller Jordan

The Atlanta University School of Social Work is the oldest predominantly black school of social work in the country. It was established in 1920 as an independent institution "for the training of Negroes for the profession of social work." The School was accredited in 1928 and became a part of the University in 1947.

The need for the School grew out of the recognition that with the rigid enforcement of segregation in the South, the training of black social workers offered the only real possibility of administering to the needs of the southern black population. The curriculum focused, as it does today, on treatment of problems resulting from racism, political disenfranchisement, and economic deprivation as well as the usual psycho-social problems existing in any society.

Despite the special circumstances which led to the School's development, it has from its inception accepted any student who wished to enroll. That the School remains predominantly black is a function of custom; both the University and the School of Social Work have consistently resisted racist ideology and have always encouraged the enrollment of non-black students. The School's curriculum offers a unique opportunity for non-black students to learn to value their ethnic heritage in relationship to the myriad human sub-cultures.

The School of Social Work is committed to the ideals of humanism and seeks to impart to its students the knowledge, values, and skills necessary to eradicate conditions which limit individual and group function.

The Educational Program

The educational program leading to the degree of Master of Social Work is intended to prepare students as autonomous social work practitioners: practitioners whose knowledge, values and skills allow them to choose the appropriate practice methodology and to function competently in a variety of practice roles as well as practice settings.

The autonomous social work practice model is essentially functionalist-generalist in conception and application. However, each student is afforded specific and in-depth knowledge in one of three areas of specialization: Child and Family Services, Community Health, and Community Services. The program places emphasis on learning professional practice for effecting change in social forces, particularly in relation to black, poor and other oppressed minorities. Such practice is broadly defined to include such activities as direct services, counseling, supervision, staff development, social planning, research and administration. Humanistic values, the Afro-centric perspective, multi-method problem-solving approaches and planned change are the major organizing principles of the curriculum.

OBJECTIVES

1. An educational process which emphasizes aspects of the black experience and the experiences of other minorities and uses these aspects both affectively and cognitively to sensitize students to the impact of ethnicity on social welfare systems.

2. A unified curriculum whose content and experiences prepare for professional intervention to secure equitable opportunities and rights for all people through a distinguishable common professional base of values, knowledge, and skill.

3. Educational experiences aimed toward preparing human services practitioners with the commitment, the knowledge, and skills necessary to act independently or conjointly for the alleviation of human stress.

4. Delivery of the autonomous social work practice model which encompasses a wide range of skills applicable to problem-solving with individuals, groups and communities.

5. Understanding society's institutions, each with unique purposes and functions as carried out through complex systems in which social work practice takes place.

Curriculum Organization

The curricula structure is a two-year day or evening model, each consisting of one year of core, followed by one year of specialization. The program is patterned on a concept of individualized adult learning in which students move from general to particular, from mastery of foundation content and interventive activities to the development of specialized knowledge practice skills in areas of specialization and sub-

specialization. In the core year, a foundation for professional service is built. In the specialization year, the student selects a segment of society's institutionalized social service effort in which he or she hopes to achieve depth and commitment in professional service on behalf of the specialized population.

For students who have finished a Council on Social Work Education approved BSW Program, the School offers a thirteen-month accelerated program model.

MASTER'S DEGREE CORE CURRICULUM

Each student entering the two-year day or evening program will be required to take 27 hours of core courses in the first year. These courses cover content in Human Behavior and the Social Environment; Social Welfare Policies and Analysis; Research and Statistics; Generic Field Instruction; and Practice Methods. The curriculum for the core is as follows:

SSW 500. Practicum Skills Development Laboratory. The initial methods course introducing the autonomous social work practice model for intervention with micro and macro systems. It involves modularized didactic and demonstration experiences emphasizing the problem-solving process, effective use of self, and communication. Sequential focus is on beginning skill development germane to micro practice and macro practice. *3 credits*

SSW 501. Practicum Instruction II. A continuation in practice skill development in a generic four month concurrent practicum placement in practice settings in the Atlanta environs. The focus is on progression in skill development and integration of theory and practice with particular emphasis on the reciprocal nature of micro and macro systems interface. *3 credits*

SSW 503. Clinical/PPA Methods II. This is a continuation of SSW 500 with emphasis on deepen application of skills undergirding the autonomous social work practice model. The integration of selected problem-solving techniques on the continuum of micro to macro practice is employed. *3 credits*



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 600. Perspectives on Human Behavior I. Designed to provide social work students with basic knowledge for understanding individuals, groups, and collective interactions and behaviors, in terms of their social, psychological, cultural, and biological impacts upon growth and development. *3 credits*

SSW 601. Perspectives on Human Behavior II. Continuation of SSW 600 dealing with integration of the knowledge and theory base of human psychopathology focused around psychological, physiological and socio-cultural dimensions of individual and organizational behaviors. *3 credits*

SSW 700. Social Welfare Policies and Services. This course is designed to assist students in understanding historical parameters of social welfare policies which have guided development; the types of services and programs which have evolved; and the particularized impact these processes have had on black and other oppressed people. *3 credits*

SSW 701. Social Welfare Policy Analysis. Continuation of SSW 700 with particular and in-depth attention to selected social policy formulation, implementation and evaluation. Emphasis is placed on developing analytical skills of students in the area of social policy. *3 credits*

Doctoral Program in Social Work Planning and Administration and Social Science

The Doctoral Program in Social Work Planning and Administration and Social Science is designed to prepare social workers for careers and positions in teaching, research, policy analysis, development, administration, and evaluation in the social welfare field and the social work profession.

The curriculum provides (1) doctoral level study in those areas of knowledge, research, and values inherent in the social work profession, especially in the areas of planning and administration; (2) a thorough foundation in a social science discipline; and (3) training and educational experiences in the integration and interoperation of scientific and practical endeavors in the social work profession. Students in the program will minor in a social science discipline in the School of Arts and Sciences and enroll in selected courses in the schools of Business Administration and Education. Research methods, statistics, computer usage, a language requirement, and a dissertation are intrinsic to the doctoral curriculum.

Practicum opportunities in top level managerial, administrative, policy, research and trend analysis, teaching and program evaluation settings will be available to all students.

Students who do not hold the master's degree in social work must earn this degree in route to the Ph.D.

DEGREE REQUIREMENTS

1. Successful completion of 105 graduate semester hours, 48 of which must be earned at the University, with a grade point average of "B" or better. [The exact number of prescribed hours will vary depending upon prior academic training and preparation.] Such experiences will be evaluated in light of the following areas of study as well as credits earned: social welfare policy; research, statistics and computers; policy, planning and administration; social work methods; social work specializations—child and family, health, and community services; social science cognate; special issues seminars; social work practicum; and dissertation research.

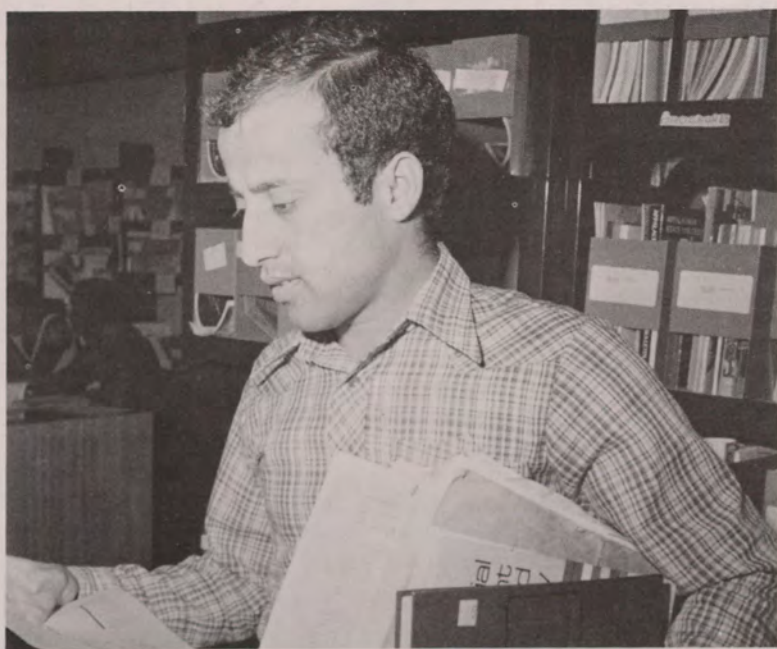
2. Reading competency in one foreign language, preferably Spanish.

3. Combination of written and oral qualifying examination to be taken at least one academic year prior to the time the degree is expected to be conferred and not earlier than the completion of two academic years of graduate work.

4. Completion of a dissertation which measurably adds/contributes to the knowledge and skill bases of social work.

RESIDENCE REQUIREMENTS

The minimal residence required will be one academic year of consecutive semesters exclusive of the summer session beyond the first year of graduate study.



Department of Children and Family Services

Nancy Boxill, Chair

The Department of Children and Family Services functions to insure the specialized educational preparation and training of students whose professional careers focus on working with and/or for children and families. The department directs specific course offerings and extra-curricular activities which assure students' mastery of knowledge, skills and values necessary for social work practice in a variety of direct-service and/or administrative settings.

The AUSSW specialization in Children and Family Services is conceptualized within a framework of 'societal institutions'. Family, the primary socialization unit of all human society, and children are the focal points for organizing students' acquisition of specialized social work knowledge, values and skills. From this perspective, the department offers courses which facilitate subspecialization, e.g.: practice with youth and adolescents; maternal and infant care; practice in/with juvenile justice systems, child protective services, foster care and adoption, etc.

Students are urged to identify a specialization area early in the first semester of their educational tenure and, no later than the beginning of the second semester, departmental faculty convene with prospective specialization students to discuss the prerequisites for such a speciality.

Several content areas are definitively significant to students specializing in Children and Family Services. Consequently, the department directs students' knowledge acquisition to include specific advance understandings such as: child and family practice and the law; services with youth and adolescents; policy dimensions of child and family service; socialization and personality development family violence; and/or implications of racism, sexism, agism, and poverty on child and family services. These contents are offered in elective courses specifically but not exclusively, designed for students in the department.

*Adjunct

As part of their education, students in the Department of Children and Family Services are required to complete their thesis or substantive paper on a topic related to children and/or families. The department provides topic recommendations and reserves the right to approve such topics. In addition, students' second year practicum instruction must be within an agency which can provide in-depth, masters' level, social work experiences in working with/for children and/or families.



Following the first year courses, students take nine hours of specialization electives within the department from the following list of courses during the Summer Session:

Department of Family and Children Services

SSW 512. Intervention Strategies for Children and Adolescents. This course is designed to provide the opportunity for the development of skills in clinical social work practice with minority and other children and adolescents. An understanding of ego psychology, humanistic psychology and developmental theory provides a base for acquiring competence in observation, assessment, and therapeutic intervention. Special emphasis will be given to play therapy and relationship treatment methods appropriate to each client's personality, family potential and community resources. These skills may be used in association with private practice, child abuse and neglect or foster care settings among others.

SSW 513. Child Abuse. This course is designed to examine factors which contribute to the incidence of child abuse and neglect inclusive of, but not limited to economic, social, cultural and psychological dimensions. Intervention modalities are also examined.

SSW 514. Group Processes for Social Work Practice. This course is designed to enable students to understand, mobilize, and utilize social forces in a group to enhance social functioning, achieve various levels of social functioning, and correct dysfunctional interpersonal and social relationships. Students are expected to demonstrate knowledge about and skills in forming, leading, and enabling individual group members and the entire group to reach identified goals.

SSW 515. Child and Family Advocacy. This course explores the variety of advocacy organizations and strategies employed by social workers involved with children and families. Students will examine a wide range of institutions and systems serving children and families where it may be necessary for the practitioner to exhibit skill in the development of internal or external advocacy strategies i.e. juvenile justice, child welfare, permanency planning convalescent care. Additionally, students will explore opportunities for advocacy planning and activity as responsible citizens through familiarity with relevant public policies and legislation.

SSW 584. Program Development and Evaluation for Children and Adolescents. This program explores those issues central to the development and administration of programs intended to meet singular or multi needs of children and families. Select existing public, private and community initiated programs for children and families will be examined for the purpose of analyzing the process and impact of developing and implementing special population programs. Included in the analysis will be program philosophy, policies, administration, budgeting, resource development and service delivery. A conscientious review of the content will assist the practitioner in moving towards effective change agency in Policy, Planning and Administration.

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.

SSW 702. School Social Work. This course concentrates on issues particularly pertinent to social work practice in school settings inclusive of but not limited to: interdisciplinary approaches, consultation/supervision; school community relations; individual, group and family counseling as well as unit to administrative and teacher relationships.

Department of Community Health

Janice Vaughn, Chair

The Department of Community Health specialization seeks to prepare qualified social work students for advanced practice in the broad areas of health and mental health. The educational objectives include the preparation of competent practitioners for careers in: health maintenance and preventive services; the treatment, rehabilitation, and care of sick and disabled individuals and their families; the collaborative development and administration of more humane and equitable health care services; the research of lifestyles, beliefs, and service usage patterns of selected populations which hinder or aid the promotion of healthy social behavior. The acquisition of competencies in these areas will prepare individuals to contribute to institutional change and create new forms of health care delivery.

To this end, students learn specific social work intervention modalities and throughout their two years of residence, are exposed to current practice situations which involve them in the conduct of critical professional functions. Students learn to value health over illness, provision over rehabilitation, and prevention over treatment. Additionally, they discover an interrelatedness between the physical, psychological, and psychomatic manifestations of illness. Through supervised learning in practice situations students are able to achieve an appropriate integration of social work principles within the realities of field practice in health care organizations. Through the combination of class and field the student learns to view the client of the health care setting as existing within a community with a social, psychological, biological, economic, legal, political and ethical context.

As part of their education, students in the Department of Health are required to complete their thesis or substantive paper on a topic related to community health. The department provides topic recommendations and reserves the right to approve such topics. In addition, students' second year practicum instruction must be with an agency which can provide in-depth, master's level social work experiences in agency settings which provide a variety of health services.

Following the first year courses, students take nine hours of specialization electives within the department from the following list of courses during the Summer Session:

Department of Health Services

SSW 509. Differential Approaches to Clinical Practice. This course examines the use of differential diagnosis and specialized techniques of intervention.

SSW 510. Consultation and Supervision. This course is designed to equip students with techniques and methodologies commensurate with effective consultation and supervision within human service systems.

SSW 511. Social Work Practice in Health Settings. Generic course to build on skills gained in prerequisite methods courses. Focus will be on case finding and case management; and hierarchical structure of health care setting and the role of the social worker in the structure; the role of social worker as a team member/leader will be emphasized.

SSW 590. Health and Disease Characteristics of Population Groups. This course helps to provide students with a broader understanding of epidemiology and the distribution of illness in America; and the shift in chronic disease categories. Emphasis will be placed on the levels of prevention as delineated by Caplan and from the public health mode. These understandings will highlight the preventive potential in certain kinds of infections and chronic illnesses (including mental). Data and understanding of lifestyles and health aspects of blacks, hispanics and women.

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.

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.

SSW 607. Social, Cultural and Economic Impact of Illness. The effects, behaviors, needs, demands and relationships between interacting support systems will be examined as they relate to the impact of illness particularly among special populations. Further focus will be on concepts of loss: including dying, death and disability, and the Health Belief Model.

SSW 708. Health Issues for Women and Minorities. This course will survey issues of sexism and racism as they impact on: disease diagnoses of these groups, results of biomedical research; psychiatric diagnoses, treatment and medication; chronic disease patterns; and their economic and technological impact on health. Specific issues include: moral and ethical dilemmas, access, abortion, rape and incest, surrogate mothering, nuclear disaster.

SSW 715. Program Development and Evaluation in Health Settings. This course explores those issues central to the development, administration and evaluation of programs intended to meet singular or multi needs of individuals, children and families in health settings. Select existing public, private and community initiated programs for individuals, children and families will be examined for the purpose of analyzing the process of developing and implementing special population programs. Included in the analysis will be program philosophy, policies, administration, budgeting, resource development and service delivery. A conscientious review of the content will assist the practitioner in moving towards effective change agency in Policy, Planning and Administration.



Department of Community Services

Richard Lyle, Chair

The Department of Community Services functions to insure the specialized educational preparation and training of students whose professional careers focus on working with or for community groups and organizations toward the goal of empowerment, the prerequisite for self determination.

For students in the department the social work target system becomes the community as a collective of one. As such this specialization is conceptualized within the framework of an understanding of and practical familiarity with those functions which communities most often perform for their members—namely, production, consumption and distribution of goods and services in support of life; socialization processes; mutual support; social control and social, political and economic participation.

The course offerings within the department will consequently be designed to insure the acquisition of social work knowledge, values and skills in support of students' capacities to plan, initiate, manage and assess community and organization development strategies that promote and empower constituencies to shape the institutions and services that effect their well-being.

Students are urged to identify a specialization area early in the first semester of their educational tenure and no later than the beginning of the second semester. Departmental faculty convene with prospective specialization students to discuss the prerequisites for such a speciality.

Several content areas are definitively significant to students specializing in Community Services. Consequently, the department directs students' knowledge acquisition to include specific advance understandings in such areas as: economic development; public policy and community viability; differential modalities in planning and administration; dynamics of culture, its formulation and change; principles of community organization; models of community development; com-

munity needs assessment; assessment of institutional performance along with strategies for enhancement; and implications of racism and poverty on community self-determination. These contents are offered in elective courses specifically, but not exclusively, designated for students in the department. As part of their education, students in the Department of Community Services are required to complete their thesis or substantive paper on a topic related to community services. The department provides topic recommendations and reserves the right to approve such topics. In addition, students' second year practicum instruction must be with an agency which can provide in-depth, master's level social work experiences in agency settings which designate their target system as the community.

It is highly preferable that students entering into this area of specialization have prior paid work experiences.



Following the first year courses, students take nine hours of specialization electives within the department from the following list of courses during the Summer Session:

Department of Community Services

SSW 520. Community Planning and Development. This course is designed to equip students with the knowledge and skills necessary to assist communities in maximizing their resources, both human and material, towards the end of community empowerment and self determination.

SSW 521. Community Organization and Social Work Practice. This course is designed to equip students with knowledge, values, and the necessary skills to facilitate community empowerment, thereby enhancing the capacities of communities to balance community needs with community resources particularly at the micro and mezzo level of society.

SSW 707. Corporate Social Responsibility. This course will provide an evaluative analysis of Corporate Social Services programs administered by national and multinational corporations with special emphasis on the quantity and quality of services provided. Major attention will be given to the decision-making processes utilized to determine the level of investment and types of community activities in which firms become engaged.

SSW 709. Political processes in Urban/Rural Settings. This course will enable students to become more knowledgeable of the operation of city, county and state governments in the United States. Considerable attention will be given to the political aspects of these governments and to techniques of citizens' participation in the policy formulation process. Specific emphasis will also be given to causes and solutions to urban and rural problems.

SSW 710. Program Development and Evaluation. Focuses specifically on those program development and evaluation techniques particularly germane to community based organizations, emerging organizations and action research for organizational development.

SSW 711. Economics for Social Work Practice. This course examines the city as part of the national economy of a national system of cities. It examines problems related to urban growth, decline and poverty. Problems associated with development of human resources capital in an urban growth, decline and poverty. Problems associated with development of human resources capital in an urban context are also examined. Additionally theories will be examined regarding decision-making which explain the location of business and households within and between urban areas.

SSW 712. 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.

Second Year Curriculum

SSW 502A. Block Practicum. This course is designed to afford students an opportunity to deepen the translation of theoretical constraints in applied settings under the supervision of masters degree trained personnel. Critical consciousness relative to knowledge, values and skills as these relate to practice is reinforced.

SSW 502B. Block Practicum. Continuation of 502A.

SSW 901. Integrative Seminar in Community and Institutional Development. Designed to assess and examine the principles, theory, techniques, policy and practices germane to empowering people through community and institutional development activities.

SSW 902. Integrative Seminar in Child and Family Advocacy. Designed to assess and examine principles, practices, theory, policy and techniques particularly germane to advocacy with children and families.

SSW 903. Integrative Seminar in Health Services. Course is designed to afford students opportunities to explore current practice and professional issues; enhance self-awareness; heightened consciousness relative to minority consumers; trends in health care and preventive medicine.

SSW 904. Colloquium. This is the principal seminar in which the relationship between attitude and professional effectiveness is thoroughly examined. As a social laboratory, students are aided in identifying specific influencing factors and how they can positively and negatively contribute further insight on changing micro and macro socio welfare environments.

Theses/Substantive Papers

All students are required to present and defend their research work during the two months immediately preceding graduation (March/April). Departmental chairpersons orchestrate this process.

SPECIALITY IN GERONTOLOGY

A multidisciplinary specialization is offered in social gerontology. For more detail, a student should contact his or her advisor.

Block Field Instruction

After completion of twenty-seven (27) hours in the core and nine (9) hours in didactic specialization, each student is assigned to a six (6) months block placement for field instruction by areas of specialization. These placements are tailored to individual student's educational needs as well as career interests and employment opportunity options. The intent of the present program is to help the student broaden his/her perception of the specialization during the involvement in the program. Field practice is expected to offer content and learning opportunities related to all parts of the classroom curriculum. It is through field practice that the student has one of the most important opportunities to test and to integrate his/her learning, including the eradication of racism and other forms of oppression in working toward social change. Field practice offers the opportunity for students to learn methods of evaluation of their own social work practice. Field and classroom work are integrated in many ways, including classroom use of materials from students' practice experience.

Following the six months block field instruction, students enroll in a final colloquium integrative seminar before graduation. This seminar is designed to bring closure to the two-year educational process and is primarily practice issues related. Content for the seminar rests heavily on the research papers students have completed in their areas of specialization. The format is essentially presentation, review, analysis, and critique in reference to practice implications.

The two-year program is organized sequentially as follows:

First Year: September - May

Human Behavior	6 hours
Research and Statistics	6 hours
Social Welfare and Policy Analysis	6 hours
Clinical/PPA Methods	3 hours
Concurrent Generic Field Practicum	3 hours
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	27 hours

Second Year: June - May

Specialization Courses	9 hours
Field Instruction in Areas of Specialization	12 hours
Integrative Seminar	3 hours
Colloquium	3 hours
	<hr/>
	27 hours

The Accelerated Program Model

The School of Social Work is one of several schools in the nation having a Council on Social Work (CWSE) approved Accelerated Degree Program. The Accelerated Program leading to a Master of Social Work degree at Atlanta University was instituted in 1972.

The program is designed to offer an accelerated educational model to those participants who have completed a CSWE approved BSW program with demonstrated maturity, leadership abilities, community service and educational achievement requisite to mastering the content of the School in a modified time frame. The time frame for the Accelerated Degree Program is 11 months, compared to 20 months for the regular program. Admission to this program is June of each year.

Admission Requirements

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 satisfy all the requirements of 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. The committee considers an applicant's prior academic record, volunteer or paid work in a social service agency, autobiographical statement, social issues essay, personal references and the result of the committee-applicant interview.

Degree Requirements

The Master of Social Work Degree is conferred by the University on all students who have fulfilled all of the University's general requirements and those specified by the School. Candidates must produce an acceptable thesis or substantive paper. In addition, candidates must maintain an overall "B" average with not less than a "B" in all methods courses, complete all requirements within 6 years after enrollment, complete in residence a six-month block practicum, pass a communications skill exam, and file application for candidacy on time.

INSTRUCTION

The School consciously and systematically seeks to provide a learning environment conducive to maximum educational gains. Instructional methods employ the latest educational technology and continually seeks new and more effective means of educating social work students. Opportunities exist for independent study, small group seminars, specialized conferences on issues related to social work practice, multi-level audio-visual exposure and standard lecture and discussion techniques. Because the School is small, students are afforded greater opportunity for individualized consultation with

faculty and for professionally supervised practicum experiences. Additionally, practicum experiences are diversified along practice areas as well as geographical spread.

SPECIAL PROJECTS

Special projects offer several extracurricular activities which support the goals of the School. They allow for independent and supervised research, exposure to implementation of social work practice and skills, and experience in the administration and management of service agencies. Faculty deployed to manage special projects are afforded unique opportunities for professional growth and development in specialized areas.

Special projects are usually designed to provide students with financial support, either through stipends, tuition, or employment opportunities.

The School is currently conducting special projects in:

- Alcohol and Drug Abuse Training
- National Parks Service (Consumer Usage Profile)
- Prevention of Child Abuse
- Child Welfare and Teenage Pregnancy
- Community Mental Health
- Leadership Training

COMMUNITY SERVICE

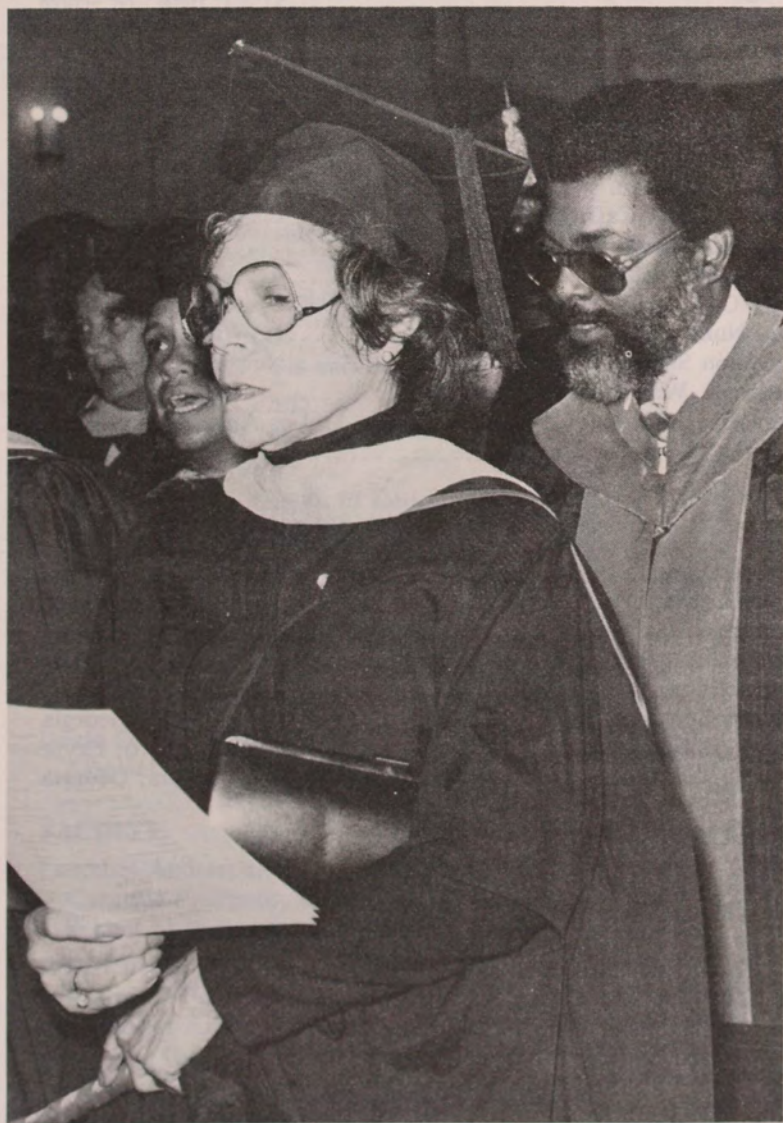
Considerable effort is made to assure people in the community have accessible information which they might use to improve the quality of their lives. Whether in the form of instructions directing one through a bureaucratic process or through the imparting of philosophical data which might affect an individual's self-concept, an attempt is made to clarify, concretize, and make useful information that could enable people to intervene in the processes that control their lives.

The School serves the community through its continuing education projects, specialized seminars, community-based workshops and consultation, policy analysis reviews, publications and conferences as well as faculty involvement in civic, social welfare, and professional organizations.

RESEARCH

The School of Social Work operates from the premise that the interests of blacks, poor, and other oppressed people in American society cannot be met without a transformation of the institutions of this society. Research is deemed a critical tool of those persons committed to the transformation process. However, in the purview of the School, research must be rooted in the understanding that transformative action must be based on an accurate analysis of the objective conditions of those whom we are committed to serve. Thus, research becomes a tool for liberation versus maintenance of the status quo.

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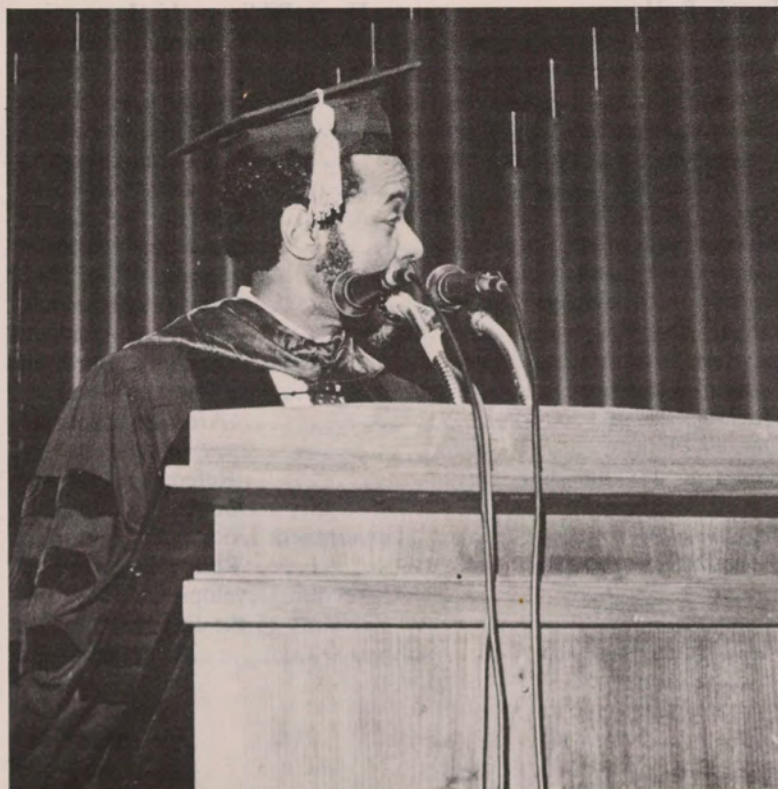
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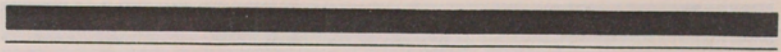
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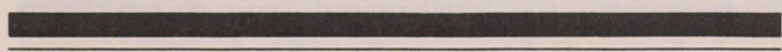
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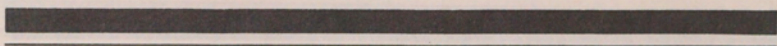
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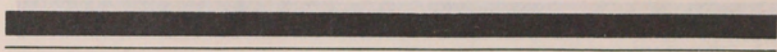




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