
ATLANTA UNIVERSITY

1985-87 CATALOG

*120 Years of
Continuing Commitment
to the Future*



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 of individual students. Information on changes made by the University will be available in the Office of Registration and Records. 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.

Atlanta University
223 James P. Brawley Drive
Atlanta, Georgia 30314
(404) 681-0251



FOUNDED 1865

General Catalog 1985-87

*Published
by*

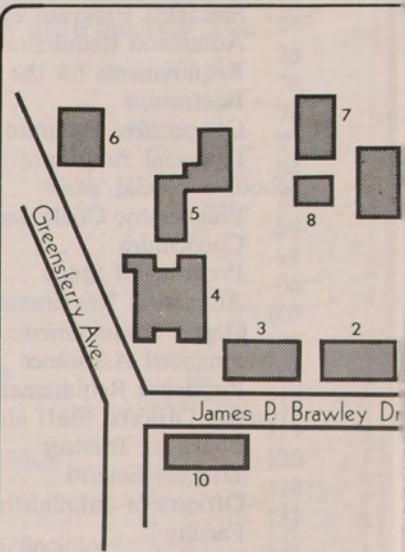
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223 James P. Brawley Dr., SW
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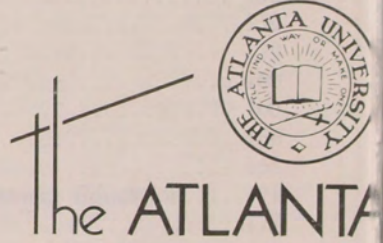
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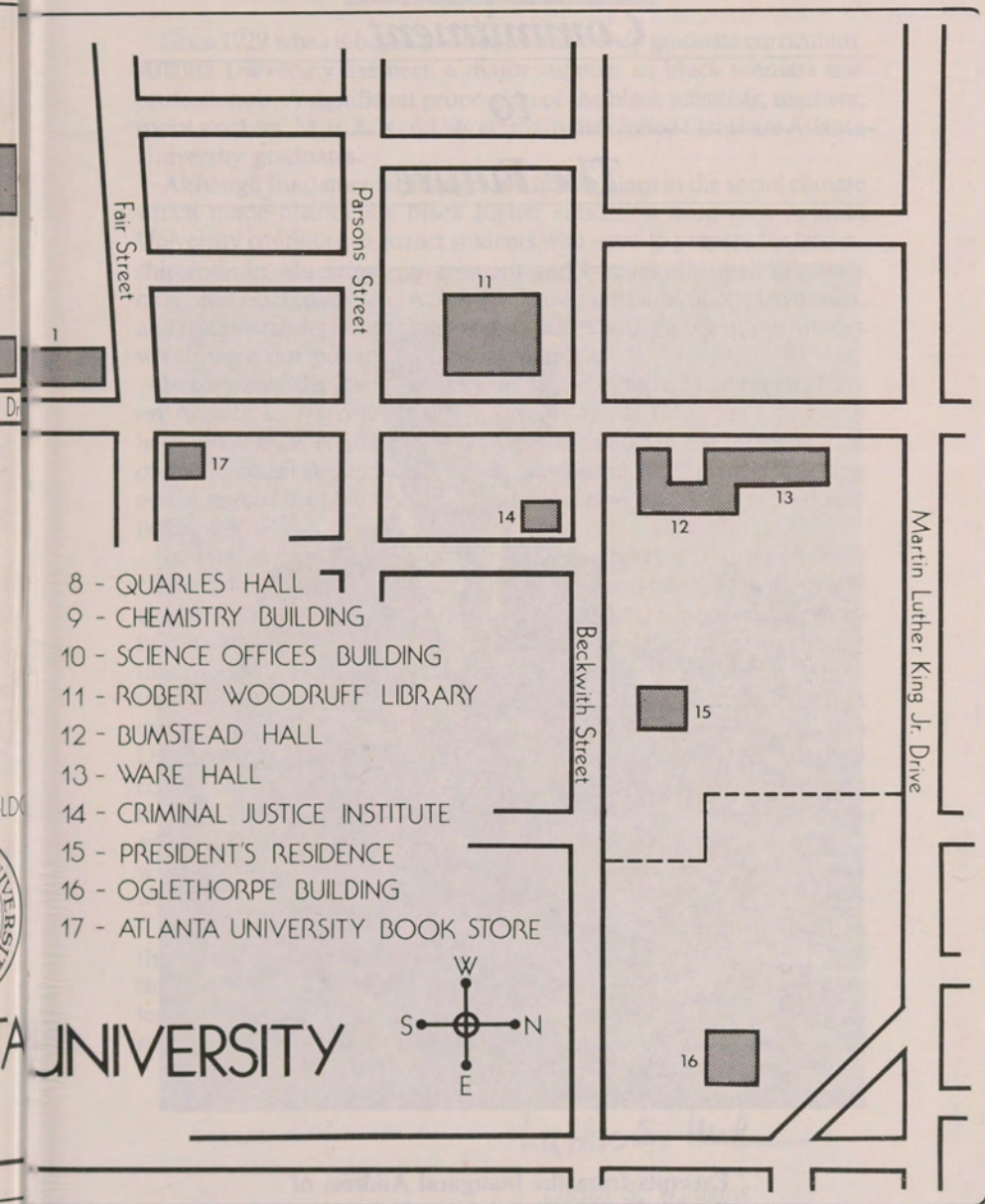
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- 3 - CLEMENT HALL
- 4 - TREVOR ARNETT
- 5 - DEAN SAGE HALL
- 6 - POWER PLANT
- 7 - BIOLOGY RESEARCH BLD





A

Commitment

to

The Future



Excerpts from the Inaugural Address of
the 9th President of Atlanta University,
Dr. Luther S. Williams.

*"...Atlanta University has been a
major supplier of black scholars
and professionals."*

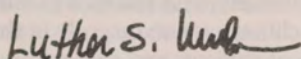
Since 1929 when it began to offer an exclusively graduate curriculum, Atlanta University has been a major supplier of black scholars and professionals. A significant proportion of the black scientists, teachers, social workers, M.B.A.'s and librarians in the United States are Atlanta University graduates.

Although fundamental changes are taking place in the social climate which made historically black higher education necessary, Atlanta University continues to attract students who want to prepare for leadership roles in education, government and business through graduate or professional education. As barriers have fallen aspirations have risen, and today's students can think realistically about career opportunities which were not possible for their parents.

In one sense the lowering of racial barriers has not had much effect on Atlanta University. From the beginning, in 1865, the University has always been committed to full participation in the larger worlds of public, social and economic life. It requires no adjustment of thinking on the part of the University or its students now that this is realistically possible.

In another sense the new opportunities for black students and other changes which are taking place in our society will require fundamental changes in most educational institutions, and especially in those institutions with large black student populations. There is a real danger that the great majority of black youth who have been denied opportunity in the past because of discriminatory laws and customs will in the future be excluded by lack of access to good education. Atlanta University is determined to be in the forefront of the effort to assure equal opportunity in education by setting high standards for itself and through cooperative activities with government, business and other educational institutions. Our intention is to emphasize those programs which are of broad national interest and in which we can be competitive with the best.

This is not entirely new. Atlanta University has sought to move in this direction for a number of years. What is new, I think, is that with the lessening of the commitment to assure opportunity for all through legislation and government policy, education may just be the best instrument for continuing the effort for a just society.



Luther S. Williams
President
Atlanta University

*On November 15, 1984,
Dr. Luther S. Williams took office as the
9th President of Atlanta University,
Atlanta, Georgia. At his inauguration,
Dr. Williams addressed the members of
the university faculty, staff, and guests.
The following are excerpts from that address.*

Although this school was chartered as Atlanta University 119 years ago, it was in fact, in the early years, an elementary and, later, a preparatory and normal school. The first President, Edmund A. Ware, wrote about the use of the word "university" at the time of the founding:

*It foretold the capacity of those for whom the school
was especially founded to advance in education till they
should need the advantages of a full university course.
It foretold the willingness of the friends of humanity
to furnish fulfillment of the second prophecy, provided
the first can be accomplished.*

The history of Atlanta University is the history of bright, hard working faculty members who struggled against overwhelming odds to fill the gaps caused by an inadequate educational system. The University granted the first six bachelor of arts degrees in 1876, and in 1929-30, Atlanta University became exclusively a graduate institution, drawing the majority of its students from predominantly black undergraduate institutions.

At times in its history Atlanta University has been the major supplier of black teachers and librarians for public schools in the South, one of the leading institutions in the development of the scientific study of human and social issues, a national center for training black social workers and scientists, and a leading advocate for the full realization of our national ideals, in government, in business, and in civic life.

The Commitment

While acknowledging these substantial and historic accomplishments, we must recognize that the decade of the 80's presents many challenges to Atlanta University. The cost of quality in graduate education has increased, while federal graduate training mechanisms have decreased. The advance of science and technology quickly makes scientific equipment obsolete, and research facilities inadequate. No longer does the social climate assure our role in the future by providing an unlimited supply of students and a reservoir of public understanding of our mission. We are in the era of the finite, in which our significance as a national resource will be determined by the quality of our educational, scholarly and administrative transactions. Together we must commit

ourselves to setting new standards of excellence in all facets of this institution.

"...the challenge of the 21st century requires a renewal of our commitment to developing black managers, economists, scientists, lawyers and scholars who are among the best and the brightest judged against the highest standard."

During the past two decades we have seen much progress toward a fuller and more rational participation of the entire populace in higher education, along with substantive gains made by blacks in many sectors of society. However, I submit that the challenge of the 21st century requires a renewal of our commitment to developing black managers, economists, scientists, lawyers and scholars who are among the best and the brightest judged against the highest standard. If, as I maintain, knowledge is a truly revolutionary force in our current society, it follows that the extent of our participation in the development of a just society is dependent on the recognized quality of our participation.

This is a challenge, and an opportunity as well. As a response to the acknowledged fact that minority Americans experience limited and deficient participation in most sectors of society, this university has a unique opportunity to assume a leadership role in producing exceptional black and other minority scholars and professionals. It is to this effort, designed to counter the obvious waste in terms of societal costs for inadequate use of human resources, that we must commit ourselves.

Achieving Excellence

Plans are being developed to assure the resources which will be needed to provide the foundation for achieving and maintaining a high level of academic quality at Atlanta University. However, against what might be termed a less than creative national climate, we must, in agreement with Sir Joshua Reynolds, understand that:

Excellence is never granted to man, but as the reward of labor. It argues, indeed, no small strength of mind to persevere in the habits of industry, with the pleasure of perceiving those advantages which, like the hands of a clock, whilst they make hourly approaches to their point, yet proceed so slowly as to escape observation.

We are committing ourselves to a long, deliberate effort to strengthen the academic programs, challenge and nourish the people and establish the administrative procedures so that we can enhance the standard of quality throughout this institution and develop those academic areas in which Atlanta University can be competitive with the best.

Planning for our academic programs will be guided by two principles. One principle is that strengthening the linkage among the disciplines and programs of the University is critical in improving quality. Under the influence of advanced technology, some academic disciplines are contracting around new understandings of what constitutes an integrated body of knowledge or field of study. Many educational programs now reside at the crossroads of disciplinary knowledge, in unconventional combinations and via increased collaboration among disciplinary departments.

For example, microbiologists have discovered chemically active bacteria that make copper ore water soluble, eliminating heat energy from the extraction process. Metallurgy joins with biology to form biohydrometallurgy. Particle physics has indirectly linked with biochemistry by means of waste energy from the operation of synchrotrons. And, solid state electronics now requires a knowledge base that reaches the surface molecular level.

The absence of substantial sub-disciplinary representation in the science departments at Atlanta University suggests that we should form a school of science, composed of the Departments of Biology, Chemistry, Mathematics, Physics, and Computer Science. Other examples of this interdisciplinary principle include a greater emphasis on mathematics, science and English/writing in the School of Education, inclusion of international development and a greater emphasis on the social sciences in the School of Business, an emphasis on interdisciplinary study of the humanities, strengthening the social science cluster, and, in the School of Social Work, a stronger emphasis on management and a more orderly cojoinment of the practice and scholarly elements.

"...strengthening the linkage among the disciplines and programs of the University is critical in improving quality."

The second principle which will guide our academic program development will be a stronger emphasis on issues of national priority. Science and technology, education, international affairs and business are all areas in which Atlanta University can be competitive. We must give priority to developing our leadership in these areas, and our ability to address such issues as national defense policy, race and social class, health care delivery, economic policy and trends, media and communications, international development, educational equity and quality, and urban policy.

A Commitment to People

Ultimately, the regional and national reputation of the University is dependent on the stature of its faculty and the quality of the students it attracts. We will encourage our faculty to develop their full potential by promoting high standards for performance and encouraging continual professional growth. We must also give high priority to attracting additional scholars with proven records of accomplishment to our faculty.

"We must enable our students to prepare for living and working in a world which must become increasingly tolerant of differences in race and culture..."

We will continue to look to institutions with significant black undergraduate enrollments, encouraging able students to raise their sights and think of graduate and professional education in preparation for leadership in business, government, and education. If we properly value each human life and believe in the potential of every person we must not allow talent and ability to be overlooked because of lack of opportunity. To find these students who have the potential for achieving excellence at the graduate and professional level will require an effective student recruiting program and additional financial assistance from the University.

We must also enable our students to prepare for living and working in a world which must become increasingly tolerant of differences in race and culture if it is to survive as a peaceful world. Atlanta University's students represent one of the first generations which can realistically think of participating fully in American society, and they have much to learn about other people and cultures. They also have much wisdom and experience to contribute in exchange. We must encourage the students enrolled in this University to gain varied work experience, and to know other people and other cultures through travel and student and faculty exchanges with other universities.

The Cost of Excellence

The program that I have described will require resources far beyond what has been available to Atlanta University in the past. We must give as much attention to developing mutually beneficial relationships with government, business and others in a position to support our goals as we do to developing an outstanding academic program and a strong faculty and student body. Government funding for Atlanta University has increased considerably in recent years; private support has not kept up with either the need, or with the significance of this University in national life. A commitment to excellence provides a basis for seeking a higher level of private support in the years ahead.

But, whether that support is available—whether it can be sustained, will depend on whether we can make steady progress toward the standard of excellence we have set for ourselves. This is an ambitious goal. But, it is in keeping with the tradition which was established here over a hundred years ago when it was decided that this institution would be called Atlanta University, in the belief that one day a university would be needed, and that when a university was needed, one would be created.

“...the word that best describes what we are committing ourselves to do is audacious.”

To every generation of faculty, students, trustees and friends of Atlanta University there has been a challenge unique to the times. Our challenge is to be judged excellent with the best. In the context of our aspirations, we will regard failures in our task and imperfections as only signals of future achievement. Perhaps ambitious is not a strong enough word. Perhaps the word that best describes what we are committing ourselves to do is audacious. I justify this audacity by sharing a story about Sir Issac Newton. When he was praised for his pioneering work in science, Newton said, “If I have seen further, it is because I have stood on the shoulders of giants.” Those who have passed before us have opened the way for us.

Atlanta University has a vital role in training teachers for secondary schools and colleges, generating professionals for corporations and public services, and producing scientists and scholars with knowledge, technical skills and ranges of perception upon which the security of our nation, the vigor of our economy and the intellectual and aesthetic quality of our cultural life depend. I ask you to join with me in this great venture. Give us your encouragement ... your assistance... your prayers... as we move without apology to any person or institution in the quest for excellence.

*Atlanta University
Atlanta, Georgia*



ATLANTA UNIVERSITY CALENDAR

First Semester, 1985-86

| | | |
|-----------|---------------|---|
| August | 24 Saturday | Dormitory Opens |
| | 28 Wednesday— | Registration for first semester |
| | 29 Thursday | Registration continues |
| | 30 Friday | Classes begin |
| September | 2 Monday | Labor Day Holiday |
| | 7 Saturday | Last day for first semester registration |
| | | (In-service Teachers) |
| | 17 Tuesday | Examination in Foreign Languages: required for the master's degree in Arts and Sciences and Library and Information Studies |
| | 17 Tuesday | University Assembly (3:00 p.m.) |
| | 27 Friday | President of the University Meeting with students (3:00 p.m.). Reception for students (4:00 p.m.) |

| | | | |
|----------|----|-----------|--|
| | 23 | Monday | Last day to file doctoral candidacy for work to be completed in December, 1985. |
| | 23 | Monday | Last day to file application for graduation for work to be completed in December, 1985. |
| October | 16 | Wednesday | Atlanta University Charter Day |
| | 18 | Friday | Mid-Term |
| November | 4 | Monday | Pre-registration for second semester |
| | 27 | Wednesday | Thanksgiving Holidays begin at end of scheduled classes |
| December | 2 | Monday | Classes resume at 8:00 a.m. |
| | 4 | Wednesday | Last day to file with appropriate Deans approved theses or dissertations for work to be completed in December, 1985. |
| | 6 | Friday | Last day to file doctoral candidacy for degrees to be conferred in May, 1986. |
| | 9 | Monday | Semester examinations begin |
| | 14 | Saturday | First semester closes |
| | 14 | Saturday | Christmas Recess begins |
| | 16 | Monday | Dormitory Closes |

Second Semester, 1985-86

| | | | |
|----------|----|-----------|---|
| January | 4 | Saturday | Dormitory Opens |
| | 8 | Wednesday | Registration for second semester |
| | 9 | Thursday | Registration continues |
| | 10 | Friday | Classes begin |
| | 16 | Thursday | Examination in Foreign Languages, required for the master's degree in Arts and Sciences and Library and Information Studies |
| | 17 | Friday | Last day to deposit registration materials at the Office of Registration and Records |
| | 20 | Monday | A holiday in observance of the birthday of Martin Luther King, Jr. |
| | 21 | Tuesday | University Assembly (3:00 p.m.) |
| | 24 | Friday | Last day for second semester registration |
| February | 7 | Friday | Last day to file application for graduation for degrees to be conferred in May, 1986 |

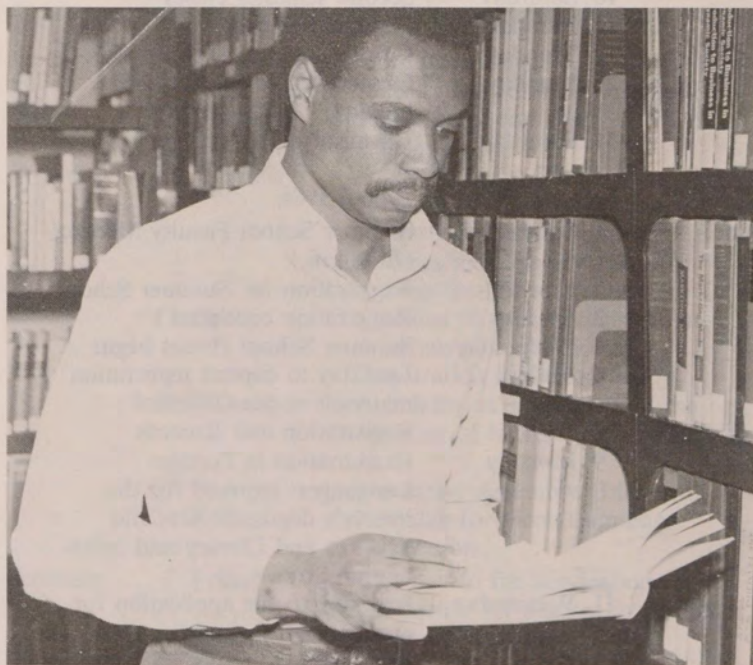
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| March | 4 Tuesday | Spring Recess begins at the end of scheduled classes |
| | 10 Monday | Classes resume at 8:00 a.m. |
| | 21 Thursday | Mid-Term |
| | 27 Thursday | Easter holiday begins at end of scheduled classes |
| | 28 Friday | Good Friday—Holiday |
| | 31 Monday | Classes resume at 8:00 a.m. |
| April | 14 Monday— | *Pre-registration for Summer School and the Fall Semester |
| | 17 Thursday | |
| | 21 Monday | Last day to file with appropriate Deans approved theses or dissertations for degrees to be conferred in May, 1986. |
| May | 2 Friday | Last day to file doctoral candidacy for degrees to be conferred in July, 1986 |
| | 5 Monday | Semester examinations begin |
| | 7 Wednesday | Final examinations for candidates for degrees to be conferred in May, 1986 (Oral, Course and Comprehensive) |
| | 10 Saturday | Second semester examinations end |
| | 10 Saturday | Second semester closes |
| | 12 Monday | Dormitory closes |
| | 19 Monday | Commencement Day |
| | 26 Monday | Observance of Memorial Day holiday |
| | 31 Saturday | Dormitory Opens |

Summer School 1986

| | | |
|------|--------------|---|
| June | 1 Sunday | Summer School Faculty Meeting (7:00 p.m.) |
| | 2 Monday— | Registration for Summer School |
| | 3 Tuesday | Registration continues |
| | 4 Wednesday | Summer School classes begin |
| | 6 Friday | Last day to deposit registration materials at the Office of Registration and Records |
| | 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 application for graduation for graduate degrees to be conferred in July, 1986 |

| | | |
|------|--------------|--|
| July | 13 Friday | Last day to register for credit |
| | 4 Friday | Observance of Independence Day holiday |
| | 7 Monday | Mid-Term |
| | 7 Monday | Last day to file with appropriate Deans approved theses or dissertations for degrees to be conferred in July, 1986 |
| | 11 Friday | Last day to file doctoral candidacy for work to be completed in December, 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 |

*Students who do not plan to attend Summer School should pre-register for the 1986 fall semester during the April 14-17 period.



First Semester, 1986-87

| | | |
|-----------|--------------|---|
| August | 23 Saturday | Dormitory Opens |
| September | 1 Monday | Labor Day—Holiday |
| | 3 Wednesday— | Registration for first semester |
| | 5 Friday | Classes begin |
| | 12 Friday | Last day to deposit registration materials at the Office of Registration and Records |
| | 16 Tuesday | Examination in Foreign Languages: required for the master's degree in Arts and Sciences and Library and Information Studies |
| | 16 Tuesday | University Assembly (3:00 p.m.) |
| | 19 Friday | Last day for first semester registration |
| | 22 Monday | Last day to file application for graduation for work to be completed in December, 1986 |
| | 26 Friday | President of the University Meeting with students (3:00 p.m.). Reception for students (4:00 p.m.) |
| | 16 Thursday | Atlanta University Charter Day |
| October | 17 Friday | Mid-Term |
| November | 3 Monday | Pre-registration for second semester |
| | 26 Wednesday | Thanksgiving Holidays begin at end of scheduled classes |
| December | 1 Monday | Classes resume at 8:00 a.m. |
| | 3 Wednesday | Last day to file with appropriate Deans approved theses or dissertations for work to be completed in December, 1986 |
| | 5 Friday | Last day to file doctoral candidacy for degrees to be conferred in May, 1987 |
| | 15 Monday | Semester examinations begin for classes that do not meet on Thursday |
| | 15 Monday | Classes that meet on Thursday are required to meet for final class meeting |
| | 16 Tuesday | Semester examinations begin for classes that meet on Thursday |
| | 19 Friday | First semester closes |
| | 19 Friday | Christmas Recess begins |
| | 19 Friday | Dormitory Closes |

Second Semester, 1986-87

| | | |
|----------|---------------|---|
| January | 10 Saturday | Dormitory Opens |
| | 14 Wednesday— | Registration for second semester |
| | 15 Thursday | |
| | 16 Friday | Classes begin |
| | 19 Monday | A holiday in Observance of the birthday of Martin Luther King, Jr. |
| | 20 Tuesday | University Assembly (3:00 p.m.) |
| | 21 Wednesday | Examination in Foreign Languages, required for the master's degree in Arts and Sciences and Library and Information Studies |
| | 23 Friday | Last day to deposit registration materials at the Office of Registration and Records |
| February | 30 Friday | Last day for second semester registration |
| | 6 Friday | Last day to file application for graduation for degrees to be conferred in May, 1987. |
| March | 3 Tuesday | Spring Recess begins at the end of scheduled classes |
| | 9 Monday | Classes resume at 8:00 a.m. |
| | 20 Friday | Mid-Term |
| April | 13 Monday | *Pre-registration for Summer School and the Fall Semester |
| | 16 Thursday | Last day to pre-register for Summer School |
| | 16 Thursday | Easter Holiday begins at the end of scheduled classes |
| | 17 Friday | Good Friday holiday |
| | 20 Monday | Classes resume |
| | 24 Friday | Last day to file with appropriate Deans approved theses or dissertations for degrees to be conferred in May, 1987 |
| | 24 Friday | Last day to file doctoral candidacy for degrees to be conferred in July, 1987 |
| | | |
| May | 4 Monday | Semester examinations begin |
| | 6 Wednesday | Final examinations for candidates for degrees to be conferred in May, 1987 (Oral, Course and Comprehensive) |
| | 9 Saturday | Second semester examinations end |

| | |
|------------|------------------------------------|
| 9 Saturday | Second semester closes |
| 11 Monday | Dormitory Closes |
| 18 Monday | Commencement Day |
| 25 Monday | Observance of Memorial Day holiday |

Summer School 1987

| | | |
|------|--------------|---|
| May | 30 Saturday | Dormitory Opens |
| | 31 Sunday | Summer School Faculty Meeting (7:00 p.m.) |
| June | 1 Monday— | Registration for Summer School |
| | 2 Tuesday | |
| | 3 Wednesday | Summer School classes begin |
| | 5 Friday | Last day to deposit registration materials in the Office of Registration and Records |
| | 8 Monday | Examination in Foreign Languages: required for the master's degree in Arts and Sciences and Library and Information Studies |
| | 10 Wednesday | Last day to file application for graduation for graduate degrees to be conferred in July, 1987 |
| | 12 Friday | Last day to register for credit |
| July | 3 Friday | Observance of Independence Day holiday |
| | 7 Tuesday | Mid-Term |
| | 7 Tuesday | Last day to file with appropriate Deans approved theses or dissertations for degrees to be conferred in July, 1987 |
| | 10 Friday | Last day to file doctoral candidacy for work to be completed in December, 1987 |
| | 15 Wednesday | Final examination for candidates for degrees to be conferred in July, 1987 (Oral, Course and Comprehensive) |
| | 17 Friday— | Summer School examinations |
| | 22 Wednesday | |
| | 24 Friday | Summer School Convocation |
| | 24 Friday | Closing of Summer School |
| | 27 Monday | Dormitory Closes |

*Students who do not plan to attend Summer School should pre-register for the 1987 fall semester during the April 13-16 period.

First Semester, 1987-88

| | | |
|-----------|--------------|---|
| August | 29 Saturday | Dormitory Opens |
| September | 2 Wednesday— | Registration for first semester |
| | 3 Thursday | |
| | 4 Friday | Classes begin |
| | 7 Monday | Labor Day Holiday |
| | 11 Friday | Last day to deposit registration materials at the Office of Registration and Records |
| | 15 Tuesday | Examination in Foreign Languages: required for the master's degree in Arts and Sciences and Library and Information Studies |
| | 15 Tuesday | University Assembly (3:00 p.m.) |
| | 18 Friday | Last day for first semester registration |
| | 25 Friday | President of the University Meeting with students (3:00 p.m.) Reception for students (4:00 p.m.) |
| | 28 Monday | Last day to file application for graduation for work to be completed in December, 1987 |
| October | 16 Friday | Atlanta University Charter Day |
| | 16 Friday | Mid-Term |
| November | 2 Monday— | Pre-registration for second semester |
| | 4 Tuesday | |
| | 25 Wednesday | Thanksgiving Holidays begin at end of scheduled classes |
| | 30 Monday | Classes resume at 8:00 a.m. |
| December | 2 Wednesday | Last day to file with appropriate Deans approved theses or dissertations for work to be completed in December, 1987 |
| | 4 Friday | Last day to file doctoral candidacy for degrees to be conferred in May, 1988 |
| | 16 Wednesday | Semester examinations begin for classes that do not meet on Thursday |
| | 18 Friday | Semester examinations begin for classes that meet on Thursday |
| | 21 Monday | First semester closes |
| | 21 Monday | Christmas Recess begins |
| | 21 Monday | Dormitory Closes |

Second Semester, 1987-88

| | | |
|----------|---------------|---|
| January | 9 Saturday | Dormitory Opens |
| | 13 Wednesday— | Registration for second semester |
| | 14 Thursday | |
| | 15 Friday | Classes begin |
| | 18 Monday | A holiday in Observance of the birthday of Martin Luthur King, Jr. |
| | 19 Tuesday | University Assembly (3:00 p.m.) |
| | 20 Wednesday | Examination in Foreign Languages, required for the master's degree in Arts and Sciences and Library and Information Studies |
| | 22 Friday | Last day to deposit registration materials at the Office of Registration and Records |
| | 29 Friday | Last day to register for second semester |
| February | 5 Friday | Last day to file application for graduation for degrees to be conferred in May, 1988 |
| March | 8 Tuesday | Spring Recess begins at the end of scheduled classes |
| | 14 Monday | Classes resume at 8:00 a.m. |
| | 18 Friday | Mid-Term |
| | 31 Thursday | Easter holiday begins at end of scheduled classes |
| April | 1 Friday | Good Friday—Holiday |
| | 4 Monday | Classes resume |
| | 11 Monday— | *Pre-registration for Summer School and the Fall Semester |
| | 14 Thursday | |
| | 18 Monday | Last day to file with appropriate Deans approved theses or dissertations for degrees to be conferred in May, 1988 |
| | 22 Friday | Last day to file doctoral candidacy for degrees to be conferred in July, 1988 |
| May | 9 Monday | Semester examinations begin |
| | 11 Wednesday | Final examinations for candidates for degrees to be conferred in May, 1988 (Oral, Course and Comprehensive) |
| | 13 Saturday | Second semester examinations end |

| | |
|-------------|------------------------------------|
| 13 Saturday | Second semester closes |
| 23 Monday | Commencement Day |
| 30 Monday | Observance of Memorial Day holiday |

Summer School 1988

| | | |
|------|--------------|---|
| June | 4 Saturday | Dormitory Opens |
| | 5 Sunday | Summer School Faculty Meeting (7:00 p.m.) |
| | 6 Monday— | Registration for Summer School |
| | 7 Tuesday | |
| | 8 Wednesday | Summer School classes begin |
| | 10 Friday | Last day to deposit registration materials in the Office of Registration and Records |
| | 13 Monday | Examination in Foreign Languages: required for the master's degree in Arts and Sciences and Library and Information Studies |
| | 15 Wednesday | Last day to file application for graduation for graduate degrees to be conferred in July, 1988 |
| | 17 Friday | Last day to register for credit |
| | | |
| July | 4 Monday | Observance of Independence Day holiday |
| | 5 Tuesday | Last day to file with appropriate Deans approved theses or dissertations for degrees to be conferred in July, 1988 |
| | 8 Friday | Last day to file doctoral candidacy for work to be completed in December, 1988 |
| | 8 Friday | Mid-Term |
| | 20 Wednesday | Final examination for candidates for degrees to be conferred in July, 1988 (Oral, Course and Comprehensive) |
| | 22 Friday— | Summer School examinations |
| | 27 Wednesday | |
| | 29 Friday | Summer School Convocation |
| | 29 Friday | Closing of Summer School |
| | 31 Monday | Dormitory Closes |

*Students who do not plan to attend Summer School should pre-register for the 1988 fall semester during the April 11-14 period.

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. DuBois, 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 sharper 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 administrations; 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 The Morehouse 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.

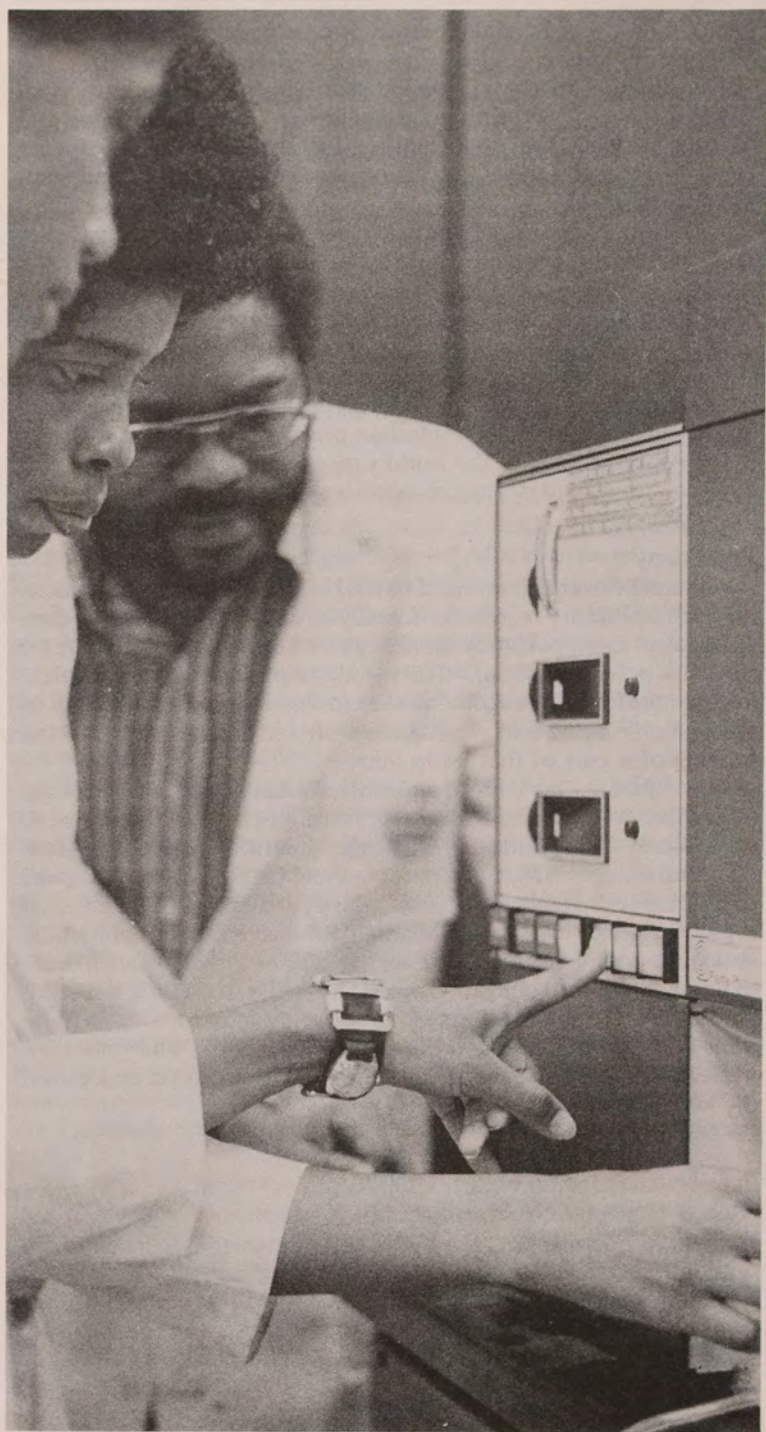
Admission to undergraduate programs within the University Center provides students access to Honors Dual Degree Programs in thirty-six academic areas at the graduate school leading to both a bachelor's degree and a master's degree. Research assistantships for extremely promising undergraduates are encouraged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

Faculty and students engaged in research related to the Black Experience are able to draw on the sources 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 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 maintain the relevancy of its philosophy, structure, and programs to the society and to the individuals it seeks to serve. A two-fold obligation of the University, therefore, is to identify, to nourish, and sometimes to modify that which among its traditions is or can be meaningful in the world of today and tomorrow while it discovers and develops the new, the perhaps as yet undreamed of, which a new age requires.



Purposes

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

1. To create and maintain a climate which fosters maximum development of individuals. In order to assure its increasingly inter-racial, 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 present 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, 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 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 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 thirteen departments in the School of Arts and Sciences, five departments in the School of Business Administration, three 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, political science, and social work planning & administration and social 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 AND SCIENCES

| | |
|------------------------------------|-----------------|
| Africana Women's Studies | M.A./D.A. |
| Afro-American Studies | M.A. |
| Biology | M.S./Ph.D. |
| Chemistry | M.S./D.A./Ph.D. |
| Criminal Justice | M.A. |
| Economics | M.A. |
| English | M.A. |
| Foreign Languages | M.A. |
| History | M.A. |
| Mathematical & Computer Sciences | M.A. |
| Humanities — Afro-American Studies | D.A. |
| Humanities — English | D.A. |
| Humanities — History | D.A. |
| Humanities — Romance Languages | D.A. |
| Physics | M.S. |
| Political Science | M.A. |
| | Ph.D. |
| Public Administration | M.P.A. |
| Social Sciences | M.A. |
| Sociology | M.A. |

SCHOOL
OF
BUSINESS ADMINISTRATION

| | |
|------------------|--------|
| Accounting | M.B.A. |
| Decision Science | M.B.A. |
| Finance | M.B.A. |
| Marketing | M.B.A. |
| Management | M.B.A. |

SCHOOL
OF
EDUCATION

| | |
|-------------------------------------|------------------|
| Administration & Policy Studies | M.A./Ed.S./Ed.D. |
| International Development Education | M.A. |
| Reading Language And Cognition | M.A. |
| | Ed.S. |
| Science & Mathematics Education | M.A./Ed.S. |
| Counseling | M.A./Ed.S./Ph.D. |
| Educational Psychology | M.A. |
| Exceptional Student Education | M.A. |
| | Ed.S. |

SCHOOL
OF
LIBRARY & INFORMATION
STUDIES

| | |
|--------------------------|-----------------|
| Academic Library Service | M.S.L.S./S.L.S. |
| Public Library Service | M.S.L.S./S.L.S. |
| School Library Service | M.S.L.S./S.L.S. |
| Special Library Service | M.S.L.S./S.L.S. |

SCHOOL OF SOCIAL WORK

| | |
|--|--------|
| Social Work Planning & Administration & Social Science | Ph.D. |
| Child & Family Services | M.S.W. |
| Community Services | M.S.W. |
| Health Services | M.S.W. |

MODES OF PRACTICE:

CENTERS AND INSTITUTES

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

A *center* 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. An *institute* 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.

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.

Biotechnology Research Center

This center is engaged in studies of carcinogenesis as provoked by industrial and agricultural agents; cellular, molecular and genetic dimensions of normal development/function of the immune system; plant responses to environmental insults as revealed through adaptive stress systems; and genetic engineering (molecular cloning and host-specific expression) of selective genes of a range of organisms. Current studies involve molecular dissection of DNA-specific control sites, gene dosage

responses, and biotechnical methodologies focusing on restriction enzymes, host-plasmid adaption in vitro site-specific mutagenesis and altered host expression of foreign genes (i.e., nitrogen fixation genes).

Center for Basic and Applied Energy Research

This center will provide for multidisciplinary studies of fusion processes, bio-solar production of hydrogen gas, production of fuels and valuable chemicals, catalysts for fuel cells, hazardous waste research, biological testing of low-level radioactive wastes, and energy policy research.

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 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 the 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 (CCD)

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.

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 professorial 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. The income from these funds is used to support a professor in the School of Business Administration.

The Mills Bee Lane Chair in Banking and Finance

Atlanta 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 McEachern 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 generates income to cover the salary of a professor of business administration.

The Carnegie Professorship in Economics and Business Administration

This professorship was endowed by the Carnegie Corporation in 1932 to help train black businessmen.

Registration, Expenses, & Financial Aid



REGISTRATION AND ENROLLMENT

No new student should present him/herself for registration without the admissions letter from the Office of Admissions as no provision is made to accommodate students who arrive unofficially or without having made previous arrangements.

Registration is the process by which one becomes enrolled as a student at Atlanta University. Its two basic steps are payment of tuition and fees and completion and filing of informational forms for various purposes during a prescribed time period. Following are the responsibilities in the process which rest with the student:

1. To become familiar with the University Calendar appearing in the Catalog and a number of other media throughout the University. Familiarity with the Calendar makes the registration process easier and helps to assure that a student's name will be entered on the correct class rolls.

2. To complete registration according to regulations. No credit can be earned unless the official registration card, completely and accurately filled out, is filed in the Office of Registration and Records.

3. To consult the academic advisor and secure appropriate signatures on forms as required in order to make certain that proper course sequences for the curriculum in which the student is enrolled are being followed.

To be classified as a student at Atlanta University, one must be enrolled in at least one course, or program, e.g., Practicum. A student who drops all courses must also complete withdrawal procedures or be subject to the University's policies and procedures.

In all cases where a student has not completed registration by the end of the specified registration date, a late registration fee will be charged. Permission granted in advance to register after the last registration date does not carry with it an excuse from the payment of the late registration fee.

REGISTRATION POLICY

1. Registration is defined as the official enrollment of a student for classes. This means that the student has properly registered for a set of courses and made satisfactory arrangements for payment. All tuition, fees, and living expenses are due and payable at registration.

The University has established a deferred payment plan for those students who are unable to make full payment of fees at the time of registration.

2. Students are expected to complete registration before classes begin. All students are required to pick up registration materials and class cards, have registration forms approved by the dean or advisor, and have fees assessed by the end of the first full week of classes.

Students who are not able to complete registration during the first full week of classes shall be required to deposit their registration materials, including fee assessment form, with the Office of Registration and Records by the last day for adding/dropping classes indicated

on the University's Calendar. The registration packet can be picked up from the Office of Registration and Records when the student is able to complete registration.

Students who do not deposit their registration materials with the Office of Registration and Records during general registration will not be permitted to complete registration for the semester.

3. The last day for registration is the end of the second full week of classes. Registration after this date shall not be permitted.

4. Students completing any phase of registration, including add/drop, after the first full week of classes shall be charged a late completion fee of \$10.00 for each class day not registered after the first full week of classes. This fee will be in addition to the late registration fee. There will be no exceptions.

5. A student who has not completed registration by the last day indicated on the University's Calendar for adding courses, changing sections, and substituting courses shall not be permitted to make changes in his/her preliminary course selection deposited at the Office of Registration and Records.

6. Students who are not properly registered for a semester will not be permitted to attend classes or take examinations.

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.

COURSE WAIVERS

A required course may be waived where the University has verified evidence of sufficient knowledge of the material covered in the course. A course which is waived will not result in a decrease in the number of hours required by the degree program and must be replaced by a course appropriate for the specific degree requirements. The maximum number of courses which may be waived shall not exceed 15 per cent of the total number of courses required for the degree.

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 Fee Schedule

The tuition & fee schedule for academic year 1985-86 is listed below:

| | |
|--|--------------|
| Application fee—payable at time of initial application and not refundable..... | \$ 30.00 |
| Matriculation fee—payable at first registration | 8.00 |
| Tuition per credit hour | 160/ 170.00 |
| Late registration fee (per semester) | 32.00 |
| Late completion of registration fee (per class day) | 10.00 |
| Change of program fee—after registration | 13.00 |
| Laboratory fee-per course per semester | 50.00 |
| Chemistry and Biology Research fee per semester | 50.00 |
| Thesis consultation fee | * 160.00 |
| Graduation fee | ** 63.00 |
| Special laboratory fee—Biology 509/510 per semester | 180.00 |
| Health service fee—mandatory for all students | 33.00 |
| Basic Medical—mandatory for dorm & foreign students .. | 22.00 |
| Major medical and accident insurance | 20.00 |
| Activity fee | 8.50 |
| Cost of room per year (nine months)..... | *** 1,300.00 |
| Fall (1st) Semester \$600.00 | |
| Spring (2nd) Semester \$700.00 | |
| Telephone cost (per month) | 22.00 |
| Deferred Payment Charge | 70.00 |
| Fee per semester per course for: | 300.00 |
| French for Graduate Students | |
| Spanish for Graduate Students | |
| English as a Second Language | |

*This fee is charged each semester or summer session in which the student receives consultation from a thesis or dissertation 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.

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 deferred payment charge.

***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 for 50% of tuition and fees on an installment plan. A promissory note is effectuated between the Business Office and the student for definite amounts to be paid on fixed dates. For this deferred payment plan, there will be a \$70 charge per semester. Obligations must be paid in full by November 15 for the Fall semester and by March 15 for the Spring semester. Students with outstanding balances as of these dates will be administratively terminated under the University's administrative termination policy.

Delinquent Accounts

The University will not issue a degree, transcript of grades, grade reports or examination permits 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 collection and/or legal action is required on behalf of Atlanta University. Students with unpaid balances will not be allowed to register for the succeeding semester.

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 with the Office of Registration and Records a withdrawal form (drop/add form). Failure to attend the course after registering is not justification for elimination of charge or refund and no funds will be refunded for non-class attendance.

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 fully refund of tuition, less a \$13.00 administrative fee.

(b) Notification to the University during the next 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.

All Summer School Tuition and Fees Must Be Paid 100% At Time of Registration

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 cancelled 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 \$15.00 will be levied for each individual dishonored draft submitted to the University for any reason.

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-\$8,000 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 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.

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 @ \$170.00 for two semesters .. | \$3,060 |
| Room | 1,300 |
| Fees (Matriculation, Health Insurance, Application) | 138 |
| Miscellaneous (laundry, pressing, transportation, incidentals) .. | 2,508 |
| Textbooks and supplies | 940 |
| | <u>\$7,946</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. The above estimate of expenses does not include summer study.

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-Shop 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.

ACADEMIC STANDARDS OF PROGRESS FOR FINANCIAL AID ELIGIBILITY

I. General Requirements

A. Time Limits on Financial Aid Eligibility:

A student may not receive financial aid for more than two (2) semesters of enrollment beyond the standard length of study as a full-time student to complete the program for which he or she is enrolled. To receive financial aid beyond the standard required length of study, the student must receive approval from the dean of the school or the dean's delegated authority. A student registering for less than full-time enrollment will be allowed additional time of eligibility based upon a proportion of the actual hours for which registered since the time of first enrollment. A student failing to meet this standard will be suspended from financial aid eligibility.

B. Completion of Course Requirements:

1. In order to maintain financial aid eligibility, a student must meet retention requirements in his or her program.
2. A student must be enrolled for at least six (6) semester hours or be certified for equivalent enrollment by the Dean of the School in case the student has been admitted to candidacy

or completed all required coursework in a degree program requiring a thesis or dissertation.

3. A student must complete with passing grades at least the number of semester hours for which the student is duly registered each semester. A passing grade is "A" "B" or in some circumstances a "C" when offset by an "A." A student failing to meet this standard due to unsatisfactory or failing grades, withdrawal, or incompletes will be placed on financial aid probation. The student must achieve this standard in the next semester of enrollment or be suspended from financial aid eligibility.
4. In addition, each student must complete with passing grades at least the number of semester hours in which enrolled for each school year. (A school year is defined as two semesters.) A students failing to meet this standard is deemed to be making unsatisfactory progress and will be suspended from financial aid eligibility. A student who accumulates nine semester hours of "C's" not offset by "A's" in an academic year program or fifteen semester hours in two-year program will not be retained by the University.
5. As soon as incomplete grades are changed to earned grades, the student's probationary or suspended status may be lifted if the completion of course standards are then met.

II. Grade Requirements:

- A. To maintain satisfactory academic progress for financial aid eligibility a student must maintain a cumulative GPA of 2.7.
- B. Any student failing to meet the above grade requirements under this policy will be placed on financial aid probation.
- C. A student on probation for failure to meet grade requirements under this policy will be suspended from financial aid eligibility under the conditions below:

After being placed on probation, a student must attain at least a 3.0 semester GPA for each of the next two semesters of enrollment.

III. Reinstatement:

A student shall be reinstated for financial aid eligibility at such time as he or she has successfully completed sufficient hours and has a sufficient GPA to meet the minimum requirements for eligibility as set forth in this policy. It is the student's responsibility to present evidence to the Financial Aid Office at the time he/she has met minimum requirements for reinstatement.

IV. General Policy:

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

Several forms of financial aid are available to students. The University awards fellowships and scholarships. Schools or departments award teaching assistantships. Principal investigators and/or departments award research assistantships. Students seeking loans must make arrangements through The Director of Financial Aid. All applicants for any type of financial assistance must submit a Financial Aid Form (FAF). Some financial aid may also require a Financial Aid Application and a Financial Aid Transcript.

Fellowships and Scholarships

There are different sources of funds for fellowships and scholarships. Some depend upon general University appropriations. Others are derived from endowed funds given to the the University by donors. Still others depend upon outside sources that are subject to change each year. All awards are competitive and are primarily based upon academic merit, and subject to oversight by the Committee on Financial Aid. University-wide fellowships and scholarships are awarded by the Committee and have deadlines specified below. Fellowships and Scholarships which are awarded at the school or department level have deadlines which are specified at that level.

Applications

Applications for fellowships and scholarships at Atlanta University must be filed no later than February 15 of the academic year preceding that for which the fellowship or scholarship is desired. New students fill out the appropriate portion of the Application for Admission and Financial Aid form. Current students requesting fellowship or scholarship aid must apply on special forms obtained from the Office of Financial Aid.

Awards are made mid-March and, in accordance with an agreement among graduate schools nationally, must be accepted or refused no later than April 15.

Only under unusual circumstances are applications for fellowship and scholarship assistance considered for individual semesters after the beginning of the academic year.

Notification and Acceptance of Awards

Department awards are usually made 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 making the award 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.

Regulations and Policies

Persons receiving a University fellowship or scholarship must meet the following conditions:

1. Be registered as full-time students, defined as registration for at least nine semester hours each semester or for thesis or dissertation research or consultation when appropriate;
2. Maintain a B average each semester;
3. Inform the Office of Financial Aid of other academic sources of support, such as traineeships, teaching assistantships, research assistantships. If fellowships or scholarships develop later in the year—in cases where alternative funding becomes available—appropriate adjustments may be made in the financial aid awarded by the University;
4. Inform the Financial Aid office of all remunerative work; and
5. Adhere to all regulations as stipulated in The Atlanta University Catalog.

If any of the conditions are violated, financial aid may be withdrawn by the University.

Fellowships

University Fellowships. University Fellowships provide tuition and a stipend paid in nine or twelve monthly installments, beginning October 1. Appointments to fellowships are for one academic year. Recipients are eligible to apply for renewal.

Scholarships

Trustee Scholarships. Trustee Scholarships, based on available revenues, provide special funds for scholarship purposes to qualified students. Primary consideration will be given to students who would not otherwise have funds necessary to obtain a graduate education. Such scholars shall be designated as Trustee Scholars. These scholarships will be awarded on an academic year basis.

University Scholarships. Full tuition awards for successful applicants who meet the following eligibility requirements:

1. Meet requirements for admission to a degree program.
2. Have an above-average academic record (Undergraduate GPA 3.3-3.69).
3. Submit an application to the Atlanta University Office of Financial Aid.

4. Submit letter of recommendation from school/department where applicant will enroll.

Presidential Scholarships. Tuition plus housing for successful applicants who meet the following requirements:

1. Meet requirements for admission to a degree program.

2. Have an above-average academic record (Undergraduate GPA of 3.70-4.0).

3. Submit an application to the Atlanta University Office of Financial Aid.

4. Submit letter of recommendation from school/department where applicant will enroll.

Foreign Exchange Scholarships. The University cooperates with the African Graduate Institute and similar agencies or foundations by providing tuition scholarships to selected foreign students to study at Atlanta University.

Other Awards

In addition to the above awards, the University administers awards funded from external sources. Applicants for all such awards must meet the requirement for University awards as well as criteria specific to the award.

ASSISTANTSHIPS

Research Assistantships

Research assistantships are available in some departments. Inquiries concerning research assistantships should be directed to the individual departments.

Resident Assistantships

Residence hall staff positions offer an opportunity to serve in a support capacity and to assist with administrative responsibilities of the residence halls. The experience is particularly valuable to graduate students in fields related to the social and intellectual development of young people. Candidates must demonstrate academic ability, maturity, responsibility and leadership. Resident assistants receive room expenses; residence hall coordinators receive room expenses and a stipend. It may be necessary for candidates to have a personal interview, and appointments are announced in May each year. Inquiries concerning these positions should be made to the Director of Financial Aid.

Teaching Assistantships/Teaching Fellows

There are different types of assistantships. Appointments to teaching assistantships are customarily made by departments. Teaching assistantships are expected to conform to the same regulations and policies that apply to fellowships and scholarships in the University.

All students interested in teaching assistantships should communicate with the chairperson of the department concerned for information regarding appointments. A typical teaching assistantship provides tuition plus a salary for nine months service.

FEDERAL & STATE-SUPPORTED PROGRAMS

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 - campus based: the College Work-Study Program, the National Direct Student Loan Fund, and non-campus based: the State Direct Student Loan Fund, and the Guaranteed Student Loan.

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. Regulations governing eligibility and continuation of federal and state supported awards are to be found in materials which are supplied to all applicants.

Application

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.

Selection Procedures

Financial aid applicants are selected for awards on the basis of need, academic performance or potential, and time of application. The University will generally be able to meet the major portion of demonstrated need for those applicants whose files are completed by the deadline of March 1 prior to the academic year for which application is made. Applications completed after the deadline will be processed as received and funded if monies are available.

Financial Aid Package

Financial Aid supported by federal and state programs may include one or more such programs. Regardless of the number and type of sources, all such programs require that the total support cannot exceed the student's budget estimated according to the federal government's guidelines. In cases of excess, the University will reduce the aid it awards to comply with federal guidelines.

CAMPUS-BASED PROGRAMS

The College-Work Study (CWS), and National Direct Student Loan (NDSL) Programs are referred to as campus-based programs because they are administered by the schools participating in them. Under these programs, institutions apply for funds annually and the financial aid officer at each school determines which applicants are eligible and how much aid each will receive.

College Work-Study (CWS)

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

National Direct Student Loan (NDSL—Formerly Defense)

The purpose of this program is to make available to qualified students, in need of financial assistance, educational loans at 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 six 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.

NON-CAMPUS BASED PROGRAMS

The State/Direct Student Loan, the Guaranteed Student Loan (GSL) and the Auxiliary (PLUS) Loan Programs are referred to as non-campus-based programs because they are administered by other agencies.

State Direct Student Loan Program (SDSL)

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 Federal Insured Student Loans (GSL)

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.

Auxiliary Loans to Assist Students (ALAS)

The ALAS also called the Plus loan provides additional funds for educational expenses. The interest rate is 12% with repayment beginning 60 days after the loan disbursement, unless a deferment is authorized by the lender. Applications vary from state to state with regard to format. Eligible lenders include banks, credit unions, or savings and loan associations.

ENDOWED SCHOLARSHIPS

Some are administered by the University and some by department.

The Reader's Digest Foundation Endowment Scholarship Fund

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

The Avon Products Foundation Endowed Scholarship Fund

The Avon Products Foundation, Incorporated, has made a grant of \$50,000 in endowment to the Atlanta University in order to establish the Avon Products Scholarships in honor of Whitney M. Young, Jr. The fund is used by the University to provide earning for two full-tuition scholarships and fees each year for students selected by the School of Social Work. Selection is based on the applicant's 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 provides 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 Review of Race and Culture*, a scholarly quarterly in the social sciences and literature with specific focus on race and culture, is designated to be awarded students in the Department of English. It is renewable for a second year if the Fellow, the department staff, and the **Phylon** editor believe this to be appropriate.

The 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.

The George W. and Pearl D. Strickland Scholarship Fund

Applicants who are residents of the State of Georgia and are accepted for admission to Atlanta University may submit applications for awards of up to \$1,000 per selected candidate per year with the opportunity for renewal. Applications are to be sent to the Metropolitan Foundation, Inc., The Hurt Building, Suite 449, Atlanta, Georgia 30303.

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
Benjamin F. Hudson Scholarship in Arts and Sciences
Virginia Lacy Jones Scholarship in Library Science
Benjamin E. Mays Scholarship
Lorimer D. Milton Scholarship in Business Administration
Samuel Milton Nabrit Scholarship in the Sciences

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.

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 the Atlanta University and Clark, Morehouse, Morris Brown and Spelman Colleges. Under this grant the stipend for nine months is \$2,000.

The program is designed to develop students who, in addition to advance 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.

United Negro College Fund Scholarship

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

SELF-SUPPORT OF STUDENTS

The University maintains an organized placement service with offices located in the Placement Office. Students desiring part-time or summer employment are invited to register with the Placement Office. There is no charge for this service.

COOPERATIVE EDUCATION

The Cooperative Education Program affords an excellent opportunity for students to acquire direct on-the-job experience while working with professionals who are already successful in the field. An integration of academic study and practical work experience, the program provides students with specific periods of employment closely related to their major fields, according to a specified schedule of work and study.

Atlanta University students interested in establishing their careers may enter program by applying at the Office of the Coordinator, Cooperative Education, Harkness Hall, Room 312. Through the program, students can explore their interests; become acquainted with persons and organizations in their fields; earn financial assistance while

learning; and develop responsible attitudes, vocational skills, and confidence in their abilities to adjust to various situations.

Job placement is dependent upon major field, availability of jobs, and the employer's acceptance of students. The program at Atlanta University includes firms from business and industry, locally and nationwide. Positions may be at federal agencies or laboratories also.

Opportunities for employment are also available at Atlanta University. For further information please write to the Atlanta University Personnel Department, 223 James P. Brawley Drive, S.W., Atlanta, Georgia 30314.

VETERANS OFFICE

Students requesting information and students attending Atlanta University under Public Laws 550, 894, or 634 are referred to the Office of the Director of Student Advising, Harkness Hall, 223 James P. Brawley Drive, S.W., Atlanta, Georgia 30314. All new students attending under any of the above Public Laws must report to this office before each registration at Atlanta University.

TUITION WAIVER

Information about tuition waiver for full-time faculty and staff of the University may be obtained at the Office of the Vice President for Budget and Finance.



Student Affairs & Academic Services



THE STUDENT AFFAIRS PROGRAM

The Student Affairs Program is a support area of Atlanta University that is organized to deliver those services that are necessary to augment and strengthen the University's emphasis on the optimization of the quality and academic excellence of its students. The specific units are the Office of Enrollment Management (Recruiting, Admissions, Student Advising, Registration and Records, Financial Aid, and Residential Life), Cooperative Education, Placement and Alumni Affairs. Generally, Student Affairs has primary emphases on the recruiting, admission, retention and placement of students in career options. In addition it is concerned with personal and social counseling, academic advising, student organizations and publications.

GENERAL PRINCIPLES CONCERNING STUDENT WELFARE: Certain regulations have been formulated at Atlanta University which are thought to be in the best interests of students and the University. These regulations are published in full in the current *Student Handbook*, copies of which are issued to new students at the beginning of the first semester. Students are urged to read carefully these regulations so that they will have a proper understanding of any adjustments which they will have to make as members of the Atlanta University student group.

The failure of any student to cooperate with members of the University community in their efforts to maintain a wholesome environment, or the inability to demonstrate sincerity of purpose and to profit from the experiences and contacts provided by the University, are sufficient reasons to withdraw from the student privilege of the graduate experience at Atlanta University.

MOTOR VEHICLES: Any motor vehicle operated on campus by faculty, staff or students must be registered and bear a sticker. Atlanta University Center Security Division Office will issue copies of regulations that govern the use of vehicles on campus.

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 about 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 \$600.00 for the fall semester and \$700.00 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 Director of Residential Life. 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 may be 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 graduate, teaching, or research assistant and each full-time student (a student enrolled for nine hours or more or a student enrolled for three hours of thesis or dissertation consultation) or a student from a foreign country registered at the University. The student Medical Fee (\$35.00 each semester) entitles a student to medical service at the Morehouse Family Practice Center located at 505 Fairburn Road, S.W., adjacent to the Southwest Community Hospital. If further medical assistance is required, a student may be referred by the physician to a specialist or may be hospitalized.

The University provides 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 Student Affairs and Academic Services.

The cost of Accident and Illness Insurance is \$15.00 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 Room 209, Sale Hall, Morehouse College. 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.

The University's commitment to career planning, development and placement begins with the student's first semester and continues until actual job placement occurs. The functions of AU's career counseling and placement service include: career counseling, provision of career and/or graduate study information resources, the development of outreach programs, programs teaching job strategies, resume preparation, and interviewing skills; administration of programs of part-time, temporary, summer work and cooperative education assignments.

Each year, more than 300 companies visit our campus to recruit. Many organizations who do not visit our campus, list job announcements with the Placement Office.

Throughout the year, seminars, workshops, and special events are conducted to provide students the opportunity to interact with representatives in both formal and informal settings and to aid students in exploring career paths.

Placement services are available to all students, and even those students who already have jobs are encouraged to take advantage of the career development services.

INTERNATIONAL STUDENT AFFAIRS

International Student Affairs addresses itself to the needs and concerns of the total international population. Orientation, counseling, advisement and cultural activities are provided to satisfy the needs and concerns for a better understanding and for cultural exchange. Services are rendered to meet the requirements of Immigration and Naturalization Service, governmental agencies, and sponsoring agencies and officers.

Application for Foreign Exchange

All students requiring the institutional statement of educational expenses for Exchange Control Permit should request this as needed from the International Student Advisor.

Nigerian students should make this request about six (6) months ahead, considering the very long procedure involved.

Scholarships

Scholarships and awards are competitive and limited at Atlanta University. Students from abroad compete with United States students for these awards.

Generally, scholarships to students from abroad are made on the basis of recommendations of agencies which operate in the United States. Contact the Director of Student Advising for information regarding these agencies.

Fellowships, Assistantships and Work-Study

Fellowships are given only to outstanding students who show promise in their field of specialization. Selections are made by the deans, department chairs, and major professors during the first semester or year the student is in attendance. Fellowships may include the cost of tuition, fees, housing.

Assistantship awards are made usually after the first semester. They may include a tuition scholarship and Atlanta University work study for 15 hours per week.

Students from abroad may engage in on-campus employment which will not displace a U.S. resident. However, these students are not eligible to participate in the Federal College Work-Study program.

Immigration and Naturalization Service

The Immigration Office that serves international students at Atlanta University is located in Atlanta, Georgia. The mailing address and telephone number are shown below:

United States Department of Justice
Immigration and Naturalization Service
Richard Russell Federal Building, Room 1408
75 Spring Street, SW
Atlanta, GA 30303
(404) 221-2781

Important Immigration and Naturalization Documents

It is important that international students become knowledgeable of documents that are essential in maintaining legal status while matriculating in the United States.

Passport: A travel document issued by the government of the student showing the bearer's identity, origin and nationality. A passport should be revalidated as necessary to keep it valid at least six months beyond a person's extended stay.

Visa: A stamp placed in the passport or travel document by the U.S. Consular Office abroad showing the period of validity for stay in the U.S.

Visa Types Most Commonly Used at Atlanta University

| | |
|-----|-------------------------------------|
| F-1 | Student |
| F-2 | Spouse or Child of Student |
| J-1 | Exchange Visitor |
| J-2 | Spouse or Child of Exchange Visitor |
| B-1 | Temporary Visitor for Business |
| B-2 | Temporary Visitor for Pleasure |

Forms Frequently Used at Atlanta University

| | |
|--------------|---|
| Form I-94 | A small 3" x 5" white form usually stapled in the passport. It is known as the Arrival-Departure Record and provides evidence of actions by INS. |
| Form I-20 | (Certificate of Eligibility for Nonimmigrant F-1 Status) form issued by the College or University to an accepted student for obtaining an F-1 visa or a related immigration transaction. Also, it is necessary for temporary visits outside the U.S. and entry of spouse or children. |
| Form I-20 ID | This document is to be retained by the student at all times and not surrendered upon temporary departure from the U.S., as it will be needed for re-entry after a temporary absence. It will carry an admission number, which will be unique to the individual student, which will belong to that student permanently, and which must be recorded and maintained by schools as part of their record-keeping requirements. The admission number will be key to INS computerized files on the student and must be used in all communications and transactions by INS. |
| Form IAP-66 | (Certificate of Eligibility for Exchange Visitor J-1 Status) form issued under an Exchange Visitors Program indicating the term of appointment, length of stay, program definition and financial arrangement. It is also necessary for temporary visits outside the U.S. for the J-1 student. |
| Form I-538 | Application by nonimmigrant student (F-1) for extension of stay, school transfer or permission to accept or continue employment. |
| Form 102 | Application for replacement of lost I-94. |
| Form I-506 | Application for change of nonimmigrant status. |
| Form I-34 | Affidavit of support. |

Students should confer with the Director of Student Advising for information regarding securing and/or completion of the above forms.

Social Security Card

Each student is encouraged to secure a Social Security Card as needed for business purposes. Requests for cards are made at 225 James P. Brawley Dr., SW in Atlanta. Students must take along passports with the Form I-94 attached.

Maintenance of Status

Students must maintain full program of study as defined by the University and certified by the responsible school official.

STUDENTS 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, the right to appeal, and the availability of assistance in preparing a defense.

The student shall be notified in writing of the time and place of the review of 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 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 right to direct that any or all of this information not be released without consent. Such request must be filed, in writing, with the Office of Registration and Records.

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 Office of Registration and Records *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 Office of Registration and Records.

STUDENT GOVERNMENT ASSOCIATIONS

Functioning under the name Student Government Association (SGA), student government is ultimately involved with the quality of student life and the University. Its functions are varied; they provide a forum for the expression of student ideas, serve as intermediary between the student and the University community, promote intellectual dialogue, and secure student enrichment.

The SGA concerns itself with a wide range of activities and responsibilities and its purposes are intimately related to all facets of campus life: (1) to promote the individual and collective interests of the student body; (2) to further the democratic process through student representation in institutional governance; (3) to cultivate student leadership and encourage student participation in all phases of institutional governance; (4) to convey students' views to the University faculty and administration; (5) to coordinate and develop student activities; (6) to promote good relations and communications among the students, the faculty, and the administration; and (7) to promote school spirit and traditions.

THE ACADEMIC SERVICES PROGRAM

The Academic Services Program provides support to the University's academic programs. These program services are provided through support facilities such as the library, computer facilities, and instructional resources facilities. Academic programs are further enhanced by interinstitutional agreements, affiliated organizations, continuing education and the Summer School.

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 James P. Brawley Drive and Beckwith Street in Southwest Atlanta.

Services are offered 87½ hours per week: Monday through Thursday, 8:30 a.m. to 12 midnight; Friday 8:30 a.m. to 6 p.m.; Saturday, 10:00 a.m. to 6 p.m.; Sunday, 2:00 p.m. to 10 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 580,712 items. Of this total, there are approximately 346,137 circulating and reference sources and special collections, 189,245 microforms, 72,911 Government Documents, 12,356 theses, and 49,481 bound periodicals. In addition, there are 4,034 cubic feet of Archival Collections. Materials in the Woodruff Library represent the merging of the six collections of the 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 continuing its 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.

In an effort to develop the free flow of communication between the Library and the institutions of the Atlanta University Center, several librarians have been designated to act in a liaison capacity. This system is designed to aid in the acquisitions process, resolution of problems and concerns and the development of new programs and services.

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 prices 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 INSTRUCTIONAL RESOURCES CENTER

The Instructional Resources 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, previewing 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 12 Mbytes of 64-K chip memory. Languages and utility aids include VAX ADA, VAX BASIC, VAX FORTRAN, VAX PASCAL, VAX LISP and EDT editor. Mathematical, statistical and service libraries include IMSL, BASE SAS, SAS-GRAPH and SPSS (X).

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 schedule of courses 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 Academic Services, through an external advisory committee of the University. This committee monitors policy and procedures, and seeks to develop a working environment wherein faculty and staff creatively originate ideas and plans, interpret community needs and demands, and provide the resources for achievement of the University's objectives in continuing education. These activities include short courses, conferences, and workshops, many of which carry academic credit or Continuing Education Units (CEU's).

UNIVERSITY OF CALIFORNIA IN BERKELY

Interinstitutional Program

The program was established in 1985 to stimulate interest in research and academic careers among students at Atlanta University. Under this program, up to six students a year from Atlanta University may enroll at Berkeley for graduate study. Berkeley will provide funds to bring students to its campus to explore enrollment, provide counsel-

ing, and guarantee that Atlanta University students admitted to graduate school at Berkeley will receive offers for full financial assistance to meet their needs as determined by the financial aid office at Berkeley.

The program also provides funds for interinstitutional faculty exchanges. Such exchanges will be for the purpose of conducting colloquia on research.

OAK RIDGE ASSOCIATED UNIVERSITIES

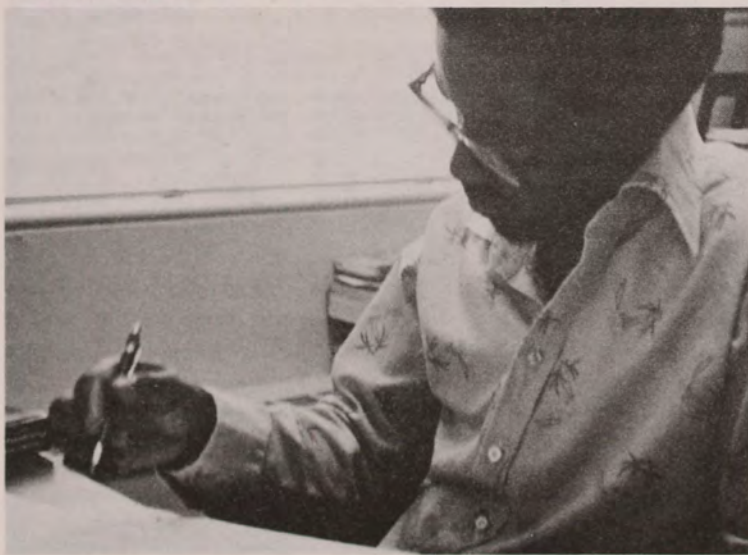
The Atlanta University is one of the sponsors of Oak Ridge Associated Universities (ORAU), a non-profit education and research management corporation of colleges and universities. Concentrating on energy, health, and the environment, ORAU conducts programs of research, education, information, and human resource development for a variety of government and private organizations.

ORAU's competitive research programs enable graduate students, and faculty members to work on problems at research facilities of the United States Department of Energy. Participants, who are selected by ORAU in cooperation with the staff of each facility, may qualify for fixed stipends.

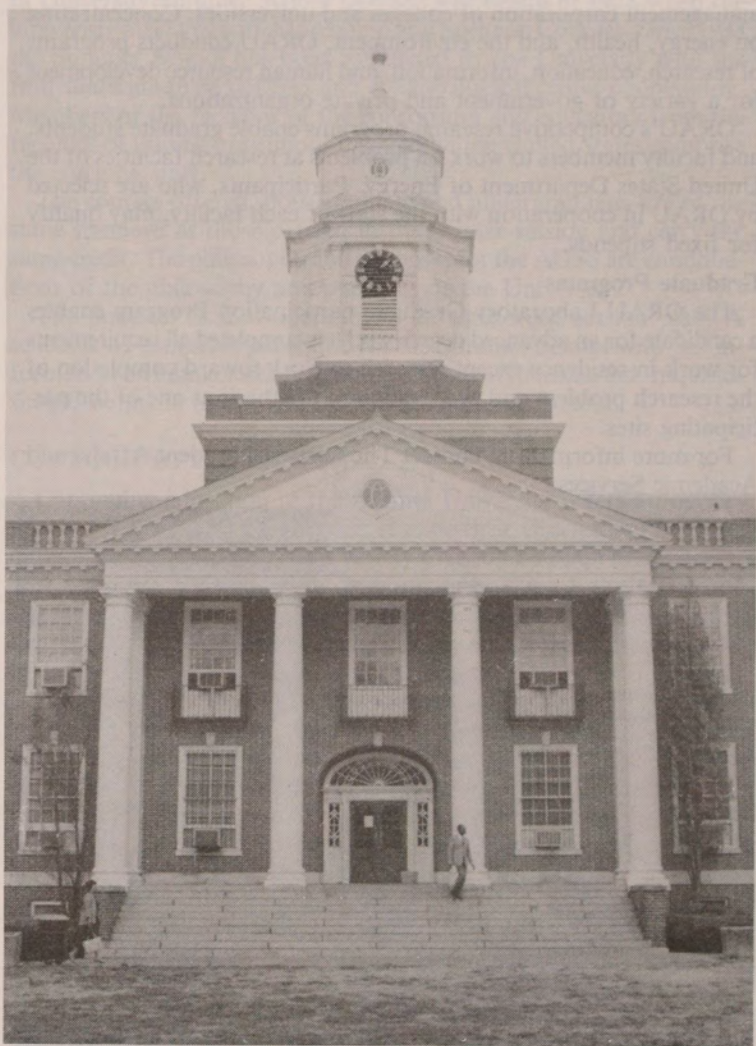
Graduate Programs

The ORAU Laboratory Graduate participation Program enables a candidate for an advanced degree who has completed all requirements for work-in-residence except research to work toward completion of the research problem and preparation of the thesis at one of the participating sites.

For more information, contact The Office of Student Affairs and Academic Services.



Academic Standards & Requirements



ACADEMIC STANDARDS

Full Academic Load

Full-time study is defined as no less than registration for completion of nine semester credit hours per semester during the fall and spring semesters and six during the summer term. Individual schools may have a higher minimum as published in the catalog.

Students who have completed their residency and any research credit hour requirements and who are engaged on a full-time basis in research activities requiring faculty supervision and who are registered for a minimum of three semester credit hours of research or thesis or dissertation consultation will be classified as a full-time student.

A student holding a teaching or research assistantship, engaged in college work-study, or awarded a guaranteed student loan is required to be enrolled as a full-time student.

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.

With the exception of students primarily engaged in research as noted above, students enrolled for less than the minimum required semester credit hours are classified as part-time students.

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 grades scale for graduate courses at the University is: 4.0-A, 3.0-B, below 2.0-F. The grade point average (GPA) is computed by dividing the total number of semester 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 of 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 to 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 the 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 Director of Registration and Records 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."

Persons not enrolled in a degree program of the University may be admitted to classes as auditors provided they submit the appropriate application, receive the written permission of the Dean of the School

and the Department Chair, and pay the required fees. Regularly enrolled students may also audit courses with the consent of individual instructors and payment of required fees. Auditors will not receive degree credit. A mark of "R" may be earned. They will not be permitted to take a credit examination on work audited. However, courses previously audited may be later taken for credit.

The mark of "W" indicates that a student has officially withdrawn from a course not later than the date of mid-term of any academic term published in the catalog. Students withdrawing after mid-term will be given a grade of "F."

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 Director of Registration and Records 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.

MINIMUM ACADEMIC STANDARDS

1. A student must maintain a cumulative grade point average of 3.00 in order to be in good standing. A student whose cumulative grade point average falls below 3.00 with the results of a given semester will be placed on academic probation in the following semester of enrollment.

2. A student on probation will be administratively dropped if the student does not earn a 3.00 average for the courses taken during the semester in which he is on probation.

3. Once a student's cumulative average falls below 3.00, the student has two semesters of enrollment in which to re-establish a 3.00 cumulative average.

4. If a student does not re-establish this good standing within the prescribed time frame, the student will be administratively dropped.

5. Individual schools and departments, with the approval of their dean, may establish additional grade-point requirements which will be published in the appropriate Student Handbook.

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 Office of Registration and Records. The application must be accompanied by a fee of \$30.00. 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 Recommendation Forms should be completed by three references and returned to the Office of Registration and Records.

Admission to the University is granted to graduates of four-year 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.

Graduate Record Examination. Applicants for admission (with the exception listed below) are required to take the Aptitude Test of the Graduate Record Examination and to have their scores on this examination reported by the Educational Testing Service. Although current test scores are preferred, reports up to five years old—but not older—will be accepted.

School of Business Administration applicants will take the **Graduate Management Admission Test (GMAT)** in place of the Graduate Record Examination.

Arrangements to take the GRE should be made directly with Educational Testing Service at least three weeks before the desired test date (six weeks, if registering to take the examination outside the United States).

Applications for the GRE examination and GMAT examination are obtainable from the Educational Testing Service, Box 955, Princeton, NJ 08540.

Domestic candidates from families with extremely low incomes may qualify for a waiver of GRE test fees. Such applicants should see their undergraduate financial aid office to determine whether their institution participates in the GRE Fee Waiver Program and whether they qualify. Fee waivers are not available directly from the Educational Testing Service.

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.

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 Registration and Records, 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.

TYPES OF ADMISSION STANDING

(a) **Unconditional Admission to an Academic Degree Program.** A minimum undergraduate or previous graduate GPA required for unconditional admission is set by each school/department as stated under each program in the catalog. In addition students must have had all course and/or degree prerequisites as may be specified.

(b) **Conditional Admission to an Academic Degree Program.** In some schools of the University a student not meeting the GPA or prerequisite requirements may be admitted conditionally to a degree program upon favorable recommendation of a department/school under specific conditions specified to the student at the time of admission in writing by the department/school for remedying the deficiency.

(c) **Admission of Students Enrolled in Atlanta University Center Institutions.** Upper division undergraduate and post-baccalaureate students in the Center may cross-register for lecture courses at Atlanta University upon written approval of the department head at the home institution. Normal course prerequisites shall apply. students who take course(s) at Atlanta University to satisfy a program requirement at an undergraduate institution may subsequently use the same course(s)

to satisfy a program requirement at Atlanta University only in approved five-year bachelor's and master's degree programs.

(d) **Admission of Students Enrolled Elsewhere.** Students from colleges or universities outside the Atlanta University Center may take graduate courses upon presentation of a letter verifying that the student is enrolled at the given institution and has the necessary prerequisite courses. It is the responsibility of the student to secure acceptance at his/her home institution for transfer of academic credit.

(e) **Special Admission.** Any individual upon satisfactory demonstration of the necessary prerequisite courses; training, or knowledge may be admitted as a special student to take graduate courses for audit or credit independent of a degree program upon favorable recommendation of a department/school. Such individual may not accumulate more than 12 semester credit hours as a special student. An individual admitted as a special student shall be assigned the Dean or his/her designee of the appropriate school as his/her advisor.

(f) **Continuing Education.** Any individual may apply for activities offered through the continuing education program without presentation of a transcript or letters of recommendation. Some activities may carry specific prerequisites as determined by the instructor.

Note: Where "department/school" is used above, it is to be understood that where departments exist they shall make the recommendation.

LEAVE OF ABSENCE

When special circumstances interrupt a student's studies, such as illness or family hardship, a student may make a request in writing to the Department Chair or Dean for an official leave of absence. The student should indicate why a leave is necessary. No leave of absence is given pro forma. No leave is granted for more than one calendar year. Receiving an official leave of absence enables a student to register without going through the full readmission process, but such a leave does not alter the student's degree deadline. To prepare for registration, the student must file an official Statement of Intent to Register with the Department Chair or Dean. Financial aid awards will not be automatically renewed if the student returns.

READMISSION

Former students may apply for re-admission by submitting a written request to the school dean/department chair. Approval for re-admission may be granted based on an evaluation of academic achievements before and subsequent to withdrawal or dismissal and on any other factors relevant to withdrawal or dismissal from the University.

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 two semesters of full-time enrollment. The residency requirement for some master's degree programs may be satisfied by a combination of semesters of part-time study in accordance with written policy of the department or school.

2. **Semester Hours/Transfer Credits Requirement** — At least 24 semester hours of graduate work at the Atlanta University are required. Regulations governing transfer credits are as follows:

- a. Transfer credits up to one-fourth of the maximum required in the given program may be acceptable; however, individual schools or departments may have further restrictions;
- b. Credits must have been earned in graduate level courses at an accredited university;
- c. A grade of A or B is required (P grade not acceptable);
- d. Credits must be no more than four years old at the time of admission to the degree program;
- e. The courses to be transferred must be appropriate for courses in the Atlanta University curriculum of the degree to be earned;
- f. The department may require an examination as a demonstration of knowledge of the appropriate materials and skills;
- g. It is the responsibility of the department and the school to ascertain that all of the above conditions have been met.

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 five calendar years of the date of matriculation. Work completed outside the five-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 School Certification Requirement** — Each school will set its own standards for communications skills and will certify to the Director of Student Advising Services that its graduates have met them.

6. **Thesis Requirement** — Graduate student scholarship is normally concluded by a satisfactorily completed thesis for the master's degree. The University authorizes individual schools to require theses for specific disciplines. Theses must be submitted to the dean's office in accordance with deadlines specified in the University Catalog. Theses

subjects shall be approved by standards and schedule established by the relevant department. 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 other course hours required for graduation.

The mandatory format, deadlines and components of all theses manuscripts are specified in the official **Atlanta University Thesis and Dissertation Guide**, which is available in the Office of Department Chairs and the Office of the Director of Student Advising Services.

7. Application for the Degree — Admission and registration do not of themselves certify the applicant 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 certified for the degree in the semester or summer session in which they expect to complete their school and/or departmental requirements.

During the semester in which graduation is expected, students must file an application for graduation with the Director of Student Advising to facilitate the University's preparation for granting the degree upon the certification by the Dean during the semester by the date published in the catalog. This application is valid only for the semester in which it is submitted. The deadline is published in the catalog.

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

The Communications Skills Certification requirement must have been met 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 schools certify candidates to the Director of Student Advising. Applications for graduation must be made on forms provided for this purpose. These forms may be obtained from the Office of the Director of Student Advising, and applications must be on file on or before the date stated in the University calendar.

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

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. Admissions—

- A. Documents to be filed with the Director of Recruiting and Admissions.

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. **Residency** — The minimum residence requirement is two semesters of full-time enrollment.

3. **Semester Hours/Transfer Credits Requirements** — Regulations governing the transfer of credits are the same as the master's degree.

4. **Time 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. **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.

6. **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.

7. **Application for Degree**—During the semester in which graduation is expected, students must file an application for graduation with the Director of Student Advising to facilitate the University's preparation for granting the degree upon the certification by the Dean that all requirements for the said degree have been met or will be met during the semester by the date published in the catalog. This application is valid only for the semester in which it is submitted. The deadline is published in the catalog.

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

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 Director of Recruiting and Admissions.

1. A letter of intent which indicates the desired area of study (biology, educational administration, social work, 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 of 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 three semesters of full-time enrollment, two of which must be contiguous academic year semesters.

3. Semester Hours/Transfer Credits Requirement — Students must earn a minimum of seventy-two (72) graduate semester hours of credit for the doctorate. At least forty-eight (48) semester hours of the required total must be earned at Atlanta University. Regulations governing transfer credits are as follows:

a. Transfer credits up to one-third of the maximum required in the given program may be acceptable; however, individual schools or departments may have further restrictions;

b. Credits must have been earned in graduate level courses at an accredited university;

c. A grade of A or B is required (P grade not acceptable);

d. Credits are no more than four years old at the time of admission to the degree program;

e. The courses must be appropriate for courses in the Atlanta University curriculum of the degree to be earned;

f. The department may require an examination as a demonstration of knowledge of the appropriate materials and skills;

- g. It is the responsibility of the department and the school to ascertain that all of the above conditions have been met;
- h. The above applies only to holders of master's degrees. See catalog statement under individual progress.
- i. The above do not apply to course waivers.

4. Time Requirements — Doctoral candidates must complete all degree requirements within five (5) years from the end of the semester by which they have passed all required departmental and/or academic unit examinations and have their dissertation topics formally approved. From the time of matriculation doctoral candidates must complete all degree requirements within a maximum of ten (10) years.

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.

Students who have completed all requirements for admission to candidacy for a degree in their school and department must submit an application for admission to candidacy to the Director of Student Advising no later than the last week of the semester before the one in which all work for the degree is to be completed, or no later than the deadline date published in the catalog. Admission to candidacy is upon the recommendation of the dean of the school and the certification of the Director of Registration and Records. Admission to the University or a school does not constitute admission to candidacy for a degree.

The Office of Registration and Records certifies to the respective school that according to the student's official transcript, the student has met the program's requirements for candidacy filed officially with the Director of Student Advising.

During the semester in which graduation is expected, students must file an application for graduation with the Director of Student Advising to facilitate the University's preparation for granting the degree upon the certification by the Dean that all requirements for the said degree have been met or will be met during the semester by the date published in the catalog. This application is valid only for the semester in which it is submitted. The deadline is published in the catalog.

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

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.

The mandatory format, deadlines and components of all dissertation manuscripts are specified in the official *Atlanta University Thesis and Dissertation Guide*, which is available in the offices of the department chair or the Director of Student Advising Services.

All dissertations are submitted by the Atlanta University Center Library to University Microfilms International for publication in microfilm form. The required instructions, contract forms, and schedule of fees for this service are available in the A.U.C. Library.

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.

Doctoral Courtesy Policy

Employees of Atlanta University holding the doctoral degree will be admitted to the University for the purpose of auditing a course(s)

with the permission of the Dean of the School in which the course is to be taken.

Procedures

1. The employee who desires admission for audit only must submit a letter of request and a vita to the Dean of the School in which the course is to be taken.

2. Upon receipt of the letter of request, the dean will evaluate the request and will prepare a written recommendation for admission for audit only.

3. The Director of Admissions will prepare a letter of admission for audit only for the signature of the Associate Vice President for Academic Services.

4. Copies of all correspondence must be sent to the Office of the Director of Admissions.

Neither this policy statement nor procedures should be construed to replace or avoid the tuition remission process.



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 not only to the broader experiences of 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
 - Africana Women's Studies
 - Afro-American Studies
 - Criminal Justice Administration/Sociology
 - Economics
 - English
 - History
 - Political Science
 - Romance Languages
 - Social Sciences
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
 - Social Science
5. Doctor of Philosophy in
 - Biology
 - Chemistry
 - Political Science

AFRICANA WOMEN'S STUDIES

Collette Hopkins, Acting Director

Africana Women's Studies prepares its graduates to serve as policy planners, program specialists, writers and consultants. The program prepares graduates to work with women-related programs in government and in the private sector, and with women's organizations, and to teach on the undergraduate and graduate levels.

Degrees Offered

The program offers an interdisciplinary interschool program of study leading to the Master of Arts and Doctor of Arts in Social Science and Humanities degrees.

Master of Arts

For the Master of Arts degrees in Africana Women's studies, the program requires a minimum of 30 semester hours.

Admission Requirements

The Africana Women's studies program admits graduates of accredited four-year colleges who meet the requirements of the University and the School of Arts and Sciences and who have maintained a "B" average in approximately 24 hours of undergraduate study in an established discipline.

Degree Requirements

Master of Arts in Women's Studies

The following are degree requirements for the Master of Arts degree in Women's Studies:

1. Completion of 24 semester hours of course work with a "B" average.
2. Completion of six (6) semester hours of thesis research.
3. Satisfaction of requirements for one research tool to be selected from the following:
 - a) passing the University examination in an appropriate foreign language.
 - b) passing grade in a non-credit foreign language course offered by the University.
 - c) a passing grade in a course in social science statistics.
 - d) a passing grade in a course in computer science.
4. a comprehensive examination.
5. submission of an acceptable thesis.
6. residences at the University for a minimum of one year.

Course Requirements for the Master of Arts

| | |
|----------------------|------------------|
| General (Area I) | 9 semester hours |
| Major Area (Area II) | 9 semester hours |
| Electives (Area IV) | 6 semester hours |

Doctor of Arts in Social Science and Humanities

The Doctor of Arts degree program requires 48 semester hours. For students who have not earned the Master's degree, additional course work will be required.

Admission Requirements

Graduates of accredited four-year colleges who meet the requirements of the University and the School of Arts and Sciences and who have maintained a "B" average in approximately 24 hours of undergraduate study in an established discipline.

Degree Requirements

The following are requirements for the Doctor of Arts degree.

1. Completion of 36 semester hours beyond the Master of Arts degree.
2. Completion of 12 semester hours of dissertation research.
3. Completion of requirements for two research tools to be selected from the following:
 - a) passing the University examination in an appropriate foreign language.
 - b) passing grade in a non-credit foreign language course offered by the University.
 - c) a passing grade in social science statistics.
 - d) a passing grade in a course in computer science.
4. Both written and oral comprehensive examinations.
5. Submission of an acceptable doctoral dissertation.
6. Residence at the University for a minimum of one year.

Course Requirements for the Doctor of Arts

| | |
|-----------------------------|-------------------|
| General (Area I) | 12 semester hours |
| Major Area (Area II) | 12 semester hours |
| Pedagogical Area (Area III) | 6 semester hours |
| Electives (Area IV) | 6 semester hours |

Candidacy Requirements

1. Satisfactory completion of 36 hours of course work beyond the Master's degree.
2. Completion of 12 hours for dissertation research.

AWS 490 Introduction to Women's Studies: This is a survey course which introduces students to the history, trends, basic ideas, scholars, problems, and content of Women's Studies.

AWS 501 Feminist Theory: A critical examination and analysis of the historical and current theories about the role and status of women. Prerequisite—AWS 490.

AWS 502 Africana Feminist Theory: A critical examination and analysis of the historical and current theories and approaches to the role and status of women in African, Caribbean, and African-American cultures.

AWS 503 Feminist Methodology: The research resources, techniques, and approaches to Women's Studies will be reviewed and demonstrated in this course.

AWS 504 Comparative Third World Women: An examination of the social, political, psychological and economic conditions of Afro-American, Caribbean, and African Women with a view towards identifying similarities and differences among the three groups of women.

AWS 505 Women in the Labor Market: An examination of occupational and economic conditions, constraints and patterns of women wage earners in America. Black, white, rural, urban, poor, middle class and women at various educational levels will be comparatively analyzed.

AWS 506 Women and Development: Emphasis will be on the role, priorities and systematic problems associated with female participation in the development process in third world nations.

AWS 507 Rural Women: A cross-cultural look at the lifestyles and socio-economic and political conditions of rural African, Caribbean and Afro-American women. Prerequisite - AWS 506.

AWS 508 Urban Women in Africa and the Caribbean: A cross-cultural analysis of the concerns and conditions of African and Caribbean women who live in urban areas.

AWS 509 Africana Women and Public Policy: A review of public policy issues which impact on the status and conditions of Africana women. The degree and results of Africana women's participation in policy-making will also be examined.

AWS 510 Africana Women in International Affairs: A survey of the degree and level of participation of Africana women in foreign policy making, diplomatic missions, international agencies, and international organizations. The positions held, contributions, and issues championed by these women will be examined and analyzed. Prerequisites - AWS 409 and AWS 506.

AWS 600 Seminar on African Women: Various issues and concerns related to the education, socialization, occupations, concerns, activities and conditions of Africana women will be alternately focused on in this seminar. Prerequisite AWS 409 and AWS 506.

AWS 601 Directed Research 3 hours

AWS 602 MA Thesis Research 1-6 hours

AWS 603 Dissertation Research 1-12 hours

Other approved courses for this interdisciplinary program are listed under the following departments and schools of the University: In the School of Arts and Sciences: Political Science Dept., Sociology Dept., English Dept., School of Social Work, School of Business Administration, and School of Education.

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 | 3 credits |
| 2) A course in African history or culture | 3 credits |

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

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 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

Admission Requirements

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 Programs 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 literatures 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 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 Programs, the English—Reading Program and the English—Education Program—the English School of Education Cooperative Program.
 - A. At least one academic year in residence
 - B. Passing of a reading examination in French, German or Spanish, or passing 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

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- 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 department 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 Literatures
 - 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 of 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 to 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 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 484. 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 principle 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 to 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 539. Women in Contemporary African Fiction.** An examination of the status of women in modern African fiction with comparisons to their actual status in these societies. (Second Semester) *3 credits*
- ENG 543. English Literature: 1550-1660.** A survey of the poetry and prose of the English Renaissance. *3 credits*
- ENG 544. Spenser and Milton.** A study of the major poems of Spenser 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 of 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 of 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 warranted 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 of 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. Concurrent Degrees
 - a. M.A. degree in Spanish and Criminal Justice Administration
 - b. M.A. degree in Spanish and MSW degree in Social Work
3. Doctor of Arts in Humanities with a concentration in Romance Languages.

Admission Requirements

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 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 work closely with the student, guiding his studies and monitoring his progress, in a course of studies tailored to his particular needs.

Requirements for the Concurrent Degree Programs

The concurrent degree programs (Spanish/Social Work; Spanish/Criminal Justice Administration) are intended to equip students, in two summers and two academic years, with a knowledge not only of how to manage and interpret the affairs of correctional and social agencies, but also with a knowledge of the language, history, culture and customs of the Hispanic heritage of their clientele.

Students successfully completing the curriculum will receive the M.A. degree in Spanish and the Master of Social Work degree or the Master of Criminal Justice Administration degree.

A. Spanish/Criminal Justice

1. Spanish

- a) Required: Eighteen hours
- b) Practicum: Three hours
- c) Electives: Nine hours

2. Criminal Justice Administration

- a) Required: Twenty-one hours
- b) Practicum: Three hours
- c) Electives: Six hours

B. Spanish/Social Work

1. Spanish

- a) Required: Eighteen hours
- b) Electives: Six hours

2. Social Work

- a) Required: Forty Eight hours
- b) Electives: Six hours

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 in the section entitled Doctor of Arts in the Humanities, 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 15 semester hours in the major language and 9 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 Reading 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. An 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 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 origins to the present, with major emphases on political, social and cultural institutions. *3-6 credits*

FRH 635. 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 pros-
ist. Linguistic, philosophical, and literary commentary on Don Quixote and signifi-
cant 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. Im-
portant precursors and major authors are studied. *3 credits*

SPA 522. Galdos, 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 Baro-
ja, 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 evolu-
tion of the Spanish American novel in the twentieth century. Special attention to ex-
perimentation 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 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 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, Africa, 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 from the usual basis for graduate study. From that basis, students may proceed to concentrate in any combination of American, European, African, and Afro-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.

Admission Requirements

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
African History
Afro-American Studies
Modern European History
Urban History

3. Students with no previous graduate level Afro-American History 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 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 in 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 604. Seminar in Afro-American History: Post Civil War Period. A research seminar on selected post-Civil War aspects of Afro-American development. *3 credits*

HIS 605. Independent Study. Designed to give students under the supervision of the instructor an opportunity to pursue in-depth areas not covered in 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*

HIS 680. Survey of African History. Explores themes in African History from the earliest times to the end of the 18th century. *3 credits*

HIS 681. History of Africa Since 1800. An examination of the European conquest of Africa and the legacy of colonialism to Africa since independence and in an era of unprecedented economic crisis and political instability. *3 credits*

HUM 675. The Person in History and Literature. This seminar examines the concept of the person—man, woman and/or the emergent androgynous personality—in selected epochs of history and areas of literature. (cross listed in the Doctor of Arts in the Humanities — The Humanistic component). *first semester 3 lec. hrs, 3 credits*

DOCTOR OF ARTS IN 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

The requirements of each concentration within the program are described in the listing of the relevant department. The core curriculum courses are described here.

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

Degree Requirements—See University requirements and specific departments 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.

Interinstitutional Program

The Interinstitutional Program in American and Afro-American Studies, conducted in conjunction with the Graduate Institute of Liberal Arts at Emory University, has as its goal the strengthening of programs in related fields at both Universities, particularly American Studies at Emory and Afro-American Studies at Atlanta University.

Students enrolled in Humanities at Atlanta University and in the Graduate Institute of Liberal Arts at Emory may, with the consent of their advisers, take courses in either program.

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.

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 course. 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

Kofi B. Bota, Chemistry and Physics
John M. Browne, Biology
Paul L. Brown, Biology
Frank E. Cummings, Chemistry
Pushkar Kaul, Biology
Judith R. Lumb, Biology
Benjamin F. Martin, Mathematical and Computer Sciences
Henry C. McBay, Chemistry
Ronald Mickens, Physics
Alfred Z. Msezane, Physics
Paul Musey, Biology
Rosalyn Patterson, Biology
Malcolm B. Polk, Chemistry
Nazir Warsi, Mathematical and Computer Sciences
Luther S. Williams, Biology

Associate Professors

Harold D. Banks, Chemistry
Irene Brown, Biology
William Dashek, Biology
Yitbarek Habte-Mariam, Chemistry
Franklin Hamilton, Chemistry
Carlos Handy, Physics
Mohammed Hassan, Mathematical and Computer Sciences
Negash G. Medhin, Mathematical and Computer Sciences
James Reed, Chemistry
Arthur L. Williams, Biology

Assistant Professors

Kwabena Bimbong-Bota, Physics
John Kao, Mathematical and Computer Sciences
Otis Kitchen, Chemistry
Juarine Stewart, Biology
Henry Zeidan, Chemistry

Instructors

Rose Hsu, Mathematical and Computer Sciences

BIOLOGY

John M. Browne, Acting Chair

Admission Requirements

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 required by the University, 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 the 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.

Matriculation Process and Requirements

Following admission to the university, a student is assigned a faculty member as a counselor to provide initial guidance while accomplishing the core curriculum. By the second semester, it is expected that the student would have had the opportunity to interact with all the faculty and arrived at a decision of pursuing one of the three major areas of concentration, i.e., **molecular, cellular, and developmental** biology and selection of a major advisor who guides the thesis/dissertation research project.

Selection of advanced courses to be taken by the student and the specific research project for thesis or dissertation is made in consultation with the major advisor.

Following the completion of all of the required didactic and laboratory courses, the student is expected to possess a general understanding of all areas of biology, and a comprehensive understanding of knowledge, practices and future directions of the area of his or her specialization. To complete the requirements for a graduate degree, all of the required courses must have been completed with a 3.0 GPA and a research thesis/dissertation acceptable to the appropriate committee must have been submitted.

Degrees

A. Master of Science Degree

- For earning the M.S. degree, the student must take a total of 24 credit hours including the required core courses: Bio-statistics, Methods and Techniques in Biology, Biochemistry, Molecular Genetics, Cell Biology, and Developmental Biology, and 6 hours of research.
- All students must demonstrate competency in one foreign language and pass a written comprehensive examination which encompasses the basic concepts of biology. A Program of Study Form and Prospectus must be submitted to the Biology Office during the Spring Semester of the first year of matriculation.
- The student must submit a thesis based on research supervised by the student's major advisor and approved by the Thesis Committee. The Thesis Committee is appointed by the student's major advisor in consultation with the student early in the program of study. The Committee approves the program of the student, meets with the student at least once every semester, reads the thesis and administers the final examination or thesis defense.
- For students who desire practical experience in applied biology arrangements can be made for research internships in the biological industry, a national laboratory or other setting of applied biological research.

B. Doctor of Philosophy Degree

- To earn the Ph.D. degree, a student must have taken a total of at least 40 credit hours of graduate courses including all of the core courses and those required for specialization in one of the three major areas of concentration, i.e., **molecular, cellular, and developmental** biology. In addition, a dissertation resulting from 32 credit hours of research conducted under the supervision of the major advisor must be submitted for approval by the Dissertation Committee. **Continuous enrollment** in departmental seminars and proficiency in one foreign language are also requirements for the doctoral degree.
- The Dissertation Committee, constituted by the major advisor in consultation with the student and approved by the Departmental Chairperson, has at least five members, one or more being from another closely related discipline.

- As part of the comprehensive training program, each candidate for the Ph.D. degree is required to either serve as a Teaching Assistant for at least one semester, or demonstrate classroom instructional competence through seminars and lectures.
- It is not essential for every student to earn an M.S. degree before admittance to the Ph.D. program. In order to proceed directly to the doctoral program, the student must fulfill all prerequisites of the Department and must satisfy the following requirements.
 - The student must generate a grade point average of 3.3 or better for 3 semesters of work (or 27 hours, if any of the work was a part-time student).
 - The student must take the Comprehensive Examination at the end of the third semester (or after 27 hours of courses, if any of the work was as a part-time student), consisting of both written and oral examinations prepared by the Examinations Committee specifically constituted by the Departmental faculty.
 - The student must maintain a grade of 80 percent or better on the Comprehensive Examination in the first and the only opportunity given at the end of third semester (or after 27 hours, if any of the work was as a part-time student).

Course Description

BIO 501. Biology Seminar. One weekly meeting, one for the specific area, to hear research reports from faculty, invited speakers and degree candidates.

(Every Semester, 1 credit)

BIO 503. Biochemistry. Overview of basic structure and function of proteins, nucleic acids, carbohydrates, and lipids; intermediary metabolism and the control mechanisms involved.

Fall, 3 credits

BIO 504. Molecular Genetics. Structure, function and regulation of genes in procaryotic cells and viruses.

Fall, 3 credits

BIO 506. Cell Biology. Cellular structure, biosynthesis and function of eukaryotic cells.

Spring, 3 credits

BIO 508. Developmental Biology. Principles of development including growth, morphogenesis, and differentiation.

Spring, 3 credits

BIO 509. Methods and Techniques in Biology I. A laboratory course covering such techniques as absorption and fluorescence spectroscopy, ultracentrifugation, diffusion, sedimentation, electrophoresis, spectrometry, x-ray diffraction, nuclear chemistry and chromatography. This course carries a special laboratory fee of \$168 per semester.

Fall, 4 credits

BIO 510. Methods and Techniques in Biology II. Instrumentation used in manipulation and characterization of physical moities of organic molecules.

Fall, 3 credits

BIO 511-512. Advanced Biochemistry. Biosynthesis and biological significance of carbohydrates, lipids, proteins, enzymes, nucleic acids and other endogenous compounds.

Spring-Fall, 6 credits

BIO 513. Eukaryotic Genetics. Genetics from organismal, cellular and molecular standpoints in eukaryotic cells.

Fall, 3 credits

BIO 514. Molecular Biology. Molecular properties and structure of cell membranes, surfaces, cytoskeleton, and mechanisms of biosynthesis in procaryotic cells.

BIO 536. Virology. Structure, reproduction and virus-host relationships of viruses infecting bacteria, plants and animals. *Spring, 4 credits*

BIO 551. Biostatistics. A course in statistical theory and methods as applied to biological research. *Spring, 3 credits - to be offered by mathematics departments*

BIO 558. Immunology. Lectures on humoral and cellular immunity, and the use of antigen-antibody reactions and monoclonal antibodies as tools in biology. *Spring, 3 credits*

BIO 560. Electron Microscopy: Preparatory procedures and use of the electron microscope. *Fall, 4 credits*

BIO 566. Developmental Genetics. A lecture-discussion course on principles of the genetics of development. *Spring, 3 credits*

BIO 570. Plant Physiology: A lecture-laboratory course of basic physical and chemical activities of plants. *Spring, 3 credits*

BIO 571. Plant Biochemistry. A study of plant growth regulators and their interactions in controlling the growth and development of higher plants. *Spring, 3 credits*

BIO 576. Cellular Pathology. A lecture discussion-laboratory course devoted to an understanding of disease at molecular and cellular levels. *Fall, 4 credits*

BIO 581. Molecular and Cellular Aspects of Development. An advanced course on the synthesis of information relating to development through biochemical and cellular procedures. *Alternate Fall, 3 credits*

BIO 589. Laboratory in Molecular Genetics. A laboratory course on recombinant DNA and sequencing methods. *Spring, 4 credits*

BIO 633. Advances in Molecular Biology. *3 credits*

BIO 635. Advances in Cellular Biology. *3 credits*

BIO 643 Advances in Developmental Biology. *3 credits*

BIO 645. Advances in Development Biochemistry. *3 credits*

BIO 649. Advances in Cell Ultrastructure. *3 credits*

BIO 651. Advances in Molecular and Cellular Immunology. *3 credits*

BIO 671. Research in Molecular Biology. *variable credit*

BIO 681. Research in Cellular Biology. *variable credit*

BIO 683. Research in Developmental Biology. *variable credit*

CHEMISTRY

Frank E. Cummings, Chair

Admission Requirements

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, one year of physics and one year of calculus 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, and industrial chemistry; a Doctor of Arts (D.A.) degree designed for potential teachers in four-year and community colleges; and a Ph.D. degree in biochemistry, organic and polymer chemistry.

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, 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 a minimum of 24 semester hours of approved course work and six semester hours of thesis research. Courses required of all students are CHM 501 (Advanced Organic I), CHM 502 (Advanced Organic II), CHM 531 (Advanced Inorganic), and CHM 541 (Instrumental Methods).
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 cannot be used to satisfy the 30-hour minimum 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 516 (Physical Chemistry I), CHM 517 (Physical Chemistry II), CHM 531 (Advanced Inorganic), CHM 605 (Polymer Chemistry), CHM 541 (Instrumental Methods), CHM 606 (Topics in Industrial Chemistry), CHM 607 (Scale-up for Chemists), 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, including a scientific communications course, 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 cannot be used to satisfy the 75 hour course requirement of 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 sought.

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, including a scientific communications course. 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 year 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 516. Physical Chemistry I.** A study of kinetics, quantum chemistry, and equilibrium in ideal systems. One semester. *3 credits*
- CHM 517 Physical Chemistry II.** A study of solution thermodynamics, electrochemistry and statistical thermodynamics. 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, electrophysics, viscosity, optical spectroscopy, fluorescence, magnetic resonance, and nuclear chemistry. One semester. *3 credits*
- CHM 531. Advanced Inorganic Chemistry.** Treatment of bonding theory, oxidation-reduction and acid-base theory, and their correlation with chemical reactivity. One semester. *3 credits*
- CHM 532. Physical Inorganic Chemistry.** Detailed treatment of bonding theory, chemical kinetics and mechanisms of chemical reactions. One semester. *3 credits*
- CHM 541. Industrial Methods.** This course is designed to acquaint the student with the fundamental principles, construction, and operational characteristics of typical instrumentation and the application in chemical research and analysis. One semester. *3 credits*
- CHM 544. Computer Computations in Chemistry.** An introduction to the use of computers for data acquisition and analysis. One semester. *1 credit*
- CHM 551-552. Seminar in Chemistry.** Required of all graduate students in the department. Two semesters. *1 credit*
- CHM 599. Scientific Communication.** Effective writing of scientific reports, proposals, and papers, and of oral communication will be emphasized. One semester. *3 credits*
- CHM 601. Physical Organic Chemistry I.** 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. Physical Organic Chemistry II.** The application of group theory to molecular orbital calculations, frontier molecular orbital calculations, advanced linear free energy relationships and kinetic methods are discussed. 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. Topics in Polymer Chemistry.** In depth treatment of areas of current interest in polymer chemistry. 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 610. Stereochemistry.** Organic molecules containing centers, planes and axes of chirality are examined in terms of their absolute and relative configurations. The topics of prochirality, conformational analysis, resolution and introductory asymmetric synthesis are presented. One semester. *3 credits*
- CHM 611. Advanced Organic Synthesis.** Chemi-, regio-, and stereoselective methods for the efficient synthesis of multifunctional organic compounds are discussed utilizing the concepts of structural and reactivity equivalency. One semester. *3 credits*
- CHM 612. Physical Biochemistry.** Survey of various spectroscopic techniques and hydrodynamic, non-hydrodynamic and electric charge methods for determination of size, shape, and molecular weight of biomacromolecules. Selected topics such as relaxation spectrometry, solutions of macromolecules, and X-ray diffraction are also discussed. 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 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 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 700. Thesis Consultation. One semester. *1 credit*

CHM 701. Research in Organic Chemistry. One semester *Variable credit*

CHM 702. Research in Organic Chemistry. One semester. *Variable credit*

CHM 703. Research in Organic and Polymer Chemistry. One semester. *Variable credit*

CHM 710. Research in Physical Chemistry. One semester. *Variable credit*

CHM 711. Research in Physical Chemistry. One semester. *Variable credit*

CHM 712. Research in Physical and Polymer Chemistry. One semester. *Variable credit*

CHM 713. Research in Atmospheric Chemistry. One semester. *Variable credit*

CHM 720. Research in Inorganic Chemistry. One semester. *Variable credit*

CHM 730. Research in Biochemistry. One semester. *Variable credit*

CHM 731. Research in Physical Biochemistry. One semester. *Variable credit*

CHM 732. Research in Biochemistry. One semester. *Variable credit*

CHM 733. Research in Biochemistry. One semester. *Variable credit*

CHM 800. Dissertation Research. One semester. *1 credit*

MATHEMATICAL AND COMPUTER SCIENCES

Nazir Warsi, Chair

The Department of Mathematical and Computer 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 Requirements

The Department of Mathematical and Computer 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 Examinations 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, complete the requirements for a thesis and satisfy thirty (30) semester hours of the designated course work requirement for the degree program chosen as well as attend all non-credit 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/Nonthesis Options

An approved thesis and a final examination on its content is required for the thesis option. An equivalent requirement for the nonthesis option consists of six (6) hours of coursework and a comprehensive examination.

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 levels. It is designed also to provide the basic course work and the initial research skills for persons who might pursue a Ph.D. degree program in mathematics. It provides training in the areas of analysis, algebra, mathematical structures, and topology.

A. Prerequisites

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

B. Course Work Required

A minimum of thirty (30) semester hours of graduate work at the level of MCS 520 or above, including the following courses or their equivalent: MCS 520, 521, 522, 523, 525 or 531, 536, 537 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 MCS 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 the 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 MCS 520 or above, including the following courses or their equivalent: MCS 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 MCS 520 might be waived.

Computer Science, M.S. Degree

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

A. Prerequisites

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

B. Course Work Required

A minimum of thirty (30) semester hours of graduate work at the level MCS 520 or above including MCS 535 or MCS 537, MCS 571, MCS 572, MCS 573, MCS 574, MCS 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: MCS 520, MCS 540, MCS 543, MCS 544, MCS 547, MCS 548, MCS 578, MCS 581, MCS 583, MCS 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: MCS 547, MCS 583, MCS 592, MCS 595, and other courses suggested by student's Advisory Committee.

c. Computer Science with Emphasis on Computer Systems Operations (Industry/Government) suggested electives: MCS 547, MCS 581, MCS 592, MCS 593, MCS 583, MCS 597.

Internal-External 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 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 Mathematical and Computer Sciences of Atlanta University. For more details about this program, contact the Department Chair.

Course Descriptions

A. Mathematics and Applied Mathematics courses are primarily listed between MCS 520-MCS 569.

B. Computer Science courses are primarily listed between MCS 570-MCS 599.

MCS 501. Differential and Integral Calculus (3,3,0)

An introductory course in calculus for computer science students who are deficient in calculus. The essentials of differential and integral calculus are covered.

MCS 505. Introduction to Structured Programming (PASCAL) (3,3,0)

An introduction to structured programming using Pascal as a vehicle, including techniques for problem solving, flowcharting, and stepwise refinement. Algorithms for searching and sorting as well as linear and linked data structures are also covered.

MCS 512. Linear Algebra and Matrices (3,3,0)

An introductory course covering systems of linear equations, vector spaces, matrices, determinants, and linear transformations.

MCS 514. Data Structures and File Organization (3,3,0)

Corequisite: MCS 505 or equivalent.

An introduction to the basic data structures and file organizations and access methods including strings, arrays, stacks, queues, linked lists, trees, sequential, indexed sequential, and random access files. Algorithms for processing these data structures and files are also included.

MCS 516. Probability and Statistics (3,3,0)

An introduction to probability and statistics including probability models, random variables, expectation; basic descriptive statistics, hypothesis testing, estimation, linear regression, and nonparametric tests.

MCS 518. Introduction to Computer Systems with Assembly Language Programming (3,3,0)

An introduction to the organization and structure of the major hardware and software components of computers including logic design, number representation and arithmetic, operating systems, process management, and resource management. The specific architecture and assembly language programming of a microcomputer will be used to illustrate the concepts studied.

MCS 519. Survey of Programming Languages (3,3,0)

Prerequisites Working Knowledge of a High-level Language.

A survey of several programming languages with special emphasis on data types defined and programming structures, formal grammars, subroutine linkage mechanisms, recursive functions operation, and methods of semantic specification.

MCS 520. Introduction to Analysis (3,3,0)

A theoretical introduction to calculus including the topology of real numbers, sequences and series, continuous and differentiable functions, Riemann integrals, sequences of functions and functions of several variables.

MCS 521-522 Real Analysis I, II (6,6,0)

Prerequisites: MCS 520 or equivalent.

An introduction to the theory of measure and Lebesgue integrals, Banach and Hilbert spaces, complex measures and product integration.

MCS 523-524. Complex Variables I, II (6,6,0)

Prerequisites: MCS 520 or equivalent.

An introduction to the theory and application of functions of one or more complex variables. Topics include analytic functions, meromorphic functions, contour integration, power series, harmonic functions, conformal mapping and analytic continuation.

MCS 525-526. Functional Analysis I, II (6,6,0)

Prerequisites: MCS 520, MCS 521.

An introduction to the study of various functional analytic concepts including normed spaces, Hilbert spaces, linear topological spaces, operator theory, spectral analysis, and generalized inverses.

MCS 530. Modern Geometry (5,3,0)

Prerequisites: Full graduate standing.

A survey of descriptive geometry, with special emphasis on solid geometry and matrix techniques. Topics perspective, projective and affine transformations, and polyhedra. The techniques covered in this course are applicable to computer graphics.

MCS 531. Topology (3,3,0)

Prerequisites: MCS 521.

An introduction to the study of topological concepts including topological and metric spaces, continuity, connectedness, completeness, compactness, and product spaces.

MCS 535-536. Algebra I, II (6,6,0)

Prerequisites: Full graduate standing.

An introduction to abstract algebra covering the basic theory of groups, fields, rings, and modules. Topics include the Sylow theorems, structure of finitely generated abelian groups, Galois theory and basic algebraic number theory.

MCS 537. Discrete Mathematical Structures (3,3,0)

Prerequisites: Full graduate standing.

An introduction to applied modern algebra with emphasis on finite structures and their applications to computer science. Topics include groups, rings, fields, relations, graph theory, boolean algebras, finite-state machines.

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- MCS 540. Numerical Methods** (3,3,0)
Prerequisites:
An introductory study of numerical algorithms for the solution of algebraic, differential and integral equations. Also included in error analysis for the algorithms studied.
- MCS 541-542. Principles of Applied Mathematics I, II** (6,6,0)
Prerequisites: MCS 520, MCS 521.
An introductory study of various techniques including Green's function, string vibration, integral and differential operators in Hilbert spaces, spectral analysis and Laplace transform.
- MCS 545. Problems in Differential Equations** (3,3,0)
Prerequisites: MCS 520.
An advanced course in differential equations. Topics vary with the interest of the instructor and may include both ordinary and partial differential equations. Note: a student may receive credit for this course more than once.
- MCS 547-548. Operations Research I, II** (6,6,0)
Prerequisites: Full Graduate Standing.
An introduction to the concepts and techniques for the analytical formulation and solution of decision problems including linear programming, dynamic programming, queueing models, replacement models, and stochastic processes.
- MCS 560. Probability Theory and Stochastic Processes** (6,6,0)
Prerequisites: MCS 520.
An advanced introduction to probability theory and stochastic processes including distribution functions, probability spaces and random variables, expectation, the central limit theorem, stationary processes, independent increment processes, Gaussian processes, and ergodic theory.
- MCS 561-562. Applied Statistical Methods I, II** (6,6,0)
Prerequisites: MCS 520.
- MCS 571. Computer Organization** (3,3,0)
Prerequisites: Full Graduate Standing.
An advanced study of the logical organization of a computer, including the description of various functional devices, input and output devices, central processing unit, arithmetic and logic unit, types and hierarchy of storage devices, and implementation of instruction sets. Also included will be multiprocessor environments and pipeline processors.
- MCS 572. Compiler Construction** (3,3,0)
Prerequisites: Full Graduate Standing.
An introduction to the major methods used in compiler construction. The parsing methods of LL (k) and LR (k) are covered as well as finite state methods for lexical analysis, symbol table construction, internal forms for a program, run time storage management for block structured languages, and an introduction to code optimization.
- MCS 573. Operating Systems and Computer Architecture** (3,3,0)
Prerequisites: Full Graduate Standing and familiarity with 8080 Assembly Language Programming.
An advanced study of the major issues in operating systems including concurrency, deadlock, parallel processing, and resource management. Concepts will be reinforced via programming projects.
- MCS 574. Database Management Systems Design** (3,3,0)
Prerequisites: Full Graduate Standing.
An advanced study of the major issues in database management. Topics include a review of hierarchical, network and relational systems, relational algebra, functional dependencies, multivalued dependencies, security, privacy, recovery, concurrency and integrity. A practical project and report are required.
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- MCS 575. Design and Analysis of Algorithms** (3,3,0)
Prerequisites: MCS 514 and MCS 537.
A survey of important algorithms and study of their complexity. Algorithms include graph traversal, sorting, optimal paths, and game tree evaluation. Both space and the time complexity will be considered. An introduction to NP complete problems.
- MCS 578. Computability Theory** (3,3,0)
Prerequisites: MCS 575
An introduction to the theoretical study of computers and computability including recursive function theory. Turing machines, self-modifying programs, and compilers.
- MCS 581. Introduction to Microprocessors and Microcomputers** (3,3,0)
Prerequisites: MCS 518, or Full Graduate Standing.
An introductory study of the concepts and operation of microprocessors. Topics include architecture, programming, comparative microprocessor evaluation, system design techniques, and applications.
- MCS 583. Computer Communication Networks** (3,3,0)
Prerequisites: MCS 573.
An introductory study of design and functioning of computer networks including various hardware and software considerations and protocols.
- MCS 592. Theory of Programming Languages** (3,3,0)
Prerequisites: MCS 572.
An introduction to issues affecting the design of programming languages with emphasis on the functionality and implementation of language features. Features will be discussed abstractly and in the context of existing languages, including ADA, LISP, and Pascal.
- MCS 595. Computer Graphics** (3,3,0)
Prerequisites: Full Graduate Standing MCS 537.
An introduction to the methods for computer generation and manipulation of images. Both two and three dimensional images will be discussed including transformations, windowing, and hidden line and surface removal. Programming assignments will emphasize the practical aspects of this area.
- MCS 597. Linear System Theory** (3,3,0)
Prerequisites: MCS 541.
An advanced study of the concepts of linear systems including causality, controllability and observability. Both stationary and time-varying systems will be studied.
- MCS 598. Practicum in Computer Science** (1,1,5)
Prerequisites: MCS 573.
An introduction to operating and supervising a multi-user computer system. Lectures will cover the functions and utilities of the system including devices, storage and processor allocation, maintenance procedures, and standard operating procedures. In the laboratory sessions, students will practice these procedures including system boot, file backup, error recovery, and periodic maintenance.
- MCS 600. Research in the Mathematical Sciences**
Prerequisites: Departmental Approval.
- MCS 601-602. Departmental Seminar I, II** (0,1,0)
- MCS 610. Mathematical Logic** (3,3,0)
Prerequisites: Full Graduate Standing.
An introductory study of logical and boolean algebraic concepts including applications to the design of sequential and switching circuits.
- MCS 620-621. Topics in Mathematics I, II**
Prerequisites: Departmental approval.
An advanced course in mathematics touching on the current research interests of the faculty. Topics vary with the interest of the instructor. Note: This course may be repeated for credit.

MCS 626-627. Topics in Applied Mathematics I, II

Prerequisites: Departmental Approval.

An advanced course in applied mathematics touching on the current research interests of the faculty. Topics will vary with the interest of the instructor. Note: This course may be repeated for credit.

MCS 628-629. Topics in Computer and Information Science I, II

Prerequisites: Departmental Approval.

An advanced course in computer science touching on the current research interests of the faculty. Topics will vary with the interest of the instructor. Note: This course may be repeated for credit.

MCS 673. Advanced Operating Systems

Prerequisites: MCS 573.

MCS 675. Artificial Intelligence

(3,3,0)

Prerequisites: MCS 575.

An introductory study of problem solving, knowledge representation, expert systems, learning and natural language processing. Concepts will be reinforced via programming projects.

Financial Aid

Departmental financial aid is available in three forms. The department has several research assistantships through faculty research grants. The number and amount of the stipends vary depending on the grant. Presently, the department has seven (7) assistantships paying approximately \$500 a month plus tuition and fees. The department also has one teaching assistantship paying \$650 a month and five (5) tuition scholarships. Awards are made on the basis of academic record and research promise.

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 computational/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.

Admission Requirements

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 coursework 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 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 formulation; Poisson brackets, Hamilton-Jacobi Theory, classical scattering theory, theory of small oscillation. *3 credits*

PHY 503. Electrodynamics. Maxwell's equations and applications; electrostatics, dielectrics, magnetostatics, scalar and vector potentials; conservation laws; multiple moments and multiple 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 classic 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. Approximation methods of 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, correlation 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 structures, 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 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
Rober A. Holmes, Political Science
James T. Jones, Public Administration
Shelby F. Lewis, Political Science
Wilbur Watson, Sociology

Associate Professors

Ernest B. Attah, Sociology
Makidi Ku-Ntima, Political Science
Larry E. Moss, Political Science
Lawrence E. Noble, Political Science
James Opolot, Criminal Justice
Joann Smith, Criminal Justice

Assistant Professor

Frederick D. Boadu, Economics
Milton P. Crook, Political Science
Hashim Gibrill, Political Science
George O. Kugblenu, Public Administration
Brenda Rowe, Public Administration
Sandra Taylor, Sociology

CRIMINAL JUSTICE ADMINISTRATION/SOCIOLOGY

Julius Debro, Chair

Criminal Justice Administration/Sociology

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.

Admission Requirements

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

of specialization. The undergraduate social science major should include at least one course in theory, statistics and research methods. At the discretion of the department 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.

MASTER OF SOCIAL SCIENCE WITH A CONCENTRATION IN EXECUTIVE DECISION-MAKING IN CRIMINAL JUSTICE

The concentration in Executive Decision-Making in Criminal Justice offers a unique opportunity for law enforcement administrators and managers to enhance their decision-making capabilities in an academic program geared specifically to their needs. This concentration is organized in a manner which recognizes the time constraints, work schedules, experience levels and academic requirements of senior level law enforcement officials and their counterparts in the private sector while providing the academically rigorous treatment of executive decision-making which is appropriate in an advanced degree granting program.

The course of instruction in this concentration offers an interdisciplinary approach to the decision-making process especially tailored for executives of various criminal justice agencies. The courses are offered at times which take into consideration the normally heavy work demands of criminal justice executives and yet provide a comprehensive assessment of the social, technical and administrative factors which impact upon the decision-making process of modern-day criminal justice executives.

For students who meet the University's requirements for admission to its graduate programs, this course of study, upon successful completion, will yield a Master of Social Science degree with a concentration in Executive Decision-Making in Criminal Justice. For other students enrolled in this program, successful completion of the course of study will result in awarding them a professional certificate for Executive Decision-Making in Criminal Justice Administration.

Please note that this concentration conforms to all the requisites of the currently existing interdisciplinary social science program.

Degree Requirements

| | |
|---------|---------|
| CJA 602 | CJA 616 |
| CJA 610 | CJA 617 |
| CJA 614 | CJA 618 |
| CJA 615 | |

The minimum requirements for the Master of Social Science degree are the satisfactory completion of 18 credit hours in Executive Decision-Making courses and the satisfactory completion of two learning contracts of 6 semester hours.

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 systems, 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 602. Administration I and II/Executive Development. Study and practices of management and administration which will emphasize problems of organization, administrative processes, authority, personnel management and leadership. The participants will bring current management problems that confront an administrator in the day-to-day operation of an agency to a classroom setting. *3 credits*

CJA 610. Finance and Resource Management. Examining public sector budgeting and a workable knowledge of financial decision-making. Special emphasis on local, state, and Federal budgeting practices and procedures and the role of the executive in this process. Cutbacks and better use of resources will be emphasized. Careful analysis is given to political consideration in the budgetary process. *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*

CJA 614. Theories of Organizational Politics, Community and Administrative Decision-Making, Conflict and Survival within the Agency and the Community. Examining the interworkings of politics within an organization and the impact it has on the decision-making within the agency and the community. Discussion on survival skills needed within the agency and a critical analysis of problems and solutions resulting from these discussions.

CJA 615. Logic Management and Problem Solving. Analyzes and develops possible solutions to administrative problems and critical issues that require decision-making for a supervisor or an administrator on a day-to-day basis. This course is a cross reference in SB5-711 in the School of Business.

CJA 616. Burnout and Stress Management for the Executive. Provides the participants with techniques for understanding positive means of handling stressful situations that are brought about by the job, home, and the community. The symptoms, psychological and physiological aspects of stress will also be discussed.

CJA 617. Computer Science for the Executive. An introduction to the concepts of computing and computational systems for administrators. Topics include the functional characteristics for digital computers, their capabilities, limitations and the types of problems for which they are suited.

CJA 618. Learning Contracts I and II. Developing, researching and writing on a problem or topic. This will be a major paper with a proposal in the field of study. The student will work closely under advisement for completing this contract. The complexity, duration and extent of scholarly effort for the contract will be equivalent to two three semester hour courses, and will meet the thesis requirement of the degree.

6 credits



ECONOMICS

Frederick D. Boadu, Acting 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.

Admission Requirements

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 600. *3 credits*

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- 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 of discriminating 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 credits



POLITICAL SCIENCE

William Boone, Chair

Admission Requirements

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 foreign language, statistical analysis, or computer science. Each student in consultation with the faculty will decide which research tool will best facilitate his or her 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 Description

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. 3 credits

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 power 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*

PSC 517. Seminar on Women in Politics. Study and analysis of the roles, activities and problems confronting women participating in the political system. The discrete subject of the Seminar will vary from semester to semester. *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*

PCS 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 rules and the liberation movements. (Prerequisites: PSC 594 or consent of instructor.) *3 credits*

PAC 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. (Prerequisites: 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 organizations; 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*

PSC 579 Seminar in International Relations. This course will focus on readings and research on selected topics and problems in international relations. Topics will rotate. This course may be taken twice for credit. *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 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 movement 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 interrelationships 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 theory as related to black political thinking. *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 Kugblenu, Chair

Admission Requirements

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 Description

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. Organization 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 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 government, regional councils of government and selected problems of metropolitan areas. *3 credits*

PAD 512. Advanced Public Management. Application of principles of management to the operations of public agencies and quasi-public organizations. The principles of planning, organizing, directing, and controlling are analyzed as each relates to the management of material and human resources in the public sector. *3 credits*

PAD 514. 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 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. Urban Land Use Analysis. Techniques for evaluating the effects of current and future land use configurations. Methods of analyzing problems of land use conflict, land allocation, infrastructure capacity, natural resources. 3 credits

PAD 527. Quantitative Methods for Decision 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 533. Comparative Budgeting and Finance. This course provides an indepth study of the financial practices and procedures in Most Developed Countries (MDCs) and Less Developed Countries (LDCs). Students will be introduced to the ecological factors that significantly influence the budgetary approaches and political dynamics which importantly affect budget outcomes in these countries. 3 credits

PAD 534/PCS 470. International Relations. An analysis of the interlocking factors of geography, population, race, nationalism, and economics in fundamental forces in national power. Study of diplomatic, ideological, imperialistic and military rivalries in the contest for world power. 3 credits

PAD 535. Principles of Community and Economic Development. The purpose of this course is to introduce students to the national planning and decision making process as well as the methods and techniques frequently employed in developing plans, projects and programs to achieve community and economic development goals in urban areas. 3 credits

PAD 536. Development Administration. Explores the evolution of theories and principles of development administration from the initial focus of institution-building in the sixties to basic human needs approaches of the seventies to the current emphasis on capacity-building within the context of international development organizations.

3 credits

PAD 537. International Administration. This course examines the proliferating number of both governmental and non-governmental organizations in the international system with emphasis on the United Nations organizations and the United States Overseas programs. Issue areas such as personnel and staffing policies, as well as the role and impact of development administration and international organizations in today's interdependence global village are discussed.

3 credits

PAD 538/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

PAD 539/PSC 540. The Politics of Multinational Corporations. A study of the multinational corporations on the international system and on national politics and economics, particularly the Third World. Special emphasis is put on the issues of development, dependency, sovereignty, and control.

3 credits

PAD 540/PSC 574. The Third World 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

PAD 542. Seminar in Comparative Administration and International Development. Comparative examination and analysis of public bureaucracies from representative socialist, Third World and Western democratic countries. Explores international development issues within the context of multinational cooperation and development.

3 credits

PAD 543. Development Finance Seminar. Selected topics in development finance to discuss indepth development finance issues in Third World countries. Students must have first taken Development Finance in order to take this course.

3 credits

PAD 544. Taxation Policies in Developing Countries. This course focuses on tax policies in developing countries from three main perspectives: historical, political and economic. The course emphasizes the historical, political and economic influences on tax policies and their impact on individual disposable income, business activity and foreign investment in developing countries.

3 credits

PAD 545. Seminar in Policy Analysis. Integrated theoretical, conceptual and methodological foundations of modern policy research analysis.

3 credits

PAD 546. Policy Design and Implementation. Uses concepts, models and strategies for developing new and more appropriate solutions for public policy problems. Analyzes constraints and opportunities surrounding the implementation of public policies and programs. Emphasis on strategies of planned change, dissemination of innovations, and knowledge utilization in the public sector.

3 credits

PAD 547. Development Finance. The course focuses on the centrality of government initiated financial/budgetary activities and the instruments commonly used to finance infrastructural development. The course also examines existing problems of financial management practices, budget approaches to the overall financial capacity of less developed countries.

3 credits

PAD 595. Seminar: Contemporary Problems in Urban Management. Current trends and new concepts in solving problems in managing the urban environment are selected for discussion. Alternative modes of service delivery are explored.

3 credits

PAD 596. Seminar: Public Policy Formulation and Analysis. Selected issues and policies form the basis for discussion and analysis. Impact of selected policies provides a central focus.

3 credits

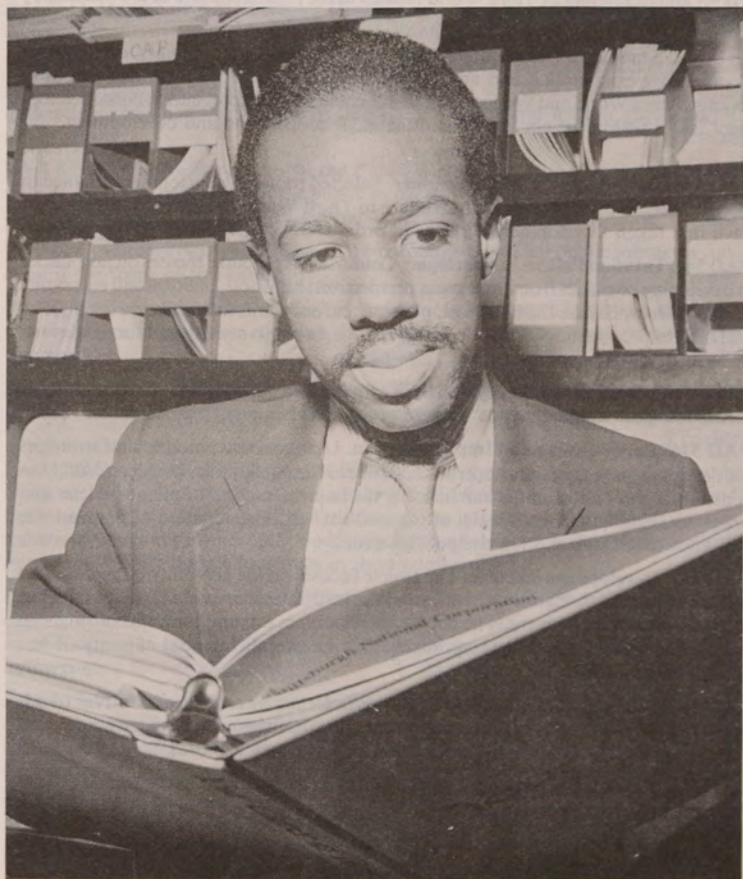
PAD 597. Seminar: Topics in International Administration and Development Management. This seminar critically examines selected topics in international and development administration. Emphasis is on developing conceptual tools for the analysis and resolution of problems relating to the administration and management of societal changes and development. *3 credits*

PAD 598. Seminar: Contemporary Problems in Managing Public Finance. participants explore the shifting demands encountered by units of government in meeting increasing cost of operations in a period of retrenchment. *3 credits*

PAD 599. Seminar: Human Resources Management. Modern practices and techniques in the management of human resources are presented for discussion and analysis. The expanded functions of human resource units are highlighted. *3 credits*

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

PAD 600. Thesis Consultation.



SOCIOLOGY

Admission Requirements

The Department of Sociology 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-seven (27) semester hours of course work in sociology, anthropology, and departmentally approved courses in related disciplines.

2. The 27 semester hours must include satisfactory completion of Sociology 501, 502, 503, and 504 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).

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 Department.

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.

Core Courses (Required for all Majors)

SOC 501-2. Sociological Theory. A seminar on theoretical knowledge generated in the fields of sociology, anthropology, and social psychology. *3 credits*

SOC 503-4. Research Methods. Orientation to the fundamentals of scientific social research: the logic of scientific method, problems of measurement, analysis and interpretation: fundamentals plus a practicum in some selected modes of research. *3 credits*

Alternative courses in the School of Education:

EDF 540 Research and Measurement, I

EDF 541 Research and Measurement, II

Advanced Courses and Concentrations for the Master of Arts in Sociology

General Sociology

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 561. 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

Urban Ethnography

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

3 credits

ANT 578. Comparative Ethnography of Africa. A comparative ethnographic study of Africa and its people.

3 credits

ANT 579. 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 585. Sociolinguistics. A review of sociological contributions to the science of linguistics.

3 credits

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

3 credits.

ANT 601. Ethnography of Communication. A seminar on methods of communicating when conducting ethnographic work.

3 credits

Medical Sociology/Gerontology

SOC 512*. Life Span Social Psychology. Presentation of data, theory, methods dealing with various issues of life span in social psychology.

3 credits

SOC 513. Helping Professions in the field of Aging. Students will work with the professor in designing the course to meet his/her needs in the profession.

3 credits

SOC 514.* Biomedical Aspects of Aging. Analysis of biomedical problems dealing with aging.

3 credits

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

*Courses required for the concentration in social gerontology.

SOC 560. Seminar and 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 589. Third World Aging. An analysis of aging within the third world. *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 603. Social Epidemiology of Disease. A seminar focused on the epidemiology of disease and its social implications *3 credits*

Social Psychology

SOC 512. Life Span Social Psychology. Presentation of data, theory, methods dealing with various issues on life span in social psychology. *3 credits*

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. *3 credits*

SOC 615. Symbolic Interaction: Theory and Method.** A seminar in theory and methods of symbolic interaction. *3 credits*

SOC 594-5. Selected Topics in Social Psychology. Topics will vary with new developments in sociological theory, research and emergent social psychological problems. *3 credits*

ANT 601. Ethnography of Communication. A seminar on methods of communication when conducting ethnographic work. *3 credits*

*Courses required for the concentration in social gerontology.

**Courses required for the concentration in social psychology.

SOCIAL SCIENCES

Social Science Curriculum

The social sciences program in the Department of Criminal Justice/Sociology 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 hours 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 this program.

For matriculation in this program, the student must meet the admission requirements of both the Department of Sociology, in the School of Arts and Sciences, 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 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 biological, psychological 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.

School of Business Administration

Johnnie Clark, Dean

Accounting

Johnnie Clark, Professor

Harold Joseph, Associate Professor

George Neffinger, Professor and Chair

Samy Sidky, Associate Professor

Decision-Sciences

Lascelles Anderson, Carnegie Professor of Economics and Business

Edward Davis, Professor and Chair

Young Hwa Kim, Assistant Professor

Paul T. Nkanash, Assistant Professor

Rheann S. Walker, IBM Professor on Loan

Ranjit Singh, Professor

Finance

William Hunter, Professor and Chair

Edward Irons, Mills Bee Lane Professor of Banking and Finance

Alex O. Williams, Robert W. Woodruff Professor of Business Administration and Chair

Management

Lloyd Byars, Professor and Chair

Theresa Johnson, Assistant Professor

Thomas Neil, Associate Professor

Linda Quander, Assistant Professor

Marketing

Robert Lynn, Professor and Chair

Christine McEachern Smith, Professor of Marketing

Ivor S. Mitchell, Professor of Marketing

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, persons in minority business, and the community at large, the School is able to broaden student's career opportunities, provide managerial leadership to the minority community and establish a meaningful liaison between the School 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 \$30.00 (money order, certified 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 0840. (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 Foreign Language (TOEFL). For information, write to ETS, Box 899, Princeton, New Jersey 08450. A score of 500 or better is required.
- An official transcript from every college and university attended, covering all prior course work (to be sent directly to the University of 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 Director of Admissions and Recruiting, Atlanta University.
- Foreign Students, once notified of eligibility for admission, must send tuition and fees or evidence of government scholarship for one year to: Mr. Lloyd Guest, II., Interim Vice President for Budget and Finance, 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 University financial aid programs.

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

For students whose concentration is 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. Requests for consideration of transfer credit must be submitted in writing to the Office of the Dean.

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 and who wish to start an MBA program. The major focus is on enhancing the individual's decision-making and problem solving abilities by expanding their capacities for qualitative and quantitative judgements 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 Sciences, Finance, Management, and Marketing. Concentration courses are structured to provide substantive knowledge in the area selected.

Sequence of Courses For The MBA Program

| FIRST YEAR | Credit hours |
|--|---------------------|
| First Semester | |
| SB 6600 Accounting I | 3 |
| SB 5510 Introduction to Information Systems | 3 |
| SB 6510 Statistical Analysis for Business & Economics | 3 |
| SB 5210 Marketing Management | 3 |
| SB 5709 Managerial Communications | 3 |
| Second Semester | |
| SB 6610 Accounting II or | |
| SB 6611 Intermediate Accounting | 3 |
| SB 5410 Finance | 3 |
| SB 5710 Organizational Behavior | 3 |
| SB 6512 Production and Operations Management | 3 |
| SB 5513 Microeconomics | 3 |

Third Semester

| | | |
|---------|-----------------------------|---|
| SB 5512 | Macroeconomics | 3 |
| SB 5711 | Management of Organizations | 3 |
| SB 5712 | Legal Aspects of Business | 3 |
| SB | Elective | 3 |
| SB | Elective | 3 |

Fourth Semester

| | | |
|---------|-------------------------|---|
| SB 6710 | Business Policy | 3 |
| SB 6711 | Organizational Research | 3 |
| SB | Elective | 3 |
| SB | Elective | 3 |
| SB | Elective | 3 |

Course Descriptions

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 enables the student 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: SB4500). *3 credits*

SB 5512. Macroeconomics. This course focuses on aggregative economics, 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 5709. Managerial Communication. Managerial Communication is an interdisciplinary approach to the study of effective business communication. The course focuses on the analysis of managerial concepts in relation to dyadic, interpersonal, small group and public communication. It also includes an analysis of decision-making and problem-solving techniques. *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. (Prerequisite: SB 5710) *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 6600. Accounting I. This course is an intensive study of basic accounting principles and concepts. It looks at the means to provide quantitative information, primarily financial in nature, about economic entities that is intended to be useful in making economic decisions — in making reasonable choices among alternative courses of action; goal oriented rather than process oriented. *3 credits*

SB 6610. Accounting II. (Students majoring in Accounting and Finance are required to take SB 6611 Intermediate Accounting. Students majoring in other areas can take SB 6611 if they so choose.) This course is concerned with the use of accounting data in management decision-making, planning and controlling. (Prerequisite: SB 6600.) *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*

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 6615. Cost Accounting. A study of the basic costing principles and concepts for financial control, product costing, and decision making. (Prerequisite: SB 6611.) *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 ECO 610). 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 6510.) *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 6519. Data Base Management. This course examines the basic features of data base management systems. Definition and overview, design considerations, data description and data manipulation, physical storage of a data base, security and query languages. (Prerequisite: SB 6517.) *3 credits*

SB 6520. Data Communications and Networks. This course is a study of the fundamental concepts of data communications including coding of information, network design, equipment, protocols and architectures. (Prerequisite: SB 5510.) *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 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 expenditure and investing in technology, new products promotion, new ventures, acquisitions and plant expansion programs. (Prerequisites: SB 5410). *3 credits*

SB 6417. 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 Organization 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 6200. Marketing Strategy. Case studies are employed to provide the basis for the understanding of marketing strategy, its implementation, and control functions. Preparation of a marketing plan is required. Emphasis is on the application of controllable variables in marketing. (Required for marketing concentration. Prerequisite: SB 5210). *3 credits*

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 6212. 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 5219) *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 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 6217. Sales Management. This course covers recruiting, training, motivating, compensating and evaluating sales personnel. It reflects target marketing to territorial allocations, control functions setting of personal sales targets, and feedback processes. (Prerequisites: SB 5210) *3 credits*

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

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 the 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 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.



School of Education

Alfred E. McWilliams, Jr., 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 reassessment 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 three departments: Curriculum; Administration, Policy and Development Education; and Counseling, Educational Psychology and Exceptional Student Education. The Specialist in Education degree is also offered in all of the departments.

The degree of Doctor of Education is offered in the Department of Administration, Policy and Development Education and the degree of Doctor of Philosophy in Guidance and Counseling is offered in the Department of Counseling, Educational Psychology and Exceptional Student Education.

Degree candidates may study in any of the following fields: Administration; Policy Studies; International Development Education; Reading, Language and Cognition; Science and Mathematics Education; Counseling, Educational Psychology and Exceptional Student Education.

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

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.

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 programs.

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 program.

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 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, POLICY, AND DEVELOPMENT EDUCATION

Ganga Persaud, Chair

Professor

William H. Denton

Alfred E. McWilliams, Jr.

Associate Professors

Olivia M. Boggs

Philip Bradley

Ganga Persaud

Trevor Turner

Assistant Professor

Rollin Carter

The Department of Administration, Policy and Development Education 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 offering 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 offering 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.

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 **Specialists 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 L-5 Certification in Administration and Supervision include a master's degree, eligibility for the T-4 Teaching Certificate, one year 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.

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 Specialization

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 for which students may seek training.

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, including 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 valid Georgia L-5 Certificate.

Doctor of Education

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

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 written comprehensive examination.
4. An oral examination based on item 3 above.
5. Approval of a dissertation proposal and an oral defense.
6. Demonstrated competence in two research tools.

Degree Requirements

Master of Arts

1. Minimum grade point average of 3.2 in the program.
2. Satisfactory completion of at least thirty-nine (39) credit hours of graduate work at Atlanta University.
3. Completion of the following course of study:

| Area of Study | Credit Hours |
|---------------------------|---------------------|
| General Administration | 15 |
| Area of Speciality | 6 |
| Social Foundations | 6 |
| Psychological Foundations | 3 |
| Curriculum | 3 |
| Research Tools | 6 |

Specialist in Education

1. Grade point average of at least 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) 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 |
|---------------------------|---------------------|
| General Administration | 6 |
| Area of Speciality | 12 |
| Social Foundations | 3 |
| Psychological Foundations | 3 |
| Curriculum | 3 |
| Research Tools | 3 |

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.

| | AU Credit Hours | Previous Graduate Work |
|------------------------|--------------------|------------------------------|
| General Administration | 15 | 9 |
| Area of Speciality | 15 | 9 |
| Social Science | 9 | 9 |
| Psychology | 3 | 3 |
| Curriculum | 3 | 3 |
| Research Tools | 3 | 9 |

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 520. Education and Global Development. Examines the application of theories of development to educational programs internationally. *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. Community Educational Leadership. 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. Educational Resource Management. 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. (See also EDC 562) *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. Masters Thesis. Preparation and presentation of a thesis outline and completion of a thesis under the supervision of a faculty advisor. *6 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 school 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*

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. Educational Systems Analysis. 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 631. Futures Research and Educational Policy. Analyzes research on educational policies. *3 credits*

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 study behavior and necessary skills for resolving organizational problems are explored. *3 credits*

EDA 640. Computer Applications 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. *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. *3 credits*

EDA 647. School Finance. Examines the principles and practices of efficient fiscal administration. *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. *3 credits*

EDA 656. Politics of Educational Change. Examines educational policies at local, state, and national levels as affected by internal and external influences. *3 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 in projects which have prior approval. *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 educations. *3 credits*

EDA 715. Educational Planning Techniques. 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 750. Systematic School Evaluation. Teaches skills in methods of school evaluation. *3 credits*

EDA 752. Macro Educational Planning. Teaches skills in manpower, social demand and rate of return planning. *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. *3 credits*

EDA 774. Research Seminar in Administration. Studies critical issues in administration, analyzes educational research and student's research efforts. *3 credits*

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 credits*

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

EDA 799. Dissertation Advisement. *1 credit*

Course Descriptions

- 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 511. Contemporary Philosophy of Education.** Philosophical inquiry into current educational ideas and policies. *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 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*
- EDF 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 553. Intermediate Statistics.** Studies 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 Aided Educational Research.** Using the computer in educational research. Appropriate computer languages. Prerequisite: EDF 541. *3 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 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*

CURRICULUM

Ruby L. Thompson, Chair

Professors

Ralph C. Frick

Assistant Professor

Mary Ann Atwater

Associate Professors

Charles E. Davis

Gloria Mixon

Ruby L. Thompson

The Department of Curriculum offers graduate programs leading to the Master of Arts degree and the Specialist in Education degree in early childhood education, middle grades education, reading, and secondary education. The student can develop competencies to teach in a variety of subject matter areas at the early childhood, middle school, 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 in the early grades, 1-3.

The **Master of Arts degree in Elementary Education: Middle Childhood** is designed for individuals wishing to teach grades 4-8. Potential teachers focus on at least two (2) areas of content for the middle grades from among science, mathematics, social studies, and communicative arts.

The **Master of Arts degree in Secondary Education** allows for special preparation in English, foreign languages (French), mathematics, science (biology/chemistry/general science), and social science (history/political science). 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 toward 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 in the Atlanta University Center.

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 research in childcare.

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.

Admissions 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

Master's level overall grade point average of 3.2 or higher.

Master's degree with concentration in the area to be studied at the specialist level.

Acceptable score on the **Graduate Record Examination** or the **Miller Analogies Test**.

Approval of the School of Education's Admission Committee.

Approval of the Curriculum Department Faculty.

Candidacy Requirements

Admission to candidacy for the specialist in education degree requires completion of the following:

1. A minimum of 24 semester hours of the planned program with a grade point average of 3.2 or higher.
2. A thesis proposal which has been developed according to criteria specified by the Department faculty.
3. The written comprehensive examination on which a high level of competence has been demonstrated.
4. Three (3) years of satisfactory teaching experience.

Master of Arts

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

Education Specialist

Students are eligible to receive the specialist in education degree upon completion of the planned program of study consisting of a minimum of 30 semester hours, completion of an approved thesis and posting of a passing score on the final oral 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) 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 501. Psychology of Early Childhood.** (Formerly EDC 523) 3 hours
Examines theories of behavior and development in young children. (Fall)
- EDC 502. Curriculum Planning for Early Childhood Education.** (Formerly EDC 560) 3 hours
Focuses on curriculum development for preschool and primary grades. Attention is given to the role of child development theories as a basis for curriculum planning. (Fall & Summer)
- EDC 503. Creative Teaching in Early Childhood.** (Formerly Part of EDC 574) 3 hours
Facilitates creative approaches to teaching the young child. Curriculum integration of creative experiences and parental improvement are emphasized. (Fall & Spring)
- EDC 504. Curriculum Planning for the Middle Grades.** (Formerly EDC 560) 3 hours
Explores basic principles and practices in curriculum planning and their effective application in the middle grades. (Fall & Summer)
- EDC 505. Creative Teaching in Middle Grades.** (Formerly Part of EDC 574) 3 hours
Facilitates creative approaches to teaching in grades 4-8. (Fall & Spring)
- EDC 506. Teaching Science: K-4.** (Formerly EDC 543—Science for the Young Child) 3 hours
Explores the science curriculum and instructional approaches for the early grades. Focuses in on problem-solving techniques for the young child and on the major scientific concepts appropriate at this level. Laboratory activities appropriate for the young child are emphasized. (Fall & Spring)
- EDC 507. Teaching Science: 4-8.** (Formerly EDC 506—Science in the Elementary School) 3 hours
Explores the science curriculum and instructional approaches appropriate for effective development of scientific concepts for children in the middle grades. Laboratory activities appropriate for the young child are emphasized. (Fall & Spring)
- EDC 508. Physical Science for Middle Grades.** (Formerly EDC 507) 3 hours
Examines chemistry and physics topics such as measuring the atom, chemical reactions, systems and energy, electricity and heat. Laboratory techniques are stressed. (Fall)
- EDC 509. Biology for Middle Grades.** 3 hours
Explores common topics for the middle grades including living matter, genetics and evolution. Laboratory experiences are included. (Summer)
- EDC 510. Earth Science for the Middle Grades.** 3 hours
Includes the study of weather, earth materials, earth changes, and astronomy. Laboratory experiences are included. (Spring)
- EDC 511. Science Problem-Solving with Microcomputers for Middle Grades Teachers.** 3 hours
Investigates science topics appropriate for microcomputer application and study in the middle grades. (Summer)
- EDC 512. Teaching Mathematics: K-4.** (Formerly EDC 545—Numerical Thinking in Children) 3 hours
Covers mathematical readiness skills, numerical thinking, and the scope and sequence of mathematics for the early grades. Techniques of instruction and evaluation are stressed. (Fall)
- EDC 513. Teaching Mathematics: 4-8.** (Formerly EDC 552) 3 hours
Focuses on the theory and practices of teaching the nature of numbers, problem solving, set theory, systems and numerations. Stresses techniques of instruction and evaluation. (Fall)
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EDC 514. Foundations of Mathematics for the Middle Grades. (Formerly EDC 502)

3 hours

Covers set theory, whole numbers, currency, decimals, fractions, geometry, measurements, English and metric systems, equations and inequalities. (Fall)

EDC 515. Algebra for the Middle Grades. (Formerly EDC 550)

3 hours

Deals with topics in elementary/middle grades curriculum: negative numbers, linear and quadratic equations, polynomials, theory of numbers, probability, and statistics. (Spring & Summer)

EDC 516. Geometry for the Middle Grades. (Formerly EDC 549)

3 hours

Presents geometric concepts central to the mathematics program of the middle grades: construction and measurement, congruence and similarity, parallelism, and perpendicularity. (Spring & Summer)

EDC 517. Mathematics Problem Solving with Microcomputers for the Middle Grades.

3 hours

Investigates mathematics topics for microcomputer application and study in the middle grades. Prerequisite: General competence in mathematics and algebra is required. However, no previous computer experience is necessary. (Summer)

EDC 521. Teaching Social Studies: K-4.

3 hours

Studies various techniques and strategies for teaching social studies concepts to the young child. Curricula for the early grades are explored. (Spring)

EDC 522. Social Studies: 4-8.

3 hours

Covers a variety of social studies curricula for the middle grades and stresses methods for effective teaching of content. (Spring)

EDC 523. Social Studies: Cultural Diversity. (Formerly EDC 503)

3 hours

Explores the content and concepts for effective teaching of world cultures. (Fall)

EDC 524. Social Studies: Thinking and Valuing. (Formerly EDC 504)

3 hours

Focuses on principles and practices in the selection of appropriate content, teaching critical thinking, and helping to clarify values. (Spring)

EDC 526. Curricular Integration of Creative Experiences for Young Children.

3 hours

Emphasizes integrating music, movement, creative writing, dramatics, and art into the total curriculum program. (By Request)

EDC 561. Secondary/Postsecondary Curriculum Planning.

3 hours

Presents the tasks involved in the design and implementation of curricula for the high school and postsecondary institutions. (Spring)

EDC 562. Methods of Teaching in the High School and College.

3 hours

Addresses major instructional approaches, techniques and strategies used in the senior high school and college. Students apply these approaches in the respective content area. (Spring)

EDC 563. Social Science in the Secondary School and College. (Formerly EDC 534)

3 hours

Focuses on the function of social science in secondary education and on methods and materials for effective teaching. (Fall)

EDC 564. English in the Secondary School and College. (Formerly EDC 500) Same as ENG 400

3 hours

Involves a study of the materials and modern methods in teaching English in the secondary school and college. (Spring)

EDC 565. Methods of Teaching Modern Foreign Languages. (Formerly EDC 596)

Same as French 527

3 hours

Studies current methods and techniques of foreign language instruction and their underlying theories. (Spring)

EDC 569. Mathematics in the Secondary School and College. (Formerly EDC 597)

3 hours

Examines the content and structure of the secondary school mathematics program. Stress is placed on methods and materials for effective instruction. (Fall)

EDC 570. Science in the Secondary School and College. (Formerly EDC 597)

3 hours

Examines science and why it relates to the objectives and philosophy of Science Education in a contemporary society; looks at problems, issues, and trends in science education and learning theories as they relate to science teaching and proposed programs in biology, physics, chemistry and general science. (Fall)

EDC 571. Special Topics in Teaching Science

3 hours

Covers topics in cognitive psychology, methodology and curriculum based on the latest research findings which affect the teaching of science. (By Request)

EDC 580. Language Acquisition and Development: Birth to Age Twelve. (Formerly Language Learning in the Elementary School)

3 hours

Surveys receptive and expressive language processing. Attention is given to techniques of developing and evaluating communication skills of children from birth to age 12. (Fall)

EDC 581. Reading Instruction: K-4. (Formerly Reading in the Elementary School)

3 hours

Concentrates on the techniques and approaches for developing reading skills in an elementary school development reading program. Emphasis is on reading readiness, beginning reading skills and the content of the curriculum in the early grades. (Fall, Spring & Summer)

EDC 583. Reading Instruction: 4-8. (Formerly Reading in the Middle School)

3 hours

Concentrates on the techniques and approaches for developing reading skills in the middle school developmental reading program. Emphasis is on reading readiness, beginning reading skills and the content of the curriculum in the early grades. (Fall, Spring & Summer)

EDC 584. Reading in the Secondary School and College.

3 hours

Presents the scope and sequence of concepts and skills developed in developmental reading programs on the secondary/college level. Focus is on all levels of comprehension, models of comprehension and cognitive behavior in the comprehension process. Major attention is given to facilitating learners' comprehension through effective instructional strategies. (Fall)

EDC 586. Reading Instruction for Content Area Teachers. (Formerly EDC 578)

3 hours

Focuses upon the selection and application of appropriate reading skills to reading material used in content areas and considers techniques of evaluating comprehensibility and comprehension of materials used in school subjects. (Spring)

EDC 587. Apprenticeship in Reading I.

1 hour

Guides students in a systematic analysis of college reading programs. (Fall)

EDC 588. Apprenticeship in Reading II.

2 hours

Provides supervised experiences in conducting laboratory and small group instruction in reading on the college level. (Spring)

EDC 590. The Pedagogy of Reading.

3 hours

Deals with the most vital aspects of reading instruction and research as reflected in the literature of the field, past and present. Consent of instructor. (Spring)

EDC 592. Reading Difficulties: Their Underlying Causes and Correction.

3 hours

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, 584 or consent of instructor. (Spring)

- EDC 593. Diagnostic Practices in Reading for the Classroom and Clinic. (Practicum)** 3 hours
Provides training in the diagnostic assessment of reading disabilities and the development of remedial/corrective instructional programs. Prerequisite: EDC 592. (Fall)
- EDC 594. Corrective and Remedial Practices in Reading for the Classroom and Clinic. (Practicum)** 3 hours
Explores techniques for correcting reading difficulties. A systematic, diagnostic instructional approach is emphasized. Prerequisite: EDC 593. (Spring)
- EDC 596. Evaluation of Instruction. (Formerly EDC 571)** 3-6 hours
Emphasizes the interaction between teacher and student in the evaluation of curricular experiences. (Summer)
- EDC 597. Internship.** 3 hours
Provides cooperative guidance and supervision by University and local educational agency personnel for students as they assume the responsibilities of instructor in an educational setting. (Fall, Spring & Summer)
- EDC 598. Independent Study. (Formerly EDC 567)** 3 hours
Directs student inquiry into areas of theoretical and practical interest to students. Contractual arrangement with instructor. (Fall, Spring & Summer)
- EDC 599. Thesis Writing. (Formerly EDC 566)** 6 hours
Directs student preparation and presentation of a thesis proposal and completion of a thesis. (Fall, Spring & Summer)
- EDC 600. Curriculum Theory. (Formerly EDC 676)** 3 hours
Studies the place of curriculum theory in general curriculum development. Guides students in the development of curriculum theories. (Spring & Summer)
- EDC 601. Problems in Research and Proposal Writing. (Formerly EDC 580)** 3 hours
Develops competence in designing, developing and writing an acceptable research proposal. (Spring)
- EDC 602. The Instructional Program: Staff Development.** 3 hours
Introduces the instructional leader to models and techniques of inservice training for staff. (Fall)
- EDC 603. The Instructional Program: Organization, Administration and Supervision.** 3 hours
Prepares the instructional leader for organizing and supervising school and area-level academic programs. Emphasis is on organization and supervision of staff and learners to achieve maximum benefit from available resources. (Fall)
- EDC 604. Advanced Research Seminar.** 3 hours
Refines and extends research skills developed in EDC 601. Focus is on implementing the research proposal. (Fall)
- EDC 605. Program Development and Evaluation.** 3 hours
Guides students in the steps, procedures and criteria for developing and evaluating educational programs in the school and other settings. (Spring)
- EDC 606. Linguistic Foundations of Reading.** 3 hours
Examines Psycholinguistic research having implications for reading theory and instructional practices. (Fall)
- EDC 607. Psychological and Sociological Foundations of Reading** 3 hours
Examines psychological and sociological research having implications for reading theory and instruction practices. (Spring)
- EDC 608. The Reading Program: Interdisciplinary Approaches to Special Reading Problems.** 3 hours
Incorporates the wholistic model for the diagnosis and treatment of reading disability. The roles of human service delivery personnel within the school and community are examined. (Spring)

- EDC 612. The Reading Program: Internship.** 3-6 hours
Focuses on an analysis, implementation and evaluation of special purpose reading programs. Supervisory and consultative competencies to be developed during the period of internship. (Fall & Spring)
- EDC 613. Directing Special projects in the Secondary School and College.** 3 hours
Guides students as they work with individual learners in designing, developing and evaluating special projects. A practicum. (Fall)
- EDC 614. Developing Instructional and Research Laboratories in the Secondary School and College.** 3 hours
Explores the nature of laboratory experiences in secondary school/college. Laboratory organization, materials and exercises are studied. (Spring)
- EDC 615. Innovative Instructional Approaches in the Secondary School and College.** 3 hours
Analyzes innovations in secondary school and undergraduate teaching. Students develop models for instructional improvement in the content areas. (Fall)
- EDC 616. The Secondary School/College Program: Internship.** 3-6 hours
Focuses on the design, implementation and evaluation of special programs in the specialty area in a supervised field placement. (Spring)
- EDC 621. Psychology of Play.** 3 hours
Directs students' analysis of the role of play in the development of the young child. Theories, research and programs are explored. (Spring)
- EDC 622. Diagnostic Procedures in Early Childhood.** 3 hours
Directs students' study in the use of techniques, materials and procedures for assessing the educational development of young children. (Fall)
- EDC 623. Advanced Practicum in Curricular and Instructional Strategies.** (Formerly EDC 617—Curriculum and Instructional Strategies) 3 hours
Focuses on the implementation and evaluation of teaching models and instructional strategies in the education of young children. Application of diagnostic procedures stressed. (Fall)
- EDC 627. Internship in Early Childhood Education.** 3 hours
Provides students with extensive experiences under the cooperative supervision and guidance of university staff and school personnel in early childhood program. (Spring & Summer)
- EDC 630. Chemistry for the Middle Grades.** 3 hours
Covers major concepts and topics in chemistry for the middle grades curriculum including matter, atoms, and molecules; chemical bonds; solids and gases; and water. Laboratory activities are a part of this course. (Fall)
- EDC 631. Environmental Science for the Middle Grades.** (Formerly EDC 563) 3 hours
Acquaints students with the natural environmental forces which have developed and maintained all living things now in existence. Stresses man in relation to his environment. Laboratory and field activities are stressed in this course. (Spring)
- EDC 632. Problem Solving for the Middle Grades.** 3 hours
Looks at the cognitive skills involved in solving verbal problems: formal analysis, computational ability, reading skills, knowledge of fundamental concepts. (Fall)
- EDC 633. Probability and Statistics for the Middle Grades.** 3 hours
Covers topics from descriptive statistics such as averages, graphical interpretation of data, frequency distribution. Stresses the inclusion of probability and statistics as an integral part of mathematics for grades 4-8. (Spring)

EDC 634. Communicative Arts in the Middle Grades I: Grammar and Composition.

3 hours

Introduces students to the scope content, and principles of modern English grammar and to the forms and techniques of writing. (Summer)

EDC 635. Communicative Arts in the Middle Grades II: Literature and Oral Communication.

3 hours

Focuses on major concepts which are included in the middle grades literature curriculum. Attention is also given to methods for effective oral communication. (Spring & Summer)

EDC 636. Current Social Studies Issues for the Middle Grades.

3 hours

Explores issues relevant to an understanding of current trends in teaching social studies. (Spring)

EDC 637. World Cultures for the Middle Grades.

3 hours

Studies selected world cultures from several perspectives: historical, economic, geographical, political. Focuses on information appropriate for the instruction of middle grade learners. (Summer)

EDC 694. Supervised Field Research Experience.

3-6 hours

Guides students in the development of solutions of major problems in the field of education. (Fall, Spring & Summer)

EDC 699. Thesis Writing.

3-6 hours

Provides students with direction in the final stages of thesis writing. Continuous registration is required. (Fall, Spring & Summer)



COUNSELING, EDUCATIONAL PSYCHOLOGY AND EXCEPTIONAL STUDENT EDUCATION

Rudolph V. Green, Chair

Professors

Roberta Bayles

Robert L. Smothers

Associate Professors

Rudolph Green

Brenda G. Rogers

Coye Williams

Assistant Professors

Margaret Clifford

Rollin Carter

Collete Hopkins

Counseling and Educational Psychology

The Counseling and Educational Psychology programs offer graduate study leading to Master of Arts and Education Specialist degrees in Guidance and Counseling. A Master of Arts in Educational Psychology and Measurement and a Doctor of Philosophy in Guidance and Counseling can also be obtained.

These curricula are designed to develop competency in teaching and/or counseling, to stimulate original research, and to serve the educational enterprise with creative programming.

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, residence hall director, 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 Educational Psychology and Measurement develops 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.

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, and 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.
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 |
| The Counseling Process | 27 |
| Research and Statistics | 6 |
| Electives | 6 |

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 |
| Counseling Theory and Practice | 21 |
| Research and Statistics | 9 |
| Professional Problems | 6 |

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 |
| Counseling Theory and Practice | 27 |
| Professional Problems | 9 |

Course Descriptions

EDP 530. Introduction to Counseling in a Multicultural Society. Surveys the historical, philosophical, and ethical bases for counseling and guidance in the United States.
3 credits

EDP 532. Program Development and Management in a Multicultural Society. Discusses behavior and activities required for effective program design and management.
3 credits

EDP 535. Contemporary Theories and Techniques of Counseling. Examines major counseling techniques and the theory that undergirds each.
3 credits

EDP 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

EDP 537. Theories and Processes of Group Interaction. Looks at the processes and dynamics of groups in counseling and guidance.
3 credits

EDP 553. Introduction to Career Development. Analyzes the processes of vocational development and decision making in a multiethnic society.
3 credits

EDP 557. Administration and Interpretation of Psychometric Instruments.
3 credits

- EDP 554. Practicum: Individual Counseling and Guidance in a Multicultural Society.** Supervised field work with selected clients. 3 credits
- EDP 559. Practicum: Group Counseling and Guidance in a Multicultural Society.** Supervised group field work with a trained counselor. 3 credits
- EDP 560. Internship in Counseling and Guidance.** Supervised field placement as professional counselors. 3 credits
- EDP 595. Laboratory in Professional Problems for Counselors.** Discusses current research and problem-solving activities pertinent to the professional discipline. 3 credits
- EDP 600. Techniques in Behavior Modification.** Discusses experimental research utilizing sophisticated behavior modification techniques. 3 credits
- EDP 612. Special Topics.** Investigates topics of relevance to counselors. 3 credits
- EDP 613. Vocational Development Theory.** Looks at theories of vocational behavior and their relationships to vocational development, maturity, adjustment, and patterning. 3 credits
- EDP 638. Supervised Individual Study in Counseling Theories.** Planning and implementing a research-oriented project. 3 credits
- EDP 551. Human Growth and Development.** Looks at growth and development of human behavior through the life span. 3 credits
- EDP 556. 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 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
- EDP 611. Community Agencies and Intervention Methods.** A study of agencies within the community that are prepared to assist clients with problems interfering with effective functioning; strategies for productive team efforts and referral systems. 3 credits
- 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 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: EDP 541, 556, 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 EDP 535. *3 credits*

EDP 692. * Independent Study in Personality Theory. A research oriented project restricted to personality theories. *3 credits*

EDP 805. Thesis Writing. An elective course of Master of Arts students wishing to write a thesis. *3 credits*

EDP 990. 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. *1 credit*

Exceptional Student Education

The program in exceptional Student Education offers courses for certification only and graduate degree programs. Master of Arts degree programs include specializations in the areas of Behavior Disorders, Learning Disabilities, Interrelated, Mental Retardation, and an endorsement in Gifted Education. The Specialist in Education degree with a concentration in Special Education Administration, Mental Retardation, Learning Disabilities, Interrelated and an endorsement in Gifted Education 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.

† Undergraduate students may be admitted.

*Doctoral students only.

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

Master of Arts Degree Programs

Learning Disabilities

The Master's Program in Learning Disabilities is designed to prepare educational personnel to work with children diagnosed as learning disabled. The program is designed to prepare professionals to serve as resources for students with Behavior Disorders.

The Master's Program in Behavior Disorders is designed to train qualified teachers to provide educational programs for children who are socially and/or emotionally disturbed. Graduates of the program are prepared to function effectively as resource teachers, crisis teachers, or self-contained class room teacher in psycho-educational centers, hospitals, and residential institutions. The course work, practicum, and internship experience focus on behavioral problem diagnosis, planning and implementing behavior modification programs, and remediation of learning deficits.

Master of Arts Degree

Mental Retardation

The Master's program in Mental Retardation is designed to prepare professional staff for resource or 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 through a diagnostic prescriptive teaching model.

Interrelated

The Master's Program in Interrelated (Mental Retardation, Learning Disabilities, and Behavior Disorders) is designed to prepare professionals to serve as resource teachers, itinerant teachers on learning facilities for students with *mild* learning disabilities, behavior disorders, and mental retardation.

Specialist in Education Degree Programs

Special Education Administration

The Education Specialist Degree Program in Special Education Administration is designed to train personnel in special education to administer and supervise programs for exceptional children. Administrative and supervisory personnel to be trained include persons designated to perform duties on a system-wide or sub-system basis.

Examples of such roles might be: special education directors of shared services, large city, or suburban school systems; assistant directors of

such systems; directors, principals or superintendents of public or private special schools; administrators or consultants employed by state educational agencies; co-ordinators, supervisors, or consultants providing services to children, teachers, or other leadership personnel relative to single or multiple categorical areas.

Learning Disabilities

The Education Specialist degree program, Learning Disabilities program, was developed to train educational personnel and educational leaders for positions 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.

Mental Retardation

The primary objective of the Specialist program in Mental Retardation is the preparation of leadership personnel to work with 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 teaching/learning process at all levels from preschool to adulthood. The clinical approach to teaching is stressed with adequate training in diagnostic procedures.

Specialist in Education Degree

Specialist 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.

Certification Only

Gifted Education

The program for Gifted Education is designed to prepare teaching specialists and supervisory personnel to work with intellectually gifted and artistically, physically and socially talented students who are distinguished by demonstrated or potential abilities. A special focus of the program addresses the problems of gifted minorities and the atypical gifted.

Admissions Requirements

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

1. A T-4, T-5, or T-6 Certificate
2. Previous teaching experience in regular and/or handicapped programs

Additional "Certification only" programs are available and may be developed based on program information provided to the student by their respective state certifying agency.

Admission Requirements

Master of Arts

1. A T-4 Certificate or its equivalent. Students not currently holding a teaching certificate may be required to take additional course work.

Specialist in Education

Admission Requirements

Students must meet the general requirements of Atlanta University and the School of Education and the following:

1. T-5 Certificate in Special Education or eligibility for the certificate. Candidates not meeting the requirements may enter the Delayed Decision Program.

2. Acceptable or competitive performance on the GRE or MAT Score.

3. A letter of intent indicating reasons for applying to the program, basic philosophy and life goals, and how the program will facilitate the achievement of these goals.

4. At least three years of satisfactory school experience.

5. *Composite score of 1,000 on the GRE or a score of 50 or above is desired on the Miller Analogies Test.* Students not meeting this requirement may be eligible for conditional admission pending interview by the Department Admissions Committee.

6. Language Requirement — All candidates for the Ed.S. degree in Special Education Administration are required to demonstrate correct usage of the English language, both written and orally. These skills will be determined via an interview with individual candidates and the review of writing samples by the Department's Screening Committee.

7. A resume outlining educational and employment experience, professional affiliations and achievements.

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 with grades below a B 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 |
|---------------------------------|--------------|
| Professional Education | 12 |
| Content Area: Specialized Study | 12 |
| Methodology/Practicum | 15-18 |

Degree Requirements

Specialized Study

Candidacy Requirements

1. Completion of twenty-four (24) hours of study.

2. Completion and presentation of an approved research proposal.

Degree Requirements

1. Grade point average of 3.0 in all graduate work.
2. Satisfactory completion of a minimum of thirty-six (36) credit hours of work beyond the Master's degree for the degree in Special Education administration and a minimum of thirty (30) credit hours for all other Ed.S programs according to the program plan.
3. A research study based on the successful completion of a research project which demonstrates skill in research methodology.
4. An oral examination on the research project.
5. Completion of the following program of study:
 - A. Content for the Specialty (3-6 Semester Hours Minimum)
 - B. Humanistic and Behavioral Studies (12-18 Semester Hours Minimum)
 - C. Theory Relevant to the Specialty (6 Semester Hours Minimum)
 - D. Practicum/Internship (3-6 Semester Hours)

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 are 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 599. Computer Assisted Instruction for the Handicapped. Introduces the use of microcomputers to assist in classroom management and computerized instruction. Includes use, selection and evaluation of hardware and software. *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 601. Nature and Needs of the Gifted and Talented. Studies characteristics of various types of giftedness including basic concepts of giftedness. *3 credits*

EDS 602. Curriculum and Methods for Teaching the Gifted. Studies the acquisition of skills in the identification, selection and preparation of materials for teaching the gifted and talented, including developing and redesigning curriculum content for the gifted and talented. *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

Professors:

Penelope L. Bullock

Associate Professors:

Lorene Byron Brown

Stephen E. James

Assistant Professors:

Joseph W. Coffman

Eleanor Hinton Hoytt

Hemalata Iyer

Joyce White Mills

Chih Wang

Instructors:

Pamela Craig

Part-time Faculty

Frank Edwards

Orrin Walker

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 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.

Mission

The concept of the library/information profession presupposes a social awareness on the part of library/information professionals and their responsibility for contributing to an informed citizenry.

The mission of the Atlanta University School of Library and Information Studies is to graduate library/information professionals qualified to serve effectively in professional positions in library/information centers 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. The preparation of library/information professionals requires a program which emphasizes the basic concept of knowledge, the character and content of recorded resources, and the role of library/information centers.

Goals and Objectives

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

1. To provide basic knowledge of a broad spectrum of print and nonprint resources which are utilized in library/information centers to meet the changing cultural and informational needs of society.

2. To provide knowledge pertaining to the fundamental elements of library/information centers 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 services 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 library/information professionals and an understanding of the informational and cultural roles of the library/information center.

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 library/information centers and the principles of library/information center management.

6. Knowledge of the basic elements of the administration of at least one area of specialization by type of library/information center.

7. The ability to comprehend and apply the theories, principles and practices of collection development and bibliographic control of print and nonprint resources 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 services.

10. An awareness of the basic principles and methodologies of research; acquaintance with research in library/information services; 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 the library/information profession.

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

All students are required to take the basic core courses to assure the acquisition of knowledge and the development of competencies which are common to all types of library/information services. The basic core courses are:

SLIS 410 Introduction to the Library/Information Profession

SLIS 420 Collection Development

SLIS 430 Introduction to Technical Services

SLIS 440 Introduction to Information Resources

In addition to the course requirements listed above, students are required to take one of the following administration courses:

SLS 461. Academic Library Administration

SLS 462. Public Library Administration

SLS 463. School Media Center Administration

SLS 464. Special Library Administration

Seven elective courses are to be selected in addition to the stated requirements. Elective courses are chosen in consultation with faculty advisors in order to assure that the elective components of students' programs match their career goals. A student may complete this program in two semesters and one summer.

Admission Requirements For The Master's Degree

Graduates of colleges and universities accredited by a regional or general accrediting agency are eligible for admission. This degree program does not require prior undergraduate study in library/information studies. The school's admission requirements for the master's degree are:

1. A bachelor's degree from an institution of approved standing.

2. Three recommendations, including references from former professors or employers, giving evidence of the applicant's potential for successfully pursuing graduate studies and a career in the library/information profession.

3. 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/information center or related occupational experience.

4. The results of the Test of English as a Foreign Language (TOEFL) for foreign students.

5. An interview with the student may be requested by the school.

At the time of application an applicant may request for transfer credit a maximum of six semester hours of graduate study previously earned in library/information studies. Graduate hours may be transferred only from a school of library/information studies whose program is accredited by the American Library Association. Transfer credits must conform to the requirement listed in this catalog under General Requirements for the Master's Degree. 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.

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 of the Faculty of the School of Library and Information Studies.

2. The residency requirement of the University must be met.

3. The Communications Skills Requirement of the University must be met.

4. A 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.

6. Students must file for candidacy no later than the third week of the semester or summer session in which they expect to complete the

requirements for the degree. The Communications Skills Requirement and the foreign language requirement must have been completed prior to the dates indicated in the University Calendar for filing for candidacy during any semester or summer session. Admission to candidacy is upon the recommendation of the Dean of the School and the certification of the Director of Registration and Records of the University.

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 library/information studies. 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 services. 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.

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. Recommendations from the School of Library/Information Studies faculty and/or library/information center supervisors who are acquainted with the applicant's ability must be submitted.
4. At least three years of professional library/information center experience.
5. 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.

Requirements For The Specialist Degree

1. Satisfactory completion of 30 semester hours beyond the master's degree in library/information studies 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.
2. An oral examination in defense of the research project.
3. The Communication Skills Requirement of the University must be met.

4. Knowledge of a foreign language. This requirement may be met by one of the following:

(a) Transcript evidence of six semester hours college level work in a foreign language;

(b) Passing a University non-credit course for graduate students in a foreign language;

(c) Passing the University examination in a foreign language.

5. Students must file for candidacy no later than the third week of the semester or summer session in which they expect to complete the requirements for the degree. The Communications Skills Requirement, the foreign language requirement and the research project must have been completed prior to the dates indicated in the University Calendar for filing for candidacy during any semester or summer session. Admission to candidacy is upon the recommendation of the Dean of the School and the certification of the Director of Registration and Records of the University. A student may complete the Specialist degree program in two years. All requirements for this degree must be satisfied within six years of the date of matriculation in the program.

Internships

An important facet of education for the library/information profession is the opportunity to translate theoretical considerations into practical applications. To implement this objective, the School sponsors internships for students as an integral part of the master's degree program, offering three to six hours credit toward the degree. These internships have included, for example, the Atlanta Public School System, the Coca Cola Company, IBM, the M. L. King, Jr. Center for Nonviolent Social Change, the E. O. Lawrence Livermore Laboratory (Livermore, California), and the U.S. Department of Labor (Washington, D.C.). The School also promotes the students' participation in post-degree internships, such as those at the Library of Congress and the National Library of Medicine, which are offered on a national competitive basis for a one-year period following graduation from the master's degree program.

Cooperative Program with Emory University

The School of Library and Information Studies has a cooperative program with the Emory University Division of Library and Information Management whereby students register at their parent institution to participate in courses offered by the other school or division. Participation in this reciprocal program has to be approved by a student's advisor and by the Dean of the School at Atlanta University and by the Director of the Division at Emory University. Selected courses in the curriculums of both programs are offered on a joint basis.

Colloquia

The School provides opportunities for students to become familiar with trends and issues in the library/information profession through its Colloquium series. Colloquium offerings include lectures, demonstrations, films, field trips and other learning experiences which

are related to the library/information profession. All students in the School are expected to attend these programs.

The Ruth LeFlore Ward Alumni-in-Residence Program

The Ruth LeFlore Ward fund was established at the University in 1976 by family and friends in memory of Mrs. Ward, who was an alumna of the School. The objective of the program is to sponsor, annually, an outstanding alumnus of the School of Library and Information Studies in a one or two day visit at Atlanta University for a public lecture, colloquium, workshop or other interaction with students, faculty and alumni.

Financial Assistance

There are many forms of financial assistance available to students in the School of Library and Information Studies at Atlanta University: federal or state grants and loans as well as a number of sponsored scholarships and fellowships. Students who require assistance in meeting educational costs through federal or state grants and loans may apply for aid through the Financial Aid Office, Harkness Hall, Atlanta University, Atlanta, Georgia 30314. These programs are detailed in this Catalog under the section on Financial Aid.

Sponsored Scholarships and Fellowships

The School of Library and Information Studies awards sponsored scholarships and fellowships to entering students based on three criteria: (1) demonstrated financial need; (2) previous academic performance; and (3) potential for success in graduate study and as a library/information professional.

University Fellowships

The School of Library and Information Studies is allocated a limited number of fellowships which are awarded to students based on the criteria outlined above. Applicants will be considered automatically for these awards if they have checked the appropriate line on the Atlanta University Application for Admission.

The Virginia Lacy Jones Scholarship

This scholarship was 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 Mary Rayford Collins Library Service Scholarship

This scholarship was established at the University in 1983 by the family and friends of Mrs. Collins to contribute to the support of individuals from Mississippi who are interested in making a significant contribution to librarianship.

The H. W. Wilson Scholarship

This scholarship is 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.

Title II-B Library Career Training Program

The School of Library and Information Studies has been successful in being awarded grants from the U.S. Department of Education. Students are selected as recipients based on the criteria outlined in the awarding of sponsored scholarships and fellowships and fellowships in 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. The Placement services of both the Atlanta University and the Atlanta University Center are also available to students.

Course Descriptions

All courses in the School of Library and Information Studies meet for three hours a week. Many of the courses require students to spend additional hours either in the Library or in the computer science laboratory.

SLIS 410. Introduction to the Library/Information Profession. An overview of the field including current patterns of library/information service; nature, historical development and objectives of the profession; professional literature, associations, education, problems, and future trends. *3 credits*

SLIS 420. Collection Development. Principles governing the development and maintenance of collections of information resources; theoretical and practical bases for selecting and acquiring materials; retrospective, current and future selection tools; structure of the commercial and non-commercial publishing industry; copyright law; and intellectual freedom issues. *3 credits*

SLIS 430. Introduction to Technical Services. Introduction to the library operations in the technical services department. Emphasis on the bibliographic description and subject analysis of library materials according to the Anglo-American Cataloging Rules, Sears Subject Heading List, and Dewey Decimal Classification. *3 credits*

SLIS 440. Introduction to Information Resources. Survey of the history and development of reference services, study of current issues and trends, examination of types of reference books with selected examples, study of skills involved in the reference interview and in search strategy. *3 credits*

SLIS 461. Academic Library Administration. An introduction to the organization, administration and services of academic libraries. Includes management theory, staff development, and issues and trends in higher education. *3 credits*

SLIS 462. Public Library Administration. An introduction to the organization, administration and services of public libraries. Includes the theoretical and practical concerns of organization chart construction, job description development, budget preparation, and other administrative duties. Building design is a major component of this course. *3 credits*

SLIS 463. 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*

SLIS 464. 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*

SLIS 500. Survey of Communications. Theories of communication, the information channel, characteristics of various media, and a survey of information processing from ancient writings to the transfer of information by satellites. *3 credits*

SLIS 510. Library/Information Services to the Handicapped. This course explores the resources related to disabled/handicapped persons in the United States. Policies regarding library services to handicapped persons will be studied and formulated. *3 credits*

SLIS 520. Selection and Utilization of Educational Media. Identifies criteria and methods for the selection, utilization, and evaluation of educational media materials. (Same as EDC 535). *3 credits*

SLIS 521. Production of Instructional Media Materials. Emphasizes local production of instructional media materials. A "hands-on" laboratory course. (Same as EDC 537). *3 credits*

SLIS 540. 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*

SLIS 541. 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*

SLIS 550. Research Methods. Examines research needs in the library/information profession and considers techniques proposed for the solution of problems by studying various formal research models, reading and evaluating studies from professional literature, and learning the basics of descriptive and inferential statistics. *3 credits*

SLIS 570. Introduction to Computer Science. This course provides an overview of the world of electronic data processing, emphasizing computer hardware literacy, and introduces the student to software needed to design library and information science knowledge bases. *3 credits*

SLIS 630. Bibliographic Control of Nonprint Materials. The organization of nonprint materials through analysis with special emphasis on the Library of Congress Subject Headings and the Library of Congress Classification; and descriptive analysis with emphasis on the Anglo-American Cataloging Rules. (Prerequisite: SLIS 430). *3 credits*

SLIS 631. Subject Cataloging. The organization and classification of library materials through subject analysis with emphasis on the Library of Congress Subject Headings and the Library of Congress Classification System. (Prerequisite: SLIS 430). *3 credits*

SLIS 632. Indexing and Abstracting. Basic techniques, concepts and methods of indexing monographs, serials, and specialized materials, of preparing abstracts and a survey of analyzing secondary abstracting and indexing services as a basic tool in library/information centers. (Prerequisites: SLIS 430 and 631). *3 credits*

SLIS 640. Ethnic Materials for Children and Young People. A study and critical evaluation of literature for children and young adults. The literature is rooted in the cultures of the Native American, Hispanic American, African American, and the Asian American. (Prerequisite: SLIS 540 or SLIS 541). *3 credits*

SLIS 641. Computerized Access to Information Resources. Intensive survey of concepts and techniques of professional literature searching. Analysis and evaluation of computerized bibliographic files. Planning and management of computerized search services in an information environment. Indexing, thesauri construction and retrieval effectiveness in relationship to user requirements are given special attention. (Prerequisite: SLIS 440). *3 credits*

SLIS 642. Government Publications. Selection, acquisition, organization, and servicing of publications of the U.S. federal government. Examination of the basic tools for the reference use of government publications. (Prerequisite SLIS 440). *3 credits*

SLIS 643. Information Resources for Afro American Studies. Introduction to the specialized resources, reference works and activities that support study and research on the Black experience in the United States. (Prerequisite: SLIS 440). *3 credits*

SLIS 644. Information Resources in the Humanities. An inquiry into the scholarly communication system of the humanities and a study of the information resources in the fields of religion, philosophy, visual arts, music, and literature. (Prerequisite: SLIS 440). *3 credits*

SLIS 645. Information Resources in the Social Sciences. Study of bibliographic and reference resources for the social sciences in general and for disciplines in the social sciences. Consideration of the role of library/information professionals in meeting the information needs and demands of researchers and practitioners. (Prerequisite SLIS 404). *3 credits*

SLIS 646. Information Resources in Science and Technology. The identification of the content and uses of the more important basic reference tools and bibliographic sources of the pure and applied sciences needed for literature searching. (Prerequisite: SLIS 440) *3 credits*

SLIS 647. Law Librarianship. An introduction to the profession of law librarianship; the source materials of the law with emphasis on primary authority, indexes and finding aids which are used in the legal profession. (Prerequisite SLIS 440). *3 credits*

SLIS 660. Library/Information Center Management. Introduction to concepts in the management of library/information centers. Units include management theory, organizational communication, problem solving models, and flow charting. (Prerequisite SLIS 410). *3 credits*

SLIS 661. Archival Management. An introduction to the basic principles and techniques of the management of archival materials and repositories. Includes the historical development of archival institutions. (Prerequisite SLIS 410; or approval of instructor) *3 credits*

SLIS 663. School Media Systems Supervision. Trends and problems in the organization and supervision of school library systems at the city, county, and state levels. (Prerequisite SLIS 463). *3 credits*

SLIS 670. Library Automation. Advanced programming for library information systems and an introduction to comparative programming languages needed to design library/information science knowledge bases. (Prerequisite SLIS 570). *3 credits*

SLIS 750. Directed Research. Systematic investigation of a research project topic under faculty direction as a requirement for the Specialist Degree. No credit will be awarded until the research project is complete. (Open to Specialist Degree students only.) *6 credits*

SLIS 780. Independent Study. Advanced students may pursue independent study in a specialized area of librarianship under the guidance of a faculty member.

SLIS 781 Internship. Professional supervision of practical applicants in academic, public, school and special libraries. *3-6 credits*

SLIS 782 Seminar. Seminars in specialized areas of librarianship are offered for advanced students. (Approval of instructor) *3 credits*

School of Social Work

Creigs Beverly, Dean

Professors

Creigs Beverly

Associate Professors

Nancy Boxill

Betty Cook

Mamie Darlington

Madison Foster, II

Richard Lyle

Janice Vaughn

Naomi Ward

Assistant Professors

Mary Curtis-Ashong

Jacqueline Brown

Lydia Wynn

Atlanta University School of Social Work was established over sixty years ago to provide professional education for Blacks, to obtain a knowledge base, and develop skills to serve the Black Community. The earlier curriculum reflected the belief that those serving Black people needed not only the basic social work education provided in the few existing schools of social work, but additional learning about the target group whom they would serve.

However, during the 50's and early 60's the Atlanta University School of Social Work became a prototype of every other school of social work, a consequence of the School's response to pressures from accrediting and federal funding sources. Today the School has gone full cycle and is reaffirming its historical mandate, with a more pluralistic orientation. Sixty-five years after its inception the Atlanta University School of Social Work clearly articulates its commitment to provide quality education for all who wish to help oppressed and disadvantaged minorities.

PHILOSOPHY, GOALS AND OBJECTIVES

A humane society is one in which man is assured optimum opportunities to achieve self-realization, to make his own choices, and to have his rights protected. Membership within that society obligates one to guard the rights of others to experience and to enjoy similar opportunities and rights. If effectively operative, such a society is self-correcting and self-evaluative.

Social Work, as a profession, operating as a major component of the social welfare system, commits itself to values, knowledges, and skills which enable it to create and deliver those services necessary for the liberation, maximization, and realization of human potential.

The Atlanta University School of Social Work, as a predominantly black educational institution, pledges all of its resources to active participation in the humanization of an oppressive and exploitative social order.

The social work profession has a responsibility to equip its practitioners with values, knowledge, and skills necessary to work with people, everywhere, in the quest to control their own destinies.

The Education Program

The educational program leading to the degree of Master of Social Work is intended to prepare students for entry into advanced social work practice: 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 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.

Program Objectives

1. An educational process which emphasizes aspects of the Black experience and the experiences of other minorities to sensitize students to ethnicity as a variable in the organization of social welfare systems and the delivery of services.
2. A unified curriculum whose content and experiences prepare students for professional practice in securing equitable opportunities which maximize human potential.
3. Educational experiences aimed toward preparing students for professional practice utilizing the autonomous social work practice model, humanistic values, an Afro-centric perspective and planned change.
4. An understanding of societal institutions as a basis for influencing the nature and quality of their impact upon individuals, families and communities.
5. A teaching-learning atmosphere which fosters maximum intellectual, professional and social development of students.

Concentrations

The School espouses the autonomous social work practice model which is essentially generalist, and embodies the practice modes of direct services and planning and administration. However, each student is afforded specific and in-depth knowledge in one of three areas of concentration: Child and Family Services, Health Services, and Community Services. The Child and Family Services concentration insures the advanced educational preparation and training of students whose professional careers focus on working with children and families. Courses

are offered in such areas as child welfare, child abuse, child protective services, foster care and adoptions. The Health Services concentration seeks to prepare social work students for advanced practice in the broad areas of physical 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 changes and create new forms of health care delivery. The Community Service concentration prepares students to influence policies and institutions in such a way as to more adequately address the needs of populations at risk. More specifically, this concentration directs the students' knowledge acquisition to include advanced understanding and competence in community organization-development, political processes, planning and administration and policy analysis.

Accreditation

The School is accredited by the Council on Social Work Education to offer the MSW degree and through the Southern Association of Colleges and Schools via institutional affiliation.

CURRICULUM

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.

Organization

The curriculum structure offers a prescribed sequence of courses which requires fifty-three (53) semester hours for completion of the master's degree. It is basically a two-year program offering both day and evening courses. An Accelerated Program, requiring thirty-eight (38) hours, is offered for students who hold the B.S.W. degree from a school that is accredited by the Council on Social Work Education.

PROGRAMS OF STUDY

- The School of Social Work offers the following Programs of Study:
- Master of Social Work Standard 2-Year Program
 - Accelerated Master of Social Work Program (Day or Evening)
 - Doctoral Program

The program cycles of study in the regular day and night programs, and the January admission program have minimal variations in course offerings. (Contact school for specific programs.)

The regular Master of Social Work Day Educational Model is as follows:

| First Semester (September-December) | | Hours |
|--|--|--------------|
| SSW 500 | Autonomous Social Work Practice | 3 |
| SSW 501A | Concurrent Practicum | 2 |
| SSW 514 | Group Processes and Social Work Administration | 2 |
| SSW 585 | Research Methods | 3 |
| SSW 600 | Human Behavior and the Social, Environment | 3 |
| SSW 700 | Social Welfare Policy | 3 |
| | | <hr/> 16 |

| Second Semester (January-May) | | |
|--------------------------------------|--|----------|
| SSW 501B | Practicum Instruction | 2 |
| SSW 503 | Clinical Practice (Clinical Students) OR | |
| SSW 504 | Planning and Administration Practice (PA Students) | 3 |
| SSW 586 | Research Statistics and Computer Usage II | 3 |
| SSW 587 | Program Evaluation | 2 |
| SSW 601 | Psychopathology (Clinical Students) OR | |
| SSW 602 | Social Organization (PA Students) | 3 |
| SSW 709 | Differential Policy Analysis | 2 |
| | *Electives | 2 |
| | | <hr/> 17 |

(*Electives vary based on students' selection of respective subspecializations. They may be taken in other schools or departments.)

| Third Semester (August-December) | | |
|---|-----------------------|----------|
| SSW 502A | Practicum Instruction | 9 |
| SSW 598 | Thesis Supervision | 1 |
| | | <hr/> 10 |

| Fourth Semester (January-May) | | |
|--------------------------------------|------------------------------|----------|
| SSW 502B | Block Practicum | 3 |
| SSW 801 | Integrative Seminar | 1 |
| SSW | 3 Electives Equaling 6 hours | 6 |
| | | <hr/> 10 |

Total 53

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 first satisfy all requirements for admission to Atlanta University. The Admissions Committee of the School of Social

Work then looks for evidence that an applicant is likely to provide leadership and contribute to the solution of important issues in social welfare. It considers the applicant's prior academic record; and personal statement evidencing such qualities as sensitivity, ability to relate to others, maturity and self-awareness, as part of the assessment process. Because of the particular nature of the School's educational program, a strong liberal arts background is required. However, this is only one of several elements used in the review of applicants and those not having strong backgrounds in behavioral sciences are given equal consideration based upon a review of their composite assets.

Applicants to the School of Social Work are accepted throughout the academic year, however, students are admitted only during the fall and January terms. There is only one cycle for the Accelerated Program and that is in the Summer Session.

DEGREE REQUIREMENTS

The degree of Master of Social Work, a professional degree, is conferred by Atlanta University upon students who have fulfilled the admission requirements, met the residence requirements, earned the required number of credit hours in classroom and field work, and presented acceptable theses.

FINANCIAL ASSISTANCE

The School awards a number of tuition scholarships, traineeships, work study, co-op opportunities, and loans provided by means of University funds and special grants to entering full-time students.

Course Descriptions

MSW Program—Core Courses

SSW 500. Autonomous Social Work Practice (ASWP). The initial methods course introducing the autonomous social work practice model for intervention with micro and macro systems emphasizing basic generic skill development in effective use of self, communication, problem identification, data collection, assessment, decision-making, intervention strategies, termination, and evaluation. Sequential focus is on beginning skill development germane to micro practice for clinical students and macro practice for planning and administration students. *3 credit hours*

SSW 501A. Practicum Instruction. A first year concurrent practicum placement in practice settings in the Metro Atlanta environs. Supervised experience in using basic social work skills is provided within the agency setting. The focus is on progression of skill development and integration of theory and practice. particular emphasis is placed on the reciprocal nature of micro and macro systems. *2 credit hours*

SSW 501B. Practicum Instruction. A four month continuation in sequence with SSW 501A. *2 credit hours*

SSW 502A. Practicum Instruction. The Block Practicum Course is a second year, six month practicum experience geographically located in the Northeast, Southeast, Mid-West, or East Central regions of the United States. This extended and final practice experience affords students an opportunity to deepen the translation of theoretical constructs in specialized settings under the supervision of master's degree trained personnel. Critical consciousness relative to knowledge, values and skills as these relate to professional practice is reinforced. The placement is scheduled for four and one half days per week for the six-month period. *9 credit hours*

SSW 502B. Practicum Instruction. A two-month continuation course in sequence with SSW 502A. This is the terminal portion of the student's block field experience, prior to entry into the profession. Prerequisites: 501A, 501B and 502A.

3 credit hours

SSW 503. Clinical Practice. A continuation of ASWP designed to deepen application of the problem solving process, and the roles and skills for advanced intervention with micro systems.

3 credit hours

SSW 504. Planning and Administration Practice. A continuation of ASWP designed to examine in depth contemporary problems in the administration of human service agencies and institutions as they impact minority and oppressed people in the society. A variety of planning intervention techniques and strategies are presented with emphasis on advanced practice skills in building viable client participation in agency planning, decision-making, evaluation and budgeting efforts.

3 credit hours

SSW 514. Group Processes Social Work Administration. 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 and skills in forming, leading, and enabling individual group members and the entire group to reach identified goals and apply these within Managerial and Administrative contexts.

2 credit hours

SSW 585. Research Statistics and Computer Usage I. This course covers the research process from problem identification through the writing of the research paper and the presentation of results; focusing on the methods of science-based practice for social work practitioners. Among the topics covered are: problem formulation, interview methods, diagnostic instruments, systematic observation, single-subject designs, sampling methods, time series designs, and surveys.

3 credit hours

SSW 586. Research Statistics and Computer Usage II. An intermediate level treatment of descriptive and inferential statistics useful in the solution of real-world problems facing the social work practitioner. This includes the selection of appropriate statistical techniques for particular problems and interpretation and presentation of statistical analysis. The course also provides an introduction to the use of computers for univariate and multivariate statistical analysis and other social work applications.

3 credit hours

SSW 587. Program Evaluation. This course is offered as an elective for students in the three specialization areas. It is designed to give students a working knowledge of evaluative research, as well as a critical understanding of how evaluation is used in the field of social work. The course covers research designs and methods for need assessments, program monitoring and impact assessment. Projects and assignments will draw on students' practicum experiences.

2 credit hours

SSW 598. Thesis Supervision. Students are required to take this course. Students who register for it should bear in mind that this option requires a great deal of independent study.

3 credit hours

SSW 600. Perspectives on Human Behavior and the Social Environment. This course examines theoretical perspectives for understanding individual growth, development and behavior over the life span with a focus on the role of the environment. Individuals are viewed as psychosocial-biological-spiritual beings with memberships in families, groups, organizations and communities. Variants in behavior are viewed as a function of individual ethnicity, gender, race, culture, socio-economic status and sexual orientation.

3 credit hours

SSW 601. Psychopathology. This course is designed for clinical students focusing on those behavior patterns that have been professionally determined to be "disordered" as listed in the DSM III. Emphasis is placed on the etiology, features, process and course of each diagnostic category. Current research regarding biomedical findings and human sexuality is discussed. Prerequisite: SSW 600.

3 credit hours

SSW 602. Social Organization. This course is designed to assist students in acquiring substantive, theoretical and practical knowledge for exercising professional judgement about the impact of social organizations on human behavior in American society. The course is specifically concerned with examining conceptual paradigms which clarify the formation and operation of organizations in this country. *3 credit hours*

SSW 700. Social Welfare Policy. This course is designed to assist students in understanding the development of social welfare as an institution over historical times; the parameters of social welfare policies which have guided its development; the types of services and programs which have evolved; and the particularized impact these processes have had on black and other oppressed people. *3 credit hours*

SSW 709. Differential Policy Analysis. This course is designed to assist students in the interventive modes of clinical practice and of policy, planning and administration to progress to a conceptual and analytical level necessary to critique social welfare policies in the fields of practice of child and family services, health services and community services. Each student is afforded the opportunity to gain expertise in her/his chosen field of practice. *2 credit hours*

SSW 801. Integrative Seminar. This seminar is designed to integrate and synthesize the two year experiences of students in the MSW program. It is organized to create cross fertilization among and between the three areas of specialization and is forged in a terminal understanding of AUSSW's goals and objectives, humanistic values, autonomous social work practice, afro-centric perspective and planned change. *1 credit hour*

MSW Program—Electives

SSW 506. Organizational Development. The primary purpose of this course is to provide students with advanced knowledge and understanding of organizational needs and the significance of organizational development in accomplishing various needs. To help facilitate the achievement of this purpose, selected models for Organizational Development will be examined to determine their applicability to social service agencies.

SSW 507. Seminar in Planning and Administration (designed primarily for Accelerated and Night students). The intent of this course is to provide a mechanism through which accelerated students can integrate their practicum experience concurrently with its relationship to applicable theoretical constructs. Classroom assignments are closely aligned with roles being carried by students in their field placements. *3 credit hours*

SSW 508. Seminar in Clinical Practice (designed primarily for Accelerated and Night students). A clinical seminar designed to provide a mechanism for integration of practice theory and undergird practicum performance. Emphasis will be placed upon the reality needs as identified by the student to relate roles and constructs to assignments. *3 credit hours*

SSW 511. Social Work in Health Settings. A generic course to build on skills gained in prerequisite methods courses. Focus will be on the structure of health care settings and the role of the social worker in the hierarchy, case finding, and case management. The role of the social worker as a team member/leader will be emphasized. *2 credit hours*

SSW 512. Advanced Clinical Practice with Children and Adolescents. This course is designed to provide the opportunity for the development of skills in clinical social work practice with minority 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 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. *2 credit hours*

SSW 513. Child Abuse Treatment and Prevention. 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. *2 credit hours*

SSW 515. Child and Family Advocacy. This course explores the variety of advocacy organization 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 and external advocacy strategies: juvenile justice, child welfare, permanency planning and convalescent care. Additionally, students will explore opportunities for advocacy planning and activity as responsible citizens through familiarity with relevant public policies and legislation. *2 credit hours*

SSW 516. Permanency Planning. This course emphasizes skills involved in the permanency planning process: assessment, decision-making, treatment, evaluation and legal ramifications. Students will examine adoption, independent living, children and adolescents remaining or returning to their own homes and implications of temporary and long term foster care. This is a specialization course for the development of advanced practice skills of Clinical and PPA students. Prerequisites to the course are the completion of AWSP I and II. *2 credit hours*

SSW 517. 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 levels of society. *2 credit hours*

SSW 518. 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. *2 credit hours*

SSW 519. Helping Professions in the Field of Gerontology. This course is designed to examine the roles and functions of selected professions in the field of gerontology. Specific attention will be given to social work, psychology, medicine, psychiatry, allied health professions toward an understanding of training types of services rendered and models of intervention strategies used in working with the aged. The participation of women and minorities will be examined in relation to the demographics of the aged population and their needs. (Crosslisted with Sociology) *3 credit hours*

SSW 520. Family Therapy. This course is designed to engage the student in exploring the development of family therapy and the dimensions of family practice in social work. Students acquire conceptual, analytical and practice skills necessary for beginning use of one modality and in depth familiarity with two other modalities. *2 credit hours*

SSW 588. Health and Disease Characteristics of Special Populations. This course helps to provide students with a broad understanding of epidemiology, 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 from the public health model. These understandings will highlight the preventive potential in certain kinds of infections and chronic illness (including mental). Data and understanding of lifestyles and health aspects of black, hispanics and women will be emphasized. *2 credit hours*

SSW 589. Grantsmanship and Resource Procurement. An advanced methods elective designed to enable students to demonstrate skills in developing funding proposals that address social problems. Content encompasses problem definition, program objectives, and development of operational program plans. The course is presented within the context of process and politics of relating to government and foundation funding sources. *2 credit hours*

SSW 603. Afro-American Families: Health Issues. This course examines the historical and contemporary forces impinging upon Black families, and the resultant survival strategies of Black families. A social systems approach to the study of Black families will represent the perspective for viewing those social problems that are of significance to Black families, particularly those of a physical and mental nature. *2 credit hours*

SSW 606. Alcoholism and Drug Dependency. This course examines the psycho-social, cultural, physiological, political, and economic roles of these two major additions in American society. Specific emphasis is placed upon contrasting community interpretation of causation and treatment resources for the majority and minority populations. *2 credit hours*

SSW 609. Emotional Disorders of Children. This course is designed to explore a range of factors, situations, and experiences that contribute to the development and quiet of emotional disorders in children. In addition to formal diagnostic criteria a non-deficit approach to understanding disorders is supported by a humanistic perspective. *2 credit hours*

SSW 705. Corporate Social Responsibility. This course provides an evaluative analysis of Corporate Social Services programs administered by national and multi-national corporations with special emphasis on the quantity and quality of services rendered. 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 are engaged. *2 credit hours*

SSW 706. 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. *2 credit hours*

SSW 707. School Social Work. This course examines the impact of federal policies on school social work and addresses the role of the school as a primary socializing agent and institution in the community. The role of the school social worker as a member of the pupil-personnel team receives special attention. *2 credit hours*

SSW 708. Health Issues for Women and Minorities. This course surveys 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. *2 credit hours*

SSW 800. Independent Study. Upon approval of the subject by the instructor, the student is directed in studying advanced content materials under individualized guidance. Only students who can produce evidence of having mastered the prerequisites, or their equivalent, will be considered. The minimal expectation is a documented paper or report having some significance to a prescribed area in social work. *1-3 credit hours*

SSW 804. Colloquium. This course is designed for accelerated students to provide an opportunity to focus on selected theories and practice issues before entering the profession. *2 credit hours*

Doctoral Program in Social Work Planning, 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 and 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 may enroll where applicable in selected courses in 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 based upon their educational goals.

Students who do not hold the master's degree in social work must earn this degree in route to the Ph.D.

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.

General Objectives: The doctoral program has been designed to attain three (3) general objectives. These are:

1. Acquisition at the doctoral level of graduate study, of those cognitive and affective structures that are inherent in the social work profession and in the field of social work planning and administration.

2. Acquisition, at the doctoral level of graduate study, of a thorough foundation in a social science discipline.

3. Undergoing study at the doctoral level with specific educational experiences in the integration and interoperation of scientific and practical endeavors in the social work profession.

This general objective will be implemented, in part, by the requirement that doctoral students elect courses in a social science discipline in the School of Arts and Sciences.

Specific Objectives: The specific objectives of the doctoral program are behavioral acquisitions that doctoral students are expected to achieve as consequences of their undergoing the educational experiences that have been engineered as essential foci of the program. These experiences are centered in social work planning and administration and in social science cognition including research.

Specific Objectives include:

1. **Research competencies** are the most significant element in the doctoral study experiences and as the unifying principle of every aspect of students' educational experience within the program. Included herein are competencies in computer use and reading of a foreign language, preferably Spanish or French. The culmination of the acquisition of skill and competence in research will be the production, defense, and publication of a doctoral dissertation which makes a definite novel contribution to the literature of social work/social science planning and administration.

2. Knowledge and understanding of social work history, theory, and practice.

3. Application of social science concepts, generalizations, theories, and principles in social work planning and administration.

4. Knowledge and understanding of organizational development theory and practice.

5. Knowledge, understanding, and the ability to apply and use descriptive and inferential statistics.

6. Analysis, synthesis, and evaluation of social science and social work data relevant to planning and administration in the social work profession.

7. Development of interests, attitudes, values and appreciations that are germane to effective individual and group functioning in professional social work planning and administration.

Admissions

Each applicant will be required to submit to the Office of Admissions the documents specified below:

1. A letter of intent that contains the applicant's personal statement indicative of intention to pursue the doctoral degree. In addition the letter will include:

- a description of the applicant's basic philosophy and life goals
- an explication of how the doctoral program will facilitate the attainment of the applicant's goals
- the reasons the applicant has selected the Atlanta University and the Atlanta University School of Social Work for doctoral study.

2. A completed application form, application fee, three letters of recommendation, transcripts of all undergraduate and graduate work and Miller Analogies Test results; at least two of the letters of recommendation must be from professors in the applicant's field of major concentration. The Miller Analogies Test results will be used experimentally and educationally in structuring each student's program.

Prerequisites for admissions to the doctoral program include a baccalaureate degree from an accredited American institution or from a foreign institution of comparable quality; and a grade point average of 3.5 or higher in the most recently completed degree program. Applicant's undergraduate transcripts must show sufficient preparation for advance work in major and minor fields relevant to the doctoral program. Applicants who hold both a bachelor's degree and a graduate degree must submit transcripts that indicate an adequate foundation for pursuing an interdepartmental and inter-school doctoral program.

Time Requirement: All work for the Ph.D. must be completed within six (6) calendar years of the date of admission to candidacy. Under the five (5) assumptions listed immediately below, a student can reasonably expect to complete the requirements for the Ph.D. within three (3) calendar years.

1. The student holds the MSW degree.

2. The student enrolls successfully in twenty-four (24) semester hours during each of three (3) academic years (the dissertation is considered equal to twelve (12) semester hours).

3. The student passes the Qualifying Examination at the first opportunity.

4. The student can demonstrate competence in computer technology, in statistics and research and in one foreign language, preferably Spanish or French.

5. The student completes the dissertation and its defense with dispatch and erudition.

A student who does not hold the MSW degree will be required to complete the requirements for that degree before admission to candidacy for the Ph.D. The MSW requires two (2) academic years. Thus, a student who desires to earn the Ph.D. and does not hold the MSW can expect to complete work for the doctorate within five (5) calendar years.

Degree Requirements

1. Successful completion of a minimum of seventy-two (72) graduate semester hours beyond the Master's degree with a grade point average of B or above.

2. Reading competency in one foreign language, preferably Spanish or French.

3. Demonstrated competencies in computer use for statistical analysis of data.

4. Successful completion of a written 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.

5. The production and defense of a doctoral dissertation which makes a definite novel contribution to the literature of social work planning and administration.

Course Requirements

The Core Curriculum: The core curriculum which entails a total of twenty-four (24) semester hours must be completed at Atlanta University. The core must be completed during the **first academic year** of two (2) consecutive semesters of residential doctoral study undertaken by full-time students. Part-time students must complete the core within two (2) academic years.

The Core Curriculum

| First Semester | Semester Hours |
|--|-----------------------|
| SSW 900 Historical Analysis of Social Welfare and Professional Social Work | 3 |
| SSW 910 Descriptive and Inferential Statistics | 3 |
| SSW 920 Organizational Development | 3 |
| SSW 930 Theories of Administration | 3 |
| Total | 12 |

Second Semester

| | | |
|---------|--|----|
| SSW 901 | Social Welfare and Professional Social Work Policy Development | 3 |
| SSW 911 | Evaluative and Multivariate Statistics | 3 |
| SSW 921 | Planned Change in Complex Organizations | 3 |
| SSW 931 | Administrative Methods for Professional Social Work | 3 |
| Total | | 12 |

Required Social Work Course and Seminars Beyond the Core Curriculum: One (1) course and three (3) seminars in social work beyond the core curriculum are required within the Ph.D. course of study. These are:

| | | |
|---------|---|----|
| SSW 912 | Research Methodology in Social Work Planning and Administration | 3 |
| SSW 913 | Doctoral Seminar I | 3 |
| SSW 914 | Doctoral Seminar II | 3 |
| SSW 932 | Seminar in Administrative Methods | 3 |
| Total | | 12 |

Cognate Studies: Each doctoral student is required to earn at least fifteen (15) semester hours credit in a cognate area at Atlanta University external to the School of Social Work.

Cognate work may be taken in the School of Arts and Sciences, the School of Business Administration, and the School of Education. Doctoral students who plan to teach are advised to take all or the majority of their cognate work in education. Acceptable cognate areas are economics, political science, public administration, sociology and anthropology, business administration and education. A total of twelve (12) semester hours in a single cognate area is recommended. The additional three (3) semester hours may be taken in other cognate area.

Electives within the School of Social Work: Ph.D. students are expected to undertake nine (9) semester hours of electives offered by the School of Social Work or nine (9) semester hours of additional cognate study.

Admission to Candidacy for the Ph.D.: A student will be admitted formally to candidacy for the Ph.D. upon application duly submitted and approved by:

1. The Chairperson of the Doctoral Committee
2. The Dean of the School of Social Work
3. The Dean of the School of Arts and Sciences or the Dean of the School of Business Administration or the Dean of the School of Education, depending upon the school in which the student completed cognate studies.

4. The Registrar of Atlanta University

Prerequisite to consideration for admission to candidacy, the student must have passed the Qualifying Examination and have submitted a dissertation proposal or agenda that has been accepted and formally approved by:

1. The chairperson of the student's doctoral research committee
-

2. The Doctoral Committee of the School of Social Work
3. The Dean of the School of Social Work
4. The departmental chair of the department in Arts and Sciences or Business Administration or Education in which the student is taking or has taken his/her cognate work.

| Summary of Course Requirements | Semester Hours |
|---|----------------|
| Core Curriculum | 24 |
| Cognate Studies | 15 |
| Required Courses in Social Work Beyond the Core | 12 |
| Electives | 9 |
| Dissertation in Terms of Semester Hours Credit | 12 |
| Total | 72 |

Analysis of this summary indicates that of the seventy-two (72) semester hours required for the Ph.D., thirty-six (36) semester hours are stipulated and thirty-six (36) are characterized by options residual in the student's decision making processes.

Doctoral Program

SSW 900. Historical Analysis of Social Welfare and Professional Social Work Practice. This course examines the growth of social welfare and social work as social institutions in American society. Special attention is given to the evolution of social welfare attitudes and services in Great Britain and the United States with attention given to the philosophical systems within which developments have taken place. Special attention is given to the establishment of the current social welfare system in the United States and proposals for reform.

3 credit hours

SSW 901. Social Welfare and Professional Social Work Policy Development. This course is designed to create an awareness of sequential policy development on several levels, as well as to foster an understanding of administration procedures, techniques and interventions that may be employed in the implementation of policies and programs. Basic policies beginning with the New Deal and extending through Reagonomics are reviewed. Some of the leading theoretical statements on contemporary policy receive special attention.

3 credit hours

SSW 910. Descriptive and Inferential Statistics. A survey of basic descriptive and inferential statistics to allow the student to master the basic procedures of statistical analysis as used in the field of social work.

3 credit hours

SSW 912. Research Methodology in Social Work Planning and Administration. This course covers aspects of research methodology for social work planning and administration including: problem formulation, conceptual and operational definitions of variables, theory and literature selection, design, data analysis and data presentation. Emphasis is placed on experimental and quasi-experimental designs and survey research for administration. Computer applications are utilized in the analysis and presentation of data.

3 credit hours

SSW 911. Evaluative Research and Multivariate Statistics. This course aims to provide a dual focus. The major focus is on the application of basic research methods for the evaluation of human service programs. The secondary focus is on the use of multivariate statistics and microcomputers in the evaluation and planning process.

3 credit hours

SSW 913. Doctoral Seminar I. This course provides a forum for the analysis of current issues in the field of social work administration, planning and research. Selected topical discussions provide a framework for viewing trends and projections in the field.

3 credit hours

SSW 914. Doctoral Seminar II. This course is open to students who have completed all core requirements and have selected a defined area for dissertation study. The focus is on elaboration of individual research topics germane to social work administration and selected social services. *3 credit hours*

SSW 920. Organizational Development. A survey of theories and models of behavioral aspects of management. Students gain a perspective, rationale and focus of interpersonal behavior in complex human service organizations. *3 credit hours*

SSW 921. Planned Change in Complex Organizations. This course examines: (1) the language of complex organizations; (2) organizational theory (theory of bureaucracies); (3) knowledge and data on recent studies of complex organizations and suggests implications for social change and social policy regarding complex organizations in the area of human service delivery to persons of color. *3 credit hours*

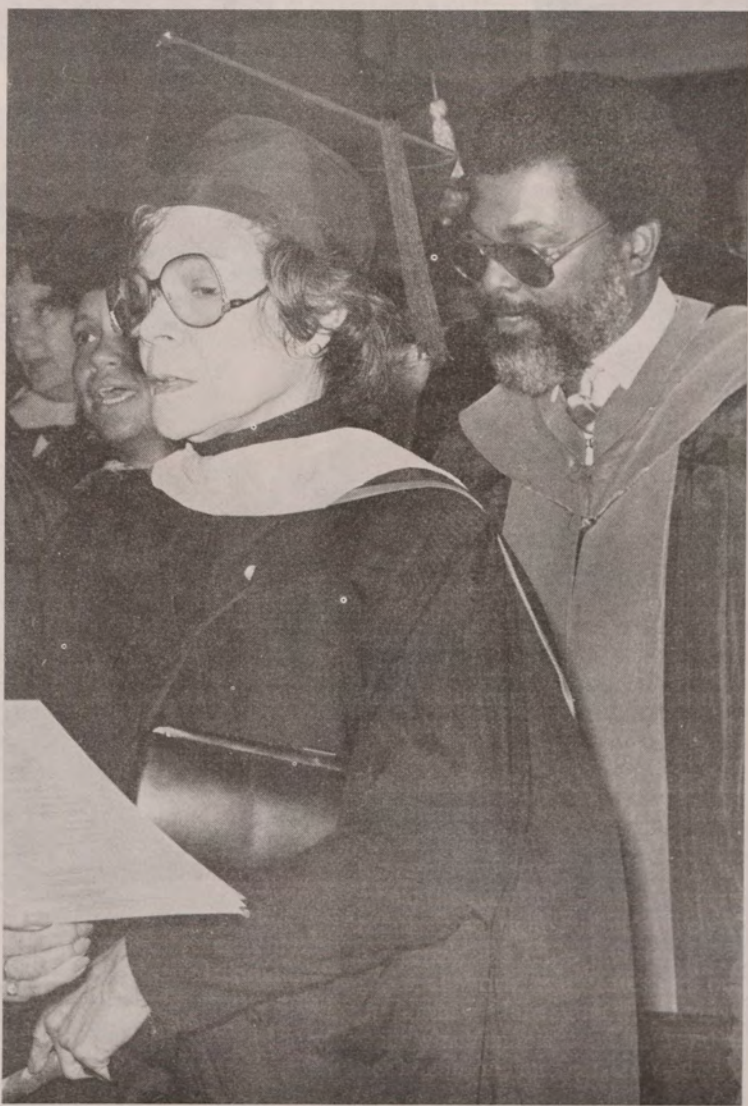
SSW 930. Theories of Administration. This course provides a survey of historical approaches to a theoretical models of social work administration. Concepts and paradigms of leadership, power, controlling, rewarding and planning are introduced. *3 credit hours*

SSW 931. Administrative Methods for Professional Social Work. The course focuses on important concepts, principles, and theories of management, organizational behavior, and operations. The course stresses the application of modern management concepts to organizations of all types in various fields, with the view of improving management effectiveness and organizational efficiency. *3 credit hours*

SSW 932. Seminar in Administrative and Planning Methods. This course surveys the interrelationships between administrative methods and planning in human service non-profit organizations. Selected topical discussions are led by exemplar administrators in human service organizations on the local, regional and national levels. *3 credit hours*



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- *On Leave, 1985-86

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| Clemon Benjamin | Buildings | Painter |
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| Mildred Copeland | President's Home | Housekeeper |
| Jimmy Dennis | President's Home | Groundsman |
| Gail Fleming | Wright Hall | Custodian |
| Leonard Freeman | Library | Custodian |
| Sheila Gaines | D. Sage Hall | Custodian |
| Sanders Hardeman | Clement Hall | Custodian |
| William Harris | D. Sage Hall | Custodian |
| Richard Haynes | Harkness Hall | Custodian |
| Willie Henderson | Library | Housekeeper |
| Riley Horton, Jr. | Bldgs. & Grounds | Painter |
| John Hubbard, Jr. | Quarles Hall | Custodian |
| Harold Huff | Harkness Hall | Custodian |
| William Huff | Bldgs. & Grounds | Carpenter |
| Edgar McDowell | Bldgs. & Grounds | Groundsman |
| Joseph Oliver | Clement/Res Cntr | Custodian |
| Robert Oliver | D.S./Clement/ Res Cntr | Supv., Custodians |
| Walter Parker | Bldgs. & Grounds | Groundsman |
| Roosevelt Slaton | Bldgs. & Grounds | Truck Driver |
| Willie F. Slaton | Biology Bldg. | Custodial |
| David Sumerlin | Bldgs. & Grounds | Utility worker |
| Willie Talley | Wright Hall | Custodian |
| James Wheat | Harkness Hall | Custodian |
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