

Morris Brown College

Atlanta, Georgia



CATALOG
1983-1985

CORRESPONDENCE DIRECTORY

Correspondence may be addressed to Morris Brown College, Atlanta, Georgia 30314, but to avoid delay and to be assured that the proper department is reached, requests for specific information should be directed as follows:

College policy	The President
	The Vice President For
Academic programs and courses of study	Academic Affairs
	The Vice President For
Student problems and permissions	Student Affairs
Records, transcripts and catalogs	The Registrar
Applications for Admission	The Director of Admissions
Financial and business matters	The Vice President for Fiscal Affairs
Public relations	The Director of Public Relations
Scholarships, grants and loans	The Director of Student Financial Aid
Alumni affairs	The Director of Alumni Affairs
Placement Service	The Director of Vocational Guidance and Placement

MORRIS BROWN COLLEGE ATLANTA, GEORGIA

Volume 39

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ACCREDITATIONS

Morris Brown College is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools.

The Teacher Education Program is approved by the Georgia State Department of Education.



Morris Brown College

Atlanta, Georgia



INSTITUTIONAL AFFILIATIONS

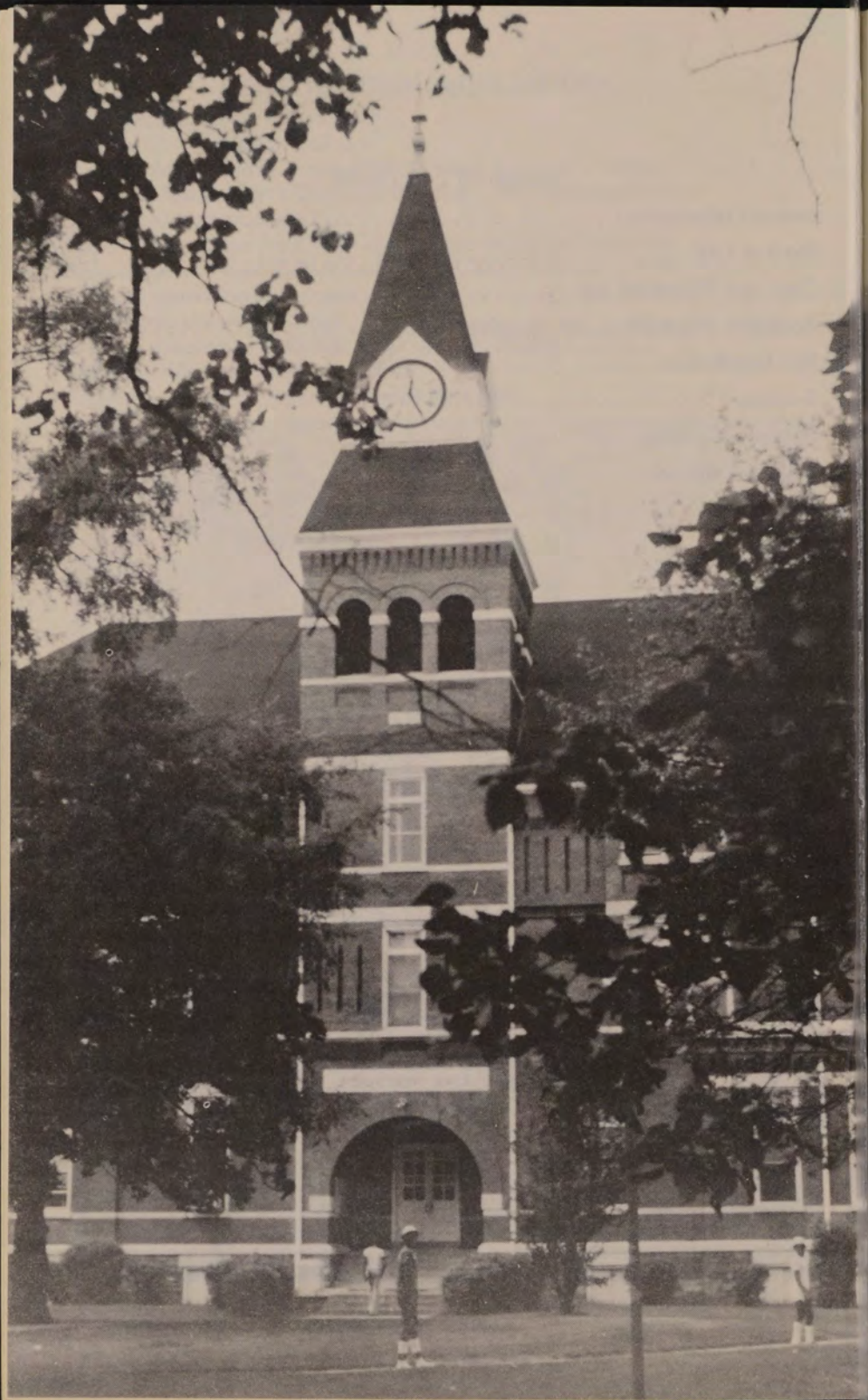
American Council on Education
Association of American Colleges
National Association of Deans, Registrars and Admissions Officers
American Association of Collegiate Registrars and Admissions Officers
The United Negro College Fund
National Association for Equal Opportunities in Higher Education
Association of Private Colleges and Universities in Georgia
Georgia Association of Colleges
The Atlanta University Center
National Association of College and University Business Officers
National Collegiate Athletic Association
The Association for Continuing Higher Education



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GENERAL INFORMATION

HISTORICAL STATEMENT

Morris Brown College is a private, co-educational, four year degree granting institution consisting of a faculty and staff of 150 and a student body of 1400 students from 28 states and 10 foreign countries.

The academic program is organized into 4 major general divisions with 12 departments divided among them and providing for majors in 48 fields of concentration.

The College was founded in 1881 by the African Methodist Episcopal (A.M.E.) Church "for the Christian Education of Negro Boys and Girls in Atlanta." The statement was appropriate at the time because of limited educational opportunities for newly emancipated Negroes.

A site was selected and construction began the next year at Boulevard and Houston Street in Northeast Atlanta. On October 5, 1885, under the charter granted by the State of Georgia, Morris Brown College opened with nine teachers and one hundred fifteen students.

The school operated until 1894 on the primary, secondary and normal school levels. Tailoring, dressmaking, nursing education, home economics, printing and commerce were offered in addition to the regular academic program. Nursing education was housed separately in the George B. Dwelles Infirmary.

The College Department was established in 1894 and graduated its first class in 1898. A Theological Department of the college was established in 1894 for the training of ministers.

Six years later, its name was changed to Turner Theological Seminary in honor of the Senior Bishop of the African Methodist Episcopal Church. In 1960, the Seminary was separated from the College both physically and academically.

The name, Morris Brown College, changed to Morris Brown University in 1913, and by charter amendment, it was granted the right to establish and operate branch institutions of learning. Branches were established in Cuthbert and Savannah, Georgia. These new branches imposed a heavy burden which taxed the institution's financial ability. The main source of income was the A.M.E. Church, and small gifts from individuals. There was no foundation support. These branch institutions were discontinued in 1929 and the original name Morris Brown College was restored.

The Charter of Incorporation in 1913 for Morris Brown University provided that the Executive Board of Trustees should have the authority to elect officers, teachers, and all other employees that the corporation deemed necessary for advancement, expansion and development. The Executive Board continues to function in this capacity with this authority.

The Board, sanctioned by institutional by-laws (presently under revision) is designed to establish and maintain an administrative organization which will bring together and augment the various resources of the institution in order that its purpose may be achieved.

AIM

The aim of the College is to provide an educational opportunity under Christian influence for students to become fully functional persons in society. The fulfillment of this aim means producing graduates who may not only live full, meaningful and personally rewarding lives as individuals, but who may also make socially constructive and culturally relevant contributions to local, regional, national, and *international* undertakings.

The implementation of the philosophic frame-of-reference expressed above is being carried out by the provision of specific learning (curricular) and living (non-curricular) experiences designed to foster the development on the part of the student of:

1. A wholesome attitude toward a full appreciation of, and a genuine orientation to the cultural heritage of the human race as epitomized in major intellectual or cultural disciplines.
2. An awareness of and sensitivity to the societal structures and processes which persistently provoke the climate and substance of social change and challenge the "blue-printing" of a new and better social order on tomorrow.
3. An intelligent competence as knowledgeable and well-disciplined individual in a genuine democratic social order.
4. A knowledge and understanding of the basic fundamentals of the respective intellectual or cultural disciplines which are commonly categorized as the "general education" program.
5. A knowledge of and understanding of the manipulative skills and language competence requisite to the preprofessional or professional program of the student's own choosing.
6. The attitudes toward, appreciations of, and skills in social structures and processes required for productive participation as an American citizen.
7. A high and fruitful level of social competence as an individual in a myriad of differing and conflicting social situations.
8. An understanding and respect for the moral and spiritual values of the Christian faith.

LOCATION

Morris Brown College is a part of the "fastest growing international City" in the Nation, Atlanta, Georgia. This City of one million provides college students lucrative advantages in all areas that serve to enhance the college experience; notably, access to bountiful educational resources, diverse cultural, social and recreational opportunities as well as new and exciting career fields.

ATLANTA UNIVERSITY CENTER

In 1929, Atlanta University, Morehouse and Spelman College affiliated under a University System. Under this affiliation, graduate work was conducted by Atlanta University, while undergraduate work was undertaken by Morehouse and Spelman Colleges. In recent years, the affiliation expanded to include Clark College, Morris Brown College and the Interdenominational Theological Center, who became full associates in the affiliation agreement. This total affiliation is now identified as the Atlanta University Center.

The Atlanta University Center is directed by a Board of Trustees, with interlocking membership and a Council of Presidents. Each college, however, has its own Board of Trustees, Administrative Officers, Faculties, Campus, Buildings and Endowments. The Center has a combined total of approximately 8,038 students and 600 faculty members. As a part of this Atlanta University Center the Morris Brown student enjoys the benefits of a small liberal arts college while having access to the resources of a University Center. Such cooperative relationships have been conducive to:

1. The general use of the Robert W. Woodruff Library.
2. The exchange of students and teachers.
3. The affiliation of all the Colleges with Atlanta University in summer school.
4. Book Store.
5. Security.

LIBRARY

The newly built Robert W. Woodruff Library is the primary library resource for students enrolled at Morris Brown College, Clark College, Morehouse College, Spelman College and Atlanta University. It is centrally located at the corner of Chestnut and Beckwith Streets approximately three blocks from Morris Brown and has ultra modern facilities for research and study.

The Reference Collection includes approximately 49,000 volumes while bound periodicals number 55,276 volumes. The card catalogue carries more than two million cards which is the Library collection. A selective collection of federal documents is provided by the Government Documents Department and the new Department of Microforms consists of 7,000 reels of microfilm and a large collection of microfiche.

Twenty thousand volumes constitute the Division of Special Collections and Archives which represents a major national and international collection of primary and secondary sources on the Black experience. There are over 1,000 non-current bound periodicals and a large number of rare materials, artifacts and manuscripts in this collection.

With a seating capacity of 2,000, seven meeting rooms for small student group study and 468 open study carrels, the library is open seven days a week during the academic year and during the summer session of Atlanta University.

RESEARCH, PLANNING AND DEVELOPMENT

The many functions of the Development Office include developing support for the College in the forms of service and gifts, and to take a supporting and sometimes a direct role in the College's fund raising efforts. These efforts include assisting the Office of the President, the Administration and Faculty in obtaining financial support from our "publics" (foundations, corporations, individuals, Federal Government, and friends). In addition, our office responsibilities are directly involved in obtaining support for all three legs of the Fund Raising Tripod 1) capital campaigns, 2) consistent annual giving and 3) gifts through bequest and living trusts. (Capital campaigns are long range while the Annual Giving and promotion of deferred programs are expected to be yearly and continuous).

The Development Office is a full-time and vital activity for Morris Brown College. Fund Raising and Development are now vital areas of our time and a definite part of Morris Brown's future. The broader its tasks and the higher its institutional level, the better job it will do.

INSTITUTIONAL RESEARCH

The Office of Institutional Research provides Morris Brown College with a means of systematic inquiry into all parameters of the institution—governance, facilities, finances, student and faculty characteristics, curriculum and institutional objectives. These inquiries provide empirical data as a supportive service for administrative, faculty and student decision-making which involves the planning, implementation and evaluation of institutional activities.

Further, the office of Institutional Research by providing a description of the institution, is able to identify the present status of the College as well as project the institution's future.

In addition to projects initiated by the office of Institutional Research, assistance is offered to faculty members who desire to conduct research in their disciplines.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 "BUCKLEY AMENDMENT"

Morris Brown College accords all the rights under the law to students who are declared independent. No one outside the Institution shall have access to nor will the Institution disclose any information from students' education records without the written consent of students except to personnel within the Institution, to officials of other institutions in which students seek to enroll, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the Act.

Copies of the Institution's policy are located in the Office of the Vice President of Student Affairs and are available upon request.

After extending the due process via the informal process, the student has the right of requesting, via the the Office of the Vice President for Academic Affairs, a formal hearing. The hearing panel which will adjudicate such challenges will be the Vice President for Academic Affairs, Vice President for Student Affairs, the student and the student's major department chairperson.

Students who believe that the adjudication of their challenge was unfair may request, in writing, assistance from the President of the Institution. Further, students who believe that their rights have been abridged, may file complaints with the Family Educational Rights and Privacy Act Office (FERPA) Department of Health, Education and Welfare, Washington, D.C. 20201, concerning the alleged failure of Morris Brown College to comply with the ACT.

COLLEGE NON-DISCRIMINATORY POLICY

Pursuant to TITLE IX, Part 86, TITLE VI, TITLE VII, and Section 504 statement, no person in the United States shall, on the basis of race, sex, color, religion, national origin, age, handicap or veteran status be denied the benefits of, or be otherwise subjected to discrimination under any education program or activity administered by Morris Brown College; or in any term, condition or privilege of employment.

JORDAN-THOMAS LEARNING RESOURCE CENTER

The Developmental Skills Program has established the Jordan-Thomas Learning Resource Center to provide laboratory and classroom experiences for students who need help in reading, writing, speech and mathematics. The second purpose is to extend an opportunity for additional reinforcement and self-improvement in the basic skills. Tutorial and laboratory experiences are available in the skills areas of Reading, English, Mathematics and Speech through the Basic Skills Development Program and the Special Services Program. The center provides a wide variety of equipment such as slide carousels, cassette tape recorders and players, controlled readers, overhead projectors, language masters and individual carrels for students' use. The skills development labs provide additional reinforcement in Reading, Writing, Speech, and Mathematics. Individual assistance and small group instruction are available. Miniworkshops are held each week in the use of the equipment and materials.

The Learning Resource Center provides a well-equipped, comprehensive and centralized location for classes in Reading, laboratories in Reading, Writing, Mathematics and Speech, the Counseling and Testing Program, the Computer Science Education Program, and the Audio-Visual Services Program.

The Learning Resource Center provides a coordinated program of skills classes and laboratories in the four skills areas of Reading, English, Mathematics and Speech as well as individualized tutorial services for special students.

The Counseling and Testing Program provides individual and group counseling for all students. Study skills workshops and test taking skills seminars are provided for students of all classifications.

The Computer Science Education Program contains extensive software for computer assisted instruction which is available through the Center. Direct experience in computer operations is available through the utilization of various personal computers (i.e., Apple II), a main frame and twelve terminals for instructional purposes.

The Audio-Visual Services Program, housed on the mezzanine level, provides audio-visual equipment and materials for use in classrooms and laboratories, and for individual use in the Center. The Audio-Visual Services Program provides services to all students, faculty and staff at Morris Brown College.

SPONSORSHIP: The Learning Resource Center is under the auspices of the Office of Academic Affairs. It is funded by grants from Title III, SDIP and the UNCF Ford Foundation Grant.

LOCATION: The Jordan-Thomas Learning Resource Center is located in the Griffin-Hightower Science Building.

OPERATIONAL HOURS: Monday through Friday 9:00 a.m. - 5:00 p.m.



SECURITY SERVICES POLICY

The policy of the Institution is to maintain twenty-four hour security services, through its affiliation with the Atlanta University Center, for the safety and protection of its property, including all buildings and grounds, and for the personal welfare of its students, faculty and personnel. The Institution must, however, disavow and disclaim any and all liability or responsibility for property damage, property loss due to theft, vandalism and the like, and bodily injury suffered by its students, faculty and personnel as a result of wrongful or negligent acts by persons who are not employees or agents of the Institution. The Institution must also similarly disavow and disclaim any and all liability or responsibility for damage to property and bodily injury suffered by its students, faculty and personnel by virtue of any act of God, riot or the criminal activity of any person or persons, whether or not they be employees of the Institution. The foregoing should not be construed, however, as the elimination or diminution of any rights of any employee of the Institution under the Georgia Workmen's Compensation Statute.

ADULT AND CONTINUING EDUCATION

The purpose of the Program of Adult and Continuing Education is to offer a series of credit and non-credit courses on the undergraduate level for the general public. Specifically, the undergraduate credit program is designed to meet the needs of working adults who desire to complete their undergraduate education by enrolling in the evening program. Also, evening credit courses are offered for the convenience of regular students who are unable to fit them into their regular schedule. The same faculty serves for evening classes with additional adjunct faculty as needed. Admission requirements are the same as those for day classes.

Through a Community Service Component, the Program of Adult and Continuing Education is endeavoring upon *need* and *request* to offer non-credit courses and award Continuing Education Units (CEUs) for the same. These courses will be designed to enhance one's work skills, as well as, for self-fulfillment, enrichment, and other leisure time and other non-degree oriented activities.

The Adult and Continuing Education Program—upon request—provides resources for workshops, conferences, seminars, training sessions and mini courses. Morris Brown College is an official testing center for the General Education Development Test (GED).

THE DEVELOPMENTAL SKILLS PROGRAM

The Developmental Skills Program provides academic assistance to freshmen by offering special instruction, academic tutoring, and laboratory experiences. The program represents an attempt to provide students with the courses and supplemental support necessary for success in college.

Student Selection and Placement

At the beginning of each semester, entering freshmen who are not in the Special Services program are placed in Developmental Skills courses according to performance levels on entrance examinations. Students who successfully complete the 101 course will move into 102 developmental courses the following semester.

COURSES

CREDIT

101 Mathematics	3 hours
102 Mathematics	3 hours
101 Communications	3 hours
102 Communications	3 hours
101 Reading	1 hour
102 Reading	1 hour
107 Speech	2 hours

READING PROGRAM

The program focuses on the improvement of basic reading and study skills necessary for success in college level courses. The program is designed to remediate reading weaknesses that students may have and to reinforce reading strengths. On the basis of the entrance reading test scores, the freshmen are classified and placed in Corrective or Developmental sections.

101 Correctional Reading—Students assigned to Correctional Reading sections pursue a program of instruction for *one* semester. If a student scores above the 50th percentile on a standardized reading test, makes a grade of "A" or "B" in the course, and passes in all other courses, then that student may be exempted from the 102 Developmental Reading Course the next semester.

102 Developmental Reading—Students assigned to the Developmental reading classes pursue a program of instruction for one semester. A student must complete taking both reading courses by his/her sophomore year. No juniors or seniors will be permitted to take these courses. Grades of A, B, C, or D are considered passing. If a grade of F is made, a student must take the course again.

CURRICULUM

The curricula in major areas for graduation from the College are based upon a threefold division/classification of courses:

- (1) General Education
- (2) Major Courses
- (3) Supportive and Elective Courses

The General Education Requirement total: 50 credit hours

Distribution of General Education Requirements

Group I. Skills Areas

1. Communications	0-6
2. Speech	0-2
3. Mathematics	0-6
4. Foreign Language (Computer language for BS)	0-6
5. Physical Education	2
6. Freshman Orientation	1

Group II. Content Areas

7. Natural Science	0-6
8. Social Science	9
Gen Psychology	
History	
Anthropology	
Sociology	
Political Science	
Economics	
Geography	
9. Humanities	12
TOTAL	50 Semester credit hours

GENERAL EDUCATION REQUIREMENTS**Freshman Year**

First Semester			Second Semester		
Eng 101	Communications	3	Eng 102	Communications	3
Biol 101	General Biology		Chem 100	Introduction to Chemistry	
	or			or	
Biol 101	Biological Science	3	Chem 102	Physical Science	3
101	Foreign Language		102	Foreign Language	
	or			or	
	Computer Language	3		Computer Language	3
Math 101	Mathematics	3	Math 102	Mathematics or	3
Sp 107	*Speech	2		*Social Science	3
PE 101	Physical Education	1	PE 102	Physical Education	1
GE 100	Freshman Orientation	1			15-16
		<u>16-17</u>			

Sophomore Year

First Semester			Second Semester		
Hum 221	Cultural Heritage	3	Hum 222	Cultural Heritage	3
	Social Science	3		Social Science	3
Hum **225	Art and/or Music	3	Hum **229	Religion and Philosophy	3
Hum **226	Major, Minor or Elective	6-8		Major, Minor or Elective	6-8
		<u>15-17</u>			<u>15-17</u>

During Junior and Senior years, take major, minor (if utilized) and electives for a total graduation requirement of 124 semester hours.

A minor is optional.

*May be exchanged, first or second semester.

**May be exchanged, first or second semester.



STUDENT LIFE

STUDENT AFFAIRS

The major objectives of the Student Affairs program are to enhance student life and develop self-understanding and personal responsibility. The student is perceived as a responsible participant in his own growth and development and creative programming reflects the needs, interests and abilities of the student. The focus is on complete student development—physical, spiritual, cultural, social, intellectual and emotional. All components of college life are involved in the student's development of values and skills for productive citizenship in today's society.

The services are organized into the following components: Residential Living, Counseling and Testing, Orientation, Comprehensive Career Development, Cooperative Education, Religious Activities, Health Services, Recreation-Intramural Sports, and Student Organizations.

RESIDENCE LIFE

Morris Brown College has six (6) residence halls to accommodate students who wish to live on campus. They are: Males: Gaines Hall, Hickman Hall, Sarah Allen Quadrangle and Wilkes Hall; Females: The John A. Middleton Complex which houses-Borders Tower and Cochran Tower.

Residence life is under the direction of a full time professional staff that provides services twenty four (24) hours a day. Counseling and supportive services are provided to help students in a variety of ways.

Campus housing offers much more than convenience and economy. A student will find the best benefit in residence life to be people-friends, neighbors and all the residents that comprise the community. The staff members work to build and maintain a feeling of community in the halls. The spirit of community is an intangible but a benefit of residence life that fosters a sense of belonging.

STUDENT LIFE AND ORGANIZATIONS

Although established by the A.M.E. Church, Morris Brown College is in no sense sectarian and imposes no denominational requirements on either its students or faculty. In accordance with the ideals and purposes of its Founders, it seeks to be positively Christian in spirit and policy.

RELIGIOUS ACTIVITIES

The religious activities and worship services are held weekly.

Sunday Morning Worship Service—11:00 A.M. Cunningham

Wednesday Evening Prayer Service—7:00 P.M. Main Lounge,
Hickman Student Center

The College Chaplain is available to assist those who may desire to sponsor services for occasions related to their sororities and fraternities or special services for other organizations. He provides counseling for problems and concerns—personal, social, spiritual, academic. Likewise, assistance may be received for gifts or visits to orphanages, homes for the elderly, etc.

Persons elected as Chaplains of classes, residence halls or any organization are considered members of the Religious Activities Council which convenes monthly to plan and evaluate the spiritual life of the campus.

The United Christian Fellowship is an interdenominational group of students, faculty and staff members who promote friendship and personal concern on the campus and strengthen the whole life of the college through building morale, and high ideas and working toward a greater sense of togetherness and unity among the members of the college family.

A regular church organization is maintained on the campus for the students and faculty. Special chapel programs are arranged for the convenience of the day students. These services are designed to minister to the moral, religious and cultural needs of the students and the faculty.

The Y.W.C.A. and Y.M.C.A., as well as other local religious organizations for young people, are recognized and are promoted by the students.

POLICY GOVERNING MANDATORY ASSEMBLIES

All (freshmen, sophomores, and new students) are required to attend 15 assemblies each year out of the possible 30 or two (2) per month except for December—one. Four assemblies are offered per month. The assemblies will be held in Cunningham Auditorium.

Failure to attend the required number of assemblies will subject the student to automatic appearance before the Vice President for Student Affairs.

THE STUDENT GOVERNMENT ASSOCIATION

The role of the Student Government Association is:

1. To assist the Administration in the implementation of school policies, practices and traditions.
2. To help create a conducive atmosphere for promoting high standards of academic performance.
3. To sponsor and/or support wholesome projects and/or activities that will enhance social development and cultural enrichment.
4. To promote a positive self image and spirit of unity.
5. To aid students in developing leadership skills and broaden their horizons.
6. To help students develop opportunities for creative involvement in campus life.

The SGA is recognized by the Administration as the official channel through which student concerns and grievances must be directed. Ad hoc committees are urged to work through the SGA in their efforts to effect changes on the campus.

STUDENT ORGANIZATIONS

All fraternities and sororities are under faculty supervision. Accordingly, the organization of new fraternities and sororities as well as the maintenance of existing ones, must have the sanction of the Faculty and staff.

The Zeta Chapter of Phi Beta Sigma, the Alpha Sigma Chapter of Omega Psi Phi, the Beta Delta Chapter of Kappa Alpha Psi, and the Iota Chapter of Alpha Phi Alpha fraternities are maintained on the campus. The Beta Chapter of the Zeta Phi Beta, the Delta Beta Chapter of the Iota Phi Lambda, the Beta Lambda Chapter

of the Sigma Gamma Rho, the Gamma Gamma Chapter of Alpha Kappa Alpha, and the Gamma Zeta Chapter of Delta Sigma Theta sororities are also established on the campus.

Honor Societies

The Honor Society, Kappa Kappa Chapter of Alpha Kappa Mu, is an organization fostering high ideals in scholarship and character. Upon recommendations of the Vice President for Academic Affairs and Registrar, members are elected to this society by the faculty. These elections are held each spring and fall.

Golden Key National Honor Society—To encourage academic excellence, to unite faculty and administrators in developing high standards of education and provide economic assistance to outstanding members by means of annual scholarship.

Omicron Delta Kappa Honor Society—To recognize those who have attained a high standard of efficiency in collegiate activities and to inspire others to strive for attainment along similar lines; to bring together the most representative students and members of the faculty of the institution on a basis of mutual interest and understanding.

Public Lectures

During the year, open lectures on literary and scientific subjects are delivered without charge to the public and students. These lectures serve to broaden the ideals of the students, draw their attention to topics of general interest, and give the friends of the institution an opportunity to share, to some extent, in its intellectual life.

Counseling and Testing

The purpose of the Counseling and Testing Center is to offer assistance to students in a wide variety of areas such as personal and life adjustment problems, study skills, anxiety, choice of major and interpersonal relationships. Professional Counselors assist in a completely confidential manner with all problems. The services are offered to all students enrolled who wish to utilize the Counseling Center.

Morris Brown College conducts a sequential standardized diagnostic testing program. This assessment or evaluation is carried out by use of high school records, interviews, and diagnostic tests. The Battery of Tests is used to determine which students have expressed and/or assessed need for assistance in improving skills. An English Fundamentals Examination is given after the completion of the sophomore year. Students who fail to make a satisfactory grade on this English Examination are required to take a remedial course in the English Department. The examination must be successfully passed before the student can become eligible for graduation.

Seniors are required to take select sections of the Undergraduate Assessment or Graduate Record Examination. The Senior Examination is a prerequisite for graduation. Senior students with a concentration in Education are required to take the National Teachers Examination.

COLLEGE LEVEL EXAMINATION PROGRAM

CLEP (Credit) Information

CLEP is a national program that offers the opportunity to obtain credit by examination. There are two types: (1) The General Examinations are one-hour objective tests that measure achievement in the liberal arts: English Composition, Humanities, Mathematics, Natural Sciences, and Social Sciences—History; (2) The Subject Examinations measure achievement in specific College-level courses. Each is a 90-minute objective test. A separate 90-minute essay test should be taken, if requested, by the institution.

General Examinations	Minimum Score	Credit	Course Equivalent
	Accepted	Given	
Humanities	479	3	Humanities Core Requirements
Mathematics	452	3	Mathematics Core Requirements
Natural Sciences	461	3	Natural Science Core Requirements
Social Sciences-History	459	3	Social Science Core Requirements

The following Subject Examinations are accepted within the college curriculum:

Sem. Cr. Given	Examination	Min. Score Accepted	Course Equivalent
3	Afro American History	49	History 320
3	American Government	47	Pol. Sci. 111
3	American History	50	History 211
3	American Literature	46	Eng. 301
3	Biology (The Optional Essay Examination is required of all Biology majors)	49	Biology 101
3	Calculus with Analytic Geometry	47	Calculus 1-211
3	College Algebra-Trigonometry	49	Pre-Cla. 111
3	College French Levels 1	45	F.L.-101
3	College Spanish Levels 1	45	F.L.-101
3	Educational Psychology	47	Ed. 204
3	English Literature	46	Hum. 223
3	Freshman English-Communication (CLEP Objective & Essay Examinations)	47	Eng. 101
3	General Chemistry	48	Chem. 11
3	General Psychology	47	Psy. 201
3	History of American Education (Introduc- tion to Education)	46	Ed. 202
3	Human Growth & Development	47	Psy. 422
3	Introduction to Business & Mang.	47	Prin. 331
3	Introductory Accounting	50	Bus. Adm. 213
3	Introductory Business Law	51	Bus. Adm. 321
3	Introductory Sociology	46	201
3	Money and Banking	48	311-312
3	Statistics	48	313-314
3	Testing and Measurements (Measurements and Evaluation)	46	Psy. 430

Credit is awarded for lecture component of the course(s) only

Registration Procedure

All applicants must submit a completed registration admission form and cashier's check or money order made payable to College Level Examination Program.

Credit through CLEP

(1) CLEP General Examinations; the minimum scale score is 500 with the freshman or sophomore standing on all five CLEP General Examinations.

(2) CLEP Subject Examinations; the minimum scale score is 421 for all CLEP Subject Matter Examinations. Students are limited to thirty hours of credit through CLEP.

The institution is not responsible for CLEP credit not acceptable by non-participating institutions, in case a student transfers to another institution.

Students who submit scores on the CLEP General and/or Subject Examinations equal to or better than the scores listed will receive credit for the corresponding courses or areas in the Core Curriculum as indicated. The policy of credit-by-examination as presently stated will refer to non-majors in the respective areas and to majors who have the approval of their department chairman.

A student may receive up to six (6) hours credit in any one field with the exception of Chemistry-eight (8) hours through examination or up to a total of six (6) hours through process of credit-by examination. Scores of students who expect to receive credit-by-examination must be received by the Registrar prior to registration in the course for which they wish to receive credit.

Information bulletins and registration materials can be secured through your Counseling and Testing Office. Complete a registration admission form, to obtain authorization, and mail it to: College Entrance Examination Board, Box 1822, Princeton, N.J., 08540, at least four to six weeks prior to testing date.

A letter of authorization will be mailed to you in advance of the test date.

Fees

Test Fees are: \$30.00 each for one General or one Subject Examination.

Advanced Placement

Advanced placement and additional college credits can be secured in separate subjects for AP grades 3 or higher on the College Entrance Examinations. Advanced Placement Program Examinations will be awarded college credit and advanced placement in the following areas: American History, Art (History), Biology, Chemistry, Mathematics, Music, Physics, and Spanish. Students receiving credit amounting to 27 hours are eligible to receive sophomore standing.

Applicants should be aware of the following procedure for advanced Placement Scores: (1) students will not receive more than six (6) semester hours in History or English; (2) student will not receive more than eight (8) semester hours in Mathematics or Science; (3) students will not receive more than three (3) semester hours in Art or Music; (4) students who wish to receive more than six (6) semester hours in a foreign language must take the appropriate placement test before registering for classes.

MEDICAL SERVICES

The Morris Brown College HEALTH CLINIC is located in the Temporary One Building. It is staffed by a full-time Nurse and two part-time Physicians. The following hours are designed to provide services for students, boarding and non-boarding, who are enrolled on a full-time basis.

Monday through Friday
9:00 a.m.-12:00 Noon 1:00 p.m.-5:00 p.m.

For emergencies that may occur at hours other than those listed above for boarding students, please report to your Residence Hall Director. The Nurse and/or Doctor will be contacted when necessary.

All students pay a health fee of \$35.00 per semester. This fee covers the cost of an accident and health insurance policy and the cost of operating the Health Clinic on the campus.

All medical expenses, doctor's fee, or hospital costs which exceed the insurance benefits or which are not covered by the insurance are the responsibility of the student, parent or guardian.

Students may also elect to receive medical services at the WEST END MEDICAL CENTER, located at 868 York Avenue, S.W. The following service will be provided to both boarding and non-boarding students at NO COST TO THE STUDENT:

Brief Office Visit—including diagnostic procedures; treatment; specialty referral, if indicated; and minor surgery.

Long-Term Management—for chronic problems such as anemia, hypertension, asthma, bronchitis, substance abuse (tobacco, alcohol, drugs)

Ob/Gyn Specialty Services—including family planning

The following hours have been designated for students to receive services at the West End Medical Center:

Monday, Tuesday, Thursday, Friday: 9:00 a.m.-5:00 p.m.
Wednesday: Family Planning 11:00 a.m.-7:00 p.m.

Students will be served during hours other than those indicated above; however, the students may have to wait to be worked into the regular schedule.

All MBC students will be certified for services at the West End Medical Center during registration. Individual ID cards will be issued at the time of the initial visit to the Medical Center.

ADVISORY SYSTEM

In an effort to meet the individual needs of students, the College provides an advisory system for the guidance of each student in the planning of his program of education.

Toward the close of the semester each student is expected to plan his program for the following semester under the guidance of his advisor. The advisor continues the services throughout the freshman and sophomore years. Beginning with the junior or third year of the student's program, the major professor will serve as the advisor.

PLACEMENT

The Placement Office assists graduating seniors in securing acceptance to Graduate School and employment upon graduation. Seniors are requested to register with the Placement Office and to maintain an active file of their credentials. The Placement Office, in turn, can recommend them to prospective employers and make appointments for interviews by representatives of business, industry, and government. Credentials are sent to prospective employers at the request of either the candidate or the employer. Students are also assisted in obtaining off campus part-time and summer employment while attending Morris Brown College.

The facilities of the Placement Service are available to all students. An up-to-date library of job information is available at all times, and students may receive vocational counseling and other information. All inquiries should be made to the Office of Placement.

ORIENTATION—(Required of all Freshmen and Transferees)

ORIENTATION WEEK

Each year new students are asked to report to the College one week prior to upper-classmen. During this week, the students undergo a thorough program of orientation activities with the assistance of upperclassmen as "Guides."

Guides are available to offer assistance to new students as they become part of the Morris Brown Family.

Students are administered placement and/or diagnostic examinations. The results are used in placing students in regular, advanced, developmental or remedial programs.

ORIENTATION CLASS

Orientation is a planned program that seeks to help entering students meet the demands of college life. It covers the broad areas of personal adjustment, and educational and vocational planning. Experience shows that college students are primarily interested in practical solutions to their specific problems. This course provides opportunities which can be readily understood and applied to everyday life. Mastering notetaking, effective listening and concentration and attacking difficult subjects help to increase the probability of the student doing effective college work.

Career Planning and Development is designed to provide assistance with career awareness, exploration, decision-making and job preparation that aid the student with the knowledge and skills to become a self-sufficient and a fully functioning individual.

COOPERATIVE EDUCATION PROGRAM

The Cooperative Education Program of Morris Brown College is designed to provide the following: (1) Practical experience, (2) to give a better understanding of the value of human relations, (3) to help confirm choice of major, (4) to encourage excellence in academic studies, and (5) to assist financially in educational expenses.

The main criterion for entry into the program is that the work experience must parallel the student's career training on campus. Students in the alternating semester

should have completed two full-time semesters with a 2.0 or higher grade point average at Morris Brown College.

Placement in a cooperative work experience station may be accomplished by several methods:

1. Students who are presently employed may petition the Cooperative Education Office to see whether the work meets the requirements for receiving credit.
2. Students may seek coop slots that are made available through the Coop Office.
3. Students may desire to find their own work stations.

Determination of credit is made by the major department chairman. All decisions should be written into the Student Agreement Form, which spells out the number of academic credit hours to be received and courses which will be substituted for the work experience.

A student may earn up to a maximum of eighteen semester hours of academic credit through the Cooperative Education Program. The department chairman and faculty advisor will assign grades based upon the evaluation of the employer, the written report submitted by the student and site visits by coop faculty coordinators and the Cooperative Education Director.

Each student enrolled in the program will be required to attend a seminar prior to the actual job placement.

The following is a selection of courses that a student may register for under the Cooperative Education Program according to major areas.

Course		Art	Semester Hours
Number	Title of Course		
373	Textiles and Weaving		3
391	Ceramics		3
232	Fundamentals of Public School Art		3
354	Fashion Illustration		3
295	Metalwork and Jewelry		3
234	Introduction to Crafts		3
		Biology	
	Biology Electives		12
		Business Administration	
	Business Electives		18
		Business Education and Office Administration	
301	Advanced Typewriting		3
302	Word Processing		3
303	Dictation and Transcription		3
305	Office Machines		3
403	Office Procedures		3
	Business Electives		9
		Chemistry	
451	Undergraduate Research		8
		Education	
410	Classroom Management		3

401	Middle School Methods	3
405	High School Methods	3
324	Early Childhood Reading	3
405	Secondary Reading	3
424	Middle School Reading	3
	English	
209	Group Discussion	2
311-12	Theory and Play Production	4
313-314	Play Directing and Stage Management	4
401	Creative Writing	3
402	Journalism	3
	Foreign Languages	
	Electives	18
	Geography	
409	Special Problems in Environmental and Migration Analysis	3
449	Seminar in Geographical Topics and Issues	3-6
	Health and Physical Education	
110	Sex Education	3
111	Drug Education	3
222	Intramural Sports	3
310	Prevention and Care of Athletic Injuries	3
307	Sociology of Sports	3
303	Teaching Physical Education in Elem. Sch.	3
	Therapeutic Recreation	
232	Therapeutic Rec. for the Handicapped	3
233	Rec. Planning for the Handicapped	3
309	Supervision of Comm. Rec. Centers	3
310	Supervision Field Training in Rec.	3
312	Adaptive Aquatics for the Handicapped	3
314	Camp Counseling and Administration	3
	History	
325	Afro-American History	3
322	Black Reconstruction	3
415	Social Science Seminar	1
100	Man in Society	3
411	Recent American History	3
451	Independent Studies	3
	Mathematics	
	Mathematics Electives	12
	Music	
106	Major Instrument (Applied Music)	3
	Minor Instrument	2
301	Methods/Proced. Teaching Music	3
302	Conducting	3
303	Instrumental Music Methods	2
403	Orchestration/Composition	3
	Hotel, Restaurant Management	
415	Hotel, Restaurant Management Seminar	3
314	Foods of Various Cultures	3

316	Managerial Principals and Practices	3
	Social Relations	
309	Community Organization	3
370	Public Administration	3
405	Criminal Justice Management	3
404	The Prison Community	3
407	Field Experience	6
	Home Economics	
	Major Electives	18



PROCEDURES FOR SENIOR PREPARATION FOR GRADUATION

Academic

1. Seniors are to complete, in the Office of the Registrar, applications for graduation.
 2. Seniors are to have conferences with Major advisors, prior to registration for the first semester.
 3. Major advisors and administrators are to be available for conferences with parents of seniors.
 4. Monthly senior class meetings are to be held.
 5. The Vice President for Academic Affairs, the Vice President for Fiscal Affairs and the Registrar are to meet with seniors at least one time during the first semester and one time during the second semester and additionally when the need arises.
 6. Seniors are to have conferences with major advisors immediately following the midsemester examination period.
- Seniors are required to complete all credentials in the Placement Office.

Testing

All Seniors are required to take the Graduate Record Examination (GRE) or a related professional examination, prior to graduation. Teacher Education majors are required to take the National Teachers' Examination.

Fiscal Affairs

Seniors are to be notified by the Business Office of financial obligations and expectations at least one month prior to the final examinations.

Senior Class Affairs

Senior class officers are to notify seniors, in writing, of designated dates for ordering invitations, class rings etc.

Senior class officers are to notify seniors, in writing, of all senior class activities.

Senior Requirements

All seniors are to participate in the procession for Founders' Day and the Baccalaureate and Commencement Programs, prior to graduation.

Senior Class dues (\$70.00) must be paid before examination permits are issued. If a student has filed for a diploma he must pay class dues. If he has paid class dues but will not be graduating, he will not have to pay the next year—class dues are paid only once.

PROCEDURES FOR SENIOR PREPARATION FOR GRADUATION

At a glance

1. Seniors are to complete in the Office of the Registrar, beginning on the first day of the semester, the following:

2. Seniors are to have conferences with their advisors prior to the semester.

3. With advisors and administrators, seniors should be working with the Registrar's Office.

4. Seniors should be working with the Registrar's Office.

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COST AND FINANCIAL AID

SCHEDULE OF BASIC FEES 1984-85

FIRST SEMESTER	ON-CAMPUS	OFF-CAMPUS
Tuition (12 to 18 credit hours)	\$1,700.00	\$1,700.00
Student Activity Fee	100.00	100.00
Health and Insurance Fees	35.00	35.00
Room Board	995.00	
*Freshman Orientation Week Fee	40.00	
**Freshman Orientation Class Fee	20.00	20.00
Total	\$2,890.00	\$1,855.00
Deferred Payment Plan Fee	25.00	25.00
Total	\$2,915.00	\$1,880.00
SECOND SEMESTER		
Tuition (12 to 18 credit hours)	1,700.00	1,700.00
Student Activity Fee	100.00	100.00
Health and Insurance Fees	35.00	35.00
Room and Board	995.00	
**Freshman Orientation Class Fee	20.00	20.00
Total	\$2,850.00	\$1,855.00
Deferred Payment Plan Fee	25.00	25.00
Total	\$2,880.00	\$1,880.00
Total cost for year	\$5,795.00	\$3,760.00

*Freshman Orientation Week Fee—All first semester boarding freshmen are required to pay \$40.00 in addition to the regular room and board fee. This fee covers meals and dormitory residency during this week.

**Freshman Orientation Class Fee—All first time freshmen are required to take a one (1) hour course.

If you desire to use the deferred payment plan, a \$25.00 fee is charged.

PART-TIME STUDENTS

Tuition (per semester hour)	\$142.00
Annual Fee (per semester)	100.00
Health Insurance (per semester)	35.00

Students enrolled in internship, or practice teaching in their eighth semester who are registered for less than 12 credit hours will be classified as full-time and will be required to pay full tuition.

Students who obtain special permission to enroll in more than 18 semester hours will be required to pay additional tuition for each semester hour over 18 hours at the prevailing rate.

OTHER FEES

Application Fee: A fee of \$20.00 must be sent to the college with application for admission. This fee is a non-refundable service charge and is not credited to a student's account upon admission.

Deposits:

Tuition Deposit: A tuition deposit of \$50.00 must be paid by May 1st of initial enrollment year. This deposit will be applied against student charges upon registration. One half of the deposit (\$25.00) is refundable if the Office of Admissions is notified in writing of the student's intention to cancel his/her reservation by July 1st of initial enrollment year for the first semester and December 1 for the second semester.

Room and Security Deposit: A room and security deposit of \$50.00 (which is separate from the tuition deposit) must be submitted with the dormitory application. No application for dormitory housing will be honored without the required deposit, except for students from countries with restrictive monetary policies. (In such cases, the international students should request for delay of payment but must pay deposit upon arrival). This deposit is not a part of the dormitory rent. It will be refunded at such time the student leaves the dormitories, provided he/she checks out properly, returns his/or her linen, returns his/her room key and mail box key, has no room damage for which he/she is responsible, if he/she does not have an account balance in the Business Office and has observed policies concerning room cancellations and withdrawals from the dormitories. Application must be made for refund of room deposit. It is not refunded automatically.

Laboratory Fees: Courses which require laboratory sections or special equipment usually require an additional fee of \$75.00 per course. The fee is charged after the student registers for the course. Students enrolled in courses at other colleges in the Atlanta University Center which require a laboratory fee must pay that fee.

Deferred Payment Fee: A deferred payment fee of \$25.00 per semester is charged to all students desiring to extend payment of a portion of their charges over the semester. (See details below).

Freshman Orientation Fee: A fee of \$20.00 will be charged to first year students for orientation activities.

Freshman Orientation Week Fee: A fee of \$40.00 will be charged.

Health and Physical Education Uniform Fee: A fee of \$15.00 is charged to all students enrolled in Physical Education course 101 or 102 as their first course in the Health and Physical Education Department. This fee covers the cost of activity uniform and swim suit.

Late Registration Fee: A fee of \$25.00 is charged to all students who fail to register for courses on the day set for registration as listed in the college catalog. Students currently enrolled will be charged an additional \$25.00 fee for failure to pre-register for courses on the days set forth in the college catalog.

Duplicate Identification Card Fee: A fee of \$15.00 is charged to students who request a replacement of their identification card.

Duplicate Identification Meal Card Fee: A fee of \$15.00 is charged to students to replace their meal card.

Transcript Fee: A fee of \$2.00 is charged for each copy of a transcript requested after the first copy.

- Duplicate Exam Fee:** A fee of \$5.00 is charged to replace an exam permit.
- Drop and Add Fee:** A fee of \$5.00 is charged for each change made in a student's course registration after completion of registration.
- Graduation Fee:** A fee of \$70.00 will be charged to graduating seniors for rental of cap and gown, Alumni Banquet and other ceremonial activities.
- Undergraduate Record Examination Fee:** A fee of \$9.00 will be charged for the undergraduate record examination.
- Removal of Conditional or Incomplete Grades:** A fee of \$5.00 per subject will be charged for the removal of conditional or incomplete grades.

DEFERRED PAYMENT PLAN

In the event a parent and/or student elects to defer payment of a portion of the basic charges for tuition, annual fees, health insurance fee, and room and board, the following plan is available:

1. Payment of one-half of all charges by July 15. Approved financial aid, except college work-study, may be considered as payment.
2. The remaining balance to be paid by promissory note as follows:

	1st Semester	2nd Semester
a. Payment of one half the remaining balance by:	September 10	January 27
b. Payment in full by:	October 10	February 27

Students entering under the extended payment plan who have not paid their accounts in full according to the terms of this plan will not be able to continue their education that semester and re-admission will only be granted after full payment is made.

REGULATION REGARDING REFUND OF FEES & TUITION

There will be no refund of tuition, fees, charges or any other payments made to the college in the event the operation of the college is suspended at any time as a result of any act of God, strike, riot, disruption, or for any other reason beyond the control of the college.

To officially withdraw from college at any time during the semester, a student must make formal application to the Director of Admissions and Records and obtain clearance from the Office of the Vice President for Student Affairs, Office of the Vice President for Academic Affairs, and the Office of the Vice President of Fiscal Affairs. Students who withdrew unofficially at any time during the semester will be charged for the entire semester. No remission of fees will be allowed to students who do not officially withdraw or those who are dismissed from the college.

Upon official withdrawal, refund of tuition will be made according to the following schedule:

Withdrawals:	Percentage Refunded
During first week of semester	80%
During second week of semester	70%

During third week of semester	50%
During the fourth week of semester	20%
After fourth week of semester there will be no refund	0%

No deduction or refund is made for courses dropped after close of the registration for the semester. Refunds will only be made two per semester (Oct 15 and Dec 10).

Annual Fees and Medical Fees: In no case are annual fees and medical fees refundable.

Final Examination Permits and Release of Information: The Business Office will issue final examination permits to students provided all fees due to the college have been paid in full. Students who have an unpaid balance will not be eligible to complete examinations. In addition, all grades, transcripts and other student data will not be released by the college.

FINANCIAL AID

It is the aim of Morris Brown College to provide financial assistance for every eligible student accepted for admission, and to continue this aid until the student has completed his course of study as long as the study satisfies the Satisfactory Progress Requirement. The financial assistance is made within the limits of the college's resources, together with those from federal, state and private sources. A full-time Director of Student Financial Aid, together with supporting staff-members, administers the financial aid programs and provides information and assistance.

FEDERAL FINANCIAL AID PROGRAMS

The federal government offers five student financial aid programs to help students finance their education as follows:

National Direct Student Loan Program

A program of borrowing for students who are enrolled or accepted for enrollment at least half-time. A student may borrow up to \$3,000 if he has completed less than 2 years of a program leading to a Bachelor's degree, or a total of \$6,000 for undergraduate study. This is a loan and it must be repaid. Repayment begins 6 months after the student graduates or leaves school, and may be extended over a 10-year period. Interest is charged at the rate of 5% on the unpaid balance of debt, but the student must pay at least \$30 per month. The student may defer repayment for up to 3 years while serving in the Armed Forces, the Commissioned Corps of the Public Health Service, the Peace Corps or VISTA. There are other conditions in which a student may also defer payment. These may be found in The Student Guide.

Supplemental Educational Opportunity Grant Program.

A program of direct awards for students who demonstrate financial need, the SEOG may be up to \$2,000 per year, depending upon the student's need, the availability of SEOG funds, and the amount of other aid the student is receiving. The SEOG may be received for the period required to complete the first undergraduate baccalaureate degree.

College Work-Study Program.

This is a program of employment for students who need financial aid and who must earn a part of their educational expenses. Jobs are provided on campus in the various departments of the college. The rate of pay is on an hourly basis of at least the current federal minimum wage, and the maximum hours are 20 per week.

Pell Grant Program.

An entitlement program which provides the "floor or foundation" of financial aid for eligible students. Pell grant awards for the 1984-85 school year will range from \$225 to \$1,800, depending upon the student's eligibility as determined by a standard formula developed by the U.S. Department of Education and approved annually by Congress. The formula uses the information provided on the application to provide an Eligibility Index Number. This number is not a dollar figure, but is used along with the cost of attending Morris Brown College to determine the amount the student will receive. Eligibility for the Pell grant has been extended to the period required for completion of the first baccalaureate degree. All students who apply for financial aid from Morris Brown College must apply for the Pell grant.

Guaranteed Student Loan Program.

This is a low interest loan made to a student by a lender such as a bank, credit union, or savings and loan association. The loan is guaranteed by a State or non-profit agency, or insured by the Federal Government. Undergraduate students may borrow up to \$2,500 a year. The total Guaranteed Student Loan debt a student can have outstanding as an undergraduate is \$12,500. The interest rate on new loans is 7 percent for students who currently have outstanding Guaranteed Student Loans with interest rates of 7 percent or less. The interest rate for new borrowers is 9 percent.

A new feature of the Guaranteed Student Loan Program is the Loans to Parents (PLUS Loans). PLUS loans are meant to provide additional funds for educational expenses. The interest rate is 12 percent. They are also made by a lender such as a bank, credit union, or savings and loan association. Parents may borrow up to \$3,000 per year, to a total of \$15,000 for each child who is enrolled at least half-time and is a dependent undergraduate student. Independent undergraduates may borrow up to \$2,500 per year. However, the PLUS loan, combined with any Guaranteed Student Loan limits, \$2,500 per year, \$12,500 for all years. A borrower must begin repaying a PLUS loan within 60 days.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS TO MAINTAIN FINANCIAL AID ELIGIBILITY

The Higher Education Act of 1965, as amended by Congress in 1980 and 1983 mandated institutions of higher education to establish minimum standards of "satisfactory progress" for students receiving federal financial aid. These standards are applicable to the Pell Grant Program, Supplemental Educational Opportunity Grant Program, National Direct Student Loan Program, College Work-Study Program, Guaranteed Student Loan Program, Federally Insured Student Loan Program, Georgia Tuition Equalization Grant Program and the Student Incentive Grant Program.

To receive financial aid at Morris Brown College, a student must:

1. Enroll as at least a half-time (6 or more semester hours) student;
2. Be a U.S. citizen or an eligible non-citizen;
3. Show that he/she has need;
4. Be making "satisfactory academic progress" toward completion of a course of study (the standard for "satisfactory progress" is outlined below);
5. Not be in default on a National Direct Student Loan, Guaranteed Student Loan, PLUS Loan at the school you attend;
6. Not owe a refund on a Pell Grant or a Supplemental Educational Opportunity Grant at the school you attend; and
7. Be registered for the draft, if you are a male born on or after January 1, 1960, at least 18, and not currently a member of the U.S. Armed Forces. You must sign a certification of registration, and you may be required to prove that you are registered.

In order to be determined as making "satisfactory academic progress," a student must have achieved a cumulative grade point average of 1.50 and earned 12 semester hours during the first year of enrollment; a cumulative grade point average of 1.75 and earned 18 semester hours during the second year of enrollment; a cumulative grade point average of 2.00 and earned 24 semester hours during the third year of enrollment; a cumulative grade point average of 2.00 and earned 30 semester hours during the fourth year of enrollment; a cumulative grade point average of 2.00 and earned 30 semester hours during the fifth year of enrollment; and a cumulative grade point average of 2.00 and earned 12 semester hours during the sixth year of enrollment. Time allowed for completion of program = 6 years; total hours required for graduation = 124-126 semester hours.

1. All incoming freshmen or 1st year students will be accepted for admission to the college in good standing.
2. Transfer students will be evaluated as new students. Transfer students who apply for Guaranteed Student Loans must be classified as level 1, 2, 3, 4, 5, etc., and an anticipated graduation date is required. Since the college accepts only grades of "C" or above, the student's classification will be determined based on the number of hours completed and credits earned.
3. At the end of the first year of enrollment, a student's academic performance will be evaluated to determine whether he/she has achieved "satisfactory academic progress" for the purpose of receiving Title IV funds for the second year of enrollment. Those students who have a cumulative grade point average of at least 1.50 and earned at least 12 semester hours during the first year of enrollment, will be eligible for Title IV funds for the second year. Students with less than the required grade point average and semester hours will not be eligible to receive any Title IV funds for the second year. If the student enrolls for the first semester of the second year without Title IV funds, and is able to bring his/her grade point average and semester hours up to the required standard by the end of the first semester, he/she will be eligible for Title IV funds for the second semester.
4. At the end of the second year of enrollment, a student's academic performance will be evaluated to determine whether he/she has achieved "satisfactory academic progress" for the purpose of receiving Title IV funds for the third year of enrollment. Those students who have a cumulative grade point average

of at least 1.75 and earned at least 18 semester hours during the second year of enrollment, will be eligible for Title IV funds for the third year of enrollment. Students with less than the required grade point average and semester hours will not be eligible to receive any Title IV funds for the third year. If the student enrolls for the first semester of the third year without Title IV funds, and is able to bring his/her grade point average and semester hours up to the required standard by the end of the first semester, he/she will be eligible for Title IV funds for the second semester.

5. At the end of the third year of enrollment, a student's academic performance will be evaluated to determine whether he/she has achieved "satisfactory academic progress" for the purpose of receiving Title IV funds for the fourth year of enrollment. Those students who have a cumulative grade point average of at least 2.00 and earned 24 semester hours during the third year of enrollment, will be eligible for Title IV funds for the fourth year of enrollment. Students with less than the required grade point average and semester hours will not be eligible for the fourth year. If the student enrolls for the first semester of the fourth year without Title IV funds, and is able to bring his/her grade point average and semester hours up to the required standard by the end of the first semester, he/she will be eligible for Title IV funds for the second semester.

6. The same procedure as outlined above for the second, third and fourth year of enrollment will be applicable for students who require 5 years or 6 years (the maximum years allowed) of enrollment, as follows:

End of fourth year for fifth year enrollment—cumulative grade point average of 2.00 and 30 semester hours earned

End of fifth year for sixth year enrollment—cumulative grade point average of 2.00 and 30 semester hours earned

End of sixth year, which is the maximum number of years a student will be allowed to enroll at the college—cumulative grade point average of 2.00 and 12 semester hours earned, and must be eligible to graduate.

Course Incompletes

The existing institutional policy on incomplete grades will apply to all students. All incomplete grades must be removed within the first six weeks of the following semester so that a permanent grade may be submitted to the registrar's office by the instructor.

Students who do not accumulate the minimum number of semester hours for maintaining "satisfactory academic progress" because of incomplete grades for the previous semester must have the incomplete grade removed before being considered for Title IV funds.

Course Withdrawals

Official withdrawal from a class within the student's academic program may be permissible at any time prior to mid-semester. No reduction or refund is made for courses dropped after the close of registration for the semester.

Upon official withdrawal, refund of tuition and proration of room and board will be made according to the following schedule:

During first week of the semester—80% refund

During second week of the semester—70% refund

During third week of the semester—50% refund

During fourth week of the semester—20% refund

After the fourth week of the semester, there will be no refund

The following grades are used to indicate various classes of withdrawals from specific classes:

WD — Official withdrawal with no penalty. Not later than the fifth week from the beginning of the semester's first class meeting.

WP — Official withdrawal while passing. Withdrawal requested before last day for withdrawal period, which is Friday before mid-semester examinations begin. Grade not included in grade point average calculation.

WF — Official withdrawal while failing. Withdrawal requested before last day for withdrawal period, which is Friday before mid-semester examinations begin. Grade included in grade point average calculation.

WU — Unofficial withdrawal from class. Having officially registered for class and not attending without official withdrawal. Grade included in grade point average calculation.

Course Repetitions

A student may take the same course three times, and can only repeat no more than five (5) courses.

Mitigating Circumstances for Appealing Denial of Title IV Funds

Students who have been denied Title IV funds because they have not achieved "satisfactory academic progress" in accordance with their academic level, may appeal to the Financial Aid Committee. When there are unanticipated and unavoidable events which are beyond a student's control, but which result in the student's inability to complete a course or courses, and result in the student receiving a punitive grade, the student may appeal for financial aid under mitigating circumstances. He/she will be required to submit corroborative evidence to substantiate his/her reasons for being unable to complete the course(s) with a creditable grade(s). Some examples of mitigating circumstances are:

1. Problems in the family—Documentation must be provided. (Death in the immediate family, i.e., mother, father, sister, brother, guardian, grandmother, grandfather).
2. Personal hardship—Documentation must be provided. (Loss of property, personal support, etc.).
3. Illness—Documentation must be provided. (Including accidents which require hospitalization or confinement for a minimum of fourteen (14) days.

STATE FINANCIAL AID PROGRAMS

State financial aid programs have developed organizations and practices that reflect the special needs and interest of their own states, students and academic institutions. The two programs of financial aid for Georgia resident students are the Student Incentive Grant and the Georgia Tuition Equalization Grant. Other states have scholarship and grant programs which students may apply for to attend

college outside their state of residency. Students from states other than Georgia should contact their State Scholarship Commission for information.

Student Incentive Grant.

This program provides non-repayable financial aid to eligible Georgia residents who show substantial financial need and who are attending eligible non-profit colleges, vocational schools and hospital schools in Georgia. The maximum award is \$450 per year. To be eligible for this grant, a student must never have received a four-year or a five-year college degree; must not owe a refund on a previous grant received under the Georgia Incentive Scholarship, Basic Grant or Supplemental Educational Opportunity Grant Programs; must demonstrate substantial financial need; and must be maintaining satisfactory progress in the course of study according to the standards and practices of the institution.

Georgia Tuition Equalization Grant.

This program provides non-repayable grants to eligible Georgia residents who are attending private colleges in Georgia. The grant is \$700 per academic year.

INSTITUTIONAL FINANCIAL AID PROGRAMS

Morris Brown College has limited funds for scholarships, grants, awards and work-aid. **ACADEMIC SCHOLARSHIPS** are awarded to a limited number of high school graduates. These scholarships are awarded on the basis of a high school average of "B" or above, together with the SAT score of 800 or above, or the ACT score of composite 17 or above. They cover full tuition and are given for a duration of four years, contingent upon the student maintaining a 2.70 cumulative average for the freshman year; 2.80 at the end of the sophomore year; and 3.00 at the end of the junior year. The college's scholarship application must be completed by the applicant, and selection of recipients is made by the Admissions and Scholarship Committee.

Athletic Grants-in-Aid are awarded to male students with athletic ability in the areas of football, basketball, and track, and female students in basketball and track. They are renewable yearly based on the student's performance in athletic competition. Selection of recipients is made by the respective Coaches and/or Athletic Director.

Band Awards are awarded to students who have instrumental musical talent and are renewable each year based on the student's performance in the band. The Band Director selects the recipients.

Choir Awards are awarded to students who have vocal talent, and are renewable each year based on the student's performance in the choir. Recipients for these awards are selected by the Choir Director.

Morris Brown Work-Aid Program is a program of employment which is funded by the college as a means of providing "self-help" for students who are in need of funds to pay their educational expenses. Students may work on campus a maximum of 20 hours per week, and the rate of pay will be the current federal minimum wage.

OTHER SCHOLARSHIPS AND AWARDS

The Aetna Life Insurance Company Scholarship. This scholarship is awarded to deserving students in Business. The award is made to incoming freshmen

and is renewable provided the student maintains a good average and receives recurring recommendations from the faculty in the Business Department.

The Mattie Waymer Armstrong Endowed Scholarship Fund. This scholarship is awarded annually to a deserving student who has completed the Freshman year at Morris Brown College. The recipient must have a major interest in the area of Home Economics; maintain a scholastic average of "B", have acceptable behavior and demonstrate a positive attitude toward the College. In the event the Department of Home Economics ceases to be a reality, the Mattie Waymer Armstrong Scholarship Award will be granted to a qualified student in Hotel, Restaurant and Institutional Management or the Division of Education and Psychology.

The Dr. Samuel Prince Charleston Scholarship. This award is given to the up-coming Junior who maintains a "B" average. He or she must be servicable and loyal to the College; have acceptable behavior and must participate in the College activities. Recipient's plans should be to further his or her education after receiving the bachelor's degree from Morris Brown College.

The Rev. Emanuel Gabriel Clements Endowed Memorial Award was established by his eight children, four of whom attended Morris Brown College, on May 18, 1979. The Clements Award, the amount of which is based upon the interest received from a \$600.00 investment, is available for some worthy student who is pursuing a concentration in religion.

Ty Cobb Scholarship. A scholarship trust fund was set up by Ty Cobb who was a baseball player and resident of Georgia. The purpose of the fund was to provide scholarship aid to needy students who are residents of Georgia, have a "B" average, have completed at least one academic year in college, and single. Selection of recipients is made by the Ty Cobb Educational Foundation. Application may be secured by writing: Ty Cobb Educational Foundation, P.O. Box 725, Forest Park, Georgia 30051.

Walt Disney Foundation Scholarship. The Walt Disney Foundation scholarship provides annual funding in the amount of \$2,500.00. Eligible students must pursue a major in Restaurant and Institutional Management and present a grade point average of 3.0. Applicants may apply through the Office of the Vice President for Academic Affairs or the Chairperson of the Restaurant and Institutional Management Program.

Dual Degree Program Scholarship. Scholarship awards are based upon academic achievements, SAT scores, needs, and recommendations. In addition to regular scholarship programs, there are a limited number of special awards. These awards include an opportunity to work the summer after the senior year in high school with an engineering firm. Following the summer intern, the company pays the student's tuition, fees, and provides a book allowance for the freshman year here in the Dual Degree Program, and the student is guaranteed a position with the company every summer, thereafter provided his/her academic performance is at the level of 2.7-4.0 and the student continues to pursue a degree in engineering through the Dual Degree Program.

The Bishop W.A. Fountain Award. One hundred (\$100) dollars to be awarded to the Junior or Senior who best exemplifies the ideal Morris Brown student as evidenced by maintaining a scholastic average of "B" or above; participates actively in campus activities; has acceptable behavior and good peer relationship.

The Dr. W.A. Fountain, Jr. Award. An award of \$25.00 in memory of the late Dr. W.A. Fountain, Jr. to the graduating senior with the highest average in the Division of Social Science.

Greyhound Corporation Scholarship. A scholarship in the amount of \$1,000 is given annually for a needy student or students. The College provides a matching fund in the same amount, and selects the recipients.

The N.B. Herndon Award. A full tuition scholarship for one year to the Junior student majoring in Business Administration who ranks highest in that department.

The L.C. Hosch Student Aid Fund. The L.C. Hosch Student Aid Fund was set up in memory of L.C. Hosch by his daughter, Mrs. Ovella Hosch Jones, who is a graduate of the Class of 1950 at Morris Brown College. Even though education for him was very limited because of circumstances beyond his control, L.C. Hosch was a strong and steady supporter of education. L.C. Hosch, a native Georgian, passed away at the age of 91 on September 10, 1978. The L.C. Hosch Student Aid Fund provides that \$200 be awarded annually to some deserving student who wishes to further his education beyond high school or is already enrolled in Morris Brown College.

Louise T. Hollowell English/Alpha Kappa Mu Award—A Scholarship Award consisting of the annual interest from a \$5000 Trust Fund—Given each year to the Liberal Arts Student at Morris Brown College majoring in English and who shall have the highest cumulative average above 3.3—with no grade in English below "C"—at the end of three successive years matriculation at the College. If no one qualifies in any given year, then the award shall be divided between the Alpha Kappa Mu Honor Society student member, if Kappa Kappa Chapter is active, and the Alpha Kappa Alpha Sorority student member who has the highest cumulative average above 3.3, provided they have three consecutive years at Morris Brown College.

The Artishia and Frederick Jordan Memorial Endowment Scholarship Fund. The Artishia and Frederick Jordan Memorial Endowment Scholarship Fund provides twelve scholarships annually for approximately \$1,500 each. Six of these scholarships are awarded to deserving students who are children of pastors of African Methodist Episcopal churches. The remaining scholarships are awarded to students who demonstrate above average academic performance, good conduct, and genuine interest in the total program of the College.

The C.K. Knight Memorial Scholarship. An award of \$300.00 per year given in memory of the late Dr. C.K. Knight, graduate of 1928, and Secretary of the Board of Trustees 1958–1972. The recipient is selected by the donor, Mrs. Marietta G. Knight, on the basis of academic performance, need, and good campus decorum.

The Benjamin E. Mays/United Negro College Fund Scholarship was established by UNCF in honor of Dr. Mays who distinguished himself as President of Morehouse College and Chairman of the Board of Education of the Atlanta Public Schools.

This scholarship is awarded annually to a student who meets the following criteria:

1. A high school average of "B" or above.
2. A SAT score of 800 or above, or a composite ACT score of 17 or above.
3. A grade point cumulative average of 3.00 or better in college.
4. Reasonable participation in student activity programs.
5. Acceptable personal behavior.

The Prudential Life Insurance Company of America Scholarship. The scholarship will be credited by the College towards the recipient's tuition and fees. Recipients must remain in good standing with the College during the duration of the scholarship. Recipients will receive the scholarship one academic year. Selection of recipients will be based upon evidence of good citizenship, status on the honor roll or the equivalent cumulative grade point average for at least one year prior to receipt of the scholarship, and participation in school related clubs or extracurricular activities.

The Reader's Digest Foundation Endowed Scholarship Award. An award of \$25.00 to the Freshman with the highest average for the year.

Lambda Sigma Chapter, Phi Beta Sigma Fraternity, Inc. Award. An award of \$200 to be made during the second semester to the member of Zeta Chapter having the highest scholastic average with the grade of "B" as the minimum level of consideration for three semesters preceding the semester in which the award is made. The student must have been enrolled as a full-time student.

The Sally L. Scott Scholarship. This scholarship in the amount of \$200 is given to a deserving freshman from Chicago, Illinois. It is awarded during the second semester of the school year. The student must be enrolled as full time, have a "B" average, and participate actively in campus activities. The recipient of the scholarship will be selected by the Chicago Alumni Chapter.

The George Alexander Sewell Endowment Scholarship Fund was established October 12, 1983 to become effective fall of 1984-85 school year by his wife, Mrs. Lillie W. Sewell.

Dr. Sewell was a distinguished alumnus of Morris Brown College who served as college minister, Dean of Turner Theological Seminary, Pastor, researcher, author and historian.

Before departing this mortal life, Dr. Sewell completed the writing and publication of the history of his alma mater entitled, *Morris Brown College: The First Hundred Years*.

The Sewell Scholarship Fund is designed to help students who have financial need but are most representative in academic performance, personal conduct and social consciousness.

Steak and Ale Restaurants of America, Inc. Scholarship Fund. Scholarships shall be awarded in the amount of \$500 a year to three junior students and three senior students. Criteria for scholarship recipients shall include: (1) a "B" average in the major field, (2) a minimum of two letters of recommendation to accompany the application, (3) the maintenance of a satisfactory scholarship average during the period of the scholarship, and (4) a personal interview by a screening committee of Steak and Ale representatives, and representatives of Morris Brown College.

Bobby E. Talmadge Scholarship. This is a \$3,000.00 Annual Scholarship which is given in memory of the late Bobby E. Talmadge, who was the son of Senator Herman Talmadge, the first recipient of the College's Man of the Year in Georgia Award in 1975. The Scholarship is granted annually to student(s) with good character, satisfactory academic performance and effective participation in student activities.

D.A. and Elizabeth B. Turner Scholarships. This scholarship will be restricted to students who graduate from the Muscogee County School System. They must

show academic promise and financial need. Selection of recipients will be made by the Columbus alumni.

Undergraduate Minority Access to Research Careers (UMARC) Honors Program. Students interested in careers in Bio-medical research and majoring in Mathematics, Psychology, Biology, Chemistry, and Physics with a 3.0 average or higher are eligible to apply. Students selected to participate in the program receive a \$3,000 per year stipend and all tuition and fees paid. Students are selected to participate at the end of the sophomore year. The program is funded by the National Institute of General Medical Sciences of the National Institutes of Health. A student must be a full-time student to be eligible.

The Distinguished Accountant Award. This award is given in the form of an annual scholarship to the student most deserving based on need, recommendations and academic performance. The student must be an accounting major, be serviceable to the accounting program and either a junior or senior to receive the award.

The CPC International Scholarship Endowment. The CPC International Scholarship Endowment was established in 1980 to lend financial support to students in the Business Department. The grant, in the amount of \$5,000.00, provides an annual scholarship in excess of \$500.00 per year. Applicants may apply through the Office of the Vice President for Academic Affairs or the Chairperson of the Business Department.

The Philadelphia Alumni Scholarship. This scholarship is provided to assist deserving students from Philadelphia. Students must apply directly to the Philadelphia Alumni Chapter. The scholarship ranges from \$50 to \$1,000 per year.

The Julia Fountain Coles Foreign Travel Fund. An award given to a junior student with a major or minor in French or Spanish. The student must have a cumulative grade point average of "B" or above. It provides an opportunity for a student to travel to a foreign country and become immersed in a foreign culture, which could create a better understanding of other cultures, as well as his/her own culture. Selection of the student will be made by a committee from the foreign language department.

The Eddie J. White Award in the amount of \$500.00 is given annually to a student entering the senior year of a teacher preparatory course of study with a concentration in science after having matriculated at Morris Brown College for three years. The student must have a cumulative grade point average of 3.00 (B) or above and must have exemplified leadership qualities and willingness to accept responsibility.



ACADEMIC REGULATIONS AND REQUIREMENTS FOR ADMISSION

In order to qualify for admission, all applicants must comply with the following minimum requirements:

1. Formal application must be filed with \$20.00 Application Fee by each applicant on a form provided by the College.

2. Each applicant must be a graduate of an approved high school and have a G.P.A. of "C" or better.

3. The high school record must show at least fifteen carnegie units successfully completed, twelve of which should be in academic subjects. Acceptable academic subjects should include units in the following fields of study.

English

Natural Sciences

Mathematics

Social Sciences

4. Applicants for admission to the College must take the Scholastic Aptitude Test of the College Entrance Examination Board, or the ACT of the American College Testing Program.

5. Reading, Mathematics and English tests will be given to all applicants.

6. All applicants must be recommended by the appropriate official of the high school as one who, in his opinion, should be able to do college work.

7. Applicants should be persons of good character and sound health. Character references are required before the student is accepted. Physical examinations will be given to all applicants at the time of enrollment in the College, with the College reserving the right to deny the admission of any student who does not meet health requirements.

8. Provisions may be made for early admissions, by examination, of exceptional students, who prove, on the basis of this examination administered by the College, that they are ready for college work.

9. Falsification of any information on the application for admission is grounds for dismissal.

10. Students who do not qualify for regular admission may be accepted in a special program.

TRANSFER STUDENTS

Students transferring from other colleges must comply with all of the regulations governing admission and registration. Each applicant must submit to the Office of Admissions a transcript of the work already completed both in high school and college. Records of students transferring from accredited higher institutions will be assigned full credit, provided the work is acceptable toward the fulfillment of requirements for graduation from this Institution. Credits accepted will not exceed 92 semester hours of work.

Credit assigned for the work presented by students transferring from nonaccredited higher institutions will depend upon the quality of the student's scholastic performance for one year at Morris Brown. Only courses in which grades of "C" or better are earned are transferrable.

Unclassified. Transfer students whose advanced credit has not been evaluated, and students who are pursuing studies at the College, but are not candidates for a degree are considered unclassified.

International Students

International students desirous of admission to the College must furnish secondary school transcripts or scores earned on the West African School Examination or the General Education Certificate.

If English is not the native language, the applicant must furnish an official test result on the Test of English as a Foreign Language; also, a certified statement of the expected source of finances during matriculation must be provided.

REGULAR STUDENT LOAD

The normal, minimum, and maximum load of the several classes is as follows: Freshmen, minimum twelve hours; normal, sixteen hours; maximum, seventeen hours. Sophomores, Juniors and Seniors, minimum, twelve hours; normal, sixteen hours; maximum number of hours whose previous semester's work has been of B average or above or whose major program of study requires, according to the catalogue course outline, that 18 hours be carried.

POLICY AND PROCEDURE GOVERNING CLASS ATTENDANCE AND CLASS ABSENCE

I. POLICY

A. Class Attendance

The class attendance policy is designed to encourage students to make better grades, while at the same time discouraging students from excessively missing classes. Responsibility plays a vital role in this system. The policy calls for students as well as instructors to become more alert and responsible. The ultimate goal here at Morris Brown College is to prepare students for life. Decision making is very important in life. Therefore, giving students the opportunity to make important decisions is an extreme necessity. However, in the past students have been given the opportunity to decide whether or not they should go to class, but if they missed an excessive number of class periods no penalty was imposed. Therefore, it is recommended that a penalty be imposed upon those students who do not live up to the obligations in the proposed policy.

All Freshmen and Sophomores are expected to attend all sessions of each class from the first day classes are scheduled to begin. The maximum number of unexcusable cuts allowed is twice the number of credit hours with the exception of those classes where credit hours do not equal the number of sessions per week (Freshman Orientation, Reading, P.E. etc.)

Juniors and Seniors will not be placed on the mandatory class attendance policy. However, if a grade of "D" or "F" in any subject is reported then they will be placed on the system for the following semester.

B. Reporting of Absences

Instructors are required to record attendance and to inform the student when he has reached two less than the maximum number of unexcused absences that he is in danger of over cutting.

C. Procedure To Be Followed In Case Of Over Cutting

When the student gets two cuts less than the maximum number, he will be informed by the Office of the Vice President for Academic Affairs. When he reaches one more than the number of cuts allowed, he will receive a letter from the Vice President for Academic Affairs. Then the Vice President for Academic Affairs will send a drop card to the Registrar's Office. The student will be officially dropped from the class.

NOTE: If the student feels that the decision was unjust, he/she may meet with the Vice President for Academic Affairs and the instructor to discuss their decision.

D. Excused Absences

Absences may be obtained for reasons for personal illness, family illness under certain conditions, death in the family and other family contingencies, participation in College sponsored (official) Activities, and other emergencies.

The following officials are authorized to issue excused absences:

1. The Vice President for Academic Affairs is the approved authority for
 - a. Absences by reason for participation in College sponsored activities which have been so designated in—advance by the director of the activity:
 - b. Absences due to attendance at academic activities such as conferences, institutes, workshops, forums etc.
2. The Vice President for Student Affairs is the approved authority for absences due to personal emergencies.

II. PROCEDURE

- A. It is the responsibility of Juniors and Seniors to inform the instructor of their classification at the beginning of the semester.
- B. Students seeking excuses for absences should report to the appropriate College official listed above and present evidence to justify the absences.
- C. Upon receipt of proper justification, the official will issue to students an excuse verifying the date and reason for the absence.
- D. Students should present the excuse to each instructor whose class is missed. Upon receipt of the excuse, the instructor should note the absence as excused in the roll book.
- E. Students are responsible for completing all course requirements regardless of absences.

WITHDRAWALS

A student is not permitted to withdraw from a course without the consent of the Vice President for Academic Affairs the Academic Advisor and in the case of veterans, the Director of Veterans Affairs. Any student who drops a course without the consent of the Vice President for Academic Affairs will receive a failure in that course. If the student is failing in a class from which the Vice President for Academic Affairs withdraws him, he shall be charged with that failure. A student passing at time of such withdrawal shall not be charged with a failure.

Formal application for withdrawal must be made to the Registrar and permission granted by the Vice President for Academic Affairs and Comptroller before a student leaves the College. No remission of fees will be allowed students who do not formally withdraw.

EXCLUSION FROM THE COLLEGE

The College may exclude any student whose conduct is regarded as undesirable. The student will be given due process by receiving a copy of the charges against him when summoned to meet with the Disciplinary Committee. He will have the right to bring witnesses in his behalf and will be given a fair hearing before the committee which is composed of faculty-staff-student representation. The accused will have the right to face the accuser during the hearing. Within a reasonable time after the hearing, the student will be notified on the committee's decision by letter and will have the right to appeal.

JOINT ENROLLMENT PROGRAM

Morris Brown College has a contractual agreement with the Atlanta Public School System whereby high school seniors may enroll in courses here at the College concurrently with their remaining high school classes and receive college credit upon satisfactory completion of these courses. These high school seniors are advised to take six semester hours at the college during this concurrent enrollment to include first level English and first level Mathematics.

The Morris Brown College Office of Admissions can provide information for participation in the Joint Enrollment Program.

An interested senior should apply for admission to the College on the application provided by the College. This application should be accompanied by an official high school transcript, scores earned on the SAT or ACT and a recommendation for participation in the Program by the high school counselor.

PART-TIME STUDENTS

Students pursuing a program that does not exceed 11 hours per semester are classified as part-time students. Evening courses, designed to meet the needs of students desiring this classification and to further their study toward graduation, are offered in accordance with the regulations governing regular students. The work is done in residence and receives the same credit as all other work of the College.

REGISTRATION

Applicants for admission to the College should see that all previous records are in the Office of Admissions by June 30.

Upon arrival at the institution, all students will report to the Business Office where the payment of fees and financial arrangements will be made. Official statements to this effect are given the students which will admit them to registration and to the various residence halls, in the case of boarding students.

Freshman registration and orientation will begin the third Sunday in August.

Upperclassmen will report for registration Monday, August 29.

A fee will be charged for registration or changes in registration after these dates.

Thursday, September 8, is the last day of registration for credit for the first semester.

Credit is stated in semester hours. One fifty-minute recitation period a week for eighteen weeks, or the equivalent in laboratory work, constitutes a semester hour. In the evaluation of credit, two hours of laboratory in science work generally count as an hour of lecture work.

CLASSIFICATION

Freshman. A regular student in the College having completed fewer than twenty-eight semester hours of work will be classified as a Freshman.

Sophomore. A Sophomore must present a minimum of twenty-eight semester hours and at least fifty-six grade points and must have completed all entrance requirements.

Junior. A student must have sixty semester hours of work and a minimum of one hundred twenty grade points.

Senior. A Senior must have ninety semester hours of work and a minimum of one hundred eighty grade points.

Unclassified. Transfer students whose advanced credit has not been evaluated and students who are pursuing studies at the College but are not candidates for a degree are considered unclassified.

DEPARTMENT AND SCHOLARSHIP

The ideals of Morris Brown College are essentially Christian. It is also the aim of the College to admit those students who indicate intellectual capacity and ability to take advantage of the opportunities offered by Morris Brown College for intellectual and cultural development. Accordingly,

1. A Student may be denied the privileges of the College, or may forfeit his connection therewith upon the commission of any act specifically forbidden by the regulations or otherwise involving moral turpitude, destruction of property, disorderly conduct or other anti-social behavior.
2. The College reserves the right to withhold the privilege of further registration from any student who, in the judgment of his instructors or the Administration, is considered incompetent in scholarship or otherwise unfit to continue work at the institution.
3. A student is permitted to repeat a general college course no more than twice. Failure to meet requirements under these stated conditions will result in separation from the College.

Appeals may be made in writing to the Academic Council through the Office of the Vice President for Academic Affairs.

4. If a student has been admitted with conditions or on probation and fails to give evidence of the capacity and aptitude for successful college work, he may be dismissed before the end of the first semester without the privilege of subsequent registration.
5. A student who is on probation is under special obligation to attend all classes regularly and to discharge all scholastic duties with promptness and success.

GENERAL REGULATIONS

The President and Faculty reserve the right to approve or disapprove the work and conduct of students in all areas of college life.

Reports of the conduct and scholarship of students are sent to parents or guardians.

The Dean's List is made up at the end of each semester and is comprised of students who have attained scholarship indices of at least 3.0 (4.00 System) with no grade



below "C" and are enrolled in a minimum course load of at least twelve semester hours.

Keeping or using firearms and intoxicating liquors by students is forbidden.

Students are held responsible for all damages done by them to the property of the College.

All requests for students to come home or withdraw from the institution must be made to the President.

Deficient scholarship shall be sufficient cause for requiring students to withdraw from the College.

All students are required to attend prescribed exercises.

All boarding students are expected to attend church services.

All students who matriculate in the College shall undergo a physical examination before formal admission is completed.

Any student whose scholarship or deportment is deficient may be denied the privilege of representing the school in any public exercise or athletic contest.

A student may be denied the privileges of the College, or may forfeit his connection therewith by any gross violation of the regulations.

GRADING

The system of grading in use is based on the letters: A. B. C. D. F. I. The significance of these letters is as follows:

Grade	Scholastic Value	Grade Point Value
A	Excellent	4
B	Good	3
C	Fair	2
D	Passed	1
F	Failure	0
I	Incomplete	
WF	Withdrawal Failing	
WP	Withdrawal Passing	
WU	Unofficial Withdrawal	

Grades earned at other colleges will be assigned grade point value in terms of the Morris Brown College grade point system herein indicated.

A student whose grade for a course is reported at the close of a semester as "I" may obtain credit for the course only if the work is satisfactorily adjusted before the beginning of the corresponding semester of the following year; thereafter credit may be obtained only be repetition in class.

No credit will be granted in major or minor courses for grades below "C".

REPORTS

Reports to Parents. Reports are sent at the end of each semester. Special reports are made concerning students whose work is below average.

Reports to Students. Students receive reports on the quality of their work for each nine-week period and at the end of the semester. Students whose work during a period proves to be of inferior grade are referred to the Office of the Vice President for Academic Affairs.

EXAMINATIONS

POLICY ON INCOMPLETES: A grade of "I" is given if a student has not completed all requirements for a particular course. An "I" is a deficiency which must be made up during the first six weeks of the following semester so that a permanent grade may be submitted to the registrar's office by the instructor. In the event that a student is not in residence during the following semester, the incomplete must be removed no later than one year following the date the "I" was given. If it is not removed during this period, the grade will be calculated as a failing grade.

Mid-Semester. At the end of each nine-week period, tests are given in all classes. An average of this period is computed, which average gives the student definite information as to the quality of the work he is doing. Regular examinations are held at the end of each semester, or at the close of a course. Consent to close a course must come from the Office of the Vice President for Academic Affairs.

No student shall be exempted from these examinations which cover the whole range of the work included in the course during the semester.

ALL EXPENSES FOR THE SEMESTER MUST BE PAID IN FULL BEFORE THE STUDENT RECEIVES A PERMIT TO TAKE FINAL EXAMINATIONS.

HONORS AWARDED TO SENIORS

The following honors may be awarded to graduating students: (a) Summa Cum Laude, to those having a scholastic index of 3.8, (b) Magna Cum Laude, to those having a scholastic index of 3.4, Cum Laude, to those having a scholastic index of 3.0.

REQUIREMENTS FOR GRADUATION

A candidate for the degree of Bachelor of Arts or the degree of Bachelor of Science must (1) complete a minimum of one hundred and twenty-four credit hours with an average grade of "C" or better, or a scholastic index of 2.0, i.e., he must have a number of grade points equal to twice the number of credit hours earned; (2) must satisfactorily pass the English Fundamentals Examination; (3) must have met all financial obligations to the College; (4) must participate in all Commencement Exercises.

A student who is matriculating in a degree program will be required to complete his collegiate work within a period of six years from the time of initial registration, unless additional time is granted by the Academic Council. The senior year must be taken in the regular day session.

Transfer students with advanced standing from other colleges may qualify for a degree upon completion of not less than one year of residence, provided the quality of work completed in residence is of "C" grade or better, and all other requirements as to quantity and distribution of work are fulfilled as prescribed by the College.

ACADEMIC RETENTION

Students failing to make satisfactory progress as described below will be terminated at the conclusion of one school term with probationary status if the minimum requirements are not met.

In order to be determined as making "satisfactory academic progress," a student must have achieved a cumulative grade point average of 1.50 and earned 12

semester hours during the first year of enrollment; a cumulative grade point average of 1.75 and earned 18 semester hours during the second year of enrollment; a cumulative grade point average of 2.00 and earned 24 semester hours during the third year of enrollment; a cumulative grade point average of 2.00 and earned 30 semester hours during the fourth year of enrollment; a cumulative grade point average of 2.00 and earned 30 semester hours during the fifth year of enrollment; and a cumulative grade point average of 2.00 and earned 12 semester hours during the sixth year of enrollment. Time allowed for completion of program = 6 years; total hours required for graduation = 124-126 semester hours.

Students who have been terminated because they have not achieved satisfactory academic progress in accordance with their academic level, may appeal to the Scholarship Committee.



RIS BROWN COLLEGE



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THE CURRICULUM

ACADEMIC STRUCTURE OF MORRIS BROWN COLLEGE

Division	Major	Degrees Offered
Education & Psychology	Early Childhood Education	Bachelor of Science
	Middle School	Bachelor of Science
	Special Education (Mental Retardation)	Bachelor of Science
	Psychology	Bachelor of Arts
	Home Economics	Bachelor of Science
	Foods and Nutrition	Bachelor of Science
	Fashion Design	Bachelor of Science
	Child Development and Family Studies	Bachelor of Science
	Health & Physical Education	Bachelor of Science
	Health & Physical Ed. k-12	Bachelor of Science
	Therapeutic Recreation	Bachelor of Science
	Recreation	Bachelor of Arts
Humanities	French	Bachelor of Arts
	Spanish	Bachelor of Arts
	*German	Bachelor of Arts
	English	Bachelor of Arts
	Liberal Arts	Bachelor of Arts
	Teaching Majors	Bachelor of Arts
	*Mass Communications	Bachelor of Arts
	*Speech	Bachelor of Arts
	*Drama	Bachelor of Arts
	Music	Bachelor of Arts
	Art	Bachelor of Arts
Natural Science & Mathematics	Biology	Bachelor of Science
	Science Education	Bachelor of Science
	Chemistry	Bachelor of Science
	*Dual Degree in Engineering	Bachelor of Science
	Computer Science	Bachelor of Science
	Mathematics	Bachelor of Science
	*Allied Health	Bachelor of Science
	Nursing	Bachelor of Science
Social Science	Military Science	
	History	Bachelor of Arts
	Political Science	Bachelor of Arts
	Sociology	Bachelor of Arts
	Criminal Justice	Bachelor of Arts
	Urban Studies	Bachelor of Arts
	*Undergraduate Program in Social Welfare	Bachelor of Arts
	Philosophy	Bachelor of Arts
	Geography	Bachelor of Arts
	Religion and Philosophy	Bachelor of Arts
	Economics	Bachelor of Science
	Business Administration	Bachelor of Science
	Business Management	Bachelor of Science
	Accounting	Bachelor of Science
	Business Education	Bachelor of Science
	Office Administration	Bachelor of Science
	Hotel, Restaurant Management	Bachelor of Science

*Major courses offered in Atlanta University Center

CURRICULUM ORGANIZATION

The curriculum is organized under two large Divisions—Lower and Upper. The Lower Division embraces all work of the first two years which is designed to acquaint the student with those fields of human interest which influence present-day living. This division serves the two-fold function of:

1. Preparing the student for active participation in society as a citizen.
2. Furnishing the necessary background for advanced study in selected subject matter areas of vocational and professional specialization in accordance with his interests and aptitudes.

The Upper Division furnishes opportunity for:

1. Concentration in certain fields of knowledge important in the pre-service preparation or vocations and professions.
2. Development of techniques in certain professional fields.

In the Liberal Arts Curriculum one may specialize in one of the broader academic fields as a basis for later professional training for the ministry, social work, medicine, business and other professions.

A professional curriculum has been developed for the preparation of teachers in elementary and secondary schools. This curriculum is planned with a view to meeting the need for teachers who can lead in the development of individuals and in community improvement. It emphasizes:

1. Broader understanding of community and group life, its needs, resources and possibilities.
2. Understanding of the nature and needs of the child, and finally, skills in organizing learning materials and experiences for children at various levels.

DIVISIONS AND DEPARTMENTS

The course offerings in the College are arranged under the respective divisions and departments to which they belong. The relationships involved in this arrangement are largely functional; however, to a large extent it is a grouping of subject matter field so that they may be viewed from the vantage point of the whole to the convenience of both faculty and student body.

I. Education Division

Departments:

A. Education and Psychology

Major Programs

1. Early Childhood Education
2. Middle School
3. Special Education (Mental Retardation)

4. Psychology
5. Home Economics
 - a. Home Economics Education
 - *b. Food and Nutrition
 - *c. Fashion Design
 - *d. Family Studies
 - *e. Child Development
- B. Health and Physical Education

Major Programs

 1. Health and Physical Education
 2. Health and Physical Education (K thru 12)
 3. Therapeutic Recreation
- II. Humanities Division

Departments:

 - A. Foreign Language

Major Programs

 1. French
 - a. Liberal Arts
 - b. French Education
 2. Spanish
 - a. Liberal Arts
 - b. Spanish Education
 - *3. German
 - B. Music

Major Programs

 1. Liberal Arts
 2. Music Education
 - C. Art

Major Programs

 1. Liberal Arts
 2. Art Education
 - D. English

Major Programs

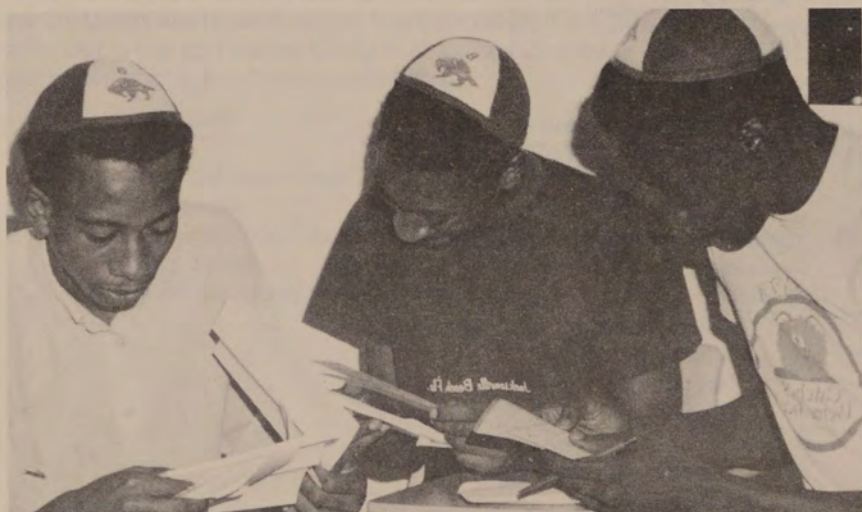
 1. Liberal Arts
 2. English Education
 - *3. Mass Communications
 - *4. Speech
 - *5. Drama
- III. Natural Science and Mathematics Division

Departments:

 - A. Biology
 - *1. Allied Health
 2. Liberal Arts
 3. Science Education
 4. Nursing
 - B. Chemistry
 - *1. Engineering/Dual Degree
 2. Liberal Arts

- C. Mathematics
 - 1. Computer Science
 - 2. Liberal Arts
 - 3. Mathematics Education
- IV. Social Science Division
 - Department:
 - A. Social Relations
 - Major Programs
 - 1. History
 - a. Liberal Arts
 - b. History Education
 - 2. Political Science
 - 3. Sociology
 - a. Criminal Justice
 - b. Urban Studies
 - *c. Undergraduate Program in Social Welfare
 - 4. Philosophy
 - 5. Geography
 - 6. Religion and Philosophy
 - B. Business
 - Major Programs
 - *1. Economics
 - 2. Business Administration
 - 3. Accounting
 - 4. Management
 - 5. Business Education
 - 6. Office Administration
 - 7. Hotel, Restaurant Management

*Offered in cooperation with other institutions in Atlanta University Center



FIELDS OF CONCENTRATION

By the beginning of the Sophomore year, each student who has attained a general average of "C" or a scholastic index of 2.0 must select a field of concentration in which he will do intensive work during his Junior and Senior years.

Students in Secondary Education will choose a teaching field and must meet the course and credit hour requirements in that field. They must also follow the prescribed course sequence in Education.

Credit toward a major or a minor or a teaching field will not be given for courses in which a grade less than "C" is earned.

Majors or minors may be pursued in the following:

- | | |
|-------------------------|-------------------------------|
| Accounting | *Health Science |
| *Afro-American Studies | Medical Technology |
| Art | Medical Illustration |
| Biology | Medical Record Administration |
| Business Administration | Clinical Dietetics |
| Business Education | History |
| Business Management | Home Economics |
| Chemistry | Hotel, Restaurant Management |
| Child Development | *Mass Communications |
| *Computer Science | Mathematics |
| Criminal Justice | Music |
| *Drama | Nursing |
| Dual Degree Engineering | Office Administration |
| Economics | Philosophy and Religion |
| Education (major only) | *Physical Therapy |
| English | *Physics |
| *Family Studies | Political Science |
| *Fashion and Design | Psychology |
| *Foods and Nutrition | *Urban Studies |
| French | Sociology |
| Geography | Spanish |
| *German | *Speech Communication |
| Health and Recreation | Therapeutic Recreation |
| | Undergraduate Social Welfare |

For students preparing to teach, the following teaching curricula are offered leading to a degree and a teacher's certificate from the State Department of Education.

- | | |
|---------------------|-----------------|
| Early Childhood | French |
| Middle School | General Science |
| Physical Education | History |
| Special Education | Home Economics |
| Secondary Education | Mathematics |
| Art | Music |
| Business | Spanish |
| English | |

*Major courses offered in Atlanta University Center

COURSE NUMBERING

The curriculum of the Lower Division presents basic required courses numbered from 100 to 299. The Upper Division builds upon the work of the first two years, and includes courses numbered from 300 to 499. The initial digit of the numbers assigned to the courses indicates the year in which it is most desirable that the course be taken. Thus courses with numbers between 100 and 199 should be taken the first year; between 200 and 299, the second year; between 300 and 399, the third year; between 400 and 499, the fourth year.

Courses with single numbers are semester courses. Those with odd numbers are as a rule, given the first semester; courses with even numbers, the second semester.

Courses with hyphenated number (e.g., 101-102) are year courses which will count toward graduation only upon completion of the whole year's work.

Courses with double numbers (e.g., 101, 102) are year courses which are so organized that either semester may count toward graduation without completing the whole year's work.

The statement regarding hours at the end of the description of a course indicates the number of semester hours of credit granted upon completion of each semester of work in the course.



THE HONORS PROGRAM

The Honors Program at Morris Brown College seeks to provide an opportunity for students of superior ability to excel at levels above those possible in the general classroom. The program provides a forum for small group, personalized contacts with superior faculty. The opportunity for the development of intellectual excellence is enhanced by class size and scope of materials covered. Individual study and projects are encouraged and expected as the student develops academic interests similar to, or distinct from topics normally addressed in the classroom.

Honors Courses are offered to satisfy the General Education (liberal arts) requirements. In addition, Honors Sections or distinct Honors Courses are available in each department. The discipline Honor Courses are designed to fast-track the student at a level commensurate with his ability, and to offer in-depth exploration of subject matter which cannot be suitably covered in the general student courses.

The College's Honors Program is a member of the National Collegiate Honors Council (NCHC). NCHC is the national organization of Honors Programs with a membership of more than 200 institutions of higher education. NCHC sponsors an annual meeting for Honors Program administrators, faculty and students, and publishes the periodical "Forum for Honors". The institution also holds membership in the Southern Regional Honors Council. Other Honor Societies available to students on the Morris Brown campus include: Alpha Kappa Mu, Omicron Delta Kappa, Beta Kappa Chi, Phi Sigma Iota, The Golden Key, Alpha Kappa Delta, among others.

The selection of potential Honors students is based on a combination of high school performance and SAT scores. Once selected, candidates who have been admitted to the College receive letters of invitation to the Program.

All students who achieve a 3.3 average at any time during their undergraduate college careers may enter the program upon their request.

Transfer students who wish to be admitted should submit an application to the director of the Program including transcripts of previous college work and letters of recommendation from the last institution attended.

Good Standing

In order to remain in good standing, Honors students must maintain a general cumulative average of 3.3 or better with an Honors average of 3.2. Honors students whose grade point average fall below the good standing level are given one semester to improve their standings. Continuing low performance leads to exclusion from the program. Readmission to the Program may be achieved by raising the grade point average to the minimum Honors level.

Honors Recognition

Students who satisfy all curriculum requirements are graduated with General Honors and with Honors in the "Department".

Honors Office

The Honors Program is housed in the Griffin Hightower Science Center. The office maintains files on all students, offers advisement, counseling and referral. The office also coordinates all special activities for Honors students.

DISCIPLINE HONORS

Six to eight credit hours—Freshman through Junior Level—Six credit hours—*Field Experience or Senior Thesis. Both must be related to the discipline. (National Collegiate Honors Council Honors Semesters would be acceptable.)

*Must be approved by the Department Chairperson and Honors Program Director prior to the student's initiation.

HONORS PROGRAM

Course Sequence

Freshman Year

First Semester			Second Semester		
Eng 101H	Communications	3	Eng 102H	Communications	3
Bio 111	General Biology		Bio 112	General Biology	4
	or			or	
Bio 101	Biological Science	3	Chem 102	Physical Science	3
111	Foreign Language	3	112	Foreign Language	3
	or			or	
	Computer Language			Computer Language	
Math 101	Mathematics	3	Math 102	Mathematics or	3
	or			or	
Math 111	Pre-Calculus		Math 112	Pre-Calculus	3
Phil 100H	Logic	3	SP 107H	Public Speaking	2
GE 100	Freshman Orientation	1	PE 102	Physical Education	1
PE 101	*Physical Education	1			16
		16-17			

*Biology and Chemistry majors would have to take Physical Education later, or carry 18 hours.

Sophomore Year

First Semester			Second Semester		
Hum 221H	Cultural Heritage or Equivalent	3	Hum 222	Cultural Heritage or Equivalent	3
	Foreign Language	3		Foreign Language	3
	Major and Electives	<u>11</u>		Major and Electives	<u>11</u>
		17			17

Junior Year

First Semester			Second Semester		
Hum 225H	Art	3	Hum 226H	Music	3
SS 310H	Colloquium I	2	Hum 309H	Functional Writing	3
H	Major & electives	<u>9-12</u>	SS 320H	Colloquium II	2
		14-17		Major & electives	<u>6-9</u>
					14-17

Senior Year

First Semester

SS 410	Colloquium II	2
	Major & electives	<u>14-16</u>
		16-18

Second Semester

SS 420H	Colloquium IV	2
	Major & electives	<u>14-16</u>
		16-18

SPECIAL SERVICES

The Special Services Program is federally funded to assist students with academic potential to initiate, continue, or resume their post-secondary education. The program provides supportive services for students to aid them in their total educational development.

The Morris Brown College Special Services Project is a program of viable and meaningful learning experiences that helps students discover their undeveloped talents and reduce their educational handicaps in order that they may achieve success in college. It provides a framework of academic course experiences, counseling and tutorial services, and enrichment activities (cultural, social, recreational, etc.) which will furnish the intellectual stimuli and psychological motivation for success.



MORRIS BROWN COLLEGE UPWARD BOUND PROGRAM

The project is designed to generate skills and motivation necessary for success in education beyond high school for youth from low income families who have academic potential but who lack adequate secondary school preparation.

The objectives of the Morris Brown College Upward Bound Program are to help the students achieve a minimum of one year's growth in Reading, English, and Mathematics by the end of one calendar year; to ensure that at least 80% of the graduating project participants enroll in post secondary institutions; and to ensure that all participants who are accepted in Post Secondary institutions have adequate financial aid.

The Upward Bound Project provides a framework of academic course experiences, counseling and tutorial services, and enrichment activities (cultural, social, recreational, etc.) which furnish the intellectual stimuli and psychological motivation for success in life for these students from low-income families.

The project is divided into an Academic and a Support Component. The Academic Component includes English, Mathematics, Reading, Critical Thinking, and Computer Science. The support Component includes Counseling, Tutoring and Enrichment Experiences.

Program activities are conducted in a summer and an academic year phase. The summer phase is residential with the students living in the college dormitories and participating in intensive program activities. The academic year continues the efforts of the summer session with the students commuting to the campus for project activities.

Participants in the Morris Brown College Upward Bound Program attend Douglass, Harper, Archer, Turner, West Fulton, Northside, Bass, Washington, and Brown High Schools.



DIVISION I

THE DIVISION OF EDUCATION AND PSYCHOLOGY

Teacher Education Programs

The Morris Brown teacher education program permeates the four divisions of the institution: the Division of Education, the Division of Humanities, the Division of Science and Mathematics, and the Division of Social Sciences.

The Teacher Education Council is the governing unit responsible for setting and achieving teacher education goals, recommending policies, delegating responsibility for program decision-making, identifying and utilizing resources, and facilitating continuous development and improvement of basic teacher education programs.

The Division of Education includes three departments and two programs: the Department of Education, the Department of Physical Education and the Department of Home Economics; the Psychology Program and the Developmental Skills Reading Program.

In pursuance of the aims and objectives of the Institution, the Division of Education offers the Bachelor of Arts and the Bachelor of Science degrees in teacher education. In cooperation with Atlanta University Center Undergraduate schools, the College offers the Bachelor of Science in Home Economics Education and the Bachelor of Science in Art Education.

To qualify for the Georgia Teacher Associate Professional T-4 Certificate a student must have completed an approved four-year curriculum designed for a specific teaching field, be recommended by the College, and achieve a satisfactory score on the Georgia Criterion Referenced Tests in his/her field. The Graduate Record Examination and the National Teachers Examination are required for graduation.

Morris Brown College provides opportunities for T-4 Certification in five different areas: Early Childhood (K-4th grade), Middle School (4th-8th), Secondary (8th-12th), Kindergarten through Twelfth (K-12th) and Special Education (Mental Retardation).

Each Program has three components in its design: general education, professional education, and content-teaching field.

Admission Criteria To Teacher Education Programs

Admission to teacher education program is contingent on an Entrance Rating Scale for pre-service teachers, an interview with the Freshman-Sophomore program advisor, and a formal application which is approved by the Teacher Education Council.

Teacher Education Applicants who have met the criteria for admission are informed that they have been accepted and approved by the Teacher Education Council.

In addition to the general admission policies to basic programs, some of the programs classified as Middle School, Secondary, and K-12th have additional prerequisites. Refer to the section on specific teacher education programs for prerequisites unique to individual programs.

Academic Advisement

Program advisors are responsible for guiding majors in following the sequence of their respective contracts and redirecting students who desire to change their career goals. Students who do not meet the admission criteria to the teacher education program are advised into programs not subject to teacher education certification requirements.

Students who have been admitted to a teacher education program are assigned to a Junior Advisor in the Department of Education. Advisors provide advisees with program contracts which list in sequence courses in general education, professional education and the teaching field which leads to certification in the State of Georgia. Each advisor maintains a file for each advisee which includes a course contract admission application, copies of grades from the office of the registrar, and any other letters or documents necessary for graduation.

It is the program advisor's responsibility to guide the student in following the program contract as outlined in the catalog and course contract. It is the student's responsibility to follow the advisor's recommendations. Failure to do so may cause more than four years to complete program requirements.

A student who transfers from another college, and/or returns to Morris Brown College after a lapse of time, will meet with the Department Chairman of the Education Department to discuss his/her readmission to the Teacher Education Program, and is assigned an advisor according to his/her classification and program interest.

Academic advisement is a required responsibility of the teacher education faculty. On the secondary level students who express interest during their freshman or sophomore year in a teacher education program are advised by a Freshman-Sophomore Advisor in the Department of Education. At the end of his/her sophomore year the student applies for admission to the teacher education program of his interest. If he meets the admission criteria he/she is referred to a secondary program advisor in the Department of Education who advises Juniors and Seniors pursuing secondary programs.

Students who express interest in Early Childhood, Middle School, or Special Education are assigned Freshman-Sophomore program advisors in the Department of Education. Students who have been admitted to the teacher education program are advised by Junior Advisors. All advisors are responsible for interpreting the program contracts (academic requirements) to the students, assisting them in pre-registration and registration and seeing that they follow the program contractual agreement. The Senior program advisor is responsible for seeing that a student has met all criteria for graduation before he/she is recommended for graduation to the Teacher Education Council. The Chairman of the Education Department/Division signs an Exit Application indicating that the student has met requirements for T-4 Certification.

THE GENERAL EDUCATION COMPONENT

The general education requirements for all teacher education programs require a minimum of fifty (50) semester hours and a maximum of fifty-six (56) semester hours in the symbolics of information, humanities, natural and behavioral sciences. Before a student can officially be admitted to a teacher education program he must have completed the general education requirements with the minimum of a "C" average.

General Education Requirements (50-56 Semester hours)

	Semester Hours
Behavioral Science 201	3
English 101, 102, 107	8
Foreign Language 101, 102, 201, 202	6-12
Health & Physical Education 101, 102	2
Humanities 221 & 222 or 223 & 224; 228, 229	12
Mathematics 101, 102 or 103, 104 or 111, 112	6
Freshman Orientation 100	1
Science 101, 102	6
Social Science 100 or 201, 203, or 111	6
TOTAL	50-56

General Education Requirements (50-56 Semester Hours)

Freshman Year (33 Semester Hours)

First Semester			Second Semester		
Eng 101	Comm.	3	Eng 102	Comm	3
GE 100	Fresh. Orient.	1	PE 102	Health & Phy. Ed.	1
FL 101	Fr./Sp./Gr.	3	Math 102	Mathematics or	3
PE 101	Health & Phy. Ed.	1	Math 104	Mathematics or	
Math 101	Mathematics or	3	Math 112	Pre-Calculus	
Math 103	Mathematics or		Sci. 102	Bio./Chem./Phy.	3
Math 111	Pre-Calculus		SS 203	U.S. History or	3
Sci 101	Bio./Chem./Phy.	3	SS 111	American Gov't.	
SS 100	Man in Soc. or	3	FL 101	Fr./Sp./Gr.	3
SS 201	Geography				16
		17			

Sophomore Year (17 Semester Hours)

First Semester			Second Semester		
Hum 221	Cult. Herit.	3	Hum 222	Cult. Herit.	3
Psy 201	Gen. Psy.	3	Hum 229	Rel. & Phil.	3
Hum 228	Music & Art	3	Sp 107	Pub. Speak.	2
		9			11

DESCRIPTION OF GENERAL EDUCATION REQUIREMENTS

English

100 Eng—English Communications (For Freshmen).

Designed for freshmen whose entrance examination scores and subsequent diagnostic testing indicate a need for intensified course work and counseling in the development of writing skills. Supervised laboratory procedures are utilized, and the student is retained in the course until he has mastered the fundamentals necessary for entrance into regular college level classes in composition. Credit does not count toward graduation.

101-102—Communications.

Emphasis is placed on the four aspects of communication skills—listening, speaking, reading, and writing. Individual needs of the student are treated through diagnostic tests, clinical work, and conferences with the teacher. In addition, stress is placed upon the four rhetorical ideas which contribute to effective writing and speaking; purposes, material, organization, and expression. No grade below "C" will satisfy the requirements for credit in English 101-102. 6 sem. hours.

Speech

107 Sp—Speech.

A course in the study of the fundamentals of speech preparation and delivery. 2 sem. hours.

Foreign Language

101-102—Elementary Spanish.

An oral approach to the language, with a minimum of formal grammar and special emphasis on conversation, supplemented by oral aural drill in the language laboratory. 3 sem. hours.

201-202—Intermediate Spanish.

A continuation of the basic course; introduction of reading material of moderate difficulty; audio-lingual performance is further implemented by daily attendance in the foreign language laboratory. 3 sem. hours.

101-102—Elementary French.

An oral approach to the study of the language. Practice in conversation, introduction of the basic grammatical principles; introduction to the culture of France. Three times a week. 6 sem. hrs.

201-202—Intermediate French.

Review and continuation of French 101-102. Continued practice in conversation. More emphasis in reading and composition. Prerequisite: French 101-102 or the equivalent. 6 sem. hrs.

101-102—German.

Provides instruction in the four skills (listening, speaking, reading, writing) or reading for translation and comprehension. Four class meetings. One hour language laboratory per week. 4 sem. hrs. Clark College

201-202—German.

Introduction in the four skills with emphasis on reading, or more intensive drill on reading in the major field. Four class meetings. One hour language laboratory per week. 4 sem. hrs. Clark College

Humanities

221-222—Humanities: Cultural Heritage.

This course aims to put into proper perspective significant aspects of man in his achievement in the humanities. It focuses specifically on man's achievements in literature as it records and relates to broad historical movements, and makes more meaningful to the student the great thought movements of the ages. The interdisciplinary approach is used. 228 Music and Art and 229 Religion Philosophy complete the sequence. 6 sem.hrs.

225—Humanities: Art.

A course designed to include those disciplines which emphasize the intellectual, aesthetic, and ethical values of heritage. It attempts to show students out of what social emotions and needs various works of art arose, the relation of these works to the culture of the times, the criteria by which they were

judged beautiful, and the way the artist's mind works in translating his ideals and impulses into the various media of expression. The course explores problems in Greek painting, Roman art, Early Christian art and Renaissance and Baroque art. 3 credit hrs.

226—Humanities: Music.

A course designed to include those disciplines which emphasize the intellectual, aesthetic, and ethical values of heritage. It attempts to show students out of what social emotions and needs various works of art arose, the relation of these works to the culture of the times, the criteria by which they were judged beautiful, and the way the artist's mind works in translating his ideals and impulses into the various media of expression. This course teaches one how to listen to music and how to appreciate the art of music, including its instruments and musical forms.

229 Hum—Humanities (Religion & Philosophy).

An interdisciplinary course designed to compare and contrast the approaches of the disciplines of religion and philosophy to a number of fundamental issues, such as, the nature of evil, the existence of God, the nature of knowing, and the nature of values. 3 sem. hrs.

Mathematics

101-102—Fundamentals of Mathematics.

A general education requirement course for students majoring in a field which requires no special mathematical training. This course is designed as an arithmetic-introductory algebra course. The content of the course will not satisfy any mathematics requirements for students majoring in an area that requires calculus or computer languages such as FORTRAN, COBOL, PASCAL. 6 sem. hrs.

103-104—Mathematics for Elementary Teachers.

A general education requirement course for students majoring in education who plan to teach grades K-4th and for students majoring in special education. Topics covered include properties-operations with whole numbers, percent, square roots-irrational numbers, measurements in both standard and metric system, basic statistics with graphs, introduction to algebra, and informal geometry. 6 sem. hrs.

111-112—Precalculus I and II.

A general education requirement course for students majoring in mathematics, computer science, mathematics education, chemistry, engineering, biology, psychology, and restaurant and institutional management. Topics covered in the first part of the course will include basic principles of algebra, equations and inequalities. 6 sem. hrs.

101-102—Fundamentals of Mathematics.

A course designed for students having to satisfy the general education requirements. It serves as a terminal course for students in the Liberal Arts. 6 sem. hrs.

103-104—Mathematics for Elementary Teachers.

Logic: Sets and Relations and Functions. 6 sem. hrs.

Science

101 Bio—General Biology (Non-Majors).

Lectures, demonstration and laboratory work designed to give the student a broad view of scientific knowledge concerning the process of life, including a survey of the mental activities occurring in the organism as well as the realm of biological science. 3 sem. hrs.

111-112—General Biology.

This course will consist of lectures and laboratory work introductory to the entire field of animal life, and provides a foundation for advanced studies in zoology, psychology, and medicine. 8 sem. hrs.

100 Chem—Introductory Chemistry.

An introductory course designed for non-science majors. The basic concepts of modern chemistry are emphasized. 3 sem. hrs.

101-102—General Chemistry.

A study of the elements, their chemical and physical properties and the principles underlying the science. Three lecture hours and four hours of laboratory a week. 8 sem. hrs.

102 PS—Physical Science (CGSP).

A basic course in physical science that is required of all nonscience majors. Special materials are used to present physics, astronomy, geology, and chemistry in a relevant context for the liberal arts student.

The approach is conceptual in nature and physical science is presented as a historical and humanistic development of man's intellect. Two hours lecture, one discussion hour, and a two-hour laboratory per week. 3 sem. hrs.

Social and Behavioral Science

101 Hist—Man in Society.

This course is designed to introduce the student to the major historical stages in man's development and to provide some insight into the nature of the various social studies. 3 sem. hours.

111 PS—American Government.

This course is concerned primarily with an analysis of the structure and functioning of the federal government with some emphasis on civil rights, political parties, federal-state relationship and state and local government. 3 sem. hrs.

201 Geo—Introduction to Geography.

A consideration is given to the natural environment: its characteristics, distributions and significance to human occupancy patterns appropriate for teaching geography on the secondary level. 3-4 sem. hrs.

203 Hist—A Survey of United States History from Colonial Times to the Present.

This course is designed to meet the needs of all students following curricula which require only one semester of United States History. It emphasizes the developmental forces in the founding of the nation, the increase in political, social, and economic democracy in the pre-Civil War Period; economic, social, and political aspects of business, the decline of laissez faire, changing governmental, attitudes towards social welfare, and the role of the United States in world affairs. 3 sem. hrs.

201 Psy—General Psychology.

A general overview of the nature of psychology and an introduction to the study of personality development and physiological basis of behavior—including learning, motivation, perception and emotion.) 3 sem. hrs.

Physical Education

101 PE (Choose One Activity)

*101a	Health and Nutrition	9 weeks (Required)
101b	Tennis	9 weeks
101c	Volleyball	9 weeks
101d	Badminton	9 weeks
101e	Beginning Swimming	9 weeks
101f	Touch Football	9 weeks
101g	Bowling	9 weeks

102 PE (Choose One Activity)

*102a	Health and Nutrition	9 weeks (Required)
102b	Int. Bowling	9 weeks
102c	Karate	9 weeks
102d	Basketball	9 weeks
102e	Track and Field	9 weeks
102f	Soccer and Softball	9 weeks
102g	Int. Swimming	9 weeks
102h	Archery	9 weeks

DESCRIPTION OF PHYSICAL EDUCATION REQUIREMENTS

101a PE—Health and Nutrition.

Emphasis is placed on the sources of nutrition and the affect of unbalanced and balanced diets on human development. 9 weeks. This course is required of all students.

101b PE—Tennis.

Introductory course in tennis. Emphasis is placed on the history, basic skills, and rules governing the single and double games. 9 weeks.

101c PE—Volleyball.

Introductory course in volleyball. Emphasis is placed on the history, basic skills and rules governing the game. 9 weeks.

101d PE—Badminton.

Introductory course in badminton. Emphasis is placed on the history, basic skills and rules governing the single and double games. 9 weeks.

101e PE—Beginning Swimming.

Introductory course in swimming. Emphasis is placed on breathing and basic strokes. 9 weeks.

101f PE—Touch Football.

Introductory course to touch football. Emphasis is placed on the basic skills and rules governing the game. 9 weeks.

101g PE—Beginning Bowling.

Introductory course to bowling. Emphasis is placed on the basic skills and rules governing the game, 9 weeks.

102a PE—Health and Nutrition.

Emphasis is placed on the use of vitamins as dietary supplements and the defects and diseases resulting from malnutrition. 9 weeks. This course is required of all students.

102b PE—Intermediate Bowling.

Intermediate bowling is designed to refine the basic skills in interclass competition. 9 weeks.

102d PE—Intermediate Basketball.

Intermediate basketball is designed to refine the basic skills, techniques strategies and application of rules and interclass competition. 9 weeks.

102e PE—Track and Field.

Introductory course in Track and Field. Emphasis is placed on the rules and basic skills governing the following track events: 100, 200, 400 meters; 400-800 meters; mile and 2 mile; hurdles 100 high and 400 high; and the following field events: hop, skip, jump; running broad jump, high jump, shot put; discus; javelin; pole vault. 9 weeks.

102f PE—Softball.

Introductory course in Softball. Emphasis is placed on basic rules, skills, and application of skills in interclass competition. 4½ weeks.

102f PE—Soccer.

Introductory course in Soccer. Emphasis is placed on basic rules, skills, and application of skills in interclass competition. 4½ weeks.

102g PE—Intermediate Swimming.

Intermediate course in Swimming designed to develop the basic strokes and participate in interclass competition. 9 weeks.

102h PE—Archery.

Introductory course in Archery. Emphasis is placed on stance, aiming, shooting and scoring and interclass competition. 9 weeks.

102c PE—Karate.

Offers an opportunity for understanding, appreciation and movement skills necessary for personal self-protection in combat with an armed or unarmed assailant. 9 weeks.

PROFESSIONAL EDUCATION COMPONENT

The Division of Education is primarily responsible for the professional training of all pre-service teachers. The professional education component of each curriculum for prospective teachers includes the study of the content to be taught to students, and the supplementary knowledge, from the subject matter of the teaching speciality and from allied fields, that is needed by the teacher for perspective and flexibility in teaching.

The teacher education program includes thorough preparation in professional education and the subject matter teaching-fields in the following program classifications:

Early Childhood (K-4th Grade)

Special Education (EMR-K-12th Grade)

Middle School (4th-8th Grade)

Art

Language Arts

Mathematics

Music

Physical Education

Science

Social Science

Secondary (7th-12th Grade)

Business Education

English

Foreign Language

History

Home Economics

Mathematics

Science

Kindegarten-Twelfth Grade (K-12th Grade)

Art

Music

Physical Education



The professional studies component of each curriculum for prospective teachers includes instruction in the humanistic studies and the behavioral studies. Students are provided with a "set of contexts in which educational problems can be understood and interpreted." The ultimate goal is to produce enlightened citizens who are competent in problem solving, human relationships and civic affairs.

The Professional Laboratory Experience Program (PLEP) provides all teacher education majors the opportunity to translate teaching and learning theory into practice. This facet of the teacher education program is designed to provide Secondary, Middle School, Early Childhood and Special Education majors an opportunity to integrate theory and practice at each level of their professional development.

The goals of the Professional Laboratory Experience Program are to:

1. Provide an opportunity for interns to engage in laboratory experience in approved school and non-school situations that will enhance their professional development.
2. Provide an opportunity for interns to correlate practice with the theoretical concepts mastered in the professional course sequence.
3. Provide an opportunity for interns to demonstrate in actual situations, competencies considered to be important for teachers and/or other selected educational roles.
4. Provide an opportunity for interns to work with children of varying socioeconomic and racial populations under competent supervision.
5. Provide an opportunity for interns to explore and observe innovative educational programs, materials and organizational patterns.

Morris Brown College's Professional Laboratory Experience Program (PLEP) provides all teacher education majors the opportunity to translate teaching and learning theory into practice. The pre-student teaching laboratory experience program is a tri-leveled, field-based program. The program is designed to provide Secondary, Middle School, Early Childhood and Special Education majors an opportunity to integrate theory and practice at each level of their professional development, beginning with the sophomore year.



LABORATORY LEVEL I OBSERVATION PHASE

Laboratory Level I experiences are designed to introduce students to the teaching profession by observing schools and classroom settings at the levels appropriate for their major or concentration. Laboratory Level I is required for the following Professional Education Courses:

1. 202 Introduction to Education
2. 203 Introduction to Early Childhood
3. 450 Psychology of Exceptional Children

Students will spend a minimum of one hour per week at selected schools under the immediate supervision of a classroom supervisor. Students who have not declared a specific level, major or concentration, are advised to observe schools and classes on the early childhood, special education, middle school and secondary levels in order to have the basis for making an intelligent choice.

The objectives of Laboratory Level I provide opportunities for students:

1. To observe alternative teaching styles utilized by professional teachers in public and private school settings.
2. To decide whether or not teaching is the profession that they wish to pursue.

LABORATORY LEVEL II OBSERVATION AND PARTICIPATION PHASE

Laboratory Level II provides opportunities for students to be placed in nontraditional school settings involving children and community based agencies in order to observe and participate in the educational process outside of the traditional classroom setting. Students are required to spend a minimum of one hour per week in a selected school or agency under the immediate supervision of teacher or agency representative. Laboratory Level II is required for the following professional courses:

- 300 Ed Psy Adolescent Psychology
- 421 Ed Psy Human Behavior & Development
- 317, 318, 319 and 320 Ed Curriculum Development
- 204 Ed Educational Psychology
- 310 Ed Principles & Techniques of Guidance
- 409 Ed Family Counseling & Guidance
- 422 Ed Psy Child Development

The objectives of Laboratory Level II provide opportunities for students:

1. To observe school age children in community based agencies such as public libraries, YWCA and YMCA, Bobby Dodd, St. Luke Academy, etc.
2. To develop human relation skills in relating to professional personnel and students.
3. To engage in tutorial and small group instruction.
4. To acquire a repertoire of alternative careers in education.
5. To contribute to the development of community life through service.

LABORATORY LEVEL III CLINICAL AND PARTICIPATION PHASE

Laboratory Level III involves both on-site and field based experiences. The on-site experiences are designed to provide clinical work for courses in the teaching field: Language Arts, Mathematics, Science, Social Science and Reading. Field based practicums are directly related to the "Methods" and classroom management courses. A minimum of two hours a week are required for each course in an on-campus laboratory or a tutorial field experience. A minimum of four hours per week participation in a selected school is required for Field-based practicums.

Laboratory Level III Clinical and Participation Phase

Laboratory Level III involves both onsite and field based experiences. The on-site experiences are designed to provide clinical work for courses in the teaching field:

- 306a Ed—Manuscript & Cursive Writing
- 306b Ed—Spelling & Dictionary Skills
- 306c Ed—Grammar & Creative Writing
- 308 ECE—Early Childhood Mathematics
- 321 Ed—Social Behavioral Science
- 326 EC Sci—Science Methods & Materials

Field based practicums are directly related to the following "Methods" and classroom management courses:

- 402 ECE—Early Childhood Methods & Materials
- 410 Ed—Classroom Management
- 405 Ed—High School Methods
- 407 Ed—Special Education Methods
- 408 Ed—Middle School Methods

A minimum of two hours a week are required for each course in an on-campus laboratory or a tutorial field experience. A minimum of four hours per week participation in a selected school is required for field-based practicums.

The objectives of Laboratory Level III provide opportunities for students:

1. To observe and participate in tutorial, small group instruction under the direct supervision of classroom supervisors (Field Based Practicum).
2. To complete instructional modules and/or course requirements which will enable a student to develop and expand proficiency in a given teaching field/subject matter area (On-Site labs).

DESCRIPTION OF PROFESSIONAL EDUCATION COURSE REQUIREMENTS

202 ED—Introduction to Education.

An overview of the teaching field and practices underlying the American educational structure. Field lab I accompanies this course. 3 semester hours.

203 ED—Introduction to Early Childhood Education.

Emphasis is placed on the history of Early Childhood Education in America, prevailing philosophies and trends. Observations of pre-school and primary programs. Laboratory Level I is required. 3 semester hours.

204 ED—Educational Psychology.

An indepth analysis of the learning process with emphasis on the application of the principles of psychology to the problems of learning and teaching including study of actual classroom problems and procedures involved in appraising learning. 3 semester hours.

310 ED—Principles and Techniques of Guidance.

Analysis of various plans for achieving the objectives of guidance through the curriculum, the administration, and principles as well as methods. Review of tests and measurements used for guidance purposes. 3 semester hours.

312 PE—Phy. Ed. Curriculum Development.

This course is designed to prepare the student to construct a curriculum suitable for physical education on all levels from K-12. The students may elect to concentrate in any of the three levels; elementary, middle school, or secondary. 3 semester hours. Lab. 300.

316 ED—Educational Media.

A comprehensive study of the criteria and principles basic to the selection and utilization of the varied types of multi-sensory aids used in the Teacher Learning Situations. 3 semester hours.

317 ECE—Early Childhood Curriculum Development.

An indepth study of the historical, social, economic, political and philosophical factors which influence the stages of the curriculum development process. Major emphasis is placed on the scope of the Early Childhood curriculum (K-4th grade) and curriculum planning. 3 semester hours. Lab. 300.

318 SPE—Special Education Curriculum.

An indepth study of the historical, social, economic, political and philosophical factors which influence the stages of the curriculum development process. Major emphasis is placed on the scope of the Special Education Curriculum. K-12 and curriculum planning. 3 semester hours. Lab. 300.

319 ED—Middle School Curriculum.

An indepth study of the historical, social, economic, political and philosophical factors which influence the stages of the curriculum development process. Major emphasis is placed on the scope of the Middle School Curriculum (4th-8th) and curriculum planning. Lab. 300.

320 ED—High School Curriculum.

An indepth study of the historical, social, economic, political, and philosophical factors which influence the stages of the curriculum development process. Major emphasis is placed on the scope of the High School Curriculum and curriculum planning. 3 semester hours. Lab. 300.

321 EDPSY—Human Behavior and Development.

Emphasis on the development and behavior characteristics of the human organism from conception to maturity; the physical, social and mental aspects of development; and the psychological foundations of learning, individual differences, motivation and emotions, as related to children's behavior. 3 semester hours. Lab. 300.

322 ED PSY—Child Growth and Development.

Encompasses the nature and process of changes in structure, function and behavior which occurs from conception to middle childhood with indepth study on the home, family and school as background for growth and development. Laboratory Level III is required. 3 semester hours. Lab. 300.

350 SPE—Psychology of Exceptional Children.

An orientation course for students entering the special education program and for teacher education majors. Emphasis is on the history of the exceptionalities, the philosophy of special education and an introduction to the causes of handicapping conditions. Field trips to public and private institutions with recommended educational programs in the areas of exceptionality are an integral part of this course. 3 semester hours.

381 SPE—Psychology of Mental Deficiency.

A study of the etiology, types and nature of mental retardation. Emphasis is placed on the historical and current societal perceptions and definitions of the intellectually handicapped; their social, emotional, physical and learning characteristics. 3 semester hours.

382 SPE—Psychology of Learning Disabilities.

A study of the etiology, types and nature of learning disabilities. Emphasis is placed on the historical and current societal perceptions and definitions of learning disabilities; social emotional, physical and learning characteristics. 3 semester hours.

402 ECE—Early Childhood Methods and Materials.

Analyses of current methods and materials used in the education of pre-school and primary children, and guided instruction in the use of educational media. Laboratory Level III is required. 3 semester hours. Lab. 400.

405 ED—High School Methods.

An indepth analysis of rationales, goals, and trends of the methods and techniques of instruction appropriate for use in high schools. Emphasis is placed on development of instructional planning, classroom interaction and management skills. 3 semester hours. Lab. 400.

407 SPE—Special Education Methods.

An indepth analysis of rationales, goals, and trends of methods of teaching children who are mentally retarded or learning disabled in grades kindergarten through twelfth (K-12th). Emphasis is placed on the development of instructional planning; lesson planning, unit planning and module planning. Laboratory Level II is required. 3 semester hours. Lab. 400.

408 ED—Middle School Methods.

An indepth analysis of rationales, goals and trends of the methods and techniques of instruction appropriate for use in middle schools. Emphasis is placed on the development of instructional planning; lesson planning, unit planning and module planning. 3 semester hours. Lab. 400.

409 SPE—Family Counseling and Guidance for Exceptional Children.

Theory and techniques useful in counseling parents of exceptional children. Emphasis is on the use of parents in the total educational preparation of the child. 3 semester hours. Lab. 400.

410 ED—Classroom Management.

Methods used in classroom organization, supervision, record keeping and behavior modification techniques are explored and evaluated. 3 semester hours. Lab. 400.

411 ECE—Organization and Administration of Early Childhood Programs.

Emphasis is to be placed on the study of the organization and administration of child care centers, pre-school and primary programs. State and Federal standards will be compared. 2 semester hours. Lab. 400.

435 ED—Psychological and Educational Evaluation.

An introductory course to educational and psychological evaluation. Major emphasis is placed on constructing, scoring, analyzing and interpreting teacher made achievement tests; analyzing observational, personal and social adjustment instruments; and critiquing reading, achievement and diagnostic tests in the subject matter areas. Minor emphasis is placed on the Columbus, Stanford Binet, WISC and other standardized instruments and projective techniques designed to assess mental ability. 3 semester hours.

455 ED—Early Childhood Student Teaching.

A nine (9) week practicum in a kindergarten or primary setting where an intern demonstrates his/her ability to perform at a satisfactory level according to college and state identified competencies essential to a beginning teacher. This internship is under the supervision of a certified classroom teacher for 270 clock hours. College supervision and seminar attendance are required. 6 semester hours.

456 ED—Middle School Student Teaching.

A nine (9) week practicum in a middle school setting (grades 4th-8th) where an intern demonstrates his/her ability to perform at a satisfactory level in one of the following primary areas Language Arts, Mathematics, Science of Social Science according to college and state identified competencies essential to a beginning teacher. This internship is under the supervision of a certified classroom teacher for 270 clock hours. College supervision and seminar attendance are required. 6 semester hours.

457 ED—Special Education Student Teaching.

A nine (9) week practicum with children who have been identified as being mentally retarded, or learning disabled in a pre-school, primary, middle school, or secondary setting where an intern demonstrates his/her ability to perform at a satisfactory level according to college identified competencies essential to a beginning teacher. This internship is under the supervision of a certified classroom teacher for 270 clock hours. College supervision and seminar attendance are required. 6 semester hours.

458 ED—High School Student Teaching.

A secondary situation where an intern demonstrates his/her ability to perform at a satisfactory level according to college and state identified competencies essential to a beginning teacher in his/her area of specialization. This internship is under the supervision of a certified classroom teacher of 270 clock hours. College supervision and seminar attendance are required. 6 semester hours.

459 ED—Student Teaching Seminar.

A seminar is required for all students enrolled in student teaching and their respective college supervisors once a week for two hours. Problems confronting interns are discussed and consultants used for professional development. Students are required to evaluate each seminar. 0 semester hours.

460 ED—Advanced Practicum.

(To Be Announced) An Alternative to student teaching.

Early Childhood Teacher Education Program

The aim of the Early Childhood Teacher Education Program is to educate a corps of pre-service teachers who are sensitive to the physical, cognitive, emotional, and social needs of children in grades Kindergarten through the fourth grade (K-4th) and who possess the competencies to meet these needs in the framework of the classroom. Instruction is offered leading to the Bachelor of Arts Degree in Early Childhood Education. The general education requirements are fifty (50) semester hours; the professional education sequence requires 39 semester hours and the teaching field requires 42 semester hours. The Early Childhood Teacher Education Program requires one hundred and thirty-one (131) semester hours for graduation.

Program Objectives

The program objectives of the Early Childhood Teacher Education program are geared to providing opportunities for pre-service teachers:

1. To acquire a sense of worth and the desire to pursue academic excellence in the field of Early Childhood Education.
2. To improve and develop oral and written English communication skills to use effectively in the classroom and in social and professional relationships.
3. To acquire general knowledge in the humanities, social sciences, natural science, mathematics, health and physical education to become well informed and active citizens.
4. To acquire professional preparation in accordance with the Georgia State Criteria for T-4 Certification in Early Childhood Education.
5. To improve and develop competencies in the cognitive, affective and psychomotor domains related to language arts, social science, mathematics, science, creative activities, health and physical education in accordance with the Georgia Criteria for T-4 Certification in Early Childhood.
6. To engage in meaningful laboratory and practicum experiences related to children in kindergarten through fourth grades (K-4th) in accordance with the Georgia Criteria for T-4 Certification in Early Childhood.
7. To develop human relations skills essential for functioning as in-service teachers and individuals in a multicultural society.
8. To acquire professional preparation in accordance with the Georgia State Criteria for T-4 Certification in Early Childhood Education.
9. To become active members of the Student National Educational Association and the Georgia Association for Education of Young Children.
10. To meet criteria for graduate study in Early Childhood Education.

REQUIREMENTS FOR BACHELOR OF SCIENCE IN EARLY CHILDHOOD EDUCATION

Program Components

	Semester Hours
General Education (50 Semester Hours)	
Behavioral Science Psy 201	3
English 101, 102, 107	8
Foreign Language 101, 102	6
Humanities 221, 222 or 223, 224; 228, 229	12
Mathematics 103, 104	6
Health & PE 101, 102	2
Science 101, 102	6
Social Science 101 or 102, 203 or 111	6
Freshman Orientation 100	1
	<hr/> 50
Professional Education (39 Semester Hours)	
Ed 202, 203, 204	9
Ed 310, 317, 322, 316	12
Ed 402, 410, 435, 455, 459	15
SPE 350	3
	<hr/> 36
Teaching Field (42 Semester Hours)	
Phy Ed 303, 223	6
Mathematics 309	3
Social Science 312	3
Science 325	3
Art 231	3
Music 300	2
Ed 303, 306a, 306b, 306c, 313, 324	13
Ed 409, 411, 415	9
	<hr/> 42

EARLY CHILDHOOD EDUCATION PROGRAM SEQUENCE

First Semester			Second Semester		
Eng 101	Communication	3	Eng 102	Communication	3
SS 100	Man in Soc. or	3	Hist 203	U.S. History or	3
SS 201	Geo.		PS 111	American Gov't	
Math 103	Math. Elem. Tch.	3	Math 104	Math. Elem. Tch.	3
FL 101	Fr/Sp	3	PE 102	Health & PE	2
PE 101	Health & PE	1	FL 102	Fr/Sp	3
Bio 101	Science Survey	3	Bio 102	Science Survey	3
GE 101	Fresh. Orient.	1			<hr/> 16
		<hr/> 17			

Sophomore Year

First Semester			Second Semester		
Hum 221	Cult. Hert.	3	Hum 222	Cult. Hert.	3
Psy 201	Gen. Psy	3	Hum 229	Rel. & Phil.	3
ECE 203	Intro. ECE	3	Ed 202	Intro. Ed.	3
ECE 200	Lab Level I	0	Art 231	Pub. Sch. Art	3
Ed 306a	Man. & Curv. Wrtg.	2	ECE 300	Lab Level II	0
Sp 207	Speech	2	PE 223	First Aid & Sch. Health	3
Hum 228	Art & Music	3			
Ed 306b	Spelling & Dist. Skills	2	Ed 317	EC Curr. Dev.	3
		<hr/> 18			<hr/> 18

Junior Year

First Semester			Second Semester		
PE 303	Tch. PE in Elem. & Md. Sch.	3	SPE 350	Psy. Excerpt. Chld.	3
Ed 316	Educational Media	3	Ed 306c	Gr & Creat. Wrtg	2
Ed 315	Chld. Lit.	3	Ed 400	Lang. Arts Lab	0
ECE 313	Nut. & Dev.	2	ECE 309	ECE Math.	3
ECE 322	Child Dev.	3	ECE 410	Classroom Mgmt.	3
Ed 300	Ed. Psy.	3	Ed 324	Rd. Meth. & Mat.	3
		<hr/> 17	Mus 300	Elem. Sch. Music	2
			Ed 303	Sp. & Lang.	2
					<hr/> 18

Senior Year

First Semester			Second Semester		
ECE 409	Creat. Act. Young Children	3	Ed 455	Student Teaching	6
ECE 312	Soc. Beh. Sci	3	Ed 459	Seminar	0
ECE 402	ECE Meth. & Math.	3	Ed 435	Princ. & Tech. Guid.	3
ECE 400	Lab Level III	0			<hr/> 9
ED 435	Psy. & Ed. Eval.	3			
Sci 325	Sci. Meth. & Mat.	3			
ECE 411	Org. & Admin. or EC Programs	3			
		<hr/> 18			

DESCRIPTION OF TEACHING FIELD COURSE REQUIREMENTS

223 PE—Health, First Aid and School Health.

Emphasis is placed on methods and materials used in developing desirable attitudes, habits and knowledge of pre-school and primary children through health services and healthful school environment. Requirements of the Standard Red Cross Certificate is required. 3 semester hours.

303 PE—Teaching Physical Education in the Elementary and Middle Schools.

This course is designed to provide knowledge, techniques, and skills necessary to help the teacher implement functional programs of physical education on the kindergarten, elementary and middle school levels. A supervised practicum is required (Lab Level III). 3 semester hours.

303 ED—Speech and Language Development.

Emphasis is placed on the development of language from infancy to adulthood. Various speech disorders are studied. Studies of cultural influences on speech patterns are explored. 2 semester hours.

306a ED—Manuscript and Cursive Handwriting.

The Zaner-Bloser handwriting style will be taught. Pre-service interns will improve their manuscript and cursive handwriting ability, learn diagnostic procedures for determining and improving problems in school age children and utilize supplementary material to assist in the training handwriting in school age children. 2 semester hours.

306b ED—Spelling and Dictionary Skills.

Phonological, morphological and semantic components of the language taxonomy will be thoroughly explored. Major spelling skills and teaching techniques utilized on the early childhood, middle school and special education levels will be identified and thoroughly researched. Various supplementary classroom materials will be explored. 2 semester hours.

306c ED—Grammar and Creative Writing.

The morphology and syntax components of the language taxonomy will be thoroughly explored. Major grammar skills needed for early childhood, middle school and special education students will be identified and thoroughly researched. Supplementary classroom materials will be utilized. Creative writing activities will be identified and implemented. 2 semester hours.

309 EC—Early Childhood Mathematics.

Emphasis is placed on the use of number readiness materials in concrete situations for pre-school children; methods and materials used in developing mathematical concepts on the primary level. Laboratory Level III is required. 3 semester hours.

312 EC—Early Childhood Behavioral Sciences.

Application of the process approach in emphasizing the social, psychological, political, geographical, historical, economical, anthropological and technical forces that influence the child from infancy through middle childhood. Laboratory Level III is required. 3 semester hours.

313 EC—Nutrition and Development.

Emphasis is placed on the relationship of food to good health and growth during the early years. Studies of the effects of prenatal and natal nutrition will be explored. 2 semester hours.

325 EC—Early Childhood Science Education.

Emphasis is placed on the process approach in introducing readiness materials to pre-school children, and science concepts to primary children in basic physical, biological, natural and marine sciences. 1 semester hour.

409 EC—Creative Activities for Young Children.

Techniques used in motivating creativity in Art, Music, Dance and Drama with pre-school and primary children. Consideration will be given to program design. Experimentation with Laboratory Level III is required. 3 semester hours.

415 ED—Children's Literature.

A survey of children's literature including classics, picture books, myths, folktales, legends, biography, poetry, historical fiction and novels. Emphasis is placed on criteria for selection of good literature and teaching techniques. 3 semester hours.

324 ED—Reading Materials and Methods.

Emphasis on the reading process. Normal development; characteristics of children learning to read principles, problems, materials and techniques for the teaching of reading in the elementary grades K-9. 3 semester hours.

Special Education (Mental Retardation) Teacher Education Program

The Atlanta University Center Undergraduate Teacher Education Program in Mental Retardation was initiated at Morris Brown College in 1975. The aim of the Undergraduate preparation is to educate a corps of pre-service teachers who are

sensitive to the physical, cognitive, emotional and social needs of children who have learning problems (K-12th) and who possess the competencies to met these needs in the framework of a classroom. The pre-service teacher is expected to master the early childhood curriculum as well as the curriculum designed for the mentally retarded. Instruction is offered leading to the Bachelor of Arts Degree in Special Education. The general education requirements are limited to fifty (50) semester hours, the professional education requirements are limited to thirty-nine (39) semester hours and the teaching field includes thirty-five (35) semester hours. The Special Education (Mental Retardation) requires one hundred and twenty-four (124) semester hours for graduation.

Program Objective

The program objectives of the Special Education Teacher Education Program (EMR) are geared to providing opportunities for pre-service teachers:

1. To acquire a sense of worth and the desire to pursue academic excellence in the field of Special Education (EMR).
2. To improve and develop oral and written English communication skills to use effectively in the classroom and in social and professional relationships.
3. To acquire general knowledge in the humanities, social sciences, natural science, mathematics, health, physical education and recreation to become well informed and active citizens.
4. To acquire professional preparation in accordance with the Georgia State Criteria for T-4 Certification in Special Education (EMR).
5. To improve and develop competencies in the cognitive, affective and psychomotor domains related to language arts, social science, mathematics, science, creative activities, health, adapted physical education and recreation in accordance with the Georgia Criteria for T-4 Certification in Special Education.
6. To engage in meaningful simulation, laboratory and practicum experiences related to children who have learning problems (EMR) in mainstreamed and special classes in accordance with Georgia Criteria for T-4 Certification in Special Education.
7. To develop human relation skills essential for functioning as in-service teachers and individuals in a multicultural society.
8. To acquire professional preparation in accordance with the Georgia State Criteria for T-4 Certification in Special Education (EMR).
9. To become active members of the Student National Education Association and Council for Exceptional Children (SNEA and CEC) professional organizations.
10. To meet criteria for graduate study in Special Education (EMR).

REQUIREMENTS FOR BACHELOR OF SCIENCE IN SPECIAL EDUCATION (MENTAL RETARDATION)

Program Components

	Semester Hours
General Education (50 Semester Hours)	
Behavioral Science Psy 201	3
English 101, 102, 107	8
Foreign Language 101, 102	6
Humanities 221, 222 or 223, 224; 228, 229	12
Mathematics 103, 104	6
Health & PE 101, 102	2
Science 101, 102	6
Social Science 101 or 102; 203 or 111	6
Freshman Orientation 100	1
	<hr/> 50
Professional Education (39 Semester Hours)	
Ed 202, 204	6
Ed 316, 322, 410, 435, 457, 459	18
SPE 318, 381, 382, 350	12
SPE 409	3
	<hr/> 39
Teaching Field (36 Semester Hours)	
Phy. Ed 308, 223	6
Mathematics 309	3
Soc. Science 312	3
Science 325	3
Art 231, 373, 391, 312	9
Music 300	2
Ed 324, 306a, 306b, 306c	9
	<hr/> 35
Total	<hr/> 124

SPECIAL EDUCATION (MENTAL RETARDATION) PROGRAM SEQUENCE

Freshman Year

First Semester			Second Semester		
Eng 101	Communication	3	Eng 102	Communication	3
SS 100	Man in Society	3	Hist 203	U.S. History or	3
	Geo. 201			Am. Gov. 111	

Math 103	Math Elem. Tch.	3	Chem 102	Science Survey	3
FL 101	Foreign Lang.	3	Math 104	Math. Elem. Tch.	3
PE 101	Health & PE	1	PE 102	Health & PE	1
Bio 101	Science Survey	3	FL 102	Foreign Lang.	3
GE 100	Fresh. Orient	1	SP 107	Speech	2
		<hr/> 17			<hr/> 18

Sophomore Year

First Semester			Second Semester		
Hum 221	Cult. Hert.	3	Hum 222	Cult. Hert.	3
Psy 201	Gen Psy	3	Ed/Psy 322	Child Growth & Dev.	3
Ed 306a	Manu & Curv. Writg.	2	Ed 300	Lab Level II	0
SPE 350	Psy. Excp. Chld.	3	Art 231	Public School Art	3
Ed 200	Lab Level I	0	Hum 229	Rel. & Phil.	3
Hum 228	Art & Music	3	Ed 202	Intro. to Ed.	3
PE 223	First Aid & Sch. Health	3	Art 312	Leatherwork	2
		<hr/> 17			<hr/> 17

Junior Year

First Semester			Second Semester		
Ed 324	Rd. Meth. & Mat	3	Ed 306b	Spelling & Dict.	2
SPE 381	Psy. Ment. Def.	3	Ed 306c	Gr. & Creat. Wrtg	2
Ed 204	Educational Psy.	3	Ed 400	Lang. Arts Lab	0
SS 312	Soc. Beh. Sci.	3	SPE 318	Curr. Dev. for MR	3
PE 308	Adapt. & Corr. PE	3	Mus 300	Elem. Sch. Music	2
Art 373	Weaving	2	Sci 325	Sci. Meth & Math (EC)	3
		<hr/> 17	Math 309	Ec Math	3
					<hr/> 17

Senior Year

First Semester			Second Semester		
Ed 410	Classroom Mgmt	3	Ed 457	Sp. Education	6
Ed 435	Psy. & Ed. Eval.	3		Student Teaching	
Ed 316	Educational Media	3	Ed 459	Seminar	0
SPE 407	Meth. & Math. in MR	3	Art 391	Ceramics	2
Ed 400	Lab Level III	0			<hr/> 8
SPE 409	Fam. Coun. & Guid.	3			
	Excp. Chld.				
SPE 382	Learning Dis.	3			
		<hr/> 17			

COURSE DESCRIPTION OF SPECIAL EDUCATION (MENTAL RETARDATION)

300 MUS—Elementary School Music.

Intended for Elementary Education Majors desiring credit toward state classification requirements in music. Survey of music literature and methods of teaching from nursery school through seventh grade. The principles of music notation, scales, key signature, listening to descriptive music, sight singing of simple melodies, rote songs. Two periods per week. 2 credit hours.

306a ED—Methods and Materials of Teaching Manuscript and Cursive Handwriting.

The Zaner-Bloser handwriting style will be taught. Pre-service interns will improve their manuscript and cursive handwriting ability, learn diagnostic procedures for determining and improving problems in school age children and utilize supplementary materials to assist in the training handwriting in school age children. 2 semester hours. Laboratory Level III is required.

306b ED—Methods and Materials of Teaching Spelling and Dictionary Skills.

Phonological, morphological and semantic components of the language taxonomy will be thoroughly explored. Major spelling skills and teaching techniques utilized in the early childhood, middle school and special education levels will be identified and thoroughly researched. Various supplementary classroom materials will be explored. 2 semester hours. Laboratory Level III is required.

306c ED—Grammar and Creative Writing.

The morphology and syntax components of the language taxonomy will be thoroughly explored. Major grammar skills needed for early childhood, middle school, and special education students will be identified and thoroughly researched. Supplementary classroom materials will be utilized. Creative writing activities will be identified and implemented.

324 ED—Reading Materials and Methods.

Emphasis on the reading process. Normal development; characteristics of children learning to read principles, problems, materials and techniques for the teaching of reading in the elementary grades K-9. 3 semester hours.

409 SPE—Family Counseling and Guidance for Exceptional Children.

Theory and techniques useful in counseling parents of exceptional children. Emphasis is on the use of parents in the total educational preparation of the child. 3 semester hours.

315 ED—Children's Literature.

A survey of children's literature including classics, picture books, myths, folktales, legends, biography, poetry, historical fiction and novels. Emphasis is placed on criteria for selection of good literature and teaching techniques. 3 semester hours.

309 ED—Early Childhood Mathematics.

Emphasis is placed on the use of number readiness materials in concrete situations for pre-school children; methods and materials used in developing mathematical concepts on the primary level. Laboratory Level III is required. 3 semester hours.

308 PE—Corrective and Adaptive Physical Education.

Emphasis is on diagnostic and remedial procedures for the purpose of developing individual programs of motor activity for the physically, mentally, and emotionally handicapped; the teaching of rhythmic, individual and dual activities, sport skills and the development of motor proficiency for children whose handicaps require modification in programming. Special attention is also given to programming and adaptation of recreational skills and activities for atypical children (K-6). 3 semester hours.

223 PE—Safety and First Aid.

General Safety education in the instructional program, accident causes and remedial action. Emphasis is placed on the preventive aspect of safety education, and First Aid Education. This course meets the requirements of the American Red Cross for the Standard Certification. 3 semester hours.

232 Art—Public School Art.

A study of principles and problems in teaching art in the public schools. Lectures field trips, classroom observation and art activities. 6 clock hours per week. 3 semester hours credit.

231 Art, Public School Art.

312 ECE—Early Childhood Behavioral Sciences.

Application of the process approach in emphasizing the social, psychological, political, geographical, historical, economical, anthropological and technical forces that influence the child from infancy through middle childhood. Laboratory Level III is required. 3 sem. hrs.

303 PE—Teaching Physical Education in the Elementary and Middle Schools.

This course is designed to provide basic knowledge, techniques, and skills necessary to help the teacher implement functional programs of physical education on the kindergarten, elementary and middle school levels. a supervised practicum is required (Lab Level III). 3 semester hours.

325 EC—Early Childhood Science Education.

Emphasis is placed on the process approach in introducing readiness materials to pre-school children and science concepts to primary children. Required Lab. 3 semester hours.



THE PSYCHOLOGY MAJOR LEADING TO A BACHELOR OF ARTS DEGREE OR BACHELOR OF SCIENCE DEGREE

The Division of Education and Psychology offers a major program in Psychology leading to a Bachelor of Arts degree or a Bachelor of Science degree.

The program in psychology is designed to contribute to a student's general liberal education and to provide a foundation for post-baccalaureate training in many of a wide variety of areas of specialization.

The program has three main goals:

1. To provide a major through which the student may develop baccalaureate level understanding and competencies needed in occupational areas such as corrections, personnel administration, civil service, armed forces, law, industrial management, city planning, advertising, sales and marketing, etc.
2. To provide a minor in psychology for students majoring in another discipline.
3. To prepare students for medical training and graduate study in psychology.

The Department of Psychology serves the total college in offering courses to meet the needs of general education and cooperates with other departments in developing major areas that combine disciplines.

Senior Seminar: In the senior year, all psychology majors are required to participate in the senior seminar and demonstrate the ability to apply knowledge of psychology to issues raised in debates and discussions with their peers and professors.

Academic Average: Academic excellence is encouraged and the maintenance of at least a "C" cumulative average is required for continuation in the program.

National Test: All psychology majors are required to take the Graduate Record Examination during the senior year.

PSYCHOLOGY PROGRAM REQUIREMENTS

All present and prospective psychology majors should be cognizant of the following opportunities and requirements:

General Pre-requisite: An introductory course, General Psychology (201) must be completed prior to any other psychology course.

Admission: Admission to and continuation in the psychology program is contingent upon the following:

1. Formal application for admission to the psychology program after completing two semesters of course work and the General Psychology course.
2. A cumulative grade point average of "C" with at least a "B" in the General Psychology course. A student may be admitted conditionally with a "C" in the General Psychology course.

Advisors: All psychology majors are required to have an advisor before matriculation in the psychology major or minor programs.

Check with the chairperson of the department for the name of your advisor. After acceptance into the psychology major program, the student must meet regularly

with his appointed advisor to discuss the program of study which he will pursue, his progress toward completing the program, and, eventually, either procedures for applying to graduate schools or application to appropriate job opportunities in the field of psychology.

REQUIREMENTS FOR A BACHELOR OF ARTS OR BACHELOR OF SCIENCE DEGREE IN PSYCHOLOGY

	Semester Hours
General Education (53 Semester Hours)	
English 101, 102, 107	8
Foreign Language 101, 102	6
Humanities 221-222 or 223-224; 228, 229	12
Mathematics 101, 102 or 111, 112	6
Health & PE 101, 102	2
Science 111, 112	8
Social Science Electives	9
Freshman Orientation 100	1
	<hr/> 52
Psychology Major (59 Semester Hours)	
Psy 201, 283	6
Psy 305, 306, 315, 399	14
Psy 410, 421, 425, 430, 435, 441, 499	22
Computer Programming	6
Foreign Language 201, 202	6
Eng 401	3
Minor or electives	15-18
	<hr/> 72-75

REQUIREMENTS FOR A MINOR IN PSYCHOLOGY

Psy 201	3
Psy 306	4
Psy 410 or 441	3 or 4
2 Minor Electives selected from 305, 399, 410, 425, 430, 435, 441	6-8
	<hr/> 16-18

COURSE DISTRIBUTION FOR MAJOR IN PSYCHOLOGY

Freshman Year

First Semester			Second Semester		
Eng 101	Communications	3	Eng 102	Communications	3
**Math 101	Mathematics or	3	Math 102	Mathematics or	3
Math 111	Mathematics		Math 112	Mathematics	
Bio 111	Biology	4	Bio 112	Biology	4
FL 101	Foreign Language	3	FL 102	Foreign Language	3
PE 101	Physical Education	1	PE 102	Physical Education	1
GE 101	Freshman Orientation	<u>1</u>	Psy 201	General Psychology	<u>3</u>
		15			17

Sophomore Year

First Semester			Second Semester		
Psy 315	Social Psychology	3	Psy 421	Human Behavior & Dev.	3
FL 201	Foreign Language	3	FL 202	Foreign Language	3
Psy 283	Psychological Statistics	3	Psy 306	Experimental Psychology	4
Sp 107	Speech	2	Hum 222	Cultural Heritage	3
Hum 221	Cultural Heritage	3	Hum 229	Religion & Philosophy	<u>3</u>
Hum 228	Music & Art	<u>3</u>			16
		17			

Junior Year

First Semester			Second Semester		
Psy 410	Theories of Learning	3	Psy 425	Theories of Personality	3
	Computer Programming	3	Psy 399	Physiological Psychology	4
Eng 326	Advanced Composition	3		Computer Programming	3
Psy 441	Classical & Instrumental	4		Minor or elective	3
	Conditioning		Psy 305	Abnormal Psychology	<u>3</u>
	Social Science Elective	<u>3</u>			16
		16			

Senior Year

First Semester			Second Semester		
	Social Science Elective	3	Psy 430	Psychological Testing	3
Psy 435	Problems in Psychology	3	Psy 499	Psychology Seminar	3
	Minor or elective	<u>9</u>		Minor or elective	3-6
		15		Social Science Elective	<u>3</u>
					12-15

*It is recommended that students, who plan to continue their education in graduate or medical school, take Math 111-112 (Pre cal) instead of Math 101-102 (Alg.). Students who are weak in mathematics may want to take all four courses to better prepare themselves for graduate work.

201—General Psychology:

A general overview of the scientific study of behavior including: Human development, learning, memory, motivation and emotion, sensation and perception, physiological psychology, testing, personality, abnormal behavior, psychotherapy, social psychology, and altered states of consciousness. 3 semester hours credit.

283—Statistics:

An introduction to the techniques appropriate for the treatment of psychological and educational data; included are frequency distributions, percentiles, measures of central tendency and variability, the normal curve function, and some application of sampling theory. 3 semester hours credit.

300—Adolescent Psychology:

Principles of growth and development of behavior as it applies to adolescent adjustment. Attention is given to physical growth as related to psychological development and the problems arising from these which affect the home, school, and community. 3 semester hours credit.

305—Abnormal Psychology:

Emphasis is placed on behavior deviations and mental disorders occurring in infancy, childhood, maturity, and senility; basic concepts employed in psychopathology, mental hygiene and psychiatry. 3 semester hours credit.

306—Experimental Psychology:

An introduction to the scientific method and ethics in psychological research. Students learn to develop their ideas, to search the psychological literature, to design and conduct experiments, to interpret their results using statistics, and to write experimental reports in the publication style suggested by the American Psychological Association. The lecture is supplemented by three hours of required laboratory experiences each week. Prerequisite: Statistics 283. 4 semester hours credit.

310—Principles and Techniques of Guidance:

Analysis of various plans for achieving the objectives of guidance through the curriculum, the administration and special services with emphasis on principles as well as methods. Review of tests and measurements used for guidance purposes. Application on both secondary and elementary levels. 3 semester hours credit.

315—Social Psychology:

The study of the behavior and psychological processes of the individual as influenced by the society (social structures, organizations, and groups). A study of how the individual shapes the social group and society and how the social group and society may influence, control, or limit individual behavior. The formation of beliefs and attitudes (e.g. prejudice) and attitude change will be studied. 3 semester hours credit.

399—Physiological Psychology:

The study of the biological systems and processes that underlie behavior and experience with an emphasis upon neural mechanism. The lecture is supplemented by three hours of required laboratory experiences each week. Prerequisite: Experimental Psychology, 4 semester hours credit.

410—Theories of Learning:

Designed to study the basic problems of learning: reinforcement, extinction, motivation, punishment, retention, transfer of learning and forgetting. The various learning theories and their contributions to the psychology of learning will be considered. 3 semester hours credit.

421—Human Behavior and Development:

Emphasis on the development and behavior characteristics of the human organism from conception to maturity; the physical, social and mental aspects of development; and the psychological foundations of learning, individual difference, motivation and emotions as related to children, adolescent and adult behaviors. 3 semester hours credit.

422—Child Growth and Development:

Emphasis on the development and behavior characteristics of children from birth to adolescence; the physical, social and mental aspects of child development and the psychological foundations of learning, individual differences, motivation and emotions, as related to children's behavior. 3 semester hours credit.



425—Theories of Personality:

Designed to study the methods and concepts which can be used in studying personality. Consideration is given to various theories as well as the experimental and clinical findings on personality. 3 semester hours credit.

430—Psychological Testing:

An introduction to individual and group tests with emphasis on the critical evaluation of tests and the role of testing in psychology and education. Prerequisites: Statistics, Computer Programming. 3 semester hours credit.

435—Problems in Psychology:

Students create an experimental design on a problem of their own selection and carry out the research under the direction and guidance of a faculty member. Team projects may be undertaken. Prerequisite: Experimental Psychology or permission of the instructor. This course may be taken more than once to study a different problem as an elective. 3 semester hours credit.

441—Classical and Instrumental Conditioning:

This course involves the detailed study of the theory and principles of operant conditioning (derived from Skinner) and classical conditioning (derived from Pavlov), experimental studies of learning and performance, and the application of the laboratory results to understanding and solving human problems. (Behavior Modification, etc.) The lecture is supplemented by three hours of required laboratory experiences each week. Prerequisite: Experimental Psychology 306. 4 semester hours credit.

499—Senior Seminar in Psychology:

This seminar is essentially an advanced survey in psychology designed to review information that has been covered during the previous three and one-half years and consists of readings and discussions in the area of the individual student's interest in preparation for the advanced Graduate Record Examination in psychology. 3 semester hours credit.

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND RECREATION

The Division of Education offers a four year curriculum leading to the degree of Bachelor of Science in Secondary Education with a major concentration in Health and Physical Education. The curriculum is designed to prepare students for teaching careers in health and physical education at the elementary, middle and senior high school levels. Emphasis is also directed toward preparing students for responsible positions in supervising, directing and administering both athletic and recreational programs.

All students completing the program will be recommended by the institution for a T-4 Professional Teachers Certificate in the State of Georgia. Students will not be certified in the area of recreation. Any student who selects recreation as a minor area of concentration may, with assistance from the department, submit credentials to the State Merit System for a G-S rating as a Recreation Specialist.

Three minor areas of preparation are afforded all students. Each minor shall consist of 18 semester hours of sequential course work and laboratory experiences.

Health and Physical Education majors who elect to minor in Recreation must select 7 semester hours from other departmental electives or from the general education electives in lieu of Recreation 235 and PED 308 and 401 in order to avoid duplication. The department strongly recommends that all majors minor in either sociology, recreation or special education to broaden their professional preparation.

Intramural Sports and Recreation Program (ISRP)

In an attempt to augment the competitive recreational experiences of all students at the college, a year-round intramural sports and recreation program is provided. It serves the general college family through planned recreational activities.

Physiological/Kinesiological Research and Testing Laboratory

The research and testing laboratory provides faculty and students with investigative facilities in the area of health and physical education. The primary responsibility of the laboratory as it relates to the department is to provide undergraduate majors with research experiences in physical fitness testing, anthropometrical measurements and motor learning.

Physical Examination

The institution requires that all students have a thorough physical examination prior to the beginning of each school year. The department requests that each student with unusual medical circumstances apprise the instructor of the situation and present medical data, so that an appropriate solution can be reached.

The institution does not waive the general physical education requirement because of age, religion or prior military experience.

Required Physical Education Program

The department provides a service program for all Freshman attending the institution as a general education requirement. The program has as its aim, the development of an integrated and social individual through attitudinal development and physical skills that will foster greater self-expression in activities of leisure.

The service program is designed so that each student will complete two (2) semester hours in this area. Of the two (2) semester hours, one (1) must be taken in PED 101; Body Conditioning Activities. The remaining hour may be completed by taking a course in the Life Time Sports Series listed as PED 102.

Phase I of the required service program for Freshmen consists of nine (9) basic body conditioning activities. These activities are subdivided into four (4) units of instruction. All first semester Freshmen must register for one of these units. Each unit shall consist of five (5) weeks of instruction in three (3) specific activities. The following activities are available in Phase I of the service program:

Beginning Swimming	Gymnastics	Weight Training
Basketball	Touch Football	Beg. Modern Dance
Conditioning Exercise	Physical Fitness	Slimnastics
Volleyball/Soccer	Softball/Badminton	Wrestling
Badminton	Track and Field	Karate

Phase II of the required service program represents the Life Time Sports Series. Under this classification, a second semester Freshmen may select any two of the following activities and participate in them on a half-semester basis:

Intermediate Swimming	Advanced Swimming
Archery	Advanced Tennis
Introduction to Golf	Recreational Activities
Beginning Bowling	Paddleball/Handball
Cycling	Advanced Bowling

Major in Health and Physical Education

Any student who elects to pursue a major in the Department of Health, Physical Education and Recreation must file application with the Departmental Chairperson

during his Freshmen year. Each student will be assigned to a departmental advisor who will in turn aid the student during registration. The advisor will assist in the selection of courses and appraise the student on all departmental requirements and prerequisites.

A major in Health and Physical Education shall consist of thirty-seven (37) semester hours of concentrated course work above PED 101 and 102. Students must follow the outlined sequence as presented in the vertical curriculum and each individual program must include the Departmental Core Curriculum. The Core Curriculum consists of twenty-seven (27) semester hours. These courses are listed as PED 221, 301, 303, 304, 306, 308, 401; HED 223, 224; and REC 235. In addition all students must take BIO 421 as a major departmental requirement.

Majors are provided with six (6) semester hours of departmental electives in methods and materials. These courses are open to majors and minors only and are listed under PED 201 MM through 212 MM as Methods and Materials of Teaching.

The curriculum is based on one hundred and twenty-five (125) semester hours as required for graduation and teacher certification. However, any physical education major may expand his knowledge and understanding by registering for additional course beyond the normal requirement.

Majors are also expected to participate and become members of the Physical Education Majors (PEM) Club. The purpose of the club is to enhance the effectiveness of the major's program by providing selected physical education experiences not provided within the classroom setting.

The Health, Physical Education and Recreation faculty also presents "Student-Faculty Workshops." Three workshops are scheduled for each semester beginning in September of every academic year.

The Health, Physical Education and Recreation program makes no distinction between the sexes. All males and females are encouraged to function within the same setting. No individual will be discriminated against because of their desire to matriculate in a certain course if they meet all other requirements.

In addition to the core curriculum and the methods and materials courses, all majors must take the General Education Curriculum (52 semester hours) and the Professional Education Sequence. The Professional Education Sequence consists of twenty-seven (27) semester hours and must include Ed. 202, 300, 353, 406, 416 and Psy. 204, 310 and 450. A tentative four (4) year program of study leading to a Bachelor of Science Degree in Health and Physical Education is as follows:

Required Physical Education Service Program Description of Courses

Ped 101. Body Conditioning Activities.

Phase I, of the freshman physical education activities are designed to develop higher levels of physical fitness, body coordination and cardiovascular endurance as it fosters both physical and social skills through selected games and sports. Instruction and practice are provided in the following activities: Beginning Swimming, Physical Fitness, Conditioning Exercise, Karate, Volleyball, Soccer, Slimnastics, Basketball, Weight Training, Softball, Wrestling, Badminton, Touch Football, and Track and Field. Two periods per week. One semester credit hour.

Ped 102. Life Time Sports Series.

Phase II of the physical education service program for second semester freshmen is designed to reflect the Life Time Sport Series. Life time sports activities are intended to develop recreational and leisure time skills in activities that have carry-over value. Instruction and practice are provided in the following co-educational activities. Intermediate Swimming, Advance Swimming, Beginning Tennis, Advance Tennis, Archery, Recreational Activities, Introduction to Golf, Paddleball, Handball, Beginning Bowling, Advance Bowling and Cycling. Two periods per week. One semester hour credit. Health, Physical Education and Recreation Major Courses.

Hed 110. Sex Education (Elective).

This course is designed to aid students in formulating a code of ethics, establishing a moral system and understanding the developmental needs of the body. The fundamental physiological and sociological aspects of desired heterogeneous relationships are reviewed. Three semester hours credit.

Hed 111. Drug Abuse Education (Elective).

This course offers an indepth look into the drug problem in the American culture. Emphasis is directed toward analyzing the effects of drugs on the physical, mental and social development of the individual, in addition to his family and society. Three semester hours credit.

Hed 112. Personal Health and Hygiene (Elective).

The object of this course is to give the fundamental laws for the maintenance of health, the conditions that promote health, and the available means of securing them. Lectures, discussions, reports and attendance are required. Three semester hours credit.

Ped 221. History and Principles of Health, Physical Education and Recreation (Required).

This course is basic to the understanding of the role of Physical Education in daily living. It draws upon the historical background and the principles derived as can be applied to our present educational experiences. This is accomplished by evaluating the various stages and the persons responsible for the historical development of Physical Education. Three semester hours credit.

Rec 222. Intramural Sports (Elective).

This course will analyze the basic problems of organizing and administering a comprehensive intramural sports program. Additional attention is directed toward constructing schedules, making reports and setting up the various tournaments. Two semester hours credit.

Hed 223. First Aid and School Health (Elective).

The nature of first aid measures the classroom teacher may render, the prevention and control of communicable diseases, health appraisals and evaluations are discussed in this class. Three semester hours credit.

Ped 310. Prevention and Care of Athletic Injuries (Elective).

This course includes theory in conditioning and training for the prevention of athletic injuries. Practical laboratory experiences are provided on diagnostic procedures, massage, taping, hydrotherapy, electrotherapy and the handling of emergencies involving athletic injuries. Two semester hours credit.

Ped 401. Organization and Administration of Health, Physical Education and Recreation (Required).

This course utilizes the traditional approach and the case study in analyzing the organizational structure and administrative procedures of the health, physical education and recreation programs. Emphasis is directed towards the philosophy, methodology, policies, procedures and budget in relation to the required, intramural, adapted and interscholastic areas of the total program. Three semester hours credit.

Ped 403. Departmental Internship (Required).

This course offers teaching experiences for majors and minors in the physical education service program at Morris Brown College. Two hours of laboratory teaching per week under faculty supervision are required (Laboratory Level III). One semester hour credit.

Ped 407. Tests and Measurements in Health, Physical Education and Recreation (Elective).

A study of the current tests, testing techniques and procedures of evaluation in HPER are reviewed. Three semester hours credit.

Ped 409. Independent Research in HPER (Elective).

Unique opportunities are provided for junior and senior level students to independently investigate a problem specific to their areas of concentration. Consent of the advising Professor and Departmental Chairperson is necessary. One to six semester hours credit.

Elective Courses in Methods and Materials of Teaching in Physical Education

Courses in Methods and Materials are designed to aid the student in developing a sound teaching methodology. These courses are concerned with the actual teaching skills, class organization, the selection of teaching aids and materials and the development of lessons plans and teaching units. Each major must take three (3) of the twelve (12) courses offered in this category. A student with expertise in a specific activity should not select that activity as one of this electives. To broaden activity skills the student should elect to take an activity in which a high degree of proficiency has not been acquired. It is expected that all majors will enroll in Intermediate or Advance Swimming listed as Ped 102 under the Life Time Sports Series unless the above statement applies.

- Ped 201MM Methods and Materials of Teaching Football
- Ped 202MM Methods and Materials of Teaching Golf
- Ped 203MM Methods and Materials of Teaching Gymnastics
- Ped 204MM Methods and Materials of Teaching Track and Field
- Ped 205MM Methods and Materials of Teaching Modern Dance
- Ped 206MM Methods and Materials of Teaching Basketball
- Ped 207MM Methods and Materials of Teaching Bowling and Archery
- Ped 208MM Methods and Materials of Teaching Tennis
- Ped 209MM Methods and Materials of Teaching Badminton and Volleyball
- Ped 210MM Methods and Materials of Teaching Aquatic Skills
- Ped 211MM Methods and Materials of Officiating Sports
- Ped 212MM Methods and Materials of Teaching Soccer and Softball

Minor in Recreation

Rec 231	Introduction to Recreation	3
Ped 235	Folk, Social and Square Dance	3
Soc 301	Introduction to Sociology	3
Rec 307	Sociology of Sports in a Modern Society	3
Ped 308	Adaptive and Corrective Phy. Education	3
Ped 401	Organization and Administration of Health, Physical Ed. and Recreation	3
Ped	Department Elective in Methods and Materials	2
		18

Therapeutic Recreation

The Division of Education offers a four year interdisciplinary curriculum leading to the degree of Bachelor of Science in Recreation with a special concentration in Therapeutic Recreation. This non-traditional curriculum is designed to prepare students for service careers in developing and executing special physical education and therapeutic recreation programs for the handicapped. Emphasis is directed principally for the handicapped.

All students completing the interdisciplinary program in Therapeutic Recreation will receive a B.S. degree and a State of Georgia Merit System (G-S) rating as a Recreation Specialist. The department strongly recommends, that all majors

in Therapeutic Recreation minor in either sociology or special education in order to broaden their professional preparation.

Major in Therapeutic Recreation

Prospective majors in Therapeutic Recreation must file application for admission to the Department of Health, Physical Education and Recreation with the Department Chairperson during the first semester of their sophomore year. Each student will be assigned to an area advisor who will assist him/her in the selection and appraisal of all departmental pre-requisites and requirements.

A major in Therapeutic Recreation shall consist of 126 semester hours of concentrated course work. Students must follow the outlined sequence as presented in the vertical curriculum and each program of study must include the General Education Core Curriculum of fifty (50) semester hours. The Core Curriculum in Therapeutic Recreation consists of 36 hours: REC 231, 232, 233, 309, 310, 410, 421, and PED 223, 306 and 308.

In addition to the general education and major core curriculums major must also take sixteen (16) semester hours of required interdepartmental electives: six semester hours in departmental Methods and Materials (PED 201 MM/212MM) plus; PED 235, ECE 422, PSY 450 and three semester hours in Arts and Crafts. Major are also provided with eighteen (18) semester hours for a minor field of concentration and six (6) semester hours of free electives.

Therapeutic recreation majors must complete three (3) field placement experiences prior to graduation. The first field placement is an observation experience incorporated into Recreation 232, Therapeutic Recreation for the Handicapped. The second and third field placements represent major required courses.

Recreation 310 and 421 requires student participation at field placement sites. The course sequence for a Major in Therapeutic Recreation follows:

THERAPEUTIC RECREATION PROGRAM COURSE DISTRIBUTION

Freshman Year

First Semester			Second Semester		
Eng 101	Communication	3	Eng 102	Communication	3
Bio 101	Science Survey	3	Chem 102	Physical Sci.	3
Lang 101	Foreign Lang.	3	Lang 102	Foreign Lang.	3
Mth 101	Mathematics	3	Math 102	Mathematics	3
PS 202	State & Local Gov.	3	SP 107	Public Speaking	2
GE 101	Fresh. Orient	1	PED 102	P.E. Activity	1
		17			15

Sophomore Year

First Semester			Second Semester		
Hu 223	Lit. & Drama or	3	Hu 224	Lit. & Drama or	3
Hu 221	Cult. Hert.		Hu 222	Cult. Hert.	
Rec 231	Intro. to Rec. & Outdoor Ed.	3	Rec 232	Thera. Rec. for the Handicapped	3
Hu 228	Music & Art	3	Hu 229	Relig. & Phil.	3
Rec 233	Rec. Planning for the Handicapped	3	Ped	Electives in Minor	6
Ped 223	First Aid & School Heal.	3	Ped 235	Folk, Social & Square Dance	1
Ped	Electives in M & M	2			16
		17			

Junior Year

First Semester			Second Semester		
Scio 301	Intro. to Socio.	3	Socio 304	Urban Socio.	3
Rec 309	Supervision of Comm. Rec. Centers & Play- grounds	3	Rec 310	Supervised Field Training in Rec.	3
	Electives in Minor	6	Ped 306	Kinesiology	3
	Electives in M&M	2	Ped 308	Adaptive & Corrective P.E.	3
	Free Electives	3		Electives in Minor	3
		17		Electives in M&M	2
					17

Senior Year

First Semester			Second Semester		
Ece 422	Child Growth & Development	3	Rec 420	TR Internship Seminar	3
Psy 350	Psy. of Except. Children	3	Rec 421	TR Internship	9
	Electives in Minor	3			12
	Free Electives	3			
	Arts & Crafts	3			
		15			

Minor in Therapeutic Recreation

Any student who elects to do a minor area of concentration in Therapeutic Recreation (TR) must take the following eighteen (18) semester hours of sequential course work. In addition each minor must contact the area advisor to the TR program and work out a curriculum schedule.

1. Rec 231	Introduction to Recreation	3
2. Rec 232	Therapeutic Rec. for the Handicapped	3

3. Rec 309	Supervision of Comm. Rec. Centers and Playgrounds	3
4. Rec 310	Supervised Field Training in Rec.	3
5. Ped 308	Adaptive & Corrective Phy. Ed	3
6. Ped 201/mm/212mm	Electives in M&M	3
		<hr/> 18

Course Descriptions

Hed 231. Introduction to Recreation and Outdoor Education (Required).

The historical background of recreation and the identification of the current trends in rural, metropolitan and urban recreation will be presented in this course. Emphasis is also directed toward analyzing recreational theories, appraising existing needs and developing an understanding of the administration and organization of community recreation and outdoor education program. Three semester hours credit.

Hed 232. Therapeutic Recreation for the Handicapped (Required).

A review of the history and concept of therapeutic recreation, survey of special population and the development of the therapeutic recreation services and practices necessary in providing therapeutic recreation programs in the community. A field laboratory is required in this course. Three semester hours credit.

Hed 233. Recreation Planning for the Handicapped (Required).

Covers varied aspects of the community center and playground operation, stresses leadership techniques, outlines programs and considers problems relating to the planning and operation of these programs. Further, to design programs for the typical individual in recreation and physical education. Three semester hours credit.

Hed 307. Sociology of Sports in a Modern Society (Elective).

This course explores the sociological aspects of competitive athletics in the American Society. Three semester hours credit.

Hed 309. Supervision of Community Recreation Centers and Playground (Required).

This course explores the theories of supervision and covers the various aspects of the community recreation center and playground operation; stresses leadership techniques; outlines programs and considers problems relating to the planning and operation of these programs.

Hed 310. Supervised Field Training in Recreation (Required).

Prerequisite, three or more courses in recreation. Students will have the opportunity to receive various practical on-the-job experiences in one of the therapeutic recreation placement sites (Supervised) Three semester hours credit.

Hed 312. Adaptive Aquatics for the Handicapped (Elective).

This course is designed to teach students how to direct aquatic activities for the atypical individual. Emphasis is on demonstrating teaching methodology and reviewing selected adapted aquatic programs for the handicapped. A laboratory experience is provided with this course.

Hed 314. Camp Counseling and Administration (Elective).

Designed to train camp leaders and counselors. Includes camp counseling, camp administration and camp program theory, with at least one overnight camp out or weekend craft clinic. Three semester hours credit.

Hed 315. Recreation Administration (Elective).

Study of the factors involved in the administration and supervision of the program, facilities, and personnel in recreation. Three semester hours credit.

Hed 400. Leisure and the Aging (Elective).

Survey in gerontology and geriatrics as fields of study and professional services as they relate to the free time behaviors of the aging. Visits to local service facilities and recreation agencies are required. Three semester hours credit.

Hed 420. Therapeutic Recreation Internship Seminar (Required).

This course is coordinated with the internship experience and is designed to prepare advanced students for a comprehensive practicum in therapeutic recreation. Three semester hours credit.

Hed 421. Therapeutic Recreation Internship (Required).

Prerequisite; advanced standing and prior departmental approval. Supervised field placement in either a public recreation or park department, a community service social agency, a therapeutic recreation center, a hospital, a retardation center or a similar setting. Nine semester hours credit.

Kindergarten Through Twelfth Health and Physical Education (K-12th)

The Department of Health and Physical Education offers a teacher education program in Health and Physical Education.

The program is organized so that there is a progressive sequence of knowledge and skills in accordance with the characteristics and needs of each age group (K-12), with attention to the uniqueness of individuals within the group. The program provides pre-service teachers in both health and physical education.

The Health and Physical Education Program is designed to prepare pre-service teachers on the elementary and secondary levels to teach students in grades kindergarten through twelfth (K-12th). Instruction is offered leading to the Bachelor of Science Degree in Health and Physical Education. The aim is to educate a corps of Health and Physical Education majors who are sensitive to the cognitive, emotional and social needs of children in grades K-12 and who possess the competencies to meet these needs in the framework of a classroom. The general education requirements are limited to fifty (50) semester hours, the professional sequence is limited to thirty-three (33) semester hours and the teaching field in Health and Physical Education are fifty (50) semester hours. The requirements for graduation are one hundred thirty-three (133) semester hours.

Program Objectives

1. To instill in the students a sense of worth and the desire to pursue academic excellence in Physical Education.
2. To improve and develop oral and communication skills acceptable in social and professional situations.
3. To acquire general knowledge and understandings in the major areas of thought through the general education component of the teacher education program.
4. To acquire professional preparation in Physical Education in accordance with the Georgia State Criteria for T-4 Certification.
5. To improve and develop competencies in the cognitive, affective and psychomotor domains related to Health and Physical Education in accordance with the Georgia Criteria for Certification.
6. To participate in laboratory and practicum experiences commensurate with Health and Physical Education in accordance with the Georgia State Criteria for T-4 Certification.
7. To develop knowledge and skills essential for functioning as in-service teachers and individuals in a multicultural society.
8. To acquire a general education, professional education and content teaching field background necessary for graduate study in Health, Physical Education and Recreation.

Requirements for Bachelor of Science Degree in Physical Education (K-12th)

Program Components

	Semester Hours
General Education (50 Semester Hours)	
Behavioral Science: 201 Psy	3
English 101, 102, 107	8
Foreign Language 101, 102 or	6
Computer Programming 433, 434	
Humanities 221, 222 or 223, 224; 228, 229	12
Health & PE 101, 102	2
Science 101, 102	6
Social Science 100 or 102; 203 or 111	6
Freshman Orientation 100	1
Mathematics 103, 104	6
	50
Professional Education (33 Semester Hours)	
Ed 202, 204	6
Ed 310, 320	6
Psy 300	3
Ed 316, 458	9
SPE 350	3
	27
Teaching Field (43 Semester Hours)	
PE 201, 202, 203, 204, 205 or 207, 206 or 212, 208/209/210, 235, 223	18
PE 301, 303, 304, 306, 308	15
PE 401	3
Bio 421	4
	43

SECONDARY EDUCATION (PHYSICAL ED. K-12) PROGRAM SEQUENCE

Freshman Year

First Semester		Second Semester	
Eng 101	Communication 3	Eng 102	Communication 3
FL 101	Foreign Language 3	FL 102	Foreign Lang. 3

Math 101	Mathematics	3	Bio 112	Gen. Biology	4
PE 101	Physical Education	1	Sp 107	Speech	2
GE 101	Fresh. Orient	1	Math 102	Mathematics	3
Bio 111	Gen. Biology	4	PE 102	Physical Education	1
		<u>15</u>			<u>16</u>

Sophomore Year

First Semester			Second Semester		
Hum 221	Cult. Hert.	3	Psy 201	Gen. Psy	3
Hum 228	Music & Art	3	Hum 222	Cult. Hert.	3
PE 223	First Aid & Sch. Health	3	Hum 229	Rel. & Phil.	3
Ed 202	Intro. to Ed.	3	PE 235	Folk Soc. & Sq. Dance	3
Ed 200	Lab Level I	0	Hist 203	U.S. History/or 111 Am. Gov't	3
PE 221	Hist. Prin. & Phil.	3	PE 203	Gymnastic	2
Hist 100	Man in Society or	3	PE 204	Track & Field	2
Geo 102	Geography	<u>18</u>			<u>18</u>

Junior Year

First Semester			Second Semester		
Ed 300	Lab Level II	0	Ed/Psy 300	Adolescent Psy.	3
PE 303	Tch. PE in Elem. & Mid. Sch.	3	Ed 304	Tech. PE in Sec. Sch	3
PE 301	Phy. Human Mvmt.	3	PE 306	Kinesiology	3
Bio 421	Anat. & Phys.	4	PE 308	Adpt. & Corr. PE	3
PE 201	Football	2	PE 206	Basketball or	2
Ed/Pay 204	Ed. Psy	3	PE 212	Soccer & Softball	2
PE 208	Tennis	<u>2</u>			<u>16</u>
		<u>17</u>			

Senior Year

First Semester			Second Semester		
PE 312	PE Cur. Dev. or	3	Ed 458	Student Teaching	6
Ed 320	Curr. Dev. Sec. Sch		Ed 459	Seminar	0
PE 207	Bowl & Arch or	2	Ed 310	Prin. & Tch. Guid.	3
PE 205	Modern Dance				<u>9</u>
SPE 350	Psy. Excpt. Chld.	3			
Ed 316	Educational Media	3			
REC 401	Org. & Adm. Rec.	3			
PE 202	Golf or Acquatics	<u>2</u>			
		<u>16</u>			

Techniques and Fundamentals

Individual Activities (8 hours required)

PE 203	Gymnastics	2
PE 204	Track & Field	2
PE 207	Bowling & Archery or	2
PE 205	Modern Dance	2
PE 235	Flk. Soc. & Sq.	2
PE 202	Golf or	2
PE 210	Aquatics	2

Dual Activities (4 hours required)

PE 208	Tennis	2
PE 209	Badminton	2

Team Activities (4 hours required)

PE 201	Football	2
PE 206	Basketball or	2
PE 212	Soccer & Softball	2

Individual Activities—(8 hours required)

203 PE—Gymnastics.

This course involves the review of basic skills and study of advanced skills of gymnastics on the elementary and secondary levels. Methods of teaching, safety devices and practices, and practical learning or progressions. 2 semester hours.

204 PE—Track and Field.

This course focuses on the skills and knowledge of track and field and stresses the techniques and understandings which are necessary in teaching and coaching track and field. 2 semester hours.

207 PE—Bowling and Archery.

This course includes basic skills of bowling and archery as well as knowledge related to history, rules, and etiquette in these sports. It also includes methods of teaching bowling and badminton. 2 semester hours.

205 PE—Modern Dance.

Techniques and fundamentals of modern dance is designed for the teacher of physical education. Development of basic skills in dance form, elements of dance movement; creative movement patterns; improvisation; and basic elements of composition for the performer and the teacher. 2 semester hours.

235 PE—Folk, Social and Square Dance.

Designed for men and women students majoring in physical education and recreation. Methods of teaching and directing ballroom, folk, social and American square dances in school and community groups with emphasis on organization and leadership. 2 semester hours.

202 PE—Golf.

Development of individual skills and techniques beyond the beginning level, including use of the woods, analysis of playing situations, fairway shots, approach shots, sand trap shots and putting which are necessary for teaching and coaching golf. 2 semester hours.

or

210 PE—Aquatics.

Designed for advance swimmers covering various aquatic activities, including speed swimming, springboard diving, and skills, knowledge, attitudes and conditions involved in life saving. Methods and techniques of instructions for all age groups are covered. Prerequisite: Ability to swim one mile non-stop, including one hundred yards of each of the following in good form; crawl, back crawl, breaststroke; and twenty yards underwater. 2 semester hours.

Dual Activities—(4 hours required)**208 PE—Tennis.**

Development of individual skills and techniques beyond the beginning level, including volley, lob, smash and serve, advanced court playing strategies, officiating techniques, and tournament structure. 2 semester hours.

209 PE—Badminton.

Includes basic skills of badminton as well as knowledge related to history, rules and etiquette in the sport. It also includes methods of teaching badminton. 2 semester hours.

Team Activities—(4 hours required)**201 PE—Football.**

This course focuses on the skill and knowledge of football and stresses techniques and understandings which are necessary in teaching and coaching football. 2 semester hours.

206 PE—Basketball.

Development and understanding of skills, strategy and rules of basketball; application of psychological and mechanical principles in the development of skills. Emphasis is placed on understanding knowledge and techniques essential for teaching basketball. 2 semester hours.

or

212 PE—Soccer and Softball.

Development of soccer and softball skills, knowledge, and game strategies; coaching and officiating techniques; secondary emphasis on relationship to basic movement and methodology. 2 semester hours.

Ped 301. Physiology of Human Movement (Required).

This course is concerned with human functions under the stress of muscular activity. Specific attention will be given to the areas of internal and external respiration, the heart and circulatory system and to the neuromuscular system. The course will also provide laboratory experiences and the opportunity to operate the various scientific instruments which measure components of physical fitness. Prerequisites: Ped 306. Three semester hours credit.

223 PE—First Aid and School Health.

The nature of first aid measures the classroom teacher may render, the prevention and control of communicable diseases, health appraisals and evaluations are discussed in this class. 3 semester hours.

303 PE—Teaching Physical Education in the Elementary School (Required).

This course is designed to provide basic knowledge, techniques, and skills necessary to help the teacher carry out a functional program of physical education on the elementary school level. Emphasis is directed toward enhancing the teacher's ability to organize, teach and supervise play activities for elementary school children. A supervised practicum is provided in this course as Laboratory Level I. 3 semester hours.

304 PE—Teaching Physical Education in the Secondary School (Required).

Lectures on specific methods of instruction, materials, teaching techniques and program planning applicable to secondary school children are a part of this course. Practical experience is provided in curriculum construction with emphasis on developing lesson plans, organizing teaching materials, and test construction. A supervised practicum is provided in this course as Laboratory Level II. 3 semester hours.

306 PE—Kinesiology (Required).

An analysis of the mechanical and muscular action involved in human motion is presented in this course. Emphasis is directed toward an analysis of the physiological principles and laws governing motor activity. Prerequisite: Bio 421. 3 semester hours.

308 PE—Adaptive and Corrective Physical Education (Required).

This course has its emphasis on diagnostic and remedial procedures for developing individual programs of motor activity for the physically, mentally and emotionally handicapped. Special attention is directed toward exercise therapy, faulty posture, body mechanics and the Special Olympics. 3 semester hours.

312 PE—Curriculum Development.

THE HOME ECONOMICS PROGRAM

Description of the Program

The Home Economics Program is a cooperative interdisciplinary program designed to be offered in three center undergraduate colleges, Morris Brown, Clark and Spelman. The program is coordinated by Morris Brown College and it is available to all students in the Atlanta University Center. The Human Resources Program seeks to provide instruction which will lead to a Bachelors degree in four concentration areas; General Home Economics, Home Economics Education, Fashion Design and Nutrition. A student may enroll at the college of his choice in the Atlanta University Center and pursue a degree in any of the five concentration areas.

Each undergraduate college in the Atlanta University Center specializes in one or more of the major areas of study. The areas of concentration are as follows:

General Home Economics	Morris Brown College
Home Economics Education	Morris Brown College
Fashion Design	Clark College
Nutrition	Clark College
Child Development and Family Studies	Spelman College

Consistent with the liberal arts tradition of the colleges and with the specific institutional goals for the decade of the eighties, the Home Economics program directs its efforts toward assisting students to:

1. develop basic knowledge
2. develop marketable skills
3. develop personality traits which permits the effective use of knowledge and skills acquired.

Students concentrating in this field of study will qualify for a vast range of professional careers in a wide variety of settings. Fashion Design students will be prepared to seek employment as fashion coordinators and managers. Students will be prepared to provide quality leadership for numerous community services to children and families. They may be employed in preschool and day care teaching, child center counseling, etc. Home Economics Education majors will be prepared to teach vocational home economics with certification by Georgia State Department of Education. Nutrition students may serve in positions as dietitians in hospitals and day care programs; nutritionists in health care centers, or continue to study as dietetic internees. General Home Economics majors are prepared to pursue positions in a variety of fields including extension work with public service agencies.

Graduates from each of these five major concentrations will be prepared to continue their education in graduate school.

Requirements for a Bachelor's Degree in Home Economics

A bachelor's degree is conferred when a student has satisfactorily completed a curriculum in any of the undergraduate college. Each candidate for a bachelor's degree must meet the general requirements of the college in which he or she is enrolled as well as the subjects prescribed in the selected area of concentration.

Course Distribution for a Major In General Home Economics Freshman Year

First Semester			Second Semester		
Eng 101	Communication	3	Eng 102	Communication	3
Math 101	General Math	3	Math 102	General Math	3
Psy 201	General Psy.	3	Bio. 101	Biological Sci.	3
FL 101	Foreign Lang.	3	FL 102	Foreign Lang.	3
	Social Sci. Elect.	3		Social Sci. Elect.	3
PE 101	Health and Phy.		PE 102	Health & Physical	
	Education	1		Education	1
GE 101	Fresh. Orient	1			16
HE 101	Introduction to				
	Home Economics	1			
		18			

Sophomore Year

First Semester			Second Semester		
Chem. 101	General Chem.	4	Chem. 102	Organic Chem	4
HE 204	Clothing Selection		Hum 222	Cult. Hert.	3
	& Construction	3	Hum 226	Music	3
Hum 221	Cultural Heritage		HE 200	Nutrition	2
Hum 225	Art	3	Hum 229	Religion & Phil.	3
	Social Sci. Elect	3			15
	Elective	3			
		16			

Junior Year

First Semester			Second Semester		
HE 301	Family Foods	3	HE 306	Advanced Foods	4
Ed 337	Human Growth &		HE 312	Tailoring	3
	Development	3	HE 413	Family Relationships	3
HE 302	Textile Evaluation	3	HE 403	Home Nursing	2
	Electives	6	Sp. 107	Speech	2
		15		Elective	3
					17

Senior Year

First Semester

HE 310	Consumer Edu.	3
HE 405	Housing & Home Furnishings	3
HE 415	Management of Res. Electives	3
		<hr/> 6
		15

Second Semester

HE 416	Home Management Residence	3
Ed 316	Educational Med.	3
HE 410	Home Eco. Seminar	1
Ed 450	Electives	6
		<hr/> 13

Please note: Electives are divided into two categories: Area Concentration 15 Semester Hours; Free Electives 24 Semester Hours.

The area of concentration will depend on the interests and ability of the student. Possible areas includes business administration, sociology, psychology and Art.

HOME ECONOMICS DEPARTMENT

Secondary Home Economics Cooperative Program (7th-12th Grade)

The Home Economics Teacher Education Program is a cooperative program designed to be offered in three center undergraduate colleges, Morris Brown, Clark and Spelman. The program is coordinated by Morris Brown College and is available to all students in the Atlanta University Center.

Instruction is offered leading to the Bachelor of Science Degree in Home Economics Education. The aim is to educate a corps of pre-service Home Economics teachers who are sensitive to the cognitive, emotional and social needs of children in grades seven through twelve (7th-12th) and who possess the competencies to meet these needs in the framework of a classroom. The general education requirements are limited to fifty (50) semester hours, the professional education sequence is limited to thirty-three (33) semester hours and the teaching field includes fifty (50) semester hours. One hundred thirty-three (133) hours are required for graduation.

Program Objectives

The program objectives are geared to providing opportunities for pre-service teachers:

1. To acquire a sense of worth and the desire to pursue academic excellence in Home Economics Education.
2. To improve and develop oral and written communication skills for effective use in the classroom and in social and professional relationships.
3. To utilize the rules of clarity and logic in written and spoken expressions.
4. To acquire general knowledge in the humanities, social sciences, natural science, mathematics, health, physical education and recreation to become well informed and adjusted citizens.
5. To engage in meaningful, simulation, laboratory and practicum experiences related to children in grades seventh through twelfth (7th-12th) in accordance with the Georgia Criteria for T-4 Certification.

6. To develop human relation skills essential for functioning as in-service teachers and individuals in a multicultural society.
7. To become an active member in the Student National Education Association.
8. To acquire professional preparation in Home Economics Education in accordance with the Georgia State Criteria for T-4 Certification in Home Economics Education.
9. To prepare for volunteer service with families and community organizations.
10. To develop an appreciation for the importance of home and family to the individual and to society and to provide instruction in all areas of family life education.
11. To meet criteria for graduate study in Home Economics Education.

Requirements for Bachelor of Science in Home Economics Education

Program Components

	Semester Hours
General Education (50 Semester Hours)	
Behavioral Science	3
English 101, 102, 107	8
Foreign Language 101, 102 or	6
Computer Programming 433, 434	6
Humanities 221, 222, 225, 226	12
Health & Phy 101, 102	2
Science 101, 102	6
Social Science 100 or 102; 203 or 111	6
Freshman Orientation 100	1
Mathematics 103, 104	6
	<hr/> 50
Professional Education (33 Semester Hours)	
Ed 202, 204	6
Ed 310, 320, 316	9
Psychology 300/321	3
Ed 405/HE 407, 416, 435, 458, 459	12
SPE 350	3
	<hr/> 33
Teaching Field (51 Semester Hours)	
Hm. Ec. 101	1
Hm. Ec. 201, 204	6
Hm. Ec. 302, 306, 310, 312, 316, 337	19
Hm. Ec. 401, 403, 413, 415	12
Chem. 101, 102	8
PE 223	3
	<hr/> 50
Total Hours	<hr/> 133

SECONDARY EDUCATION (HOM. EC. 7-12) PROGRAM SEQUENCE

Freshman Year

First Semester			Second Semester		
Eng 101	Communication	3	Eng 102	Communication	3
FL 101	Foreign Language	3	FL 102	Foreign Lang.	3
Hist 101	Man in Society or 201 Geo	3	SS 111	American Gov't or 203 U.S. Hist.	3
Math 101	Mathematics	3	Chem 102	Phys. Science Survey	3
PE 101	Physical Education	1	Math 102	Mathematics	3
Bio 101	Science Survey	3	PE 102	Physical Education	1
GE 101	Fresh. Orient.	1	Sp 107	Speech	2
HE 101	Intro to Hm. Ec.	1			18
		18			

Sophomore Year

First Semester			Second Semester		
Hum 221	Cult. Hert.	3	Hum 222	Cult. Hert.	3
Hum 225	Music & Art	3	Hum 229	Rel. & Phil.	3
Psy 201	Gen. Psy	3	Sp 107	Speech	2
HE 204	Cloth Sel. & Const	3	Chem 102	Organic Chem	4
Ed 200	Lab Level I	0	HE 200	Nutrition	3
Chem 101	Gen. Inorg. Chem.	4	PE 223	First Aid & Scho.	3
		16		Health	3
					18

Junior Year

First Semester			Second Semester		
HE 308	Curr. Dev. or	3	Psy 300	Adolescent Psy	3
Ed 320	Fund. Curr. Dev.		HE 403	Home Nursing	2
Ed 300	Lab Level II	0	HE 302	Textile Eval.	3
Psy 204	Educational Psy.	3	HE 306	Adv. Foods	4
Ed 336	Chld. Dev.	3	HE 312	Tailoring	3
Ed 435	Psy. Ed. Eval.	3	HE 310	Consumer Ed.	3
Hum 226		3			18
		15			

Senior Year

First Semester			Second Semester		
Ed 400	Lab. Level III	0	Ed 458	Student Teaching	6
SPE 350	Psy. Excpt. Chld.	3	Ed 459	Seminar	0
Ed 316	Educational Media	3	Ed 310	Prin. & Tch. Guid.	3
HE 413	Fam. Relationship	3	HE 416	Management of Community and Family	3
HE 405	Hou. & Hm. Furn.	3			12
HE 415	Mgmt. Resources	3			
HE 407	Meths. of Tchg. or	3			
Ed *405	High Sch. Meth.				
		18			

Course Description for Home Economics Cooperative Program

101 HE—Introduction to Home Economics.

A course planned to inform the student of scope of the field of Home Economics; fundamentals of present and future living and occupational opportunities. Lecture, one hour. 1 semester hour.

103 HE—Fashions.

Apparel analysis; basic techniques of apparel construction. Lecture, one hour. Laboratory, 2 hours. 2 semester hours.

200 HE—Basic Nutrition.

A course designed to help students understand nutritional needs of the body. A study of normal nutrition throughout the cycle of life. Lecture, two hours. 2 semester hours.

204 HE—Clothing Selection and Construction.

Analysis of fashion Merchandising; fundamental apparel construction techniques, including the management of personal resources; pattern alteration and analysis of fit. Lecture, one hour. Laboratory, four hours; 3 semester hours.

301 HE—Family Foods.

A study of the food needs; methods of selection preparation and preservation for the family. Lecture, one hour. Laboratory, four hours; 3 semester hours.

302 HE—Textile Evaluation.

Identification of today's textile analysis of yarn and fabric structures, and fabric finishes. Lecture, one hour. Laboratory, three hours; 3 semester hours.

304 HE—Costume Design.

The principles of dress design with emphasis on flatpattern techniques, and expression of creativity. Lecture, one hour, laboratory, 4 hours. 3 semester hours.

306 HE—Advanced Foods.

Emphasis is placed on planning balanced meals, serving of informal and formal meals for various income levels and large groups. Lecture two hours, Laboratory, four hours. 4 semester hours.

308 HE—Home Economics Curriculum.

Curriculum development in education for home, family and personal living; detailed planning in the various experiences in school, home and community. Lecture, three semester hours.

310 HE—Consumer Education.

A study of the consumer in the economic system; living practices; evaluation of consumer goods and government programs. Lecture, three hours, 3 semester hours.

312 HE—Tailoring.

General knowledge of textiles; advanced methods and techniques of apparel construction with emphasis on making and selecting suits and coats. Lecture, one hour, Laboratory, four hours, 3 semester hours.

339 HE—Child Development.

The mental and physical development of the child from pre-natal to school age. Lecture, three hours, 3 semester hours.

404 HE—Socio-Psychological Aspects of Clothing.

The study of the part clothing plays in our perception of people; motivations of the consumer when making clothing purchases; ways in which clothing affects behavior and the relationship between the social order and clothing. Lecture, three hours. 3 semester hours.

405 HE—Housing and Home Furnishings.

The study of housing for the family with emphasis on analysis and development of floor plans and application of art principles in furniture arrangement. Lecture, two hours. 3 semester hours. Open to non-majors.

407 HE—Home Economics Methods.

Emphasis on methods, procedures, techniques and devices for reaching home economics in secondary schools. Observations of the work of the high school teacher. Lecture, three hours. 3 semester hours.

458 ED—Directed Teaching.

Supervised teaching in Home Economics programs in selected high schools. 6 credit hours.

410 HE—Home Economics Seminar.

Evaluation of senior problems. Lecture, one hour. 1 semester credit.

411 HE—Internship.

Emphasis placed on actual practical experience in the field of Home Economics. Minimum of 15 hours a week for a nine week period under supervision. 3 to 6 semester hours.

413 HE—Family Relationships.

A course in family relationships with opportunity to study home situations and to discuss family problems. Lecture, four hours. 3 to 4 semester hours.

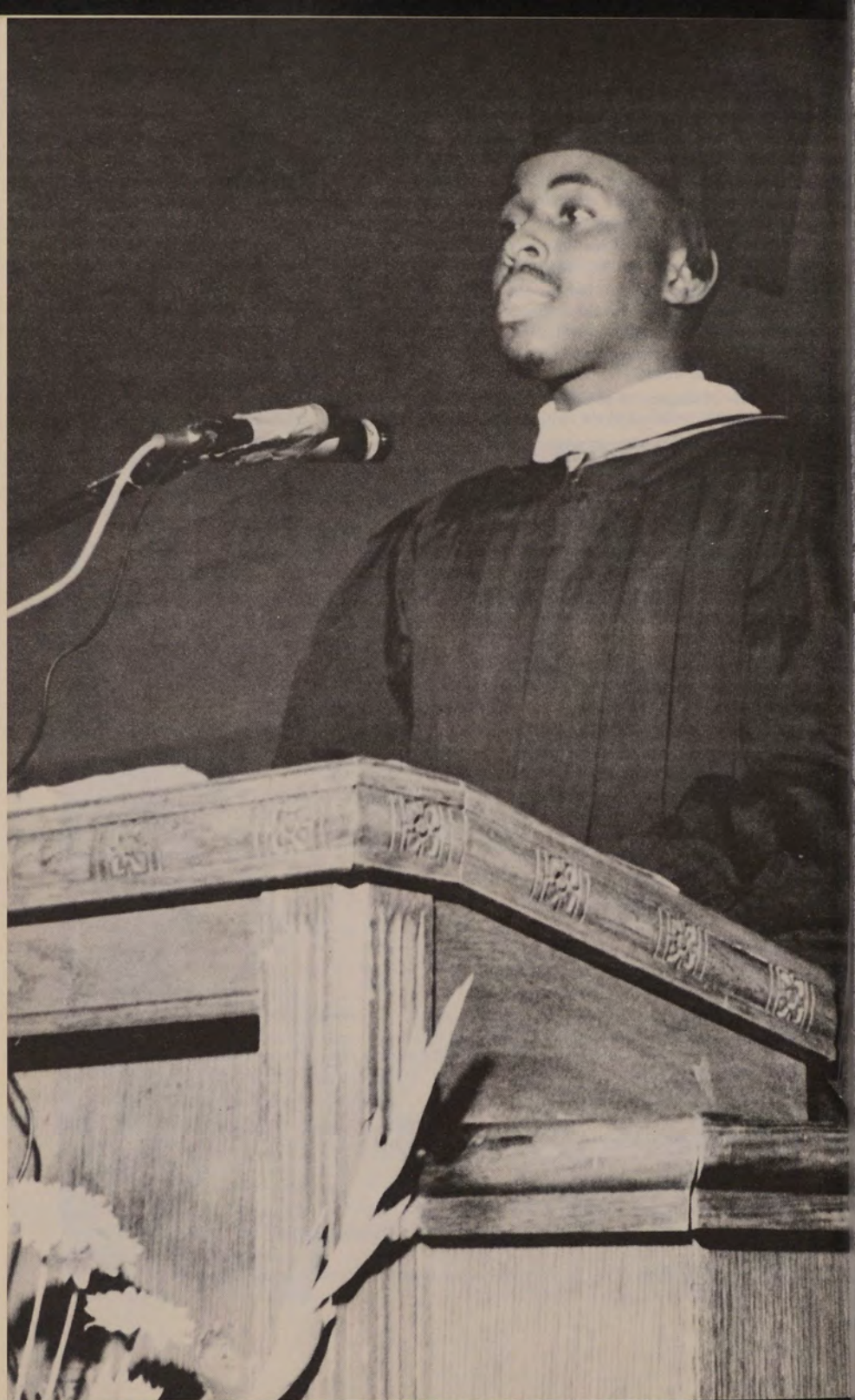
415 HE—Management of Human Resources.

An analysis of personal and family finances and underlying economic principles affecting them. Areas of study include; distribution of income, simple accounts, real estate problems, banking problems, and legal contracts, housekeeping management, management of human resources. Lecture, four hours. 3 to 4 semester hours.

416 HE—Management of Community and Family.

Laboratory experiences in the management of family resources. 3 semester hours.





DIVISION II HUMANITIES

Art, English, Modern Foreign Languages, Classical Languages and Music General Education

228—Humanities (Music and Art).

A course designed to include those disciplines which emphasize the intellectual, aesthetic, and ethical value of heritage. It attempts to show students out of what social emotions and needs various works of art arose, the relation of these works to the culture of the times, the criteria by which they were judged beautiful, and the way the artist's mind works in translating his ideals and impulses into the various media of expression. 3 credit hours.

DEPARTMENT OF ART

The responsibilities of the Department of Art are twofold: to provide for the creative and career-oriented development of students whose interests and talents lead them towards careers in education, the visual and graphic arts, and to contribute to the cultural enrichment of the entire community. The curriculum is designed to encourage intellectual and perceptual growth, as well as to the development of art skills and practices.

The Department functions as an integral unit within the Atlanta University Center's Coordinated Art Program. Morris Brown provides the facilities and faculty for specialists in Art Education and Crafts. Limited courses are also offered in the area of Advertising Design as an extension of the Commercial Art Program being developed at Clark College. The curriculum at Morris Brown is designed for specialists in Elementary and Secondary Art Education, Textiles and Weaving, and Ceramics, and makes use of the facilities and faculties of the other campuses in the Center. The Art Program organizes and sponsors exhibitions, lectures, field trips, Community related field experiences, and annual showings of student work.

Instruction is offered leading to the Bachelor of Arts Degree in Art, and the Bachelor of Arts Degree in Art Education. A major in Art comprises 46 hours above the courses prescribed for general education. A minor consists of a minimum of 24 hours above the prescribed courses for general education. A student may elect to take up to 22 hours of electives of which 10 would be supportive and 12 would be in the art area. Students planning to teach art must take the following courses in Art to total 46 hours. Any changes or deviations from the course of study as outlined must be approved by the Charman of the Art Department.

ART WITH CONCENTRATION IN PRINTMAKING, PAINTING, SCULPTURE, CRAFTS, PHOTOGRAPHY, OR ADVERTISING DESIGN BACHELOR OF ARTS DEGREE

Art Core:

Art 111—Basic Drawing I—Spelman	3 credits
Art 112—Basic Drawing II—Spelman	3
Art 115—Two-Dimensional Design—Clark	3

Art 141—Art History—Spelman	3
Art 211—Life Drawing—Spelman	3
Art 217—Printmaking I—Clark	3
Art 391—Ceramics I—Morris Brown	3
Art 381—Three-Dimensional Design—Clark	3
Art 373—Textiles-Weaving I—Morris Brown	3
Courses chosen by advisement, in areas of concentration	18 minimum
Total semester hours in Art for an Art Major	46 minimum
Electives: (by advisement)	
Art 131—Sculpture (I & II)—Spelman	3 or 6
Art 221—Painting (I & II)—Spelman	3 or 6
Art 384—Visual Communication (I & II)—Clark	3 or 6
Art 374—Printmaking (II)—Clark	3
Art 277—Photography (I & II)—Clark	3 or 6
Art 374—Textiles & Weaving II—Morris Brown	3
Art 231—Fund. of Public School Art I—Morris Brown	3
Art 232—Fund. of Public School Art II—Morris Brown	3
Art 463—Methods of Secondary Art—Morris Brown	3
Art 392—Ceramics II—Morris Brown	3
Art 295—Metalwork and Jewelry (I & II)—Morris Brown	3 or 6
Art 352—Illustration (I)—Morris Brown	3 or 6
Art 354—Fashion Illustration I—Morris Brown	3
Art 431—Seminar in Art Education—Morris Brown	3
Art 142—Art History II—Spelman	3

KINDERGARTEN THROUGH TWELFTH ART COOPERATIVE PROGRAM (K-12th)

The Kindergarten through Twelfth (K-12th) Grade program in art education is a cooperative, interdisciplinary program designed to be offered in four center undergraduate colleges, Morris Brown, Clark, Spelman, and Morehouse. The program is coordinated by Morris Brown College's Art Department and is available to all students in the Atlanta University Center. The aim is to educate a corps of pre-service teachers trained to work with children kindergarten through twelfth grades (K-12th) who are sensitive to the cognitive, emotional and social needs of children and who possess the competencies to meet these needs in the framework of a classroom. Instruction is designed to develop competencies in drawing, painting, graphics, crafts, sculpture, three dimensional design, history and art appreciation.

The program requirements in general education are fifty (50) semester hours. In the professional Education sequence thirty-three (33) semester hours are required, whereas in the art content teaching field there are thirty-seven (37) semester hours. The requirements for graduation are one hundred twenty-one (127) semester hours.

Program Objectives

1. To acquire a sense of worth and the desire to pursue academic excellence in Art Education.

2. To improve and develop oral and written English communication skills for effective use in the classroom, and in social and professional relationships.
3. To acquire general knowledge in the humanities, social sciences, natural science, mathematics, health, physical education and recreation to become well informed and active citizens.
4. To acquire professional preparation in public school art for the primary, middle school and secondary grades.
5. To engage in meaningful simulation, laboratory and practicum experiences related to children in grades kindergarten through twelfth (K-12th) in accordance with Georgia Criteria for T-4 Certification.
6. To develop human relation skills essential for functioning as in-service teachers and individuals in a multicultural society.
7. To become active members in the Student National Education Association.
8. To meet criteria for graduate study in Art Education.

REQUIREMENTS FOR BACHELOR OF ARTS DEGREE IN ART EDUCATION

Program Components	Semester Hours
General Education (50 Semester Hours)	
Behavioral Science: Psy 201	3
English 101, 102, 107	8
Foreign Language 101, 102 or	6
Computer Programming 433, 434	6
Humanities 221, 222 or 223, 224; 228, 229	12
Health & PE 101, 102	2
Science 101, 102	6
Social Science 100 or 102; 203 or 111	6
Freshman Orientation 100	1
Mathematics 103, 104	6
	<hr/> 50
Professional Education (33 Semester Hours)	
Ed 202, 204	6
Ed 310, 319, 316	9
Psychology 300	3
Ed 435, 458, 459	9
Ed 408/Art 463	3
Spe 450	3
	<hr/> 33
Teaching Field (42 Semester Hours)	
Art 111, 112, 115, 131, 141	15
Art 231, 232, 277, 291	11
Art 391, 392, 373, 312	11
Art 431	3
PE 223	3
	<hr/> 42
TOTAL	125

K-12 (ART) PROGRAM SEQUENCE

Freshman Year

First Semester			Second Semester		
Eng 101	Comm.	3	Eng 102	Comm.	3
FL 101	Foreign Lang.	3	FL 102	Foreign Lang.	3
Hist 100	Man in Society or Geography 201	3	Hist 203	U.S. History or Am. Gov.	3 111
PE 101	Physical Ed.	1	PE 102	Physical Ed.	1
Bio 101	Science Survey	3	Chem 102	Science Survey	3
GE 101	Fresh. Orient.	1	Math 102	Mathematics	3
Math 101	Mathematics	3			<hr/> 16
		<hr/> 17			

Sophomore Year

First Semester			Second Semester		
Hum 221	Cult. Herit.	3	Hum 222	Cult. Herit.	3
Hum 228	Music & Art	3	Hum 229	Rel. & Phil	3
Psy 101	Gen. Psy.	3	Sp 107	Speech	2
Ed 202	Intro. to Ed.	3	Hum 421	Human Beh.	3
Ed 200	Lab Level I	0	Art 112	Basic Drawing	3
Art 111	Basic Drawing	3	Art 392	Ceramics	3
Art 391	Ceramics	3			<hr/> 17
		<hr/> 18			

Junior Year

First Semester			Second Semester		
Ed 353	Fund. Curr. Dev.	3	Psy 300	Adolescent Psy.	3
Ed 300	Lab Level II	0	PE 223	First Aid & Sch. Health	3
Psy 204	Educational Psy.	3	Ed 435	Psy & Ed. Eval	3
Art 115	2-Dim. Design	3	Art 232	Pub. Sch. Art	3
Art 221	Painting I	3	Art 131	Sculpture	3
Art 231	Pub. Sch. Art	3	Art 291	Basic Jewelry	2
Art 373	Basic Weaving I	3			<hr/> 17
		<hr/> 18			

Senior Year

First Semester			Second Semester		
Art 463	Mth. Sec. Art. or	3	Ed 458	Student Teaching	6
Ed 405	Sec. Sch. Meths.		Ed 459	Seminar	0
Ed 400	Lab Level III	0	Art 431	Seminar in Art Ed	3
SPE 350	Psy. Excpt. Chld.	3	Ed 310	Princ. & Tech Guid	3
Ed 316	Educational Media	3			<hr/> 12
Art 141	Art History	3			
Art 277	Photography	3			
Art 312	Leather Craft	12			
		<hr/> 17			

COURSE DESCRIPTIONS

ART EDUCATION (K-12th)

111 Art—Basic Drawing I.

Introduction to various types and uses of drawing in all kinds of black and white media and all kinds of subject matter. Representational, abstract and nonobjective drawing, space and volume relations—movement and direction of planes in space—subjective versus objective lines and movements development of visual units of design and their integration in the whole organization—introduction to perspective and light and shade. Six studio hours per week. Both semesters. 3 semester hours. Spelman

112 Art—Basic Drawing II.

This drawing program will cover many approaches to drawing, varied drawing media, as well as all kinds of subject matter with emphasis on more creative expression and experimentation. Six studio hours per week. 3 semester hours. Both semesters. Spelman

115 Art—2-D Design.

The two-dimensional design course deals with studio problems in fundamental composition covering line, direction, shape, size, value, color, and texture as they relate to artistic creations. This will involve some lettering and layouts. The course is intended to help students to know about the elements and principles of art design. 3 semester hours. Clark

131 Art—Sculpture I.

Sculptural design in relation to various kinds of forms, materials and techniques, concerned with the development from texture, the beginning of three dimensional form, to monolithic form. Examination and analysis of traditional and contemporary sculpture. Prerequisite: Basic Drawing I. Six studio hours per week. Both semesters. 3 semester hours. Spelman

132 Art—Creative Leathercraft.

The student will be introduced to leather craft as a creative medium. The course will begin with a short history of the process; it will stress the finished product. The course will concentrate on the making of the functional items in the areas of fashion and accessories (belts, bags, purses, pouches, shirts, blouses). The student will learn about his tools, their care and use, and will become familiar with the techniques of the craft (e.g. cutting, patternmaking, dyeing, painting on leather, skiving, lacing, etc.) Experimental techniques will also be covered, such as embroidery on leather, painting, application of fringe, and the use of leather as a sculptural medium (the making of wall hangings, macrame in leather, etc.) 2 credit hours.

141 Art—History of Art I.

A study of World Art cycles aimed toward a comprehensive understanding of the arts from a universal point of view. An attempt to modify the usual Western-Oriented attitude and thus create a more valid perspective. Course procedure involves constant comparison of divergent cultures—however, the first semester includes discussion of nonwestern art; the second semester concentrates on the art of the West. Activities include visits to galleries, lectures, etc. First semester. 3 semester hours. Spelman

231 Art—Sculpture II.

Exploration of the problems of form and space with emphasis upon the progression from mass to linear form. Sculpture in relation to its environment. Investigation of new materials. Prerequisite: Sculpture I. Six studio hours per week. 3 semester hours. Both semesters. Spelman

232 Art—Sculpture III.

Experience in depth with the techniques of carving stone and wood or of welding with oxyacetylene equipment. Prerequisite: Sculpture I. Six studio hours per week. Both semesters. 3 semester hours. Spelman

232 Art—Fundamentals of Public School Art, II.

A study of principles and problems in teaching art in the public schools. Lectures, field trips, classroom observation, and Art activities. Required course for Elementary Education Majors. 6 clock hours per week, 3 semester hours.

234 Art—Introduction to Crafts.

Crafts and design covering both historic and contemporary examples of various cultures. Stress on a wide range of processes and materials. Includes laboratory work and lecture demonstrations. 2 semester hours.

333-334 Art—Cabinetry: Workshop in Wood I & II.

This course stresses development of skills traditional to cabinet-making. Individual instruction is supplemented by discussion, demonstration and visual aids. Emphasis on spatial relationships, design, constructions, materials, and finishing will be featured, as well as the proper use and care of hand and power tools. A student is free to choose a term project developed with the guidance and assistance of the instructor. 3 semester hours.

132 Art—Creative Leathercraft.

The student will be introduced to leather craft as a creative medium. The course will begin with a short history of the process; it will stress the finished product. The course will begin with a short history of the process; it will stress the finished product. The course will concentrate on the making of the functional items in the areas of fashion and accessories (belts, bags, purses, pouches, shorts, blouses). The student will learn about his tools, their care and use, and will become familiar with the techniques of the craft (e.g. cutting, patternmaking, dyeing, painting on leather, skiving, lacing, etc.) Experimental techniques will also be covered, such as embroidery on leather, painting, application of fringe, and the use of leather as a sculptural medium (the making of wall hanging, macrame in leather, etc.) 2 semester hours.

291 Art—Basic Jewelry.

Introduction to basic metal-working and enamelling and application of technical skills, and creative design in the production of jewelry and small scale metal work. 3 semester hours, 6 clock hours. Fee. Second semester only.

352-353 Art—Illustration I & II.

Study and practice in designs for the commercial market. Bulletin signs, advertising displays, packaging, and two & three dimensional rendering in the various media with emphasis on the inner and outer surface. 3 semester hours, 6 clock hours.

354 Art—Fashion Illustration for Magazines and Newspapers.

Study of the Fashion Figure, both from the most famous illustrators, and from models. Practice in watercolor sketching for Fashion, as well as other techniques and methods. 3 semester hours, 6 clock hours.

373 Art—Textiles & Weaving I.

Instruction to and exploration with basic textile processes using loom, non-loom, and surface design techniques. The emphasis is on quality design, good craftsmanship and applying acquired skills with creative thought to fulfill preconceived ideas. 3 semester hours.

374—Textiles & Weaving II.

Investigation and exploration of more complex loom and non-loom techniques, their possibilities and limitations. Further exploration of printing and dyeing techniques including screen printing. Continued application of acquired skills and knowledge to interpret creative ideas using good craftsmanship. 3 semester hours, 6 clock hours.

391 Art—Ceramics I.

Introduction to clay and exploration of basic handbuilding techniques, glazing, and firing of kilns, with emphasis on both acquiring technical skills and creative design. 2 semester hours, 6 clock hours.

392 Art—Ceramics II.

Wheel thrown ceramics with emphasis on learning the basic skills of working on the potter's wheel, on creative application of design to functional pottery, and acquiring skills in glazing and firing of ceramics. 3 semester hours, 6 clock hours. Fee.

432 Art—Practicum In Museum Education.

This course is multi-disciplinary and will address itself to the central issues of anthropology, art, education and history as they pertain to museums. Such necessary functions as conservation, restoration, registration, curatorial tasks, as well as understanding of museum structure and practices, history and current trends will all be dealt with in this course. Special emphasis will be placed on site visits to museums, galleries and historical sites in the Atlanta area. Students will meet with curators and museum educators, in order to plan projects related to their individual and community needs. Especially recommended for elementary school teachers and principals, recreation workers and others planning activities for children.

463 Art—Methods of Secondary Art Education (Applied Art).

Advanced teaching techniques and the exploration or alternative art programs. Emphasis placed on Art activities, classroom observations and the development of teaching experience. 3 semester hours, 6 clock hours.

ENGLISH

The courses in the English Department are planned to give general training in the areas of composition, literature, and speech; and to give special training to majors in this Department. The chief objectives are: training in the formulation and correct expression of thought, acquiring a knowledge of the English language, and pursuing the study of literature as an art which represents individual aspirations and the great thought movements.

Programs for English are designed to meet the needs of those who plan to teach English in high schools, those who plan to enter graduate schools upon graduation, and those who plan to enter related professions.

Majors and specialized courses in mass communication, speech, and drama are provided for Morris Brown College students and made available in the Atlanta University Center. Students majoring in these areas are required to fulfill the general education requirements of the English Department at Morris Brown College.

A minor in the department consists of 21 semester hours.

SUGGESTED PROGRAM FOR NON-TEACHING ENGLISH MAJORS

The curriculum for non-teaching English majors includes the following components:

1. General Education 50 semester hours

GROUP I SKILLS AREAS

Communications 0-6

Speech 0-2

Mathematics 0-6

Foreign Language

or

Computer Language

(Optional for BS) 0-6

Physical Education 2

Freshman Orientation 1

GROUP II CONTENT AREAS

Natural Science 0-6

Social Science 9

Psychology

History

Anthropology

Sociology

Political Science

Economics

Geography

Humanities 12

2 Content Courses for Non-Teaching English majors 49 semester hours

205-206 English, Survey of English Literature 6

301 English, Survey of American Literature 3

305 English, Shakespeare or

406 Chaucer 3

307 English, Literature of the 18th Century 3

404 English, The Romantic Period 3

411 English, Victorian Literature 3

308 English, Contemporary Literature 3

321 English, Afro-American Literature: Prose 3

322 English, Afro-American Literature: Poetry 3

311 English, Modern English Grammar 3

230 English, History of English Language 3

326 English, Advanced Composition 3

412 English, Seminar for English majors 1

401 Creative Writing or	
402 Journalism	3
405 The Bible as Literature or	
407 Greek and Roman Mythology	3
410 The American Novel or	
414 The English Novel	3
3. Supportive/Elective	25

Total required for graduation: 124 semester hours

COURSE DISTRIBUTION FOR NON-TEACHING ENGLISH MAJORS

Freshman Year

First Semester			Second Semester		
Eng 101	Communications	3	Eng 102	Communications	3
101	Foreign Language	3	102	Foreign Language	3
Biol 101	Science (Biology)	3	Chem 102	Science (Physical)	3
Math 101	Mathematics	3	Math 102	Mathematics	3
PE 101	Health & P.E.	1	PE 102	Health & P.E.	1
Sp *107	Speech	2		*Social Science	3
	Freshman Orientation	1			16
		<u>16</u>			

Sophomore Year

First Semester			Second Semester		
Hum 221	Cultural Heritage	3	Hum 222	Cultural Heritage	3
Hum 225	Art	3	**Hum 229	Religion and	
Eng 205	Survey of English			Philosophy	3
	Literature	3	Eng 206	Survey of English	
	Foreign Language	3		Literature	3
Psy 201	General Psychology	3		Foreign Language	3
	Elective	3	Eng 230	Hist. of English Lang	3
		<u>15-18</u>	Hum 226	Music	3
					<u>15-18</u>

Junior Year

First Semester			Second Semester		
Eng 301	Survey of American		Eng 322	Afro-Amer.	Lit.
	Literature	3		Poetry	3
Eng 305	Shakespeare or		Eng 326	Advanced Composition	3
Eng 406	Chaucer	3	Eng 308	Contemporary Lit	3
Eng 311	Modern English		Eng 307	18th Century Lit.	3
	Grammar or			Social Science	3
	Linguistics (AUC)	3		Elective	3
Eng 321	Afro-Amer. Lit.				<u>15-18</u>
	Prose	3			
	Elective	3-6			
		<u>15-18</u>			

Senior Year

First Semester			Second Semester		
Eng 404	Romantic Period	3	Eng 405	Bible as Literature	or
Eng 411	Victorian Literature	3	Eng 407	Greek and Roman Myth.	3
Eng 412	Seminar for majors	1	Eng 410	The American Novel	or
Eng 401	Creative Writing or		Eng 414	The English Novel	or
Eng 402	Journalism	3		Afro-American History	or
	Electives	6-8		Latin American History	3
		16-18		Electives	3
					12

**May exchange semesters

A minor in the department consists of a minimum of 21 semester hours and must include the following:

English 205-206 Survey of English Literature	6
English 301 Survey of American Literature	3
English 326 Advanced Composition	3
321 English Afro-American Literature: Prose	
or	
322 English Afro-American: Poetry	3
305 English Shakespeare	
or	
406 Chaucer	3
Departmental elective	3

SECONDARY ENGLISH 7th-12th GRADES

The English Department offers a teachers education program in English designed to prepare pre-service teachers in English and Literature to be effective teachers in a high school setting. The aim is to educate a corps of pre-service English teachers who are sensitive to the cognitive, emotional and social needs of children in grades seven through twelve (7th-12th), and who possess the competencies to meet these needs in the framework of a classroom.

The program requirements are as follows: fifty (50) semester hours general education, thirty-three (33) semester hours professional education, thirty-nine (39) semester hours, teaching field. The English teacher education program requires one hundred twenty-eight (128) semester hours for graduation.

Program Objectives

The program objectives for the teacher education program in English are geared to provide opportunities for pre-service teachers:

1. To acquire a sense of worth and the desire to pursue academic excellence in English Education.
2. To improve and develop correct usage of oral and written communication in the classroom as well as social and professional relationships.
3. To utilize the rules of clarity and logic in written and spoken expressions.
4. To acquire, indepth knowledge of English, American and Afro-American literature.

5. To acquire knowledge of the historical trends of societies and the influence of these trends on literature.
6. To acquire an awareness of the influences of the cultural milieu on the content and structure of literature.
7. To acquire general knowledge in the humanities, social science, natural science, mathematics, health, physical education and recreation to become well informed and active citizens.
8. To acquire professional preparation in English and Literature in accordance with Georgia State Criteria for T-4 Certification in English.
9. To engage in meaningful simulation, laboratory and practicum experiences related to children seventh through twelfth (7th-12th) grades in accordance with Georgia Criteria for T-4 Certification in English.
10. To develop human relations skills essential for functioning as in-service teachers and individuals in a multicultural society.
11. To become active members in the student professional organization (Student National Education Association).
12. To meet criteria for graduate study in English Education.

REQUIREMENTS FOR BACHELOR OF ARTS DEGREE IN ENGLISH EDUCATION

	Semester Hours
General Education (50 Semester Hours)	
Behavioral Science: Psy 201	3
English 101, 102, 107	8
Foreign Language 101, 102 or	6
Computer Programming 433, 434	2
Humanities 221, 222, 225, 226, 229	15
Health & Phy 101, 102	2
Science 101, 102	6
Social Science 101 or 102; 203 or 111	6
Freshman Orientation 100	1
Mathematics 103, 104	6
	<hr/> 53
Professional Education (33 Semester Hours)	
Ed 202, 204	6
Ed 310, 320, 416	9
Psychology 300/321	3
Ed 405, 435, 458, 459	12
Spe 350	3
	<hr/> 33
Teaching Field (40 Semester Hours)	
English 205, 206, 230	9
English 302, 305/406, 308, 311, 321/322, 326	21
307/404	

English 411, 412	4
Ed 325	3
	<hr/> 37
Electives	4-6
	<hr/> 128
TOTAL	

SECONDARY EDUCATION (ENGLISH) PROGRAM SEQUENCE

Freshman Year

First Semester			Second Semester		
Eng 101	Comm.	3	Eng 102	Comm.	3
FL 101	Foreign Lang.	3	FL 102	Foreign Lang.	3
Eng 107	Speech	2	Hist 100	Man in Society	3
Math 101	Mathematics	3	Geo 201	Geography	
PE 101	Physical Ed.	1	Math 102	Mathematics	3
Bio 101	Science Survey	3	PE 102	Physical Ed.	1
GE 101	Fresh. Orient.	1	Chem 102	Science Survey	3
		<hr/> 16			<hr/> 16

Sophomore Year

First Semester			Second Semester		
Hum 221	Cult. Herit. or	3	Hum 222	Cult. Herit. or	3
Hum 228	Music & Art	3	Hum 229	Rel. & Phil	3
Hist 203	U.S. History or	3	Psy 201	Gen. Psy.	3
SS 111	American Gov't		Eng 206	Survey Eng. Lit.	3
Ed 200	Lab Level I	0	Eng. 230	History Eng. Lit.	3
Eng 205	Survey Eng. Lit.	3	Elective		2-3
	Elective	2-3			<hr/> 18
Ed 202	Intro. To Ed.	3			
		<hr/> 18			

Junior Year

First Semester			Second Semester		
Ed 320	Fund. Curr. Dev.	3	Psy 300	Adolescent Psy.	3
Ed 300	Lab Level II	0	Ed 310	Prin. Tech. Guid.	3
Psy 204	Educational Psy.	3	Eng 326	Adv. Comp.	3
Eng 311	Modern American	3	Eng 406	Chaucer or	3
	Grammar		Eng 305	Shakespeare	
Ed 325	M&M Sec. Tchg Rdg	3	Eng 308	Contemporary Lit.	3
Eng 302	Survey Am. Lit	3			<hr/> 15
Eng 321	Afro-Am. Prose or	3			
Eng 322	Afro-Am. Poetry	18			

Senior Year

First Semester			Second Semester		
Ed 405	Sec. Sch. Meths	3	Ed 458	Student Teaching	6
Ed 400	Lab Level III	0	Ed 459	Seminar	0
Spe 350	Psy. Excpt. Chld.	3			6
Ed 316	Educational Media	3			
Eng 307	18th Cen. Lit. or	3			
Eng 404	Romantic Period				
Eng 411	Eng. Vict. Lit.	2-3			
Eng 412	Sen. Sem.: Eng.	1			
		16			

ENGLISH DEPARTMENT DESCRIPTION OF COURSES

099.—English Remedial English (For Upperclassmen).

Designed for students who fail the English Qualifying Examination required for graduation from the College. Specific problems are identified and each student receives special help in overcoming his particular difficulties in writing. No credit.

101-102.—Communications.

Emphasis is placed on the four aspects of communication skills—listening, speaking, reading, and writing. Individual needs of the student are treated through diagnostic tests, clinical work, and conferences with the teacher. In addition, stress is placed upon the four rhetorical ideas which contribute to effective writing and speaking: purpose, material, organization, and expression. No grade below "C" will satisfy the requirements for credit in English 101-102. 6 credit hours.

205-206.—Survey of English Literature.

A study of the periods in English literature from Anglo-Saxon time to the twentieth century, with close attention being given to one or more great writers from each period. Prerequisite: English 101-102. 3 credit hours.

221-222.—Humanities: Cultural Heritage.

This course aims to put in proper perspective significant aspects of man in his achievement in the humanities. It focuses specifically on man's achievements in Western Civilization, and makes more meaningful to the student the great thought movements of the ages. 228 Music and Art and 229 Religion and Philosophy complete the sequence. Prerequisite: Communications 101-102. 6 credit hours.

230.—History of the English Language.

This course aims to present the history of the English language from its early stages through several of the most significant stages of its development. Attention is given to the changes which have taken place within the language itself as well as to the historical and cultural events which influence these changes. Prerequisite: Communications 101-102. 3 credit hours.

301.—Survey of American Literature.

A study of the prose and poetry, as well as the intellectual and cultural movements, in the development of American literature from colonial days to the twentieth century, with emphasis on the major writers of each literary period. Prerequisite: English 101-102. 3 credit hours.

305.—Shakespeare.

A critical study of Shakespeare's life and selected plays and sonnets, with attention given to his development as a dramatic artist. Prerequisite: English 205-206. 3 credit hours.

307.—Literature of the Eighteenth Century.

A study of the significant developments in the poetry, prose, and drama of this century. Emphasis is placed on major writers and their works during this century. Prerequisites: English 205-206. 3 credit hours.

308.—Contemporary Literature.

A study of selected British and American poets and prose writers from 1914 to the present. Prerequisite: English 205-206 and 301. 3 credit hours.

311.—Modern English Grammar.

Designed to acquaint the student with both conventional and changing modes of expression in written and spoken English. Prerequisite: Communications 101-102. 3 credit hours.

321.—English Afro-American Literature: Prose.

Historical and critical study of the prose of Afro-Americans from the colonial period to the present with emphasis on selected major writers during each literary/historical period. Some attention is given to the intellectual and cultural movements which appear to have influenced the literary works considered. 3 credit hours.

322.—English Afro-American Literature: Poetry.

A study of the poetry of Afro-Americans from the colonial period to the present. 3 credit hours.

326.—Advanced Composition.

A review of modern English grammar, including practice in advanced forms of writing. Emphasis on improvement of usage and style. Prerequisite: English 101-102. 3 credit hours.

401.—English Creative Writing.

A course designed to aid the student in his critical examination of the various literary forms and to provide practical experience under supervision for the development of the student's own literary work. Students are expected to write extensively and to participate in the discussion and criticism of the writings of students in the class. 3 credit hours.

402.—Journalism.

A course dealing with the techniques of news writing based on the historical development of the newspaper in America and its influence on public opinion. Special emphasis is placed on objective and subjective writing, with focus on the basic requirements of reporting and news gathering for the average newspaper. Prerequisite: English 101-102. 3 credit hours.

404.—The Romantic Period.

A study of the Romantic movement in English literature, with special emphasis being given to the poets and essayists. Prerequisite: English 205-206. 3 credit hours.

405.—Bible as Literature.

A survey of those parts of the Bible that have most influenced the literature and other arts of Western Europe and the English-speaking world. Also stressed are certain books of the Bible that have been praised and imitated because of their poetic merit. The aim is to give the student a greater understanding of the literary forms and allusions that the Bible has contributed to British and American literature. 2-3 credit hours.

406.—Chaucer.

A study of Chaucer as the pivotal, narrative and dramatic poet of the transition from the medieval to the modern world. Prerequisite: English 205-206. 3 credit hours.

407.—Greek and Roman Mythology.

A study of those Greek and Roman myths that have influenced the literature and other arts of Western Europe and the English speaking world. The aim is to give the student a greater understanding of the literary forms and allusions that Greco-Roman mythology has contributed to British and American literature. 2-3 credit hours.

410.—The American Novel.

A study of representative novelists, such as Twain, Howells, James, Wharton, Cather, and Glasgow, during the period 1865-1914. Attention is given to historical events which influenced or are related to the works considered. Prerequisite: English 205-206, 301. 3 credit hours.

411.—Victorian Literature.

An intensive study of developments in English literature from 1832 to 1901, with emphasis upon the essay, poetry, and the novel. Prerequisite: English 205-206. 3 credit hours.

412.—English Seminar for English Majors.

A course designed to provide opportunities for the students to re-examine their course work for the purpose of strengthening general mastery of content and evaluating the relationships between and among the various courses taken. Attention is given also to research methods and to involvement in special seminars. 1 credit hour.

414.—The English Novel.

A survey of the development of the English novel from its beginning to the twentieth century. Prerequisite: English 205-206. 3 credit hours.

INDEPENDENT STUDY

This is a course of study or project which the student, together with a faculty advisor, develops to deepen and expand his competence in this chosen area of concentration. Credit is variable from 1-6 hours, to be set by the advisor, depending on the nature and scope of the project.

SPEECH

103.—Fundamentals of Speech.

The purpose of this course is to improve the daily speech and to create better speech habits, with emphasis placed on exercises for the elimination of speech faults. A study of dialects, colloquial speech, and minor forms of public speaking will be included. Required of all students who reveal such deficiencies. 2 credit hours.

107.—Public Speaking.

A course in the study of the fundamentals of speech preparation and delivery. 2 credit hours.

208.—Advanced Speech.

A course based on the advanced study of speech situations, with emphasis on the psychology of speech. Prerequisite: Speech 207. 3 credit hours.

209.—Group Discussion.

This course is designed to help students perfect the social skills involved in discussion. It is concerned with cooperative thinking and group discussion as a democratic procedure in personal, professional, and civic activities. Prerequisite: English 101, 102 and 107. 2 credit hours.

300.—Oral Interpretation.

A course of study and practice in the principles of interpreting the emotional and logical content of prose, poetry, and drama. Prerequisite: Speech 207. 3 credit hours.

DRAMATICS

302.—History of the Theater.

This course aims to present the origin and development of the theater through several of the most significant periods, beginning with the Greek theater and proceeding through the modern theater. 2 credit hours.

311-312.—Theory and Play Production.

The course deals with the play as a unit and its production. It also includes problems and exercises in acting, costumes and make-up through all stages of its development from script to production. Many positions of responsibility for the school productions of the year stem from this course. 4 credit hours.

313-314.—Play Directing and Stage Management.

Planning the coordination of the entire production is the aim of this course. Laboratory work in the development and operation of a theatrical production. A one act play is to be produced in class by the students. 4 credit hours.

MODERN FOREIGN LANGUAGE

The department offers courses in French and Spanish. It serves four (4) groups of students: those who take a foreign language to satisfy the general education requirements, those who plan to teach the language, those who follow the Liberal Arts Program to prepare for graduate study and/or professions other than teaching, and those foreign students with basic English deficiencies.

Students will take elementary level courses with numbers ranging from 101-104, intermediate level courses are numbered 201-202 and advanced level courses are numbered 208-411. A Foreign Language major in French and/or Spanish must complete 124 semester hours of course work. A minimum number of 24 credit hours must be in the academic major. Foreign language minors should complete at least 18 semester credit hours in the target language.

Other languages offered in the Atlanta University Center include: German, Swahili etc. Students enrolled at Morris Brown College may enroll in other classes in the Center without additional pay.

Objectives

The objectives of the Foreign Language Program are related to the overall program of the College in that the departmental offerings are designed to help the student to function effectively in society by exposing and sensitizing him to various peoples and cultures by enabling him to perfect his communication skills, and by enhancing his potential for employment in Education, business, Government and other related fields.

Program Objectives

1. To enable the student to obtain a level fluency in the target language that will enable him to converse with native and non/native speakers without making glaring mistakes in grammar and usage.
2. To enhance the career preparation and employment potential for students from various disciplines.
3. To enable the student to gain an understanding of other cultures by community-based learning and/or to identify with real life experiences.
4. To add a career-oriented Foreign Language focus to traditional occupations in such fields as banking, management, secretarial science, governmental service, home economics, the Hotel-Motel and travel industries.
5. To develop the student's ability to communicate more effectively because of his knowledge of basic language structure, and through experiences gained from travel-study abroad.
6. To enable the student to learn about the political and literary accomplishments of the Blacks in Africa, the Caribbean, and South America who speak French or Spanish as a native language, thus enhancing his sense of racial pride.

SPANISH COURSE DESCRIPTIONS

101-102.—Elementary Spanish.

An oral approach to the language, with a minimum of formal grammar and special emphasis on conversation, supplemented by oral-aural drill in the language laboratory. 3 credit hours.

201-202.—Intermediate Spanish.

A continuation of the basic course; introduction of reading material of moderate difficulty; audio-lingual performance is further implemented by daily attendance in the foreign language laboratory. 3 credit hours.

208.—Introduction to Advanced Studies in Spanish.

This course is intended as a bridge between the lower level courses and the major courses. The course serves as an introduction to literature and stresses oral and written competence. It is primarily a "preparation" course and is geared to the specific needs of the participating students. 3 credit hours.

301-302.—Composition, Reading and Conversation.

A general review of the essentials of grammar, practice in rapid reading and in conversation; comprehension of the spoken language, group discussion, preparation of short speeches. The contents of the texts used present a general picture of the life and customs of the Spanish speaking peoples. 6 credit hours.

307.—Spanish Civilization.

A study of Spanish civilization and culture from its origin to the present, with emphasis on the political, social, and cultural institutions which have contributed to the development of modern Spain. 3 credit hours.

308.—Latin American Civilization.

A study of the civilization and culture of the Latin American countries from their origin to the present, with emphasis on the contemporary period.

315.—Survey of Spanish Literature.

A survey of Spanish Literature from the middle ages to present, with emphasis on acquiring a general familiarity with Spanish Literature and developing an appreciation of literature. Prerequisite: Spanish 208. 3 credit hours.

316.—Survey of Latin American Literature.

A survey of Latin American Literature from pre-Columbian times to the present. Prerequisite: Spanish 208. 3 credit hours.

407.—Spanish Literature of the Golden Age.

A study of representative works from the Golden Age of Spanish Literature, including such writers as Cervantes, Lope de Vega, and Calderon. Prerequisite: Spanish 208, 315. 3 credit hours.

409.—Contemporary Spanish and Latin American Writers.

A study and comparison of contemporary Spanish and Latin American writers, including the political, social, and cultural contexts which produced them. Prerequisite: Spanish 208, 315. 3 credit hours.

411.—Methods of Teaching Foreign Languages.

This course traces the evolution of the teaching of modern foreign languages in the United States from the earliest days to the present time, highlighting the shifts of emphasis in methods of teaching on the high school and elementary level. Prerequisite: Three years of foreign language in college (French, Spanish or German). Three hours per week. 3 credit hours.

415.—Seminar.

The seminar aims at synthesizing the knowledge acquired by the student from his preceding work in the target language. 1 credit hour.

FRENCH COURSE DESCRIPTIONS

101-102.—Elementary French.

An oral approach to the study of the language. Practice in conversation, introduction of the basic grammatical principles; introduction to the culture of French. Three times a week. 6 credit hours.

201-202.—Intermediate French.

Review and continuation of French 101-102. Continued practice in conversation. More emphasis in reading and composition. Prerequisite: French 101-102 or the equivalent. 6 credit hours.

208.—Introduction to Advanced Studies in French.

The course is intended as a bridge between the lower level courses and the major courses. Literary terms, forms, etc., are introduced. Oral and written competence is stressed. It is primarily a "preparation" course and is geared to the specific needs of the participating students.

305-306.—Survey of French Literature from the Middle Ages to the Present.

Prerequisite: French 101-102, 201-202. 3 credit hours.

308.—French Culture in Other Countries.

A study of the Civilization and Culture of Black African French speaking countries and Guadeloupe, Martinique, Haiti. Prerequisite: French 201-202 or equivalent. 3 credit hours.

309-310.—French Civilization and Culture (Origin to Present).

A study of French civilization and culture from its origin to the present time with emphasis on the political, social and cultural institutions which have led to the development of modern French culture and civilization. 3 credit hours.

311.—French phonetics.

A study of the sounds of French vowels, consonants, words, and word groups using phonetic transcriptions and symbols. 3 credit hours.

403-404.—Advanced French Composition and Conversation.

Aims at the development of all language skills with emphasis on more advanced written and oral expressions to assure fluency in the language. 3 credit hours.

407.—Seventeenth Century French Literature.

A study of the major works of the 17th century French writers. Prerequisite: French 208, 305-6 or equivalent. 3 credit hours.

409.—Contemporary French Literature.

A study of the major works of the 18th century French writers. Prerequisite: French 208, 305-6 or equivalent. 3 credit hours.

411.—Methods of Teaching Foreign Languages.

See description after Spanish 411. 3 credit hours.

415.—Seminar.

The seminar aims at synthesizing the knowledge acquired by the student from his preceding work in French. 1 credit hour.

*Literature courses are offered as needed.

Teaching majors must take Education Courses required by the Education Department, and select language courses from the above.

Students who bring language credits from High School may be exempted from taking a foreign language course by means of examination may be placed in a more advanced course depending upon results of scores from tests which will be administered by the department. Laboratory Practice. Each first and second-year student in French, German and Spanish will be required to spend a specific amount of time per week in the laboratory. The amount of time and the assigned hours will be determined by the department.

SUGGESTED COURSE DISTRIBUTION FOR FRENCH MAJOR LIBERAL ARTS

Freshman Year

First Semester			Second Semester			
Eng 101	Communications	3	Eng 101	Communications	3	
Fr 101	French	3	Fr 102	French	3	
Math 101	Mathematics	3	Math 102	Mathematics	3	
Biol 101	Gen. Biology or Biological Science Surv.	3	Chem 100	Intro. Chemistry or Chem 102	Physical Science Survey	3
PE 101	Health & Physical Education	1	PE 102	Health & Physical Education	1	
Hist 100	Social Science (Man in Society)	3	Hist 203	Social Science (American History)	3	
GE 100	Freshman Orientation	1			16	
		17				

Sophomore Year

First Semester			Second Semester		
Hum 221	Cultural Heritage	3	Hum 222	Cultural Heritage	3
Fr 201	French 201 or 202	3	Fr 202	French 202	3
Psy 201	General Psychology	3	Sp 107	Public Speaking	3
PS 111	Social Science (American Government)	3		Second Language	3
	Second Language	3	Fr 208	Intro. to Advanced Studies (French)	3
Hum 225	Art	3	Hum 229	Philosophy and Religion	3
Hum 226	Music	3			18
		<hr/> 18			

Junior Year

First Semester			Second Semester		
	Elective	3	Fr 404	Advanced French Comp. & Conv.	3
Fr 403	French Comp. & Conv.	3			
Fr 409	Contemporary French Lit	3	Fr 310	French Civilization & Culture	3
Fr 309	French Civilization & Culture	3		Second Language	3
	Second Language	3	Fr 311	French phonetics	3
	Minor	3		Elective	3
		<hr/> 18			18

Senior Year

First Semester			Second Semester		
	Seminar	1		Elective	3
Fr 407	17th, 18th, or 19th Cent. Literature	3		Minor or Elective	3
	Minor or Elective	6		Department Elective	3
		<hr/> 10			12

SUGGESTED COURSE DISTRIBUTION FOR SPANISH MAJOR LIBERAL ARTS

Freshman Year

First Semester			Second Semester		
Eng 101	Communications	3	Eng 102	Communications	3
Spa 101	Spanish	3	Spa 102	Spanish	3
Math 101	Mathematics	3	Math 102	Mathematics	3
Biol 101	Gen. Biology or Biological Science Surv.	3	Chem 100	Intro. Chemistry or Physical Science Survey	3
			Chem 102		

PE 101	Health & Physical Education	1
Hist 100	Social Science (Man in Society)	3
GE 100	Freshman Orientation	1
		<hr/> 17

PE 102	Health & Physical Education	1
Hist 203	Social Science (American History)	3
		<hr/> 16

Sophomore Year

First Semester

Hum 221	Cultural Heritage	3
Psy 201	General Psychology	3
PS 111	Social Science (American Government)	3
Spa 201	Spanish	3
Hum 225	Art	3
Hum 226	Music	3
		<hr/> 18

Second Semester

Hum 222	Cultural Heritage	3
Spa 202	Spanish	3
Sp 107	Public Speaking	2
Spa 208	Spanish	3
	Latin Am History	3
Hum 229	Philosophy and Religion	3
		<hr/> 17

Junior Year

First Semester

	Elective	3
Spa 307	Spanish Civilization	3
Spa 301	Spanish Composition & Reading	3
Spa 315	Survey of Spanish Literature	3
	Second Language	3
		<hr/> 15

Second Semester

Spa 210	Foreign Lang. for Dipol Commerce	3
Spa 308	Latin American Civilization	3
Spa 302	Spanish Comp. & Reading	3
Spa 316	Survey of Latin American Literature	3
	Second Language	3
		<hr/> 15

Senior Year

First Semester

SPA. 407	Golden Age Literature	3
SPA. 409	Contemporary Writers	3
	Minor	6
SPA. 415	Seminar	1
	Elective	2
		<hr/> 15

Second Semester

	Elective	3
	Minor	6
	Elective (departmental)	3
SPA. 498	Directed Study	2
		<hr/> 14

SPECIAL PROGRAMS

Foreign Language for Diplomacy and Commerce (FDLC)

Course Description

This course is designed to be of interest to students with majors in Biology, Business, Secretarial Science, Political Science, Restaurant-Institutional Management, Home Economics, Art and Music. Students who enroll in the course will

have completed at least one year of college French/Spanish or the equivalent in High School. Because of the career-oriented focus of the course, it is divided into components to best serve the career interests of the students from various disciplines. The components are:

210 Foreign Language for Business and Finance	3
211 Foreign Language for Medical Personnel	3
212 Foreign Language for Social Service Workers	3
213 Foreign Language for Law Enforcement	3

The course in the FDLC Program are not sequential and the student is given the opportunity to choose any two in whatever order desired. The program serves as an alternative to 201-202 Spanish.

FDLC COURSE DESCRIPTIONS

210—Spanish for Business and Finance.

This course stresses a deeper knowledge of grammar which was initiated in the elementary levels and a practical approach to business letters, insurance correspondence, legal contracts etc. Special emphasis is given to audiolingual practice, making use of dialogues, dialogue adaptation, demonstrations, discussions, reading and personalized questions. Adapted letters are also used. Students intern in international business.

211—Spanish for Medical Personnel.

This course stresses a deeper knowledge of grammar initiated in the elementary levels. Medical terminology is stressed. Student make use of medical and hospital forms, Medicare and Medicaid literature; insurance claims, dental charts etc.

212—Spanish for Social Services.

The course stresses a knowledge of grammar initiated in the elementary levels. The emphasis is placed on Social Service forms, welfare claims, food stamps etc. The course emphasizes different situations normally encountered by social services personnel.

213—Spanish for Law Enforcement.

This course stresses a deeper knowledge of grammar which began in the elementary levels and stresses a practical approach to accident reports, police information, court claims etc. Special emphasis is placed on vocabulary normally encountered by law enforcement personnel.

STUDY ABROAD PROGRAM

Program of study/travel abroad for majors and/or minors under supervision of the department. Prerequisite: Proven knowledge of the language of the country involved. 15 credit hours (limit).

FOREIGN LANGUAGE PROGRAM (7th–12th Grade)

The Department of Foreign Language offers a Secondary Teacher Education Program in Spanish and French. The study of foreign language enables one to comprehend other languages, customs, values, and ways of life, and allows, through comparison and contrast, for a better understanding of one's own native language and culture. Instruction is offered leading to the Bachelor of Science Degree in French or Spanish. The aim is to educate a corps of pre-service Foreign Language Teachers who are sensitive to the cognitive, emotional and social needs of children in grades seven through twelve (7th–12th) and who possess the competencies to meet these needs in the framework of a classroom.

The general education requirements are limited to fifty (50) semester hours, the professional education sequence is limited to thirty-three (33) semester hours and the teaching field includes thirty-six (36) semester hours in French or Spanish. The teacher education program in Foreign Language requires one hundred twenty-nine (129) semester hours for graduation.

Program Objectives

The program objectives are geared to providing opportunities for pre-service teachers:

1. To acquire a sense of worth and the desire to pursue academic excellence in the field of Spanish or French.
2. To improve and develop oral and written Language communication skills for effective use in the classroom and in social and professional relationships.
3. To acquire general knowledge in the humanities, social sciences, natural science, mathematics, health, physical education and recreation to become well informed and active citizens.
4. To improve and develop oral communications skills of all students in French or Spanish through the general education component of the teacher education program.
5. To acquire professional preparation in accordance with the Georgia State Criteria for T-4 Certification (K-4th) in Foreign Language (French and Spanish).
6. To engage in meaningful, simulation, laboratory and practicum experiences related to children in grades seventh through twelfth (7th-12th) in accordance with the Georgia Criteria for T-4 Certification.
7. To develop human relation skills essential for functioning as in-service teachers and individuals in a multicultural society.
8. To become an active member of the Student National Association of Education.
9. To acquire professional preparation in accordance with the Georgia State Criteria for T-4 Certification in French or Spanish.
10. To meet criteria for graduate study in French or Spanish.

REQUIREMENTS FOR BACHELOR OF ARTS IN FRENCH

Program Components

	Semester Hours
General Education (50 Semester Hours)	
Behavioral Science: Psy 201	3
English 101, 102, 107	8
Foreign Language 101, 102 or	6
Computer Programming 433, 434	
Humanities 221, 222 or 228, 229	12
Health & Phy 101, 102	2
Science 101, 102	6

Social Science 100 or 102; 203 or 111	6
Freshman Orientation 100	1
Mathematics 103, 104	6
	<hr/> 50
Professional Education (33 Semester Hours)	
Ed 202, 204	6
Ed 310, 319, 316	9
Psychology 300/321	3
Ed 405/Fr 411, 435, 458, 459	12
Spe 350	3
	<hr/> 33
Teaching Field (36 Semester Hours)	
French 201, 202, 208	9
French 309, 311	6
French 409, 207, 415, 308	10
PE 223	3
	<hr/> 36
Electives	10
	<hr/> TOTAL 129

SECONDARY EDUCATION (FRENCH 7-12) PROGRAM SEQUENCE

Freshman Year

First Semester			Second Semester		
Eng 101	Comm.	3	Eng 102	Comm.	3
FL 101	Foreign Lang.	3	FL 102	Foreign Lang.	3
Hist 101	Main in Socety or 201 Geo.	3	Hist 203	U.S. History or 111 Am. Geo.	3
Math 101	Mathematics	3	Phy 102	Physical Sci.	3
PE 101	Physical Ed.	1	Math 102	Mathematics	3
Bio 101	Gen. Biology	3	PE 102	Physical Ed.	1
GE 101	Fresh. Orient.	1			16
		<hr/> 17			

Sophomore Year

First Semester			Second Semester		
Hum 221	Cult. Herit. or	3	Hum 222	Cult. Herit. or	3
Hum 228	Music & Art	3	Hum 229	Rel. & Phil	3
Psy 201	Gen Psy	3	Sp 107	Speech	2
Ed 202	Intro. to Ed.	3	FR 202	Inter. French	3
Ed 200	Lab Level I	0	FR 208	Intro. Adv. Stud.	3
FR 201	Inter. French	3		Elective	3
		<hr/> 15			<hr/> 17

Junior Year

First Semester

Ed 320	Fund. Curr. Dev.	3
Ed 300	Lab Level II	0
Ed/Psy 204	Educational Psy.	3
FR 305	Survey Fr. Lit.	3
FR 309	Fr. Civ. & Cult.	3
FR 409	Cont. Fr. Lit.	3
Ed 435	Psy. & Ed. Eval.	3
		<hr/> 18

Second Semester

Psy 300	Adolescent Psy.	3
PE 223	First Aid & Sch. Health	3
FR 403	Adv. Fr. Comp. & Conv.	3
	Elective	3-6
FR 308	Fr. Cult. in other Countries	3
		<hr/> 15-18

Senior Year

First Semester

Ed 400	Lab Level III	0
Spe 350	Psy. Excpt. Chld.	3
Ed 406	Educational Media	3
FR 415	Seminar	1
FR 411	Mthds. Tchg. FR	3
FR 407	17th Cent. FR Lit.	3
	Elective	3
	Sp/Fr/Sec Lang	
		<hr/> 16

Second Semester

Ed 458	Student Teaching	6
Ed 459	Seminar	0
FR 311	Fr. Phon. & Pron.	3
		<hr/> 9

REQUIREMENTS FOR BACHELOR OF ARTS IN SPANISH

Program Components

	Semester Hours
General Education (50 Semester Hours)	
Behavioral Science: Psy 201	3
English 101, 102, 107	8
Foreign Language 101, 102 or	6
Computer Programming 433, 434	
Humanities 221, 222, 228, 229	12
Health & Phy 101, 102	2
Science 101, 102	6
Social Science 100 or 102; 203 or 111	
Freshman Orientation 100	1
Mathematics 103, 104	6
	<hr/> 50

Professional Education (33 Semester Hours)		
Ed 202, 204	.....	6
Ed 310, 316, 353	.....	9
Psychology 300/321	.....	3
Ed 405/Sp 411, 435, 458, 459	.....	12
Spe 350	.....	3
		<hr/> 33
Teaching Field (34 Semester Hours)		
Spanish 201, 202, 208	.....	6
Spanish 301, 307, 308, 315, 316	.....	15
Spanish 409, 415, 407, 411	.....	10
PE 223	.....	3
		<hr/> 34
Electives		10
		<hr/> 127
	TOTAL	

SECONDARY EDUCATION (SPANISH 7-12) PROGRAM SEQUENCE

Freshman Year

First Semester			Second Semester		
Eng 101	Comm.	3	Eng 102H	Comm.	3
FL 101	Foreign Lang.	3	FL 102	Foreign Lang.	3
Hist 101	Man in Society	3	Hist 203	U.S. History	3
Math 101	Mathematics	3	Phy 102	Physical Sci.	3
PE 101	Physical Ed.	1	Math 102	Mathematics	3
Bio 101	Biology	3	PE 102	Physical Ed.	1
GE 101	Fresh. Orient.	<u>1</u>			<u>16</u>
		17			

Sophomore Year

First Semester			Second Semester		
Hum 221	Cult. Herit. or	3	Hum 222	Cult. Herit. or	3
Hum 226	Music	3	Hum 229	Rel. & Phil	3
PS 111	American Gov't	3	Sp 107	Speech	2
Ed 202	Intro. to Ed.	3	SPA 208	Intro. Adv. Stud.	3
Ed 200	Lab Level I	0	SPA 202	Spanish	3
SPA 201	Spanish	3	PE 223	First Aid & Sch	3
Hum 225	Art	<u>3</u>		Health	<u>17</u>
		18			

Junior Year

First Semester

Ed 320	Fund. Curr. Dev.	3
Ed 300	Lab Level II	0
Psy 204	Educational Psy.	3
SPA 307	Span. Civ. & Culture	3
SPA 301	Span Conv. Comp.	3
SPA 407	Golden Age Lit.	3
		<hr/> 18

Second Semester

Psy 300	Adolescent Psy.	3
	Elective	3-4
Ed 310	Prin. Tech. Guid.	3
SPA 315	Survey of Span. Lit.	3
SPA 316	Survey Lat Am Lit	3
Ed 435	Psy. & Ed. Eval.	3
		<hr/> 18

Senior Year

First Semester

Ed 400	Lab Level III	0
Spe 350	Psy. Except. Chld.	3
Ed 416	Educational Media	3
SPA 409	Cont. Sp. & Lat.	3
	Am. Writers	
SPA 411	Meth of Tchg FL	3
SPA 415	Seminar	1
	Elective	3
		<hr/> 16

Second Semester

Ed	Student Teaching	6
Ed	Seminar	0
	Elective	3
		<hr/> 9

ENGLISH AS A SECOND LANGUAGE PROGRAM

The purpose of this program is to assist foreigners in the process of becoming U.S. citizens and to assist them with the basic English skills—reading, writing, speaking, and American Culture. The instructional activities will enable the participants to become more effective individuals in their work and/or academic experiences.

The program serves four distinct groups of students:

1. Foreign students enrolling at Morris Brown and the AU Center who have deficiencies in basic English language skills. (Deficiencies will be determined by results of TOEFL Examination). Foreign students passing the TOEFL Examination will not enroll in the ESL program.
2. International businessmen, professionals, and/or other people in the community who intend to pursue academic careers in specialized areas, or who are employed in certain professions.
3. Qualified foreign secondary school graduates who want to pursue academic work in colleges and universities but lack the oral and/or written language skills necessary for college level work.
4. ESL/Survival Language for refugees.

The program is unique in that it is geared toward individual needs. The classes are small with emphasis on commercial vocabulary, pertinent issues and every day experiences.

There are six levels of the ESL Program. Each course is held for six weeks.

Students who do not intend to continue their education in an institution of higher learning in the United States, may enroll in special ESL courses designed to increase their proficiency in reading, writing, and speaking.

Entering students are examined at the beginning of the semester and are assigned to classes as a result of their test performance in each language skill area. The curriculum varies at each level, from communication skills needed for daily life to advance academic skills. Classes meet three hours per week unless otherwise specified in the current schedule. Class schedules may be subject to change. The program is flexible in that special small classes are arranged for working adults who may have conflicting hours.

Non-Credit Program

Various levels of courses for the non-credit program include the following

Name of Program	Course Number	Course	Level
ESL	090	Grammar	Level I
ESL	091	Vocabulary	Level II
ESL	092	Pronunciation, Stress/Intonation	Level III
ESL	093	Reading & Conversation and Listening & Comprehension	Level IV
ESL	094	Composition	Level V
ESL	095	American Culture & Society	Level VI

All Foreign students enrolled as regular full-time ESL students, and who plan to complete the six levels, regardless of their competency in the use of the English language, will be required to take the class in American Culture & Society. The instructional strategies and reading materials of the course are designed to sensitize the students to the values, customs, and belief systems of the Americans; thus facilitating their adjustment, and lessening their potential for culture shock.

Applications and Admission Procedure

Those foreign students who apply as non-degree students enrolling only in the ESL Program will be admitted through open admission policy, but must submit the following:

- *A completed application;

- *A non-refundable \$20.00 (U.S.) application fee (check, draft, or money order payable to Morris Brown College);

- A certified copy in English of high school and/or university work completed.

If transcripts of your credits are currently on file in the office of admissions, please indicate on the application form. It will not be necessary to submit additional copies.

All non-immigrant aliens will be responsible for presenting evidence of valid permits (Form I-94) to study. Permanent residence proof must be submitted.

Upon completion of the full ESL Program, the College will send the applicant a certificate of Eligibility (Form I-20) with which the student may apply a Visa (F-1).

- *An affidavit of financial support in English. Include statements from the source of funding indicating "willingness to pay" and "ability to pay".

Note: Admission to the ESL Program does not constitute regular admission to Morris Brown or to any other college or university nor will successful completion of the program make a student eligible for regular admission.

Test of English As A Foreign Language (TOEFL)

The test of English as a Foreign Language is designed to measure the English Proficiency of persons whose native language is not English. The test is administered by the office of Counseling and Testing. International students are required to submit TOEFL scores as a part of their application requirements (if available). The test will be administered each semester. All foreign students are required to take the examination. A score of 500 is usually required of the participant.

Certificates of Completion

After satisfactory completion of Levels I thru III of the ESL Program participants will receive a basic level certificate indicating a certain degree of competency in the language. After completion of the entire program, Levels I thru VI, participants will be issued a Certificate of Competence.

Evaluation

The ESL Faculty will maintain complete records on each student. After one-year, the student may receive information regarding evaluation from the office of Admissions. Upon written request from the student, the program director will send an evaluation of a student's language skills to the suggested college or university to which he or she has applied.

Evaluation for purpose of admission are based on standardized English tests, and on the student's oral and written performance in the ESL Program.

Semester Expenses

Fees for students who matriculate only in the ESL Program:

(Non-Resident)	
Registration Fee	\$ 20.00 (Non-Refundable)
Tuition Fee-Non Credit	\$270.00
(3 Six-week sessions at \$90.00 per course)	
Materials & Certificates	\$ 20.00
Medical (1st Semester)	\$ 35.00
Laboratory Fee (each six-wk period)	\$ 45.00
at \$15.00 per session	
Total	\$390.00 per semester
Testing of English as a Foreign Language	\$ 12.00 (TOEFL EXAM)

- *Students who desire to live on campus will need to consult the business office for expenses.
- *Regular AUC students should pay the regular tuition given in the Morris Brown College Catalog for per credit hours. (If credit is desired)
- *All tuition and fees are not refundable as related to ESL.
- *Fees are subject to change without notice.

English as a Second Language students at work in the Department of Foreign Language.

MUSIC DEPARTMENT KINDERGARTEN THROUGH TWELFTH MUSIC EDUCATION (K-12th)

The Music Department offers a four (4) year teacher education program leading to the degree of Bachelor of Science in Public School Music. The curriculum is designed to give students a wide variety of courses and experiences in preparation for a teaching career in public school music. The aim is to educate a corps of pre-service teachers trained to work with children kindergarten through twelfth grades (K-12th) who are sensitive to the cognitive, emotional and social needs of children and who possess the competencies to meet these needs in the framework of a classroom.

The current program is based upon fifty (50) semester hours of general education, thirty-four (34) semester hours of professional education with forty-five (45) semester hours in the teaching field.

Program Objectives

The program objectives are geared to providing opportunities for pre-service teachers:

1. To pursue a sense of worth and the desire to pursue academic excellence in Music Education.
2. To improve and develop oral and written English communication skills for effective use in the classroom, and in social and professional relationships.
3. To utilize the rules of clarity and logic in written and spoken expression.
4. To acquire professional preparation in music fundamentals, theory, conducting, instrumental music and orchestration in accordance with Georgia Criteria for T-4 Certification in Music.
5. To acquire general knowledge in the humanities, social sciences, natural science, mathematics, health, physical education and recreation to become well informed and active citizens.
6. To acquire professional preparation in music fundamentals, theory, conducting choral music in accordance with Georgia Criteria for T-4 Certification in Music.
7. To engage in meaningful simulation, laboratory and practicum experiences related to children in grades kindergarten through twelfth (K-12th) grades in accordance with Georgia Criteria for T-4 Certification.
8. To develop human relation skills essential for functioning as in-service teachers and individuals in a multicultural society.
9. To become active members in the Student National Education Association.
10. To meet criteria for graduate study in Music Education.

PROGRAM ENTRANCE REQUIREMENTS

Pre-college Music Preparation. Two or three years of piano study; two of three years study of band or orchestral instrument; participation in band, choral, and/or orchestral ensembles.

In addition to the usual entrance requirements, unconditional entrance to a program of study leading to the Bachelor of Science degree in Music necessitates the following specialized abilities:

Voice: Possession of an acceptable singing voice which indicates no serious defects that cannot be remedied by vocal study.

Piano: 1. Ability to read at sight a simple hymn in four parts.

2. Evidence of Keyboard familiarity with all major scales and the harmonic form of all minor scales.

Music Reading: The ability to sing at sight with reasonable accuracy and fluency, music of the difficulty of folk songs and hymns.

The prospective Middle School Major will successfully pass a proficiency examination in piano or will take remedial work on same without credit until the deficiency is corrected.

No student may arbitrarily declare himself/herself a music major without specific certification from the chairman of the Department of Music.

VOCAL TEACHING FIELD

Program Components

	Semester Hours
General Education (50 Semester Hours)	
Behavioral Science: Psy 201	3
English 101, 102, 107	8
Foreign Language 101, 102 or	6
Computer Programming 433, 434	
Humanities 221, 222 or 223, 224; 228, 229	12
Health & PE 101, 102 or	2
Science 101, 102	6
Social Science 101 or 102; 203 or 111	6
Freshman Orientation 100	1
Mathematics 103, 104	6
	<hr/> 50
Professional Education (34 Semester Hours)	
Ed 202, 204	6
Ed 310, 320	6
Psychology 321	3
Ed 316, 435, 458, 459	12
Spe 350	3
Mus. Meth. 316, 317	4
	<hr/> 34
Teaching Field (45 Semester Hours)	
Mus 101, 104	6
Mus 101a, 106a, 106b, 107a, 107b	0
Mus 201, 202, 203, 206	10
Mus 206b, 207b	0
Mus 301, 302, 303, 304, 306, 307, 322, 325, 326	19

Mus 306b	0
Mus 403, 406, 407, 416	7
PE 223	3
	<hr/> 45
	<hr/>
TOTAL	129

K-12 (MUSIC VOCAL) PROGRAM SEQUENCE

Freshman Year

First Semester			Second Semester		
Eng 101	Communications	3	Eng 102	Communications	3
FL 101	Foreign Lang.	3	FL 102	Foreign Lang.	3
Mus 101	Theory I	3	Mus 104	Theory II	3
Math 101	Mathematics	3	Mus 102	Ens. (Choir)	1
PE 101	Physical Ed.	1	Math 102	Mathematics	3
Bio 101	Science Survey	3	PE 102	Physical Ed.	1
GE 101	Fresh. Orient.	1	Mus 107a	Applied Voice	0
Mus 101a	Ens. (Choir)	0	Phy 102	Phy. Sci.	3
Mus 106a	Applied Voice	0	Mus 107b	Applied Piano	0
Mus 106b	Applied Piano	0			<hr/> 17
		<hr/> 17			

Sophomore Year

First Semester			Second Semester		
Hum 221	Cult. Herit. or	3	Hum 222	Cult. Herit. or	3
Hum 228	Music & Art	3	Hum 229	Rel. & Phil	3
Psy 201	Gen. Psy.	3	Mus 202	Ens. (Choir)	1
Mus 201	Ens. (Choir)	1	Mus 204	Theory IV	3
Mus 203	Theory II	3	Eng. 202	Intro. to Ed.	3
Mus 206	Applied Voice	1	Mus 207	Applied Voice	1
Hum 100	Man in Society or		Hist 203	U.S. History or	
	Gen 201	3		Am. Gov. 111	3
Mus 206b	Applied Piano	0	Mus 207	Applied Piano	0
		<hr/> 17			<hr/> 17

Junior Year

First Semester			Second Semester		
Ed 320	Fund. Curr. Dev.	3	Mus 304	Counterpoint	2
Mus 303	Form & Analysis	2	PE 223	First Aid & Sch.	3
Mus 301	Ens. (Choir)	1		Health	
Mus 325	Mus. Hist. & Lit.	3	Mus 302	Ens. (Choir)	1
Ed 204	Ed. Psy.	3	Mus 317	Voice Meth.	2

Mus 316	Voice Meth.	2	Mus 322	Conducting	2
Mus 321	Meth. & Proc. Mus	3	Mus 326	Mus. Hist. & Lit	3
Mus 306b	Applied Piano	0	Sp 107	Speech	2
Mus 306	Applied Voice	<u>1</u>	Mus 307	Applied Music (Piano)	<u>1</u>
		18			16

Senior Year

First Semester			Second Semester		
Mus 401	Ens. (Choir)	1	Ed 458	Student Teaching	6
Spe 350	Psy. Excpt. Chld.	3	Ed 459	Seminar	0
Ed 316	Educational Media	3	Ed 310	Princ & Teach of Guid	<u>3</u>
Mus 403	Orch. Comp.	2			9
Ed 435	Psy & Ed. Eval	3			
Mus 406	Applied Voice	1			
Mus 418	Vocal Lit.	2			
Ed/Psy 321	Human Beh.				
Mus 407	Applied Piano	<u>1</u>			
		18			

INSTRUMENTAL TEACHING FIELD

Program Components

	Semester Hours
General Education (50 Semester Hours)	
Behavioral Science: Psy 201	3
English 101, 102, 107	8
Foreign Language 101, 102 or	6
Computer Programming 433, 434	
Humanities 221, 222 or 223, 224; 228, 229	12
Health & Phy 101, 102 or	2
Science 101, 102	6
Social Science 101 or 102; 203 or 111	6
Freshman Orientation 100	1
Mathematics 103, 104	<u>6</u>
	50
Professional Education (38 Semester Hours)	
Ed 202, 204	6
Ed 310, 320	6
Psychology 321	3
Ed 316, 435, 458, 459	12
Spe 350	3
Mus. Meth. 113, 318, 319, 320, 321	<u>8</u>
	38

Teaching Field (45 Semester Hours)

Mus 106c, 101c, 102c, 107	0
Mus 103, 104	6
Mus 201, 206, 203, 202, 204, 207	10
Mus 303, 301, 321, 306, 325, 304, 302, 322, 307, 326	19
Mus 403	2
PE 223	3
	<hr/> 40

TOTAL 128

K-12 (MUSIC INSTRUMENTAL) PROGRAM SEQUENCE

Freshman Year

First Semester			Second Semester		
Eng 101	Communications	3	Eng 102	Communications	3
FL 101	Foreign Lang.	3	FL 102	Foreign Lang.	3
Mus 106c	Applied Music Inst.	0	Hist 203	U.S. History or	3
Math 101	Mathematics	3	PS 111	Am. Gov.	
Mus 103	Music Theory I	3	Phy 102	Phy. Sci.	3
Bio 101	Biological Sci.	3	Math 102	Mathematics	3
GE 101	Fresh. Orient.	1	Mus 104	Music Theory II	3
Mus 101c	Ens. (Band)	0	Mus 102c	Ens. (Band)	0
		<hr/> 16	Mus 107c	Applied Music Inst	0
					<hr/> 18

Sophomore Year

First Semester			Second Semester		
Hum 221	Cult. Herit. or	3	Hum 222	Cult. Herit. or	3
Hum 228	Music & Art	3	Hum 229	Rel. & Phil	3
Psy 201	Gen. Psy.	3	Sp 107	Speech	2
Ed 202	Intro. to Ed.	3	Hist 100	Man in Society or	
Ed 200	Lab Level I	0		201 Geo	3
PE 101	Physical Ed.	1	PE 102	Physical Ed.	1
Mus 201	Ensemble (Band)	1	Mus 202	Ensemble (Band)	1
Mus 203	Theory III	3	Mus 204	Theory IV	3
Mus 206	Applied Music	1	Mus 207	Applied Music	1
		<hr/> 18			<hr/> 17

Junior Year

First Semester			Second Semester		
Ed 320	Fund. Curr. Dev.	3	PE 223	First Aid & Sch.	
Ed 300	Lab Level II	0		Health	3

Ed/Psy 321	Human Beh.	3	Mus 304	Couterpoint	2
Mus 303	Form & Analysis	2	Mus 302	Ensemble (Band)	1
Mus 301	Ensemble (Band)	1	Mus 319	Brass Meth.	1
Mus 318	Woodwind Meth	2	Mus 320	Percussion Meth.	2
Mus 321	Meth. & Pro. in Mus	3	Mus 322	Conducting	2
Mus 306	Applied Music (Inst)	1	Mus 326	Mus Hist & Lit	3
Mus 325	Mus Hist & Lit.	3	Mus 307	Applied Music (Inst)	1
		18	Ed 435	Psy & Ed Eval.	3
					18

Senior Year

First Semester			Second Semester		
Mus 403	Orch. Comp.	2	Ed 458	Student Teaching	6
Ed 400	Lab Level III	0	Ed 459	Seminar	0
Spe 350	Psy. Excpt. Chld.	3	Ed 310	Princ & Teach of Guid	3
Ed 316	Educational Media	3			9
Mus	Ensemble Band	1			
Ed 321	M&M of Teaching	3			
Psy 204	Educational Psy.	3			
Mus	Applied Music	1			
		16			

DESCRIPTION OF COURSES NON-DEPARTMENTAL

100 a.b., Music—Elementary Class Piano Instruction.

Open to Elementary Education Majors only. Intended for those without previous work in piano. General keyboard facility; sight reading of folk tunes and the easier classics; playing well-known melodies by ear. Playing accompaniments or children's songs and for adult group singing as used in community meetings. Offered during the sophomore year. 4 credit hours.

300 Music—Elementary School Music.

Intended for Elementary Majors desiring credit toward state classification requirements in music. Survey of music literature and methods of teaching from nursery school through seventh grade. The principles of music notation, scales, key signature, listening to descriptive music, sight singing of simple melodies, rote songs. Two periods per week. 2 credit hours.

DEPARTMENTAL

103-104 Music—Music Theory I and II.

An integrated study of the specific functions of music theory, keyboard work, ear training, music reading and written work. Special stress on artistic sight singing of words and music. Three periods each week. 6 credit hours. (Two semesters).

203-204 Music—Music Theory III and IV.

Review of chord and scale structure; chord relationship; recognition and representation of chord progressions; harmonization of melodies and creative application. Chromatic harmony and modulation to closely related keys. Writing of original melodies upon a harmonic basis. Chromatic alternations of diatonic harmonies. Three periods each week. 6 credit hours. (Two semesters).

220—Survey of Afro-American Music.

A socio-historic study of the music of Black Americans from its African origins to the present. This course is designed as a part of an ethnic heritage humanities sequence. Its aim is to reveal the prevasiveness of the influence of Blacks on the musical scene and to articulate the socio-cultural experiences out of which this music grows. 3 credit hours.

321 Music—Methods/Procedures: Teaching Music.

This course includes class and community experimentation with music for boys, girls and youth. Experiences will be offered in several community agencies. Students should plan to devote an extra hour to outside laboratory work with community agencies. Three periods per week. 3 credit hours. (One semester).

322 Music—Conducting.

Aims to develop the power to train a band of chorus effectively and to interpret music to the extent of the student's capacity. Topics to be studied include: tempo, dynamics, score analysis, baton technic, balance and organizational plans in preparation for public performances. Laboratory experiences with public schools are included. Two periods per week. 2 credit hours.

303 Music—Form and Analysis.

(First Term) Review of structural and small forms. Analysis of larger song forms, rondo forms, and sonata-allegro forms. Harmonic analysis. 3 credit hours.

304 Music—Counterpoint.

(Second term) 18th Century. This course is a study of the technics of contrapuntal writing as found in the work of J.S. Bach and other eighteenth century composers. Imitation, Canon, inventions counterpoint, and two- and three-part inventions are studied through the writing and analysis of compositions. 3 credit hours.

403 Music—Orchestration and Composition.

Scoring for Band and Orchestra. Making transcriptions from piano and vocal masterpieces, composing original pieces for Band and Orchestra. Special attention given to arranging for school bands. Three periods per week. 3 credit hours.

314—Orchestra & Instrumentation.

Instruments of the orchestra and their playing techniques, capabilities and characteristics. Mental conception of the sound of each instrument. Essentials of instrument combination. An approach to the analysis of orchestration and typical problems in orchestration. Supplementary: Combination of the human voice with orchestra. Orchestration of "light music." 3 credit hours.

325-326 Music—Music History and Literature.

This course is designed to promote an understanding of musical idioms and forms from early times to the present day. The first semester includes Renaissance, Baroque, and Classical. The second semester includes Romantic and Contemporary. 6 credit hours (Two semesters).

307-308—Symphonic Literature.

This course is designed as a detailed study of orchestral music, emphasizing music of the 18th, 19th, and 20th centuries but including the evolution of the symphony as a musical form. 6 credit hours.

309-310—Vocal Literature.

A survey of the literature of composers and the countries contributing most significantly to the development of the solo song. The course principally concerns itself with the following: textual analysis of songs, problems with interpretation, poets, function of the accompaniment, repertoire for all voices, and program building. 4 credit hours.

317-318—Chamber Music Literature.

A comprehensive introduction to the whole Chamber Music scene, from the earliest period (end of the 16th century) to Corelli and Purcell; from Haydn and Mozart to the present. Admission by consent of the instructor. Beginning in 1974-75, the course will be offered biennially. 4 credit hours.

319-320. Keyboard Literature.

A survey of literature written for keyboard instruments from the 16th century through the 20th century. Such elements as medium, form, keyboard style, idiom, and performance problems will be considered in relation to the music of specific composers or periods. The course is designed for music majors only and, beginning in 1974-75, the course will be offered biennially. 4 credit hours.

APPLIED MUSIC

All music majors must choose a medium of performance—voice, piano, wind or percussion instruments and must study the principal instrument for each semester of residency at the College or at any college as an exchange student.

Applied Voice
106a-107a, 206,
206, 306, 307, 406

—Attention is given to the study of breath control, tone production, correct placement and equalization of voice, diction and the means necessary to develop an authoritative style and manner. Literature of both the classical and modern composers is studied to provide an adequate repertoire as well as an intimate knowledge and appreciation of the best in vocal literature. Both sem., 0-1 credit hours.

Applied Piano
106b, 107b, 206b,
207b, 306b, 306,
406

—The best principles of modern pianoforte techniques are taught and the student is thoroughly grounded in both the traditional and modern works. Both sem., 0-1 credit hours.

Applied Instrument
106c, 107c, 206,
207, 306, 307, 406

—(Woodwinds, Brass and Percussion) This course provides a thorough and progressive study on the mechanics and performance techniques of the individual instrument. Study material is selected from both the traditional and modern literature. Both sem., 0-1 credit hours.

407

Senior Recital 2 credit hours.

METHOD COURSES

113 Music—String Methods.

The study of the stringed instrument—violin, viola, cello and bass—to the extent that the student can demonstrate a knowledge of the basic fundamentals of the instrument. Materials to be studied will provide the basis for the left hand technique and the bow arm. First semester only, Spelman. 2 credit hours.

318 Music—Woodwind Methods.

Techniques of playing on one or more of the woodwind instruments are taught with emphasis on the pedagogical aspects. In this classroom approach, transposition, range and teaching techniques provide a foundation for teaching woodwinds in the public school setting. 2 semester hours.

319 Music—Brass Methods.

Techniques of performances are taught on one or more of the brass (one must be TROMBONE) with emphasis on the pedagogical aspects. In this classroom approach, range, transposition and teaching techniques provide a foundation for teaching brass in the public school setting. 2 semester hours.

320 Music—Percussion Methods.

Techniques of performance are taught on the various percussion instruments with emphasis on the pedagogical aspects. In this classroom approach, all percussion are dealt with to provide a foundation for teaching percussion in the public school setting. 2 semester hours.

316-317 Music—Vocal Methods.

Group instruction in voice production with emphasis on the fundamental and pedagogical aspects of breathing, vowel and consonant production, diction, phrasing and interpretation of vocal literature. 2 semester hours.

418 Music—Vocal Literature.

A survey of the literature of composers and the countries contributing most significantly to the development of vocal music. The course concerns itself with the textual analyses of songs, interpretation, function of the accompaniment, repertoire for all levels of vocalists and choirs and program building. Second semester only. Prerequisites: Applied Voice, Vocal Methods. 2 credit hours.

ELECTIVES

311 Music—Social Instruments.

This course provides more concentration on guitar, recorder, bells and autoharp from both the enrichment and classroom music use standpoints. Prerequisite: Music 300 or permission of instructor. Two 1 hour sessions per week. 2 semester hours.

411 Music—Band Instrument Repair.

This course seeks to acquaint the prospective band director with the theory of preventive maintenance and actual repair of band instruments. One 2 hour meeting per week. 2 semester hours.

Performance: All music majors are required to participate in an appropriate ensemble throughout the time they are enrolled in the Department.

Seminar: A weekly seminar devoted to performance by majors and discussions on topics relevant to music and music education. Required attendance.



Performing Groups

- | | |
|---|--|
| <p>Marching Band
101c, 201, 301, 401</p> <p>Concert Band 102c,
202, 302</p> <p>Concert Choir
101a, 102, 201, 202,
301, 302, 401</p> <p>Concert Jazz
Ensemble 131c, 132,
231, 232, 331, 332,
431</p> <p>Opera Workshop
141, 142, 241, 242,
341, 342, 441</p> <p>Brass Ensemble
151, 152, 251, 252,
351, 352, 451</p> | <p>—Open to all with ability on needed instruments. Represents the College at all parades, football games with traditional and modern music and marching styles. Fall Sem. 0-1 hours credit.</p> <p>—Open to the those with ability on needed instruments by audition. Devoted to the performance of traditional and modern in band literature. Spring Sem., 0-1 hrs.</p> <p>—Devoted to the study and performance of choral works of all types. This select group is open to qualified students through audition only. The concert choir provides performance experience on tour in addition to frequent campus and local appearances. Both Sem., 0-1 hours.</p> <p>—Members are selected by audition each semester and study and perform the best in the jazz repertoire. Laboratory groups range from the small combo to the twenty-five piece ensemble. Both sem, 0-1 hours credit.</p> <p>—This elective course is designed to provide laboratory and performance experience in advanced vocal techniques, drama and operatic literature, drama and operatic literature. Two live performances are presented each year. Membership by audition only. Both Sem., 1-2 hours credit.</p> <p>—This elective course is designed to provide laboratory and performing experience in representative brass literature. Subgroups include the Brass Quintet and Tuba Quartet. Both Sem., 1-2 hours credit.</p> |
|---|--|

The liberal arts degree was implemented in the curriculum in order to provide training for students who wish to prepare for careers in music other than teaching. Requirements for this degree allow for a broader concentration in Applied Music and a more specialized development. Directed Teaching and High School Methods are excluded from this curriculum.

COURSE DISTRIBUTION FOR MUSIC LIBERAL ARTS Freshman Year

First Semester			Second Semester		
Eng 101	Communications	3	Eng 102	Communications	3
FL 101	Foreign Lang.	3	FL 102	Foreign Language	3
Biol 101	Biol. Science Surv	3	Chem 102	Physical Science Surv	3
Mus 103	Theory I	3	Mus 104	Theory II	3
Sp 107	Speech	2	PE 102	Physical Education	1
PE 101	Physical Education	1	Mus	Applied Music	2
GE 100	Freshman Orientation	1	Mus	Music Seminar	0
		<hr/> 16	Soc. Sci 101	Social Science	<hr/> 3
					18

Sophomore Year

First Semester			Second Semester		
Hum 221	Cult. Herit. or	3	Hum 222	Cult. Herit. or	3
Math 101	Fund. of Mathematics	3	Math 102	Fund. of Mathematics	3
FL 201	Foreign Language	3	FL 202	Foreign Language	3
Mus 203	Theory III	3	Mus 204	Theory IV	3
Mus	Applied Music	2	Mus	Applied Music	2
Mus	Music Seminar	0	Mus	Music Seminar	0
Hum 228	Music and Art	3	Hum 229	Philosophy & Relig.	3
		17			17

Junior Year

First Semester			Second Semester		
SS	Social Science	3	SS	Social Science	3
Mus 325	Music History	3	Mus 326	Music History	3
Mus	Applied Music	2	Mus	Applied Music	3
Mus 303	Form & Analysis	3	Mus 332	Form & Analysis	3
Mus 322	Conducting	2	Mus 304	Counterpoint	2
Mus	Music Seminar	0	Mus	Music Seminar	0
Mus 307	Symphonic Literature	3*	Mus 310	Vocal Literature	2*
		16			16

Senior Year

First Semester			Second Semester		
Mus 403	Orchestration	3	Mus 314	Orchestration & Instrum	3*
Mus 220	Surv. Afro American Mus	3*	Mus	Electives	3
Mus	Applied Music	2	Mus 407	Senior Recital	2
Mus 317	Chamber Music Lit or	2*	Mus	Music Seminar	0
Mus 319	Keyboard Literature		Mus 318	Chamber Music Literature	2
Mus 309	Vocal Literature	2*	Mus 320	Keyboard Literature	2
		12			12

*Courses Offered at Spelman College

The student, with permission of department chairman, may elect to take selected individualized music courses in place of certain literature offerings.

DIVISION III

THE DIVISION OF NATURAL SCIENCE AND MATHEMATICS

The Science Division includes the Departments of Biology, Chemistry and Mathematics, Computer Science and course offerings in physics. The programs offer general training to make students competitive in graduate or professional school, and in the work place as scientists, health professionals or as teachers of science.

The program is housed in the modern Griffin-Hightower Science Building.

Descriptions of each Department or program appear before the listing of curriculum sequences.

BIOLOGY

The goals of the Biology Department are:

Objectives:

1. To provide the science students with a firm technical background in biology which will make it possible for them to lead a meaningful life in a world that is scientifically oriented.
2. To give aid to students in developing the necessary skills for utilizing scientific methods in problem solving.
3. To provide students with opportunities which will help them to perceive critical interrelationships between living things and aspects of the physical environment.
4. To encourage the use of acquired knowledge.
5. To develop programs whose implementation will result in graduates who will meaningfully impact the quality of health delivery systems and alleviate manpower shortages which presently exist.
6. To help students develop an awareness of the many natural processes which affect life through participation in seminars and field trips.
7. To establish and maintain contacts with industry and interrelate offerings which industrial manpower needs.
8. To participate in the development and remain abreast of the latest techniques in teaching and research.
9. To remain thoroughly familiar with, and to continually assess any factors which may impact student success.
10. To provide Honors courses for the exceptional student which promote accelerated achievement and heightened academic development and awareness.
11. To provide for faculty and student membership in at least one National Honor Society.

Majors Available

The courses offered include degree tracts leading to careers in medicine, dentistry, veterinary medicine, allied health (e.g. medical records, medical illustration, medical technology), nursing, pre-pharmacy, among others.

Courses required for all majors are listed generally in year by year sequence. Students work closely with their advisor to be certain that the proper sequences are followed.

Biology Minors

The courses required of anyone who wishes to minor in Biology are Biology for majors (two semesters), Botany, and eight hours of electives in Biology.

Other Requirements of Biology Majors

All students are required to take the Graduate Record Examination or another professional examination prior to graduation from the College.

Research Opportunities

Students are encouraged to take part in research projects involving faculty through formal programs sponsored by the National Institutes of Health (NIH/MBRS or NIH/UMARC—Honors) programs or through special courses. Laboratories in biochemistry, cell biology, and electron microscopy are established. Research equipment available includes scanning electron microscope, ultracentrifuges, isotope counters.

Learning Resources & Computer Literacy Center

The Departments operate a learning resource center which houses audiovisual materials for self-paced courses, and computer terminals and microcomputers. Films, slide-tape programs, film loops and video cassettes are available for student use to supplement class materials. Also housed are materials to prepare for standardized examinations (e.g. MCAT) to improve test-taking skills, and to improve reading comprehension level.

Honors Societies

The department participates in the College wide honors program. Also available for students are Beta Beta Beta Biological Honor Society and Beta Kappa Chi Scientific Honor Society. Students with the appropriate average are also eligible for participation in the UMARC or ADAMHA-MARC Honors Programs.

Clubs

A Health Professions Club and Honors Club, Tri-Beta (Beta Beta Beta) are available. Activities include field trips, special retreats and workshops, sponsorship of seminar speakers, banquets and social activities.

Course Distribution for Biology Majors

Freshman Year

First Semester			Second Semester		
111	General Biology	4	112	General Biology	4
111	Pre-calculus	3	112	Pre-calculus	3
101	Foreign Language	3	102	Foreign Language	3
101	Communications	3	102	Communications	3
100	Social Science	3	116	Computer Literacy	3
101	Physical Education	1	102	Physical Education	1
<hr/>			<hr/>		
17			17		

Sophomore Year

First Semester

	Biology (Elective)	4
111	General Chemistry	4
201	Foreign Language	3
211	Calculus	3
221	Cultural Heritage	3
		<hr/> 17

Second Semester

	Genetics	3
112	General Chemistry	4
212	Calculus	3
202	Foreign Language	3
222	Cultural Heritage	3
		<hr/> 16

Junior Year

First Semester

231	Organic Chemistry	4
226	Humanities (Music)	3
	Social Science	3
	Biology (Elective)	4
	General Elective	3
		<hr/> 17

Second Semester

232	Organic Chemistry	4
	Biology (Elective)	4
229	Humanities (Philos. & Rel.)	3
225	Humanities (Art)	3
201	General Psychology	3
		<hr/> 17

Senior Year

First Semester

111	Physics	4
	Cell Physiology or	
	Biochemistry	4
401	Senior Seminar	1
	General Elective	3
		<hr/> 12

Second Semester

112	Physics	4
	Biology (Elective)	4
402	Senior Seminar	1
	General Elective	3
		<hr/> 12

*The Foreign Languages recommended for this sequence are French, Spanish or German.

Course Distribution for Pre-Dental or Pre-Medical Biology Major

Freshman Year

First Semester

111	Biology	4
111	Pre-calculus	3
107	Speech	2
101	Foreign Language	3

Second Semester

112	Biology	4
112	Pre-Calculus	3
116	Computer Literacy	4
102	Foreign Language	3

101	Communications	3	102	Communications	3
101	Physical Education	1	102	Physical Education	1
100	Freshman Orientation	1			17
		17			

Sophomore Year

First Semester			Second Semester		
111	General Chemistry	4	112	General Chemistry	4
211	Calculus	3	212	Calculus	3
201/311	Foreign Language	3	202	Foreign Language	3
233	Microbiology	4	231	Human Anatomy	4
234	Computer Literacy	4		Elective	3
		18			17

Junior Year

First Semester			Second Semester		
111	General Physics	4	112	General Physics	4
201	General Psychology	3	307	Genetics	3
232	Human Physiology	4	232	Organic Chemistry	4
231	Organic Chemistry	4		Biology Electives	4
		15			15

Senior Year

First Semester			Second Semester		
401	Senior Seminar	1	402	Senior Seminar	1
	Elective	3		Elective	3
	Elective	3		Elective	3
	Biology Elective	4		Histology	4
	Biochemistry	4		Biochemistry	4
		15			15

**The Foreign Language recommended for Pre-Medical or Pre-Dental majors is Spanish.*



Biology Course Description

101—General Biology (Non-Majors).

Lectures, demonstration and laboratory work designed to give the student a broad view of scientific knowledge concerning the process of life, including a survey of the mental activities occurring in the organism as well as the realm of biological science. 3 credit hours.

101—Biology (Honors).

Lecture and laboratory sessions will be geared to challenge the advanced students basic understanding of theory and techniques relative to animal life. 3 credit hours

111-112—General Biology.

This course will consist of lectures and laboratory work introductory to the entire field of animal life, and provide a foundation for advanced studies in zoology, psychology, and medicine. 8 credit hours.

111-112—Biology (Honors).

Same as 111 and 112 with independent research works. 4 hours laboratory sessions. 8 credit hours. Prerequisite: Consent of the Instructors.

204—General Botany.

A study of the fundamental facts and principles of plant life, followed by a survey of the plant kingdom. Emphasis is placed upon the economic importance of the major plant groups. Two hours lecture, and four hours laboratory per week. 4 credit hours.

231—Human Anatomy.

This course is designed to afford the student scientific knowledge of the general anatomy and physiology of vertebrates, with particular and rather detailed emphasis on man. The laboratory work will consist of a study of the foetal and adult human skeletons and of a dissection of the cat or monkey. 4 credit hours.

232—Human Physiology.

Rigorous and indepth course study of the most profound physiological system; the human body. Includes sessions on cell physiology, homeostasis (steady-states) and organ systems. Laboratory modules designed for visualization of theories presented in lecture. 4 credit hours.

233—Microbiology.

Complete survey of the microbial environment including bacteria, fungi, algae, protozoans and viruses. Microtechniques and pathogenic concepts will be emphasized. 4 credit hours.

307—Genetics.

This course consists of a study of heredity, origin of the individual and the influence of his heritage upon him, variations from old to new types, the importance of the germ plasm, practical application of this knowledge to the betterment of the human species. It also includes a discussion of the evidences for the various explanations of evolution. 3 credit hours.

309—Cell Biology.

An intensive study of the cell with lectures on modern advances in cellular biology. Prerequisite: Biology 111-112, or equivalent. 4 credit hours.

310—Topics in Biology

Colloquium series which comprehensively focuses on modern topics in biology.

322—Molecular Genetics

The genetic code, replication of DNA, molecular genetics, transcription of RNA, involvement of RNA in protein synthesis, regulation of protein synthesis and function, the replication of viruses. Prerequisite: Biology 111, 112 and 233. 3 credit hours.

356—Vertebrate Embryology.

A study of the developmental stages of vertebrates. The materials are treated comparatively and consist of the amphibian, the bird and the mammal. Prerequisites: Biology 111-112, or equivalent. 4 credit hours.

CIS 116—Scientific Computation I.

Introductory course in the use of computers for Scientific Problem Solving. Examination will be made of the various types of Computer Systems. Topics will include discussion of Hardware and Software including an operating system. A variety of Algorithms will be developed and implemented in the BASIC Language. Prerequisite: Math 111. 4 credit hours .

CIS 234—Scientific Computation II.

Advanced Programming and Scientific Computational Problem Solving. Algorithm Development and structured programming implementation with Fortran and Pascal concepts for correctness and completeness of computer solutions. Through programming/project assignments. Prerequisite: Math 112, Physics 111 or Chemistry 111, and CIS 116. 4 credit hours.

401-402—Senior Seminar.

A discussion of current topics in the field of Biology. 1 credit hour.

403—Problems.

Students are provided an opportunity in this course to engage in independent laboratory investigations on topics of special interest under faculty supervision. This course may be repeated. Prerequisite: Permission of the Department Chairman. One to six credit hours.

410—General Histology.

This course will consist of lectures and laboratory work on microscopical structure of the tissues and organs of various animals. 4 credit hours.

411—Experimental Biology.

Introduction to modern instrumentation and techniques by implementation of sophisticated experiments.

464—Ecology.

An introductory survey of interrelationships of organisms and their physical and biotic environments. Special emphasis will be placed on principles governing distribution and abundance of organisms and their interactions. Three field trips required. 3 credit hours. Prerequisites: General Biology 111 and 112 or consent of Instructor.

468—Ultrastructural Analysis.

A course designed to introduce students to knowledge of operation of the scanning electron microscope and the energy dispersive x-ray analysis systems. Prerequisites: Biology 111, 112, and 410. 4 credit hours.

Course Distribution for Pre-Pharmacy Program Biology Concentration

Freshman Year

First Semester			Second Semester		
Eng 101	Communications	3	Eng 102	Communications	3
Chm 111	General Chemistry	4	Chm 112	General Chemistry	4
Bio 111	General Biology	4	Bio 112	General Biology	4
Mth 111	Pre-calculus Math	3	Mth 112	Pre-calculus Math	3
		<u>14</u>	Spc 107	Social Science	<u>2</u>
					16

Sophomore Year

First Semester			Second Semester		
Chm 231	Organic Chemistry	4	Chm 232	Organic Chemistry	4
Phy 111	Modern Physics	4	Phy 112	Modern Physics	4
	Biology Elective	4	Bio 307	Genetics	4
	General Elective	3	Eco 241	Principles of Economics	3
		<u>15</u>			<u>15</u>

Mercer University
Southern School of Pharmacy
Four-year Doctor of Pharmacy Curriculum

Required Biology Courses	Quarter Hours
Biochemistry 320, 321	10
Nutritional Biochemistry 323	3
Anatomy/Physiology 330, 331, 332	15
Medical Microbiology 333	5
Pathological Basis of Diseases 334, 435, 436	12
Biostatistics and Research Design 500	4
TOTAL	49

ALLIED HEALTH SEQUENCE

Health Sciences:

Health professions are defined as those activities that are undertaken with the objective of restoring, enhancing, or preserving the physical and mental welfare of people. These activities may be aimed at the relief of pain, the removal of disabilities, the restoration of functions, the prevention of illness and accidents or the postponement of death.

Health Specialty:

Areas in which a student may receive a degree are medical technology, clinical dietetics and nutrition, medical illustration, medical records administration, and physical therapy.

The curriculum is divided into two parts—the freshman and sophomore curriculum is composed of courses designed to meet the College's requirement, and the junior and senior curricula are composed of professional courses and others necessary for graduation. Completion of a four year curriculum can lead to a B.S./B.A. degree in your chosen health specialty area, membership, certification and/or licensure from the respective professional organizations. Students majoring in Allied Health programs must enroll in Directed Study 480 at Morris Brown College during their matriculation at Georgia State, Emory or other professional institutions.

MEDICAL RECORD ADMINISTRATION Program

The Medical Record Administration Program is designed to enable the student to acquire a basic liberal arts education and to develop specialized skills and professional competencies necessary to become a successful administrator of a medical record department.

The curriculum is divided into two phases—preprofessional (3 years) and professional (1 year). During the preprofessional phase, the student takes courses that fulfill the general education requirements of Morris Brown, as well as the prerequisite

courses for a professional program in medical record science. All courses in the professional phase of the curriculum are taken at an approved medical record administration program. These courses meet the minimum requirements established by the American Medical Record Association. Once the student has successfully completed both the preprofessional and professional phases of the curriculum, he is granted a Bachelor of Science degree in Medical Record Administration from Morris Brown and a certificate in Medical Record Administration from the professional program in which he matriculated. The graduate is also eligible to take the national registration examination. Successful performance on this examination enables the individual to use the title "Registered Record Administrator" or "RRA".

Program

The objectives of the Medical Record Administration Program are as follows:

1. To enhance an undergraduate program in medical record administration whose graduates will be qualified for membership in the American Medical Record Association at the same time they receive their Bachelor of Science degrees.
2. To help meet the medical record administrator manpower needs, primarily in Georgia, by preparing students for productivity in four academic years rather than five.
3. To provide opportunities for change for the youth who are concerned with the health status of their environs and committed to social action.
4. To develop a graduate who is capable of applying educational experience to living and who is dedicated to continuous learning.
5. To develop an undergraduate program in medical record administration which will be a model for the training of minority students in this area of allied health.

The applicant must be accepted to Morris Brown College prior to being accepted into the Medical Record Administration Program.

Selection is based upon completion of the required courses in the freshman and sophomore curriculum and a minimum accumulative grade point average of 2.5 or better on a 4.0 scale. A personal interview is required with the program director, or designee, before admission to the program is final.

During the junior year, the student must demonstrate comprehension and development of those skills commensurate with becoming a competent medical record administrator.

Additional requirements are attendance at related professional meetings; field trips in the metro-Atlanta area; participation in seminars; and professional decorum.

Transportation to professional meetings, field trips and/or seminars is a student responsibility.

Cooperative arrangements for clinical studies are available at Chicago State University or other cooperating institutions. Pre-registration course requirements do vary.

Senior Year

First Semester

Second Semester

AHP 480 Clinical Studies***

	Quarter Hours
Professional Program in Medical Administration	
Medical Terminology	6
Medical Records Science	18
Organization and Management	10
Legal Concepts for the Health Field	3
Data Process Systems	3
Fundamentals of Medical Science	9
Seminar in Medical Records	3
Directed Experience, including Internship	TBA

**The current program covers four (4) quarters. It also meets all requirements in "Essentials of an Accredited Educational Program for Medical Record Administrators." Minimum overall grade point average 2.5 required by Emory University.*

***This course is taught at Spelman College and therefore not described in this catalog.*

****Student registration is required at Morris Brown and cooperating institutions during the senior year.*

*****This course is mandatory for all students in the health professions.*

Program Policies

Each student is required to do at least one Directed Study (Clinical) during the junior or senior year.

Transportation to and from the clinical facility is the student's responsibility.

Suggested Course Distribution for Bachelor of Arts Degree in Medical Illustration

Freshman Year

First Semester

Second Semester

Eng 101	Communications	3	Eng 102	Communications	3
Biol 111	General Biology	4	Biol. 112	General Biology	4
Math 101	Fund. of Mathematics	3	Math 102	Fund. of Mathematics	3
PE 101	Phys. Ed. Activity	1	PE 102	Phys. Ed. Activity	1
Art 111	Basic Drawing*	4	Art 112	Basic Drawing	4
GE 100	Freshman Orient	1			
		16			15

Sophomore Year

First Semester			Second Semester		
Hum 221	Literature & Drama	3	Hum 222	Literature & Drama	3
Biol	Biology Elective	4	Biol. 421	Anat. & Physiology	4
Art 115	Basic Design	4	Psych 201	Gen. Psychology	3
Art 211	Life Drawing	4	Art 212	Life Drawing*	5i
Hum 228	Music & Art	3	Hum 229	Philosophy & Relig.	3
		18			17

Junior Year

First Semester			Second Semester		
Biol 251	Vertebrate Anat.	4	Biol 23	Microbiology	4
	Electives	8	Biol 307	Genetics	4
Ms Com 262	Media Arts	4	Art 275	Photography	4
		16	Ms Com 251	TV Production	4
					16

Senior Year

First Semester			Second Semester		
Biol 475	Gen. Physiology	4	Biol 356	Develop. Biology	4
Ms Com 203	Cinematography	4	Socio 202	Gen. Anthropology	3
Socio 201	Intro. Sociology	4	Art 453	Portfolio	4
	Elective	4	AHP 480	Directed Studies (Clinical)	4
		16			15

**These regular college courses will contain special modules or projects specifically related to medical illustration. These courses are taught at Spelman College.*

MEDICAL TECHNOLOGY PROGRAM

In response to the rapid technological advancement and knowledge in the field of laboratory medicine and the increasing demand for qualified personnel in the health professions, Clark developed a program in medical technology.

Medical Technology is that branch of medicine concerned with the performance of laboratory determinations and analyses used in the diagnosis and treatment of disease, as well as ensuring the maintenance of health.

The curriculum is divided into two parts: the pre-professional and the professional. The freshman, sophomore, and junior years are considered to be the pre-professional years. The curriculum is composed of courses which meet the college's core educational requirements and the minimum educational standards for medical technology

programs set by the Council in Medical Education of the American Medical Association. The professional curriculum is designated as the clinical year and takes place during the senior year. The clinical year consists of twelve months of instruction in an affiliate hospital school of medical technology.

Upon completion of the prescribed four year curriculum, the Bachelor of Science degree in Medical Technology is awarded. Graduates are eligible for the national registry examination given by the Board of Registry of Medical Technologists of the American Society of Clinical Pathologists. This allows certification and the professional title, M.T. (ASCP).

The student contemplating entrance into the profession of medical technology should have a special aptitude and interest in the natural, physical and biological sciences. This student should also have the desire to understand the nature of man and have a sufficient sensitivity to the world in which he lives. This is necessary to meet the challenges of a changing environment.

The objectives of the Medical Technology Program are as follows:

1. To prepare students for the profession of medical technology in three years of the basic science and one year of clinical experience.
2. To provide the student with a basic liberal arts education so that he may be an integrated person, as well as a professional person.
3. To provide students with the opportunity to acquire and understand an adequate body of facts and knowledge in the natural, physical and biological sciences.
4. To allow students to become familiar with the profession by becoming familiar with basic-principles and techniques of the laboratory.
5. To provide students with the proper environment and counseling services so that the transition from the college laboratory to the hospital laboratory will be stimulating and smooth.
6. To aid the student in selecting hospital schools of medical technology for the clinical year, which will adequately prepare him to become a competent and dedicated technologist and successfully pass the national registry examination.

Program Policies

To be admitted to the Medical Technology Program one must first be accepted by Morris Brown College. An initial interview with the program coordinator or the director of Allied Health is suggested upon entrance to the college. This is necessary to introduce the academic adviser and to ensure proper counseling and guidance throughout the four years.

In an attempt to communicate awareness of the highest standards of performance in medical technology, the affiliate hospitals request that students maintain a minimum grade point average of 2.9 or better on a 4.0 scale while at Morris Brown. This is necessary to increase the students possibility of being accepted into an affiliate hospital.

Students have the responsibility of applying to a hospital school of medical technology by the first semester of the junior year, or at least six months before the entrance date. This can only be done with the approval of the program coordinator.

A copy of the student's transcript must be evaluated at this time by National Accrediting Agency for Clinical Laboratory Sciences. This is necessary for admission

to the approved school of medical technology, as well as to allow eligibility for certification by the American Society of Clinical Pathologists after the clinical year has been completed.

Even though Clark is hospital affiliated, admission to a school of medical technology is controlled by the medical technology school. It must be noted that the clinical year of medical technology is highly competitive.

Suggested Course Distribution for Bachelor of Science Degree in Medical Technology

Freshman Year

First Semester			Second Semester		
Biol 111	General Biology	4	Biol 112	General Biology	4
Chem 111	General Chemistry	4	Chem 112	General Chemistry	4
Eng 101	Communications	3	Eng 102	Communications	3
Math 101	Fund. Mathematics	3	Math 102	Fund. Mathematics	3
PE 101	Physical Ed. Activity	1	PE 102	Physical Ed. Activity	1
GE 100	Freshman Orient	1			15
		16			

Sophomore Year

First Semester			Second Semester		
Biol 233	Microbiology	4	AHP 141	Intro. to Lab Methods	4
Chem 202	Organic Chemistry	4	Chem 202	Organic Chemistry	4
Physics 111	Gen. & Mod. Physics	4	Physics 112	Gen. Mod. Physics	4
Psych 201	Gen. Psychology	3	Hum 221	Literature & Drama	3
		15			15

Junior Year

First Semester			Second Semester		
Biol 233	Microbiology OR		Biol 310	Mammalian Anatomy	4
Chem 211	Analytical Chemistry	4		Elective	4
Lang 101	Spanish or German	3	Lang 102	Spanish or German	3
Socio 201	Intro. Sociology	3	Socio 202	General Anthropology	3
Hum 222	Literature & Drama	3	Hum 222	Music & Art	3
		17			17

Senior Year

AHP Clinical Studies—8 Course Credits**

Clinical Microscopy
Clinical Microbiology
Clinical Biochemistry

Clinical Hematology
Clinical Immunohematology and Serology
Medical Technology Seminar
Clinical Laboratory Management
Clinical Laboratory Practicum

*Suggested preference for an elective:

Allied Health Seminar
Computer Health Seminar
Parasitology
Immunology
Introduction to the Study of Diseases
Biomedical Instrumentation
Biostatistics

***The fourth (senior) year consists of 12 months of instruction in an affiliate hospital School of Medical Technology. This school must be approved according to the standards of the American Medical Association Council on Medical Education and the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).*

PHYSICAL THERAPY PROGRAM

Physical therapy is concerned with the restoration of function and the prevention of disability following disease, injury, or loss of bodily part. The goal is to improve circulation, strengthen muscles, encourage the return to motion, and generally to train or retrain the patient to perform the activities associated with daily living. The therapeutic properties of exercise, heat, cold, electricity, ultraviolet, and massage are used to achieve this goal.

The objectives of the program are as follows:

1. To provide an opportunity for the successful completion of study in physical therapy wherein the student earns the Bachelor of Science degree and is eligible at graduation for the licensing examination required by the American Physical Therapy Association and membership in the association.
2. To prepare students who are members of the health care team working with handicapped individuals.
3. To help meet the health needs of the community and the country by training students in four academic years.

The Department of Physical Therapy at Georgia State University begins the course sequence only in the fall quarter of the junior year. Enrollment in the entering class is limited. Qualified applicants generally exceed the number of students to be enrolled in each class.

The applicant must be accepted to Georgia State University prior to being accepted into the Department of Physical Therapy. The application may be received in the Admissions Office beginning October 1st, but no later than March 1st, of the academic year preceding enrollment.

A minimum grade point average of 2.7 on a 4.0 scale for Georgia residents, and a 3.0 for non-residents is required by the Department of Physical Therapy of Georgia State University.

Selection is based on a number of factors. These include grade point average, maturity, work experiences (especially that related to physical therapy) demonstrated interpersonal abilities, general knowledge of physical therapy, and extra-curricular and leadership activities.

Course Distribution for Bachelor of Science Degree in Physical Therapy

Freshman Year

First Semester

Eng 101	Communications	3
Math 101	Fund. of Mathematics	3
Biol 111	General Biology	4
Physics 111	Gen. & Mod. Physics	4
PE 101	Physical Ed. Activity	1
GE 100	Freshman Orient	1
		<hr/>
		16

Second Semester

Eng 102	Communications	3
Math 102	Fund. of Mathematics	3
Biol 112	General Biology	4
Physics 112	Gen. & Mod. Physics	4
PE 102	Physical Ed. Activity	1
		<hr/>
		15

Sophomore Year

First Semester

Hist 211	United States Hist.	3
Chem 111	Gen. Inorg. Chemistry	4
Psych 201	Gen. Psychology	3
Hum 221	Lit. & Drama OR	
Hum 223	Lit. & History	3
		<hr/>
		15

Second Semester

Hist 212	United States Hist.	3
Chem 111	Gen. Inorg. Chemistry	4
Psych 313	Biostatistics	3
Psych 422	Human Growth & Devel.	2
Pol Sc 111	American Government	3
		<hr/>
		16

TOTAL CREDITS NEEDED: 59

Junior Year

Professional Program in Physical Therapy* Georgia State University

*Curriculum covers seven (7) quarters

Quarter Hours

Human Anatomy and Kinesiology I, II, III	18
Foundations of Physical Therapy I, II, III	6
Helping Communications	2
Applied Physiology	5

Functional Neuroanatomy	5
Clinical Science I, II, III	6
Principles of Physical Therapy I, II, III	15
Functional Analysis of Disease I	5

Course Distribution for Bachelor of Science Degree in Community Health Education

Freshman Year

First Semester		Second Semester	
Eng 101	Communications	Eng 102	Communications
Bio 111	General Biology	Bio 112	General Biology
Math 105	Intro. to Modern Math	Math 106	Intro. to Modern Math
Hist 211	History of U.S.	Hist 212	History of U.S.
PE 101	Physical Education	PE 102	Physical Education

Sophomore Year

First Semester		Second Semester	
Eng 221	Cultural Heritage	Soc Sc 201	Intro. to Sociology
AHP 113	Nutrition	AHP 432	Family Planning
AHP 100	Education Methods	AHP 111	Drug Abuse Education
Psy 201	General Psychology		Religion Humanities Elective

Junior Year

First Semester		Second Semester	
AHP 230	Anatomy and Physiology	Bio 233	Microbiology
AHP 434	Health Service Admin.	AHP 488	Internship
AHP 242	Intro. to Disease Elective	Psy 328	Human Sexuality Elective

Senior Year

First Semester		Second Semester	
Psy 313	Biostatistics*	Bio 371	Intro. to Epidemiology
AHP 441	Health Education Methods	AHP 480	Directed Study
HS 411	Environmental Health Elective	AHP 420	Health Seminar Elective

**Denotes course offered at Spelman College.*

To further increase the career options for students in Community Health Education four areas of specialization are offered.

Areas of Specialization:

I. Health Service Administration:

This program is designed for students who are pursuing a career in health management as a mid-level administrator capable of managing organizations such as public agencies, health maintenance organizations, and other related services and facilities.

II. Maternal and Family Planning:

This program is designed to prepare students for leadership positions in health which are related to the areas of maternity and family planning and comprehensive family-centered health care.

III. Mental Health:

This program is designed to produce trained employable mental health professionals who are competent to function under supervision in a variety of mental health, child care, and other human services programs.

IV. Gerontology:

This program is designed for students pursuing careers in facilities with services provided for the aged. This multidisciplinary course of study integrates the social sciences and the health professions with special emphasis placed on the black aged.

SECONDARY SCIENCE PROGRAM (7TH-12TH GRADE)

The Department of Biology offers a secondary teacher education program in General Science Education. Instruction is offered in biology, chemistry and physics leading to the Bachelor of Science degree in General Science. The aim is to educate a corps of pre-service secondary school teachers in General Science who are sensitive to the cognitive, emotional and social needs of children in grades seventh through twelfth (7th-12th) and who possess the competencies to meet these needs in the framework of a classroom. The general education requirements are limited to fifty (50) semester hours, the professional education sequence is limited to thirty-three (33) semester hours, the teaching field includes fifty (50) semester hours. The Secondary Science program requirements for graduation are one hundred thirty-three (133) semester hours.

Program Objectives

The program objectives are geared to providing opportunities for pre-service teachers:

1. To acquire a sense of worth and the desire to pursue academic excellence in Science Education.
2. To improve and develop oral and written English communication skills for effective use in the classroom, and in social and professional relationships.
3. To acquire general knowledge in the humanities, social sciences, natural science, mathematics, health, physical education and recreation to become well informed and functional citizens.

4. To acquire professional preparation in biology, chemistry and physics in accordance with Georgia Criteria for T-4 Certification in Science.
5. To engage in meaningful simulation, laboratory and practicum experiences related to children in grades seventh through twelfth (7th-12th) in accordance with Georgia Criteria for T-4 Certification.
6. To develop human relation skills essential for functioning as in-service teachers and individuals in a multicultural society.
7. To become active members in the Student National Education Association.
8. To meet criteria for graduate study in Science Education.

Suggested Course Distribution for Science Education Sequence

Freshman Year

First Semester			Second Semester		
Eng 101	Communications	3	Eng 102	Communications	3
FL 101	Foreign Language	3	FL 102	Foreign Language	3
Hist 100	Man in Society OR	3	Hist 203	U.S. History OR	3
Geo 201	Geography		SS 111	American Government	
Math 111	Mathematics	3	Math 112	Mathematics	3
PE 101	Physical Education	1	PE 102	Physical Education	1
Bio 111	General Biology	4	Bio 112	General Biology	4
GE 101	Freshman Orientation				17
		18			

Sophomore Year

First Semester			Second Semester		
Hum 221	Cultural Heritage	3	Hum 222	Cultural Heritage	3
Hum 228	Music & Art	3	Hum 229	Religion & Philosophy	3
Phy 111	General Physics	4	Sp 107	Speech	2
Ed 202	Intro. to Education	3	Chem 112	General Chemistry	4
Ed 200	Lab Level I		Phy 112	General Physics	4
Chem 111	General Chemistry	4	Psy 201	General Psychology	3
		17			19

Junior Year

First Semester			Second Semester		
Ed 320	Fund. Curr. Dev..	3	Psy 300	Adolescent Psychology	3
Ed 300	Lab Level II		PE 223	First Aid & Sch. Health	3
Ed 204	Educational Psy.	3	Bio 421	Human Anatomy	3
Chem 211	Analytical Chem	4	Chem 212	Analytical Chemistry	4
Bio 204	Botany	4	Chem 232	Organic Chemistry	4
		14			17

Senior Year

First Semester			Second Semester		
Ed 405	Sec. School Methods	3	Ed 458	Student Teaching	6
Ed 400	Lab Level III		Ed 459	Seminar	
SPE 350	Psy. Excpt. Child	3	Ed 310	Princ. & Tech. Guid.	3
Ed 316	Educational Media				<hr/> 9
Math 201	Elem. Stat.	3			
Ed 435	Psy. & Ed. Eval.	3			
Chem 451	Research	3			
		<hr/> 18			

NURSING PROGRAM

The Nursing Program offers a curriculum that permits the student to earn the Bachelor of Science Degree in Nursing. Upon completion of this program the graduate becomes eligible to write the examination for licensure as a Registered Nurse; and is qualified to hold beginning positions in professional nursing practice. Due to the required sequence of courses, the generic student must begin the nursing program during the second semester. R.N.'s and transfer students will begin nursing courses in the term that coincides with their placement status. A completed application must be submitted at least six (6) weeks prior to the expected enrollment date.

The catalog description that is current at the time the student begins the nursing major will determine the curriculum requirements for graduation. Initial students will receive an up-dated description prior to enrollment in nursing courses. Students who withdraw from the nursing sequence will reenter under the current catalog. Academic credit for nursing courses of a student who withdraws from the nursing program is valid for a three-year period. The limitation is calculated on the academic rather than the calendar year. Special exceptions may be made to this policy by a two-thirds vote of the nursing faculty.

Advisors work carefully with students to plan programs; however, it is the student's responsibility to see that course pre-requisites and corequisites are met as required.

To provide appropriate learning experiences, nursing classes will be scheduled during the day and evening hours. The student is expected to provide transportation to the clinical setting. In the event that learning experience in the clinical setting must be arranged at times other than the scheduled laboratory times it is the responsibility of the student to participate as requested for the duration of the learning experience.

The nursing faculty reserves the right to make those program changes deemed appropriate. Curriculum changes are made whenever necessary to keep the learning experience up-to-date. Students are expected to subscribe to these changes whenever they can do so without increasing the number of terms required for completion of the degree.

Accreditation

This baccalaureate nursing curriculum is approved by the Georgia Board of Nursing.

The Nursing Program will seek accreditation through the Council of Member Agencies of the Baccalaureate and Higher Degree Programs of the National League for Nursing. Criteria for this accreditation require graduation of the initial nursing class prior to the application for accreditation.

Graduation With Honors

A student seeking the B.S. degree in nursing may graduate with honors if specific criteria are satisfied. Interested students may procure the criteria from a nursing faculty advisor.

Admission Requirements

The student must meet the general admission requirements of Morris Brown College and the specific requirements of the Nursing Program. High School courses in biology, chemistry, and physics are recommended.

Students who declare a nursing major and who meet the admission requirements of Morris Brown College will be admitted to the Nursing Program with a Pre-Nursing status. This status enables the student to take general education courses only. Acceptance to the Nursing Program from a Pre-Nursing status requires:

1. Completion of 45 semester credit hours from the Pre-Nursing curriculum including all required English, Mathematics and Natural Science courses. A grade of "C" or better is required in all English, Science, and Mathematics courses.
2. A cumulative grade point average (GPA) of 2.0 or greater.
3. Satisfactory application.

Advanced Placement Criteria

Registered nurses and transfer students may receive transfer credit(s) for general education credits earned at other regionally-accredited academic institutions. General education credit by College level equivalency placement (CLEP) testing will be accepted in accordance with college policies. Advanced placement course credit in the nursing sequence requires validation through the following procedures:

1. A fifty percentile score or greater on faculty-selected, nationally-standardized achievement examinations of comparable content to sophomore and junior level Morris Brown College nursing courses (as determined by the MBC nursing faculty).
2. A score of seventy-five percent or greater, on nursing faculty-developed examinations.
3. A satisfactory evaluation on clinical measures of selected psychomotor, process, and affective aspects of nursing practice.
4. A sequence for the challenge procedure may be required.
5. Placement on the senior level requires successful completion of Nursing 300 and successful challenge (theory and clinical) of all sophomore and junior level nursing courses.

6. Course validation and credit may be granted after satisfactory completion of at least 30 semester hours of nursing course credit taken at Morris Brown College. The following nursing courses may not be challenged:

NUR 300	Professional Practice Bridge	3 credits
NUR 401	Nursing Practice VI	5 credits
NUR 402	Physical Assessment	4 credits
NUR 403	Nursing Research	3 credits
NUR 404	Cultural Implications in Nursing Roles	2 credits
NUR 405	Nursing Practicum	9 credits
NUR 406	Nursing Practice Decisions	2 credits
NUR 407	Nursing Seminar	3 credits
		31 credits

Academic Policies

Required general education credits must be completed to enroll in any nursing courses numbered 400 or greater.

Only Grades of "C" or better in a nursing course will be credited toward a degree. Every student must attain a satisfactory grade in the clinical practice portion as well as a grade of "C" or better in the theory portion of every nursing course.

A student may repeat one time only a nursing course in which a grade of "D", "F", "WF", or "W" was received.

A new application is required to reenter the nursing program.

Comprehensive written and/or clinical examinations are used to measure attainment of specified competencies. A student failing to demonstrate essential proficiency on any comprehensive examination may be required to complete such additional courses as are necessary to attain the expected ability. Courses required and completed under this provision may be with or without academic credit and may be required regardless of prior course credit.

The attendance policies for classroom and clinical experiences will be described in each nursing course outline. Due to the nature of practice situations, students are expected to meet all assignments when scheduled.

Selected nationally-recognized achievement tests are required throughout the program.

Other Requirements

1. A physical examination and evidence of specified immunizations and laboratory tests are required immediately prior to entering clinical courses in the nursing sequence. The examination, selected tests, and evidence of certain immunizations must be repeated annually.
2. Copy of the policy providing professional liability insurance coverage must be provided prior to enrolling in a clinical course. Evidence that current coverage is maintained must be provided yearly through program completion.
3. Copy of the certificate denoting satisfactory completion of a cardiopulmonary resuscitation (CPR) course is required prior to entry and yearly.
4. Student uniforms (minimum of two), a suitable watch, stethoscope, other selected equipment, and fees for the nationally-recognized achievement tests

- are required. The estimated cost of these items is \$175-\$225. A pin at graduation is optional. Pin cost varies in relation to fluctuations in the price of gold.
5. A laboratory fee is required for all clinical nursing courses to replace work equipment and disposable supplies.

Baccalaureate Nursing Curriculum

The nursing program requires eight semesters and one summer session. The freshman and sophomore years are designed to satisfy most of the general education requirements of Morris Brown College. Introductory courses in nursing will begin the second term of the sophomore year and will continue throughout the program.

Clinical experience will be provided in area hospitals, nursing homes, primary health care centers and clinics, day care centers, and other community agencies.

The study program for the Bachelor of Science in Nursing degree follows:

Freshman Year

First Semester			Second Semester		
GE 101	Freshman Orientation	1	SP 107	Public Speaking	2
Eng 101	Communications	3	Eng 102	Communications	3
Math 101	Mathematics	3	Math 102	Mathematics	3
Bio 112	Biology	4	Bio 231	Human Anatomy	4
Che 101	General Chemistry	4	Che 102	Organic Chemistry	4
		15			16

Sophomore Year

First Semester			Second Semester		
Bio 232	Human Physiology	4	Hum 222	Cultural Heritage	3
Bio 233	Microbiology	4	Nur 200	Nursing Practice Foundations	9
Psych 201	Gen. Psychology	3	His 203	U.S. History	3
Hum 221	Cultural Heritage	3			15
		14			

Junior Year

First Semester			Second Semester		
Nur 301	Nursing Practice	9	Nur 302	Nursing Practice II	5
Soc 201	Introductory Sociology	3	Nur 303	Nursing Practice III	5
Psy 421	Human Behavior & Dev.	3	BE 331	Prin. of Management	3
		15	PS 111	American Government	3
					16

Summer Term

Nur 304	Nursing Practice IV	5
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Senior Year

First Semester			Second Semester		
Nur 401	Nursing Practice V	5	Nur 405	Nursing Practicum	9
Nur 402	Physical Assessment	4	Nur 406	Nursing Practice Decisions	2
Nur 403	Nursing Research	3	Nur 407	Nursing Seminar	3
Nur 404	Cult. Impli. in Nursing Roles	2			14
		14			

Degree Credit Requirements

General Education	45	Nursing Credit Ratios	
Support Courses	18	Credit: Lecture Ratio	1:1
Nursing Courses	61	Credit: Laboratory Ratio	1:3
	124		

Nursing Course Descriptions

Note: Course credit hours are shown in parentheses immediately following the course title.

NUR 200—Nursing Practice Foundations.

(9) Six hours lecture and 9 hours laboratory a week. Pre-requisite: admission to the nursing program. This is a foundation course in the preparation for professional nursing practice. Concepts related to the theoretical, process, and psychomotor aspects of nursing practice are introduced. Content related to the enhancement of health is included.

NUR 300—Professional Practice Bridge.

(3) Three hours lecture/seminar hours a week (some hours will be utilized for laboratory assessment of practice/process competencies). Content will be individualized to address the learning needs of individuals seeking to challenge sophomore and junior nursing courses.

NUR 301—Nursing Practice I.

(9) Six hours lecture and 9 hours laboratory a week. Prerequisite: NUR 200. Course content focuses on the nursing care of adults with common health problems or conditions requiring the services provided in acute-care and/or episodic-care settings. Content related to health problems prevention is included.

NUR 302—Nursing Practice II.

(5) Course work will be condensed to fulfill requirements in one-half term resulting in 5 lecture hours and 15 laboratory hours a week. Prerequisite: NUR 301. Corequisite: NUR 303. The theoretical, process, and affective concepts utilized in the prevention and care of individuals experiencing acute and long-term mental health problems are studied. The roles of community support services are included.

NUR 303—Nursing Practice III.

(5) Course work will be condensed to fulfill requirements in one-half term resulting in 5 lecture hours and 15 laboratory hours a week. Prerequisite: NUR 301. Corequisite: NUR 302. Nursing care of women and infants during the maternity cycle and the roles of interacting individuals and groups are addressed. Experience in community settings fosters knowledge of societal resources and impact.

NUR 304—Nursing Practice IV.

(5) Course work will be condensed to fulfill requirements in the eight-week summer term resulting in 11 lecture hours and 17 laboratory hours a week. Prerequisites: NUR 302, 303. The theoretical,

process, and psychomotor concepts utilized in the care of children and adolescents with acute and chronic conditions are studied. Also expectations regarding the usual human growth and development patterns with respect to the roles of interacting individuals and groups are addressed.

NUR 401—Nursing Practice V.

(5) Three hours lecture and 6 hours laboratory a week. Prerequisite: NUR 304. Corequisite: NUR 402, 403, 404. Individual and group contributions to and needs for community are addressed. Foci concern student assessment of individuals in relation to their larger communities and effects of communities on individual well-being. Nursing care of individuals in various community settings is included.

NUR 402—Physical Assessment.

(4) Three hours lecture and 3 hours laboratory a week. Prerequisite: NUR 304. Corequisite: NUR 401, 403, 404. This course includes the theoretical, process, and psychomotor aspects of health screening and physical examination.

NUR 403—Nursing Research.

(3) Three hours lecture a week. Prerequisite: NUR 304. Corequisite: NUR 401, 402, 404. Ability to differentiate among research studies, to interpret accurately the reports of scientific investigations related to nursing, and to participate in the research process is expected upon course completion.

NUR 404—Cultural Implications in Nursing Roles.

(2) One hour seminar and 3 hours laboratory a week. Prerequisites: NUR 303. Corequisites: NUR 401, 402, 403. The effects of culture on health practices and consideration of cultural expectations in planning care are emphasized. Analysis of health problem incidence among identifiable populations/communities is included.

NUR 405—Nursing Practicum.

(9) Two hours lecture and 21 hours laboratory a week. Prerequisite: NUR 401, 402, 403, 405. Corequisite: NUR 406, 407. This is a capstone course in the preparation for professional nursing practice. Focus concerns the comprehensive evaluation and integration of the theoretical, process, and psychomotor aspects of professional nursing practice.

NUR 406—Nursing Practice Decisions.

(2) Two hours lecture a week. Prerequisite: NUR 401, 402, 403, 405. Corequisite: NUR 405, 407. This course addresses the application of leadership and decision-making processes to the roles of primary nurse, preceptor, team-member/leader, and unit administrator.

NUR 407—Nursing Seminar.

(3) Three lecture/seminar hours a week. Prerequisite: NUR 401, 402, 403, 405. Corequisite: NUR 405, 406. The concerns of the nursing profession and individual responsibilities rights, and privileges are addressed using current health and nursing issues as well as nursing history, as a frame of reference.

PHYSICS

The Physics Program at Morris Brown consists of the following courses. A Physics major is available through taking courses from other Atlanta University Center institutions.

Physics 111

Physics 111 is the first course of a two semester sequence in General Physics. This first course covers the areas of particle kinematics and dynamics in one and two dimensions, rotational kinematics and dynamics of extended bodies, physical properties of materials, the gas laws and thermodynamics. This course not only introduces the student to the fundamental concepts of physics, it also strengthens the students ability to apply algebra and trigonometry to solving problems. This sequence is appropriate for many non-technical majors and is specifically appropriate for the life science and allied health majors. The course includes 3 hours of lectures and 3 hours of lab per week. Students are exposed to advanced instrumentation rarely available at this level. Prerequisite: Math 111 and 112. 4 credit hours.

Physics 112

Physics 112 is the second course of a two semester sequence in General Physics. Topics include electric charges and fields, electromagnetism, DC and AC currents and circuits, vibrations, properties of waves, acoustics, optics, and a survey of modern atomic and nuclear physics. The course consists of 3 hours of lecture and 3 hours of lab per week. Prerequisites: Math 111 and 112, and Physics 111. 4 credit hours.

Physics 153

Physics 153 is a rigorous, calculus based introduction to College Physics. Topics include kinematics, statics, Newtonian dynamics, work, energy, thermodynamics, and bulk properties of matter. This course is appropriate for engineering, computer science and physics majors. An excellent math background through and including integral calculus is required. Prerequisites: Math 111, 112, 211 and 212. 4 credit hours (3 hours lecture + 3 hours lab).

Physics 154

Physics 154 is a continuation of Physics 153. Topics include electrostatics, DC and AC circuits, electromagnetism, wave characteristics, acoustics, optics and a survey of atomic and nuclear physics. Prerequisite: Physics 153 4 credit hours (3 hours lecture + 3 hours lab).

CHEMISTRY

In keeping with the general aim of the College, the Chemistry Department offers a program of study designed to combine intellectual growth with pre-professional and job oriented training in chemistry. The Chemistry Department attempts to steer the student through a series of learning experiences which will enable him to develop his ability to think critically. Further, the department attempts to instill in the student a sense of worth and a desire to pursue academic excellence.

In order to satisfy the departmental requirements for a Bachelor of Science degree with a major in chemistry, a student must take a minimum of 32 semester hours of chemistry beyond general chemistry, twelve hours of mathematics beyond pre-calculus, eight hours of physics, and three hours of computer science. Chemistry minors are required to take a minimum of twenty-four hours in chemistry. These twenty-four hours are to be distributed among General Chemistry 111-112 (eight hours), Analytical Chemistry 211-212 (eight hours), and Organic Chemistry 231-232 (eight hours).

Suggested Course Distribution for Chemistry Majors for the Professional Degree

Freshman Year

First Semester			Second Semester		
Chem 111	General Chemistry	4	Chem 112	General Chemistry	4
Math 111	Pre-Calculus	3	Math 112	Pre-Calculus	3
Ger 101	German (or Russian)	3	Ger 102	German (or Russian)	3
Eng 101	Communications	3	Eng 102	Communications	3
	Social Science Elective	3	Sp 107	Speech	2
PE 101	Physical Education	1	PE 102	Physical Education	1
GE 100	Freshman Orientation	1			
		18			16

Sophomore Year

First Semester			Second Semester		
Chem 231	Organic Chemistry	4	Chem 232	Organic Chemistry	4
Math 211	Calculus	3	Math 212	Calculus	3
Phy 153	Physics	4	Phy 154	Physics	4
Ger 201	German (or Russian)	3	Ger 202	German (or Russian)	3
Chem 211	Analytical Chemistry	4	Chem 212	Analytical Chemistry	4
		18			18

Junior Year

First Semester			Second Semester		
Chem 321	Physical Chemistry	4	Chem 322	Physical Chemistry	4
Math 301	Calculus	3	Math 311	Diff. Equations	3
Hum 221	Cultural Heritage	3	Hum 222	Cultural Heritage	3
CPS 150	Computer Science	3		Social Sci. Elective	3
Hum 228	Music & Art	3	Hum 229	Phil. & Religion	3
		16			16

Senior Year

First Semester			Second Semester		
Advanced Chem. Elective		4	Advanced Chem. Elective		4
Social Science Elective		3	Elective		4
Elective		7			8
		14			

Social Science Electives: Man in Society 100; Economics 110; American Government 111; General Psychology 201; African History 201; Survey of U.S. History 203; Introduction to Anthropology 216; Marriage and Family Life 300; Introduction to Sociology 301; World History 311; The History of Afro-Americans 320.

Advanced Chemistry Electives: Organic 431-432; Inorganic 425-426; Physical 423-424; Biophysical 427-428; Biochemistry 511-512; Cooperative Education.

Description of Courses

100—Physical Science.

An introductory Physical Science course designed for nonscience majors. The basic concepts of modern Physical Science are emphasized. 3 credit hours.

101—General Chemistry.

A study of the elements, their chemical and physical properties and the principles underlying the science. Three lecture hours and four laboratory hours a week. 4 semester hours.

102—Organic Chemistry.

A survey course designed for students not majoring in chemistry, who need a basic understanding of organic chemistry for their work in other departments. It includes a study of hydrocarbons and their

derivatives, the carbohydrates, fats, proteins, steroids, vitamins, and the aromatic series of compounds. Three hours lecture, four hours laboratory per week. Prerequisite: Chemistry 101. 4 semester hours.

111-112—General Chemistry.

Fundamental chemical principles and descriptive chemistry, including qualitative analysis. Three hours lecture and six hours recitation/laboratory per week. 8 semester hours.

211—Analytical Chemistry I.

A study of homogeneous and heterogeneous equilibria to include principles related to ionization, solubility, complex ions and molecules, oxidation and reduction in solution, redox potentials, electrochemical cells, and quantitative volumetric and gravimetric analysis. Three hours lecture, six hours laboratory per week. 4 semester hours. Offered at Clark College.

212—Analytical Chemistry II.

This is the second half of the analytical chemistry sequence. Major attention is given to the principles and stoichiometry relating to acidimetry, alkalimetry, redox methods, and iodometry. Gravimetric, electrometric, optical, chromatographic, and other modern instrumental methods of analysis, and the basic chemical theory related to these procedures are studied. Three hours lecture, six hours laboratory per week. Prerequisite: Chemistry 211. 4 semester hours. Offered at Clark College.

231-232—Elementary Organic Chemistry.

A rigorous elementary treatment of the structural theory as a basis for the study of the properties of the compounds of carbon. Prerequisite: Chemistry 111-112. Lecture three hours per week. Laboratory and discussions six hours per week. 8 semester hours.

321-322—Elementary Physical Chemistry.

A thorough course of introductory undergraduate physical chemistry. Topics are developed in light of the fundamental principles of thermodynamics, chemical kinetics, and modern structural concepts. Prerequisites: Chemistry 231-232; Chemistry 211; Math 251-252; Physics 153-154. Recommended Math 352; Physics 254. Three hours lecture. Six hours laboratory and discussions. 8 semester hours. Offered at Morehouse College.

431-432—Advanced Organic Chemistry.

Critical evaluation of modern organic theory, reactions, mechanisms, and rearrangements. This course includes a detailed study of important organic reactions and their applications to methods of synthesis. Three hours lecture per week with selected laboratory experiments. Prerequisite: Chemistry 231-232. 6 semester hours. Offered at Clark College.

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 biology systems. 6 semester hours. Offered at Atlanta University.

423-424—Advanced Physical Chemistry.

Theoretical principles of modern physical chemistry. Fundamental principles of quantum mechanics are presented with special emphasis on their application to modern theories of chemical valence. Prerequisites: Chemistry 321-322; Math 351-352; Physics 363-364. Recommended: Math 353-354. Three hours of lecture per week. Six hours. Offered at Morehouse College.

425-426—Theoretical Inorganic Chemistry.

Lectures on theoretical inorganic chemistry. Second semester devoted to the study of kinetics, mechanism, and the bonding in the transition metal compounds. Prerequisite: Chemistry 321-322. Three hours of lecture per week. Six hours. Offered at Morehouse College.

427-428—Biophysical Chemistry.

Seeks to inform the aspiring biologist, physicist, molecular biologist, pre-medical student, and chemist that biopolymers also obey many physical laws which are the bases for the modern determination of useful information about biopolymer systems. Prerequisite: Chemistry 321-322. Three hours of lecture and six hours of laboratory per week. Eight hours. Offered at Morehouse College.

ENGINEERING DUAL DEGREE PROGRAM

The college offers, in co-operation with the Atlanta University Center and the Georgia Institute of Technology, a dual degree program whereby a student, upon completion of three academic years at Morris Brown College and two academic years at Georgia Tech, receives a Bachelor of Science from Morris Brown and a Bachelor of Science in Engineering from Georgia Tech.

Students who wish to pursue this course of study must satisfy the general Requirements For Graduation of the college except that only one hundred credit hours are required. The student must also satisfy the requirements of the General Education Program with the option of completing six credit hours of Foreign Language or six hours of computer science. In addition to these general requirements the dual degree student must complete the following pre-engineering program:

Mathematics:		Chemistry:	
251	Analysis I	111	General Chemistry
252	Analysis II	112	General Chemistry
351	Analysis III	Engineering	
353	Advanced Calculus I	203	Introduction to Engineering
456	Differential Equations	201	Engineering Graphics
Physics		150	Computer Science
154	Physics I		
253	Physics II		
254	Physics III		
205	Statics		
308	Dynamics		

The courses in Physics and Engineering may be taken at Morehouse College and are given Morehouse course numbers.

Course Distribution for Majors in Engineering Dual Degree Program

Freshman Year

First Semester			Second Semester		
Eng 101	Communication	3	Eng 102	Communication	3
Math 111	Pre-Calculus	3	Math 112	Pre-Calculus	3
Phy 203	Intro. to Engineering	2	Phy 201	Engineering Graphics	3
Chem 111	General Chemistry	4	Chem 112	General Chemistry	4
PE 101	Physical Education	1	PE 102	Physical Education	1
GE 100	Freshman Orientation	1	102	Foreign Language	3
101	Foreign Language	3			17
		17			

Sophomore Year

First Semester			Second Semester		
Math 251	Analysis I	4	Math 252	Analysis II	4
Phy 154	Physics I	4	Phy 253	Physics II	4
Pol Sci 111	American Government	3	Hist 203	American History	3
Hum 221	Cultural Heritage	3	Hum 222	Cultural Heritage	3
Hum 228	Music & Art	3	Hum 229	Phil. & Religion	3
		17			17

Junior Year

First Semester			Second Semester		
Math 351	Analysis III	4	Math 353	Advanced Calculus I	4
Phy 254	Physics III	4	Phy 205	Statics	4
CPS 150	Computer Science	3		Elective	3
Eng 107	Speech	2			11
	Social Science Elective	3			
		16			

Senior Year

First Semester			Second Semester		
Math 456	Differential Equations	3			
Phy 308	Dynamics	4			
		7			

Based on performance on the mathematics entrance examination, an Engineering student may be exempted from taking Pre-Calculus I and/or Pre-Calculus II.

Special Provision for Graduate Study Under the Dual Degree Agreement Between the Atlanta University Center Colleges (Clark, Morehouse, Morris Brown, Spelman Colleges) and the Georgia Institute of Technology

In addition to the Dual Degree program at the undergraduate level, the parties to this agreement will extend permission for highly qualified, specially selected undergraduate students to enter Georgia Institute of Technology at the end of three or more years of undergraduate study with the intent to seek a master's level degree at the Georgia Institute of Technology. In these specially arranged individual cases the student shall be required to complete no less than 50 quarter hours of graduate work at the Georgia Institute of Technology in addition to a sufficient number of hours of undergraduate course work to meet the graduation requirements of the

Atlanta University Center college. Such a student's total study program shall be carefully equated to that of a Georgia Institute of Technology student in the particular specialty area.

The bachelor's degree will be conferred by the Atlanta University Center college as soon as the student has met their requirements through previous work in residence at the Atlanta University Center college and the necessary additional work taken at Georgia Institute of Technology provided he or she has been accepted for graduate study. The total equivalent credit hours shall at least equal the hours required for graduation at the Atlanta University Center institution. Where the student's total program of study meets the requirements of his other major at the Atlanta University college he or she shall be awarded a designated Bachelor of Science degree, otherwise the Bachelor of Science degree conferred will be undesignated. Students admitted through this program will be enrolled at Georgia Institute of Technology as undergraduates until they have met the graduation requirements of the Atlanta University Center college.

An application for admission to graduate study at Georgia Institute of Technology will be required during the nine months prior to graduation from Atlanta University Center college. Admission to the Graduate Division at the Georgia Institute of Technology will be based on the usual recognized standards.

The master of Science Degrees covered by this agreement and offered at the Georgia Institute of Technology are:

- Aerospace Engineering
- Ceramic Engineering
- Chemical Engineering
- Civil Engineering
- Electrical Engineering
- Engineering Science & Mechanics
- Geophysical Sciences
- Industrial & Systems Engineering
- Mechanical Engineering
- Metallurgy
- Nuclear Engineering
- Operation Research
- Sanitary Engineering
- Textile Engineering

Provision for Change or Termination:

This agreement is subject to change including the chance to add or delete Georgia Institute of Technology degree programs by mutual consent. It may be revoked by any party by written notice to the other parties, giving at least three years notice of intent to voice the agreement.

INFORMATION AND COMPUTER SCIENCE

Major study in Information and Computer Science provides basic preparation leading to Information and Computer Systems related careers in business and industry, or graduate study in Information and Computer Science. Completion of the curriculum meets the requirements for the degree of Bachelor of Science in Information and Computer Science (BSICS).

The program provides a basic education in preparation for professional careers in two broad areas of application and development of computer science technology: (a) Computer Systems, and (b) Information Systems. The objectives of the program are to enable the student to develop proficiency in the fundamentals of computing, programming, organization of digital computers, hardware, etc.; to develop proficiency necessary for graduate training in some specialized area of computer science and to develop a broad knowledge of theory, design, and applications of Digital Computers necessary for employment in industry.

General Degree Requirements

Area of Study	Track A Computer Systems	Track B Information Systems
General Education	55	55
Major	39	39
Support Courses	23	21
ICS Elective	6	6
Free Electives	6	6
Total Credit Hours	129	127

Social Science Electives: SS 111 American Government; Psy. 201 General Psychology; Hist. 201 History of Africa; Hist. 203 A Survey of U.S. History; Hist. 211 U.S. History to 1865; Hist. 212 U.S. History Since 1865.

Area Electives: Area Electives are intended for ICS students in their Junior and Senior years. Students should select courses which form a coherent program of study supportive of their individual educational and career objectives. Courses must be at the 300-400 level as recommended and approved by ICS program advisor.

ICS

Electives:

ICS 331	Information Systems	ICS 332	Intro. Artificial Intelligence
ICS 421	Computer Systems Lab.	ICS 426	Numerical Analysis
ICS 422	Intro. to Compilers	ICS 427	Computer Graphics
ICS 423	Data Communications	ICS 431	Info. Storage & Retrieval
ICS 424	Micro-programming	ICS 432	MIS Methodology
ICS 425	Comp-Orient Num. Meth.	ICS 433	Quan. Meth./Comp. Applications
ICS 435	Special Topics	ICS 437	Psychology of Programming

EBA Electives:

EBA 325	Management Accounting	EBA 331	Principles of Management
EBA 335	Marketing I	EBA 336	Marketing II

Course Requirements for the Bachelor of Science Degree in Information and Computer Science

Track A Computer Systems

Freshman Year

First Semester			Second Semester		
ICS 111	Programming I	3	ICS 112	Programming II	3
Math 111	Pre-Calculus I	3	Math 112	Pre-Calculus II	3
Engl 101	Communications	3	Engl 102	Communications	3
Bio 111	Biology OR		Bio 112	Biology OR	
Chem 111	Chemistry	4	Chem 112	Chemistry	4
GE 100	Fresh Orient.	1		Social Science	3
PE 101	Physical Education	1	PE 102	Physical Education	3
Sp 107	Speech	2			17
		17			

Sophomore Year

First Semester			Second Semester		
ICS 211	Computer Organization I	3	ICS 212	Computer Organization II	3
Math 211	Calculus I	3	Math 212	Calculus II	3
Hum 221	Humanities	3	Hum 222	Humanities	3
Hum 225	Art	3	Hum 226	Music	3
101	Foreign Language	3	102	Foreign Language	3
		15	ICS 214	Programming IIIA	3
					18

Junior Year

First Semester			Second Semester		
ICS 311	Discrete Structures	3	ICS 312	Data Structures	3
Math 301	Calculus III	3	Math 314	File Processing	3
Hum 229	Religion & Philosophy	3	Math 401	Prob. & Stat.	3
EBA 241	Economics I	3	EBA 242	Economics II	3
Phy 153	Physics	4	Phy 154	Physics	4
		16			16

Senior Year

First Semester			Second Semester		
ICS 411	Data Base Systems	3	ICS 412	Operating Systems	3
ICS 413	Organ. of Prog. Lang.	3	ICS 414	Adv. Problem Solving	3
Math 405	Linear Algebra	3	ICS 416	Software Development	3
ICS	Elective	3	ICS	Elective	3
	General Elective	3		General Elective	3
		15			15

Track B Information Systems

Freshman Year

First Semester			Second Semester		
ICS 111	Programming I	3	ICS 112	Programming II	3
Math 111	Pre-Calculus I	3	Math 112	Pre-Calculus II	3
Engl 101	Communications	3	Engl 102	Communications	3
Bio 111	Biology OR		Bio 112	Biology OR	
Chem 111	Chemistry	4	Chem 112	Chemistry	4
GE 100	Fresh Orient.	1		Social Science	3
PE 101	Physical Education	1	PE 102	Physical Education	3
Sp 107	Speech	2			17
		17			

Sophomore Year

First Semester			Second Semester		
ICS 211	Computer Organization I	3	ICS 212	Computer Organization II	3
Math 211	Calculus I	3	Math 212	Calculus II	3
Hum 221	Humanities	3	Hum 222	Humanities	3
Hum 225	Art	3	Hum 226	Music	3
101	Foreign Language	3	102	Foreign Language	3
		15	ICS 216	Programming IIIB	3
					18

Junior Year

First Semester			Second Semester		
ICS 311	Discrete Structures	3	ICS 312	Data Structures	3
Math 301	Calculus III	3	ICS 314	File Processing	3
Hum 229	Religion & Philosophy	3	EBA 313	Statistics	3
EBA 241	Economics I	3	EBA 242	Economics II	3
EBA 213	Prin. of Acctg. I	3	EBA 214	Prin. of Acctg. II	3
		15			15

Senior Year

First Semester			Second Semester		
ICS 411	Data Base Systems	3	ICS 412	Operating Systems	3
ICS 413	Organ. of Prog. Lang.	3	ICS 414	Adv. Problem Solving	3
Math 405	Linear Algebra	3	ICS 416	Software Development	3
ICS	Elective	3	ICS	Elective	3
EBA	Elective	3	EBA	Elective	3
<hr/> 15			<hr/> 15		

Information and Computer Science Description of Courses

ICS 100—Introduction to Computers. (A Computer Literacy Course)

A concise treatment of the computer's important and still-growing role in virtually every aspect of society, including quantitative and qualitative planning, science, education and medicine. Introduction to the fundamental concepts of digital computers and programming techniques. The course includes an introduction to programming BASIC. 3 semester hours. No credit for ICS majors.

ICS 111—Programming I.

Introduction to problem solving methods and algorithm development. Program design, coding, debugging and documentation using a high level language (Pascal). Corequisite: Math 111. 3 semester hours.

ICS 112—Programming II.

A continuation of the development of discipline in program design, in style and expression, in debugging and testing, especially for larger programs. Introduction to algorithmic analysis, basic aspects of string processing, recursion, internal search/sort methods and simple data structures. Advance features of Pascal. Prerequisite: ICS 111. Corequisite Math 112. 3 semester hours.

ICS 116—Scientific Computation I.

Introductory course in the use of computers for scientific problem solving. Various types of computer systems will be examined. Topics will include hardware and software including an operating system. A variety of algorithms will be developed and implemented in the BASIC Language. Prerequisite: Math III. 3 semester hours.

ICS 211—Computer Organization I.

Basic concepts of computer systems. Introduction to computer architecture. Topics include computer structure and machine language, assembly addressing techniques, macros, file I/O, program segmentation and linkage and assembler construction. Assembly language programming. Prerequisites: ICS 112, Math 112. 3 semester hours.

ICS 212—Computer Organization II.

Develop an understanding of the organization and architecture of Digital Computer Systems at the register-transfer and programming levels of system description. Introduction to the major concept areas of operating system principles and the interrelation between the operating system and architecture of Computer Systems. Basic treatment of Computer Systems software. Micro processor design and programming. Prerequisites: ICS 212 and Math 211. 3 semester hours.

ICS 214—FORTRAN Programming III A.

Development of algorithms for the solution of scientific oriented problems. Applications of Fortran to numerical computation and file manipulation. Prerequisites: ICS 112, Math 211. 3 semester hours.

ICS 216—COBOL Programming III B.

Development of algorithms for the solution of business oriented problems. File structure organization and processing on different types of storage devices. The COBOL programming language. Prerequisites: ICS 112, Math 211. 3 semester hours.

ICS 217—Scientific Computation II.

Advanced programming and scientific computational problem solving. Algorithm development and structured programming implementation with FORTRAN and Pascal will be stressed. Emphasis will be given to underlying concepts for correctness and completeness of computer solutions. Extensive programming assignments will be used to develop problem solving skills. Prerequisites: Math 112, Physics 111 or Chemistry 111, ICS 116. 3 semester hours.

ICS 311—Discrete Structures.

Introduction to concepts fundamental to the analysis of algorithms and their realization. Topics include induction, recursion, graphs, machines, boolean algebras and combinations. Prerequisites: ICS 211, Math 211. 3 semester hours.

ICS 312—Data Structures.

Logical data structures and their representation. Processes on data structures with emphasis on lists and trees. Prerequisite: ICS 212. 3 semester hours.

ICS 314—File Processing.

Introduction to the concepts and techniques of structuring data on bulk storage devices. Provides the foundation for applications of data structures and file processing techniques. Term project. Prerequisite: ICS 312. 3 semester hours.

ICS 331—Information Systems.

Empirical methodology of analysis and design of computer-based information systems, and the relationship with the definition of objectives, planning, analysis, design, implementation, and evaluation of such systems. Case studies. Prerequisite: ICS 211. 3 semester hours.

ICS 332—Artificial Intelligence.

Basic ideas and goals of artificial intelligence. Programming techniques. Search methods. Survey of representative application areas such as cognitive modelling, automatic problem solving, natural language processing, machine perception and robotics. Prerequisite: ICS 331. 3 semester hours.

ICS 411—Data Base Systems.

Introduction to logical and physical structure of computer data base systems. Topics include data base concepts, data models, data normalization, file organization, index organization, query-searching, file security, and data integrity and realizability. Prerequisite: ICS 312. 3 semester hours.

ICS 412—Operating Systems.

Introduction of major concepts in the design of operating systems. Topics include system structure, memory management, process management, recovery procedures and I/O functions. Implementation project. Prerequisites: ICS 212, 314. 3 semester hours.

ICS 413—Organization of Programming Languages.

A study in comparison of language features, constraints, and programming techniques using a variety of programming languages such as FORTRAN, Pascal, Algol, PL/I, LIPS, RPG, SNOBOL, COBOL, APL, and Ada. Prerequisites: ICS 212, 214 or 216, ICS 312. 3 semester hours.

ICS 414—Advanced Problem Solving.

This course should develop students abilities as writers and critics of programs by exposing students to problems and their algorithms solution. As programming is both Art and Science, student programmers can benefit considerably from analysis of case studies in a wide variety of areas. Analysis and development of algorithms and programming implementation to obtain computer solutions stressed. Prerequisites: ICS 312, 314 and Math 301. 3 semester hours.

ICS 416—Software Development.

Introduction to current state-of-the-art techniques used in large-scale, software development. Topics include requirements analysis, functional specification, system design, implementation, testing documentation and maintenance. Prerequisites: ICS 312, 314. 3 semester hours.

ICS 421—Computer Systems Laboratory.

Hands-on hardware experience for ICS majors. Construction and programming of an operating microcomputer; Digital Logic laboratory work included to support comprehensiveness. Prerequisites: ICS 212. 3 semester hours.

ICS 422—Introduction to Compilers.

Study of the basic techniques of compiler design and implementation with consideration of the implementation characteristics of widely used programming languages. Prerequisites: ICS 212, 413. 3 semester hours.

ICS 423—Data Communications.

Introduction to data communications for computers and computer terminals, including communications media, codes, data transmission, multiplexing, polling, communications software, protocols, switching and simple networks. Prerequisite: ICS 212. 3 semester hours.

ICS 424—Microprogramming.

Introduction to the fundamental concepts and applications of microprogramming and microprogramming systems including a study of emulation, microprogramming languages, and microprogrammable computers. Prerequisite: ICS 212. 3 semester hours.

ICS 425—Computer-Oriented Numerical Methods.

Introduction to computer oriented numerical methods for error analysis, function evaluation, solution of systems of equations, curve-fitting, interpolation, numerical integration, and differentiation. Prerequisites: ICS 112, Math 301. 3 semester hours.

ICS 426—Numerical Analysis.

Introduction to the fundamental data structures and algorithms to develop the concepts or automated numerical methods. Roots of algebraic and transcendental equations; differential equations. Prerequisites: ICS 425. 3 semester hours.

ICS 427—Computer Graphics.

Introduction to Computer Graphics: hardware, database, and software organization for graphics, 2D and 3D transformations; fundamentals of vector and raster graphics; programming project implementation of a subset of the above. Prerequisites: ICS 312 and Math 301. 3 semester hours.

ICS 431—Information Storage and Retrieval.

Computer-aided organization and retrieval of bibliographic and natural-language information. Topics include statistical, syntactic and logical analysis of information content, and evaluation of retrieval effectiveness. Prerequisites: ICS 212, Math 401. 3 semester hours.

ICS 432—MIS Methodology.

Methodology for the design and implementation of management information systems in industrial, business, and government organizations. Feasibility studies; system development implementation, and evaluation. Project management. Prerequisite: ICS 331. 3 semester hours.

ICS 433—Quantitative Methods with Computer Applications.

Mathematical Techniques for practical usage ⁵ PERT, Production Scheduling, Linear Programming, regression analysis, quality control statistics, and other accounting information - with computer applications. Prerequisites: Math 212, Math 401 or EBA 313, ICS 112 Credit: 3 semester hours.

ICS 435—Special Topics

Lectures in topics of current interest. Topics offered vary with the interest and needs of students and faculty. Prerequisite: Consent of instructor. 1 to 4 semester hours.

MATHEMATICS

The program of studies in Mathematics is designed to provide (1) broad fundamental background necessary for advanced work in the subjects, (2) the methods essential for a comprehension of the mathematical aspects of the respective sciences for science majors, (3) an appreciation for an intelligent interpretation of those mathematical concepts underlying the quantitative procedures evident in our current mode of living, and (4) a sound preparation for future teachers of mathematics.

Students majoring in math must complete a minimum of thirty hours of mathematics courses numbered above 200. These should include the Calculus sequence, Differential Equations, Modern Algebra. Linear Algebra, and Topology. Physics and Computer Science are also required for the major program.

Course of Study for a Liberal Arts Degree in Mathematics

Freshman Year

First Semester			Second Semester		
Math 111	Precalculus I	3	Math 112	Precalculus II	3
Eng 101	Communications	3	Eng 102	Communications	3
Bio 111	Biology OR	4	Bio 112	Biology OR	4
Chem 111	Chemistry		Chem 112	Chemistry	
FL 101	French, Ger. or Russian	3	FL 102	French, Ger. or Russian	3
Sp 107	Speech	2		Social Science	3
PE 101	Physical Education	1	PE 102	Physical Education	1
GE 100	Freshman Orientation	1			17
		17			

Sophomore Year

First Semester			Second Semester		
Math 211	Calculus I	3	Math 212	Calculus II	3
CPS 150	Programming I (Fortran)	3	CPS 155	Programming II (Cobol)	3
Hum 221	Cultural Heritage	3	Hum 222	Cultural Heritage	3
FL 201	French, Ger. or Russian	3	FL 202	French, Ger. or Russian	3
Hum 228	Music & Art	3	Hum 229	Religion & Philosophy	3
		15			15

Junior Year

First Semester			Second Semester		
Math 301	Calculus III	3	Math 311	Differential Equations	3
Math 313	Modern Algebra I	3	Math 314	Modern Algebra II	3
Math 403	Higher Geometry	3	Math	Math Elective	3
Phy 121	Physics I	4	Phy 122	Physics II	4
	Elective	3		Elective	3
		16			16

Senior Year

Math 425	Linear Algebra	3	Math 411	Topology	3
Math 441	Math Seminar		Math 442	Math Seminar	1
Math 407	Advanced Calculus I	3	Math 408	Advanced Calculus II	3
Math 401	Prob. & Stat. I	3	Math 402	Prob. & Stat. II	3
	Social Science	3		Social Science	3
Math	Electives	3			13
		15			

Secondary Mathematics Program (7th-12th Grade)

The Department of Mathematics offers a secondary teacher education program in Mathematics. Instruction is offered in physics, algebra, geometry and calculus, leading to the Bachelor of Science Degree in Mathematics. The aim is to educate a corps of pre-service secondary school teachers in mathematics who are sensitive to the cognitive, emotional and social needs of children in grades seventh through twelfth (7th-12th) and who possess the competencies to meet these needs in the framework of a classroom. The general education requirements are limited to fifty (50) semester hours, the professional education sequence is limited to thirty-three (33) semester hours and the teaching field includes thirty-five (35) semester hours. The secondary requirements are one hundred twenty-four semester hours.

Program Objectives

The program objectives are geared to providing opportunities for pre-service teachers:

1. To acquire a sense of worth and the desire to pursue academic excellence in Mathematics.
2. To improve and develop oral and written communication skills for effective use in the classroom, and in social and professional relationships.
3. To utilize the rules of clarity and logic in written and spoken expression.
4. To acquire general knowledge in the humanities, social sciences, natural science, mathematics, health, physical education and recreation and to become well informed and active citizens.
5. To acquire professional preparation in mathematics (physics, algebra, geometry and calculus) in accordance with Georgia Criteria for T-4 Certification in Secondary Mathematics.
6. To engage in meaningful simulations, laboratory and practicum experiences related to children in grades seventh through twelfth (7th-12th) in accordance with Georgia T-4 Certification in Secondary Mathematics.
7. To develop human relation skills essential for functioning as in-service teachers and individuals in a multicultural society.
8. To become active members in the Student National Education Association.
9. To meet criteria for graduate study in Mathematics Education.

Requirements for Bachelor of Science Degree in Mathematics Education

Program Components

General Education (50 Semester Hours)	Sem. Hrs.
Behav. Science 201	3
English 101, 102, 107	8

Foreign Language 101, 102 or	6
Computer Programming 433, 434	
Humanities 221, 222 or 223, 224; 228, 229	12
Mathematics 111, 112	6
Health & Phy. 101, 102	2
Science 101, 102	6
Social Science 100 or 102; 203 or 111	
Freshman Orientation	1
	<hr/> 50
Professional Education (33 Semester Hours)	
Ed 202,204	6
Ed 310, 316, 320	9
Psychology 300/321	3
Ed 405, 435, 458, 459	12
SPE 350	3
	<hr/> 33
Teaching Field (35 Semester Hours)	
Math 211, 212	6
Math 301, 313	6
Math 401, 402, 403, 425	25
Chem 111, 112 or	8
Phy 153, 154	
PE 223	3
	<hr/> 35
Electives	6
	<hr/>
Total Hours	124

Secondary Education (Mathematics) Program Sequence

Freshman Year

First Semester

Eng 101	Communication	3
FL 101	Foreign Language	3
PE 101	Physical Education	1
Math 111	Precalculus	3
GE 101	Freshman Orientation	1
SS 100	Man in Soc. OR	3
201	Geo	
		<hr/> 17

Second Semester

Eng 102	Communication	3
FL 102	Foreign Language	3
Math 112	Precalculus II	3
PE 102	Physical Ed	1
Sp 107	Speech	2
Hist 203	U.S. History OR	3
	Am. Gov. 111 PS	
		<hr/> 15

Sophomore Year

First Semester			Second Semester		
Hum 221	Cultural Heritage	3	Hum 222	Cultural Heritage	3
Hum 228	Music & Art	3	Hum 229	Religion & Philosophy	3
CS 150	Intro. to Comp.	3	Math 212	Calculus II	3
Ed 202	Intro. to Ed.	3	Psy 201	Gen Psy	3
Ed 200	Lab Level I	0	PE 223	First Aid & Sch. Health	3
Math 211	Calculus I	3		Elective (Prof. Ed.)	3
	Elective (Prof. Ed.)	3			
		18			18

Junior Year

First Semester			Second Semester		
Ed 320	Fund. Curr. Dev.	3	Psy 204	Educational Psy.	3
Ed 300	Lab Level II		Psy 300	Adolescent Psy.	3
Math 301	Calculus III	3	Math 314	Modern Algebra II	3
Math 313	Modern Algebra I	3	Chem 112	General Chemistry OR	4
Math 401	Prob. & Stat. I	3	Psy 154	General Physics	
Chem 111	General Chemistry OR	4	Math 402	Prob. & Stat. II	3
Phy 153	General Physics				
		16			16

Senior Year

First Semester			Second Semester		
Ed 405	Sec. Sch. Methods	3	Ed 458	Student Teaching	6
Ed 400	Lab Level III		Ed 459	Seminar	
Ed 310	Prin. Tech. Guid.	3		Elective	3
Ed 316	Educational Media	3			9
Math 425	Linear Algebra	3			
Math 403	Higher Geometry	3			
Spe 350	Psy. Excpt. Child	3			
		18			

Description of Courses

101-102—Fundamentals of Mathematics.

A general education requirement course for students majoring in a field which requires no special mathematical training. This course is designed as an arithmetic-introductory algebra course. The content of the course will not satisfy any mathematics requirements for students majoring in an area that requires calculus or computer languages such as FORTRAN, COBOL, PASCAL. 6 credit hours.

103-104—Mathematics for Elementary Teachers.

A general education requirement course for students majoring in education who plan to teach grades K-4th and for students majoring in special education. Topics covered include properties-operations with whole numbers, percent, square roots-irrational numbers, measurements in both standard and metric systems, basic statistics with graphs, introduction to algebra, and informal geometry. 6 credit hours.

111-112—Precalculus I and II.

A general education requirement course for students majoring in mathematics, computer science, mathematics education, chemistry, engineering, biology, psychology, and restaurant and institutional management. Topics covered in the first part of the course will include basic principles of algebra, equations and inequalities, relations and functions, systems of equations and inequalities, and polynomials. The second part will include trigonometric functions (the right triangle, the general triangle, and the real number), trigonometric relationships, graphs of the trigonometric functions, solving the general triangle, solving trigonometric equations, and complex numbers. 6 credit hours.

211—Calculus I.

A course designed for students who are mathematics or science majors. Topics covered include brief review of Cartesian plan and functions, limits and continuity, differentiation, curve sketching, applications of differentiation, introduction to integration. Prerequisite: Math 112 or consent of chairman. 3 credit hours.

212—Calculus II.

A continuation of Math 211, Calculus I. Topics covered include applications of integration; differentiation and integration of logarithmic and exponential functions, and integration of logarithmic, exponential, trigonometric functions; techniques of integration; conic sections; and polar coordinates. Prerequisite: Math 211. 3 credit hours.

301—Calculus III.

A continuation of Math 212, Calculus II. Topics covered include parametric equations and vectors in the plane, solid analytic geometry and vectors in space, functions of several variables, multiple integration, and infinite series. Prerequisite: Math 212. 3 credit hours.

311—Differential Equations.

This course presents the most important methods of solution of ordinary differential equations of the first order and of higher orders with emphasis upon geometric and physical applications. Prerequisite: Math 301. 3 credit hours.

313-314—Modern Algebra I and II.

Review of mapping, binary operations, equivalence relations, the integers, finite inductions. Discussion of groups, permutation groups. Rings, subrings, and ideals; polynomial ring, factorization and ideals, modules, algebras, and field theory. Prerequisite: Math 301. 3 credit hours.

317—Mathematics for Secondary Teachers.

A required course for students majoring in mathematics education. Topics covered include set theory, Venn diagrams, logic, problem solving, sequences, series, and history of mathematics. Prerequisite: Math 112 or consent of instructor. 3 credit hours.

401-402—Probability and Statistics I and II.

Probability and Statistics I (first semester): probability, combinations, measures of central tendency, binomial distribution, Poisson distribution, normal distribution, random sampling, student's t-distribution, Chi-square distribution. Probability and Statistics II (second semester): A continuation of Math 401, with emphasis on topics which require the use of calculus. Probability, mathematical expectation, moment generating functions, hypothesis testing, sampling distributions, decision theory, regression and correlation, analysis of variance. Prerequisite for the first semester is Math 112 - Precalculus; prerequisites for the second semester are Math 301 - Calculus II and Math 401 - Probability and Statistics I.

403—Higher Geometry.

A review of Euclidean Geometry and the fifth postulate, Saccher, Lambert, Legendre, and the discovery of Non-Euclidean Geometry. A look at Riemannian, hyperbolic and elliptic geometry. Prerequisite: Math 212. 3 credit hours.

405—Linear Algebra.

Vector spaces and linear transformations. Matrix theory including representations of linear transformations, equivalent matrices, determinants, and eigen value-eigen vector problems. Prerequisite: Math 301. 3 credit hours.

407—Advanced Calculus I.

Review of sets, functions, equivalences, countability of real numbers. Discussion of upper bounds, sequences: limit of, convergence of, and operations on; Cauchy metric spaces and limits, continuous functions, connectedness, completeness and compactness; the calculus. Prerequisite: Math 301. 3 credit hours.

408—Advanced Calculus II.

Series of real numbers; the elementary functions; sequences and series of functions. The Lebesgue integration and Fourier series. Prerequisite: Math 407. 3 credit hours.

411—Introduction to Topology.

Metric spaces; compactness; connected spaces. Prerequisite: Math 407. 3 credit hours.

414—Introduction to Complex Variables.

Topics include review of complex number systems, limits, and functions of complex variables, power series, and analytic functions. Mapping properties of holomorphic functions; integration in the complex plane; singularities and residues. Prerequisite: Math 301. 3 credit hours.

421-422—Topics in Mathematics.

The student does independent study on a problem selected by the professor of his choice. Prerequisite: Consent of chairman. Hours to be arranged (not to exceed 3 credit hours for each part).

425—Linear Algebra.

Vector spaces and linear transformations. Matrix theory including representations of linear transformations, equivalent matrices, determinants, and eigen value-eigen vector problems. 3 credit hours.

437—Numerical Analysis.

Topics include finite differences interpolation, numerical differentiation and integration. Matrices and systems of linear equations; method of least squares, numerical solutions to ordinary differential equations. Prerequisites: A knowledge of Fortran; Math 212. 3 credit hours.

441-442—Seminar.

Conducted by Staff Members. Open to all majors upon consent of the chairman. Topics vary. No credit to 1 credit hour.

DIVISION IV SOCIAL SCIENCES

The Division of Social Sciences examines the interaction of the individual with society on the contemporary, economic, historical, intellectual, political and social levels.

The Division of Social Sciences is composed of the Departments of Business and Social Relations. The following programs are offered in these two departments:

- A. Business
 - 1. Accounting
 - 2. Business Administration
 - 3. Business Education
 - 4. Economics
 - 5. Management
 - 6. Office Administration
 - 7. Restaurant and Institutional Management
- B. Social Relations
 - 1. Criminal Justice
 - 2. Geography
 - 3. History
 - a. Liberal Arts
 - b. History Education
 - 4. Political Science
 - 5. Philosophy
 - 6. Philosophy and Religion
 - 7. Sociology
 - Urban Studies
 - Undergraduate Social Welfare

Department of Business

The Department of Business is composed of the following programs of study (1) Business Administration and Economics and (2) Business Education and Office Administration, and (3) Restaurant and Institutional Management. The primary objectives of the programs in the Department of Business are (1) to prepare students for employment in the private and public sectors, (2) to provide the intellectual tools essential to foster adaptability to business, social, and political situations, and (3) to prepare students for graduate study.

Courses in the Department of Business are designed to give training in the following major areas of business: Accounting, Business Administration, Business Education, Economics, Finance, Management, Marketing, Office Administration, Quantitative Analysis, Restaurant and Institutional Management, and Secretarial Science. Further enrichment and specialization is provided through a cooperative exchange program with all schools in the Atlanta University Center.

Through the Department of Business a Bachelor of Science degree is offered in the following areas:

Accounting
 Business Administration
 Business Education
 Economics
 Management
 Office Administration
 Restaurant and Hotel Management

Programs of study and additional information about each major and minor area are described under program headings.

Business Administration and Economics Programs

The Business Administration and Economics Programs offer a Bachelor of Science degree in four major areas: (1) Accounting, (2) Business Administration, (3) Economics, and (4) Management. While a minor is not required, Business Administration and Economics Programs offers minors in Business Administration, Economics and Quantitative Analysis, Economics 241-242, Introductory Accounting 213-214, and Quantitative Analysis 211-212 are prerequisites for all advanced courses in Business Administration and Economics. A passing grade of "C" is required of all courses in the major and minor areas.

Major in Accounting

Accounting is one of the more specialized areas in the broad field of Business Administration and Economics. The objective of the course of study for Accounting majors is to acquaint students with the principles and techniques of measuring economic data and communicating the results of this process. Emphasis is placed on the use of accounting, cost-profit analysis, and financial statements in reporting, control, and decision-making. The practice of accounting has become increasingly divergent and has applications in both the public and private sectors. It is also recognized as a profession in which individuals can establish a proprietorship. For those planning to meet professional qualifications, most states require a minimum of 30 semester hours in accounting and law courses, not more than six hours of which may be in business law.

Students majoring in Accounting must complete the following requirements:

	Semester Hours
I. General Education	
101-102 Communications	6
101-102 Mathematics	6
101-102 Foreign Language or Computer Language	6
101-102 Natural Science	6
101-102 Health and Physical Education	2
107 Public Speaking	2

201	General Psychology	3
	Social Science	
100	Freshman Orientation	1
221-222	Cultural Heritage	12
		<u>50</u>
II. Prerequisites		
211-212	Quantitative Analysis	6
213-214	Introductory Accounting	6
241-242	Principles of Economics	6
		<u>18</u>
III. Major Courses		
326-327	Intermediate Accounting	6
328-329	Cost Accounting	6
427	Auditing	3
428	Income Tax	3
	Accounting electives	6
		<u>24</u>
IV. Additional Courses		
321-322	Business Law	6
311	Money and Banking	3
313	Statistics	3
331	Principles of Management	3
416	Business Finance	3
	Business Electives	9
	Electives	6
		<u>33</u>
Total semester hours required		125

Course Distribution for Major in Accounting Freshman Year

First Semester

Eng 101	Communication	3
Math 101	Mathematics	3
Bio 101	Biol. Science Survey	3
Sp 107	Public Speaking	2
PE 101	Health & Physical Ed.	1
101	Foreign Language or Computer Language	3
GE 100	Freshman Orientation	<u>1</u>
		16

Second Semester

Eng 102	Communication	3
Math 102	Mathematics	3
Chem 102	Physical Science Survey	3
Hist 100	Social Science	3
PE 102	Health & Physical Ed.	1
102	Foreign Language or Computer Language	3
		<u>16</u>

Sophomore Year

First Semester			Second Semester		
Hum 221	Cultural Heritage	3	Hum 222	Cultural Heritage	3
Bus Ad 213	Introductory Accounting	3	Bus Ad 214	Introductory Accounting	3
Bus Ad 241	Principles of Economics	3	Bus Ad 242	Principles of Economics	3
Bus Ad 211	Quantitative Analysis	3	Bus Ad 212	Quantitative Analysis	3
Hum 226	Music	3		Social Science	3
Hum 225	Art	3	Hum 229	Religion and Philosophy	3
		<u>18</u>			<u>18</u>

Junior Year

First Semester			Second Semester		
Bus Ad 326	Intermediate Accounting	3	Bus Ad 327	Intermediate Accounting	3
Bus Ad 321	Business Law	3	Bus Ad 322	Business Law	3
Bus Ad 328	Cost Accounting	3	Bus Ad 329	Cost Accounting	3
Bus Ad 313	Statistics	3	Bus Ad 343	Federal Income Tax	3
Psy 201	General Psychology	3	Bus Ad	Bus Elective	3
		<u>15</u>			<u>15</u>

Senior Year

First Semester			Second Semester		
Bus Ad 427	Auditing	3	Bus Ad 331	Principles of Management	3
Bus Ad 311	Money and Banking	3	Bus Ad 416	Business Finance	3
Bus Ad	Electives	6	Bus Ad	Business Elective	6
Bus Ad	Accounting Elective	3	Bus Ad	Accounting Elective	3
		<u>15</u>			<u>13</u>

Major in Business Administration

A major in Business Administration provides general training in the fundamental principles of business and develops competence and understanding in the broad areas of business activities. The advanced study in Business Administration, Economics, Management, and related fields.

Students majoring in Business Administration must complete the following requirements:

	Semester Hours
I. General Education (Same as requirements for major in Accounting)	50

II. Prerequisites		
211-212	Quantitative Analysis	6
213-214	Introductory Accounting	6
241-242	Principles of Economics	6
III. Major Courses		
311-312	Money and Banking	6
321-322	Business Law	6
331	Principles of Management	3
325	Management Accounting	3
335	Marketing	3
356	Insurance	
	or	
456	Principles of Production	3
416	Business Finance	3
457-458	Business Policy	6
		<hr/>
		33
IV. Additional Business Courses		
	Minor or Business Electives	18
	Electives	6
		<hr/>
Total semester hours required		125

Course Distribution for Major in Business Administration Freshman Year

First Semester			Second Semester		
Eng 101	Communication	3	Eng 102	Communication	3
Math 101	Mathematics	3	Math 102	Mathematics	3
Biol 101	Natural Science	3	Chem 102	Natural Science	3
Sp 107	Public Speaking	2	100	Social Science	3
PE 101	Health & Physical Ed.	1	PE 102	Health & Physical Ed.	1
101	Foreign Language or		102	Foreign Language or	
	Computer Language	3		Computer Language	3
GE 100	Freshman Orientation	1			<hr/>
		<hr/>			16
		16			

Sophomore Year

First Semester			Second Semester		
Hum 221	Cult. Hert.	3	Hum 222	Cultural Heritage	3
Bus Ad 213	Introductory		Bus Ad 214	Introductory	
	Accounting	3		Accounting	3
Econ 241	Principles of Economics	3	Econ 242	Principles of Economics	3
Bus Ad 211	Quantitative Analysis	3	Bus Ad 212	Quantitative Analysis	3
Hum 226	Music	3		Social Science	3
Hum 225	Art	3	Hum 229	Religion and Phil.	3
		<hr/>			<hr/>
		18			18

Junior Year

First Semester			Second Semester		
Psy 201	General Psychology	3	Bus Ad 356	Insurance or Principles of Production	3
Bus Ad 325	Management Accounting	3	Bus Ad 322	Business Law	3
Bus Ad 321	Business Law	3		Minor or Business Elective	3
Bus Ad 331	Principles of Management	3			
	Minor or Business Elective	3			
		15			15

Senior Year

First Semester			Second Semester		
Bus Ad 311	Money and Banking	3	Bus Ad 312	Money and Banking	3
Bus Ad 457	Business Policy	3	Bus Ad 458	Business Policy	3
Bus Ad 335	Marketing	3	Bus Ad 416	Business Finance	3
	Minor or Business Electives	6		Minor or Business Electives	6
		15			15

Course Distribution for Major in Business Administration and Minor In Quantitative Analysis

Freshman Year

First Semester			Second Semester		
Eng 101	Communication	3	Eng 102	Communication	3
Math 101	Mathematics	3	Math 102	Mathematics	3
Bio 101	Biological Science	3	Chem 102	Physical Science Survey	3
Sp 107	Public Speaking	2	100	Social Science	3
101	Foreign Language or Computer Language	3	PE 102	Health & Physical Ed.	1
GE 100	Freshman Orientation	1	102	Foreign Language or Computer Language	3
		16			16

Sophomore Year

First Semester			Second Semester		
Hum 221	Cultural Heritage	3	Hum 222	Cultural Heritage	3
Bus Ad 213	Introductory Accounting	3	Bus Ad 214	Introductory Accounting	3
Econ 241	Principles of Economics	3	Econ 242	Principles of Economics	3
Bus Ad 211	Quantitative Analysis	3	Bus Ad 212	Quantitative Analysis	3
Hum 226	Music	3		Social Science	3
Hum 225	Art	3	Hum 229	Religion and Philosophy	3
		18			18

Junior Year

First Semester

Psy 201	General Psychology	3
Bus Ad 325	Management Accounting	3
Bus Ad 321	Business Law	3
Bus Ad 331	Principles of Management	3
Bus Ad 313	Statistics	3
		<hr/> 15

Second Semester

Bus Ad 356	Business Electives	6
	Insurance or Principles of Production	3
Bus Ad 322	Business Law	3
Bus Ad 314	Statistics	3
		<hr/> 15

Senior Year

First Semester

Bus Ad 311	Money and Banking	3
Bus Ad 457	Business Policy	3
Bus Ad 416	Marketing	3
Bus Ad 433	Computer Programming	3
	Elective	3
		<hr/> 15

Second Semester

Bus Ad 312	Money and Banking	3
Bus Ad 458	Business Policy	3
Bus Ad 416	Business Finance	3
Bus Ad 434	Computer Programming	3
	Elective	3
		<hr/> 15

Major in Economics

The program in Economics is structured to provide students with an understanding of how decisions are made for the use of scarce resources. Emphasis is placed on developing the ability to analyze and evaluate economic policies. Such training would be particularly useful to students pursuing a career in government or business.

Students majoring in Economics must complete the following requirements:

	Semester Hours
I. General Education (Same as requirements for major in Accounting)	50
II. Prerequisites	
211-212 Quantitative Analysis	6
231-214 Introductory Accounting	6
241-242 Principles of Economics	6
	<hr/> 18
III. Major Courses	
313-314 Statistics	6
315 Intermediate Microeconomics Analysis	3
316 Intermediate Macroeconomics Analysis	3
Approved Economics electives	24
	<hr/> 36
IV. Additional Business Courses	
Minor or Business Electives	15
V. Electives	6
Total semester hours required	<hr/> 125

Course Distribution for Major in Economics Freshman Year

First Semester			Second Semester		
Eng 101	Communication	3	Eng 102	Communication	3
Math 101	Mathematics	3	Math 102	Mathematics	3
Biol 101	Biological Science	3	Chem 102	Physical Science	3
Sp 107	Public Speaking	2	100	Social Science	3
PE 101	Health & Physical Ed.	1	PE 101	Health & Physical Ed.	1
101	Foreign Language or		101	Foreign Language or	
	Computer Language	3		Computer Language	3
GE 100	Freshman Orientation	1			16
		16			

Sophomore Year

First Semester			Second Semester		
Hum 221	Cultural Heritage	3	Hum 222	Cultural Heritage	3
Bus Ad 213	Introductory		Bus Ad 214	Introductory Accounting	3
	Accounting	3	Bus Ad 242	Principles of Economics	3
Bus Ad 241	Principles of Economics	3	Bus Ad 212	Quantitative Analysis	3
	Quantitative Analysis	3		Social Science	3
Hum 228	Music & Art	3	Hum 229	Relig. and Philosophy	3
		15			18

Junior Year

First Semester			Second Semester		
Psy 201	General Psychology	3		Economics Elective	3
Eco 315	Intermediate Micro-		Eco 316	Intermediate Macro-	
	economic Analysis	3		economic Analysis	3
	Economics Elective	3		Minor or Business	
	Minor or Business Elective	3		Electives	6
Bus Ad 313	Statistics	3	Eco 314	Statistics	3
Hum 225	Art	3			15
		18			

Senior Year

First Semester			Second Semester		
	Economics Electives	9		Economics Electives	9
	Minor or Business			Electives	6
	Electives	6			15
		15			

Major in Management

The program in Management is designed to prepare students for careers as managers, executives, and administrators in business and industry. Emphasis is placed on providing a framework for the application of management principles and solutions to modern business problems.

Students majoring in Management must complete the following requirements:

	Semester Hours
I. General Education	
(Same as requirements for a major in Accounting)	50
II. Prerequisites	
211-212 Quantitative Analysis	6
213-214 Introductory Accounting	6
241-242 Principles of Economics	6
	18
III. Major Courses	
331 Principles of Management	3
335-336 Marketing	6
456 Principles of Production	3
457-458 Business Policy	6
	18
IV. Additional Courses	
311-312 Money and Banking	6
313 Statistics	3
321-322 Business Law	6
416 Business Finance	3
Business Electives	15
Electives	6
Total semester hours required	125

Course Distribution for Major in Management Freshman Year

First Semester

Eng 101	Communication	3
Math 101	Mathematics	3
Biol 101	Biological Science	3
Sp 107	Public Speaking	2
PE 101	Health & Physical Ed.	1
101	Foreign Language or Computer Language	3
GE 100	Freshman Orientation	1
		16

Second Semester

Eng 102	Communication	3
Math 102	Mathematics	3
Chem 102	Physical Science	3
100	Social Science	3
PE 101	Health & Physical Ed.	1
101	Foreign Language or Computer Language	3
		16

Sophomore Year

First Semester			Second Semester		
Hum 221	Cultural Heritage	3	Hum 222	Cultural Heritage	3
Bus Ad 213	Introductory Accounting	3	Bus Ad 214	Introductory Accounting	3
Bus Ad 241	Principles of Economics	3	Bus Ad 242	Principles of Economics	3
Bus Ad 211	Quantitative Analysis	3	Bus Ad 212	Quantitative Analysis	3
Hum 226	Music	3		Social Science	3
Hum 225	Art	3	Hum 229	Relig. and Philosophy	3
		<u>18</u>			<u>18</u>

Junior Year

First Semester			Second Semester		
Psy 201	General Psychology	3	Bus Ad 456	Principles of Production	3
Bus Ad 331	Principles of Management	3	Bus Ad 336	Marketing	3
Bus Ad 335	Marketing	3		Business Electives	6
Bus Ad 313	Statistics	3	Bus Ad 322	Business Law	3
Bus Ad 321	Business Law	3			<u>15</u>
		<u>15</u>			

Senior Year

First Semester			Second Semester		
Bus Ad 457	Business Policy	3	Bus Ad 458	Business Policy	3
Bus Ad 311	Money and Banking	3	Bus Ad 312	Money and Banking	3
	Business Electives	9		Business Electives	6
		<u>15</u>	Bus Ad 416	Business Finance	3
					<u>15</u>

Minor in Business Administration

For a minor in Business Administration, the following courses are required:

213-214	Introductory Accounting	6
241-242	Principles of Economics	6
	Approved Business electives	6
		<u>18</u>

Minor in Quantitative Analysis

For a minor in Quantitative Analysis, the following courses are required:

211-212	Quantitative Analysis	6
313-314	Statistics	6
433-434	Computer Programming	6
		<u>18</u>

Minor in Economics

For a minor in Economics, the following courses are required:

241-242 Principles of Economics	6
Approved Economics electives	9
	<hr/> 15

BUSINESS EDUCATION AND OFFICE ADMINISTRATION PROGRAMS

Business Education and Office Administration Programs offer a Bachelor of Science degree in two major areas:

Students who have had previous instruction in typewriting and/or shorthand should consult the department chairperson before electing courses in these subjects. On the basis of a placement examination, students will be assigned to appropriate sections and credit will be received for those courses exempted by successful completion of the placement examination. A passing grade of "C" is required for all courses in the student's major area, teaching field, and professional education sequence.

Business Education Program

The Department of Business offers secondary teacher education programs in Comprehensive Business Education and Bookkeeping Management. The aim is to educate a corps of preservice secondary teachers in Comprehensive Business Education and Bookkeeping and Business Management who are sensitive to the cognitive, emotional and social needs of children in grades seventh through twelfth (7th-12th) and who possess the competencies to meet these needs in the framework of the classroom. Instruction is offered leading to the Bachelor of Arts Degree in Business Education. The general education requirements for the Business Education programs are fifty (50) semester hours, the professional education sequence is limited to thirty-three (33) semester hours and the teaching field includes fifty-four (54) semester hours. The total number of hours required for graduation are one hundred and thirty-seven (137) semester hours.

The general education requirements for the Bookkeeping and Business Management programs are fifty (50) semester hours, the professional education sequence is thirty-three (33) semester hours, and the teaching field includes fifty-one (51) semester hours. The total number of hours required for graduation are one hundred and thirty-four (134) semester hours.

Program Objectives

The program objectives for the Comprehensive Business Education and Bookkeeping and Business Management secondary programs are geared to providing opportunities for pre-service teachers:

1. To acquire a sense of worth and the desire to pursue academic excellence in Business Education, Bookkeeping, and Business Management.

2. To improve and develop oral and written English communication skills for effective use in the classroom, and in social and professional relationships.
3. To utilize the rules of clarity and logic in written and spoken expression.
4. To acquire general knowledge in the humanities, social sciences, natural science, mathematics, health, physical education and recreation to become well informed and active citizens.
5. To acquire professional preparation in business communications, economics, shorthand, typing, the use of office machines, business law, marketing, data processing and office administration, bookkeeping and business management.
6. To engage in meaningful simulations, laboratory and practicum experiences related to children seventh through twelfth grades (7th–12th) in accordance with Georgia T–4 Certification in Comprehensive Business Education.
7. To develop relation skills essential for functioning as in-service teachers and individuals in a multicultural society.
8. To become active members of the Student National Education Association, and National Business Education Association.
9. To meet criteria for graduate study in Business Education, Bookkeeping and Business Management.

Requirements for Bachelor of Science in Business Education

Program Components

	Semester Hours
General Education (50 Semester Hours)	
Behavioral Science 201 Psy	3
English 101, 102, 107	8
Foreign Language 101, 102 or	6
Computer Programming 433, 434	
Humanities 221, 222 or 223, 224; 228, 229	12
Mathematics 103, 104	6
Health & Phy 101, 102	2
Science 101, 102	6
Social Science 100 or 102; 203 or 111	
Freshman Orientation 100	1
	<hr/> 50
Professional Education (33 Semester Hours)	
Ed 202, 204	6
Ed 310, 320	6
Psychology 300/321	3
Ed 405/Bus 406, 416, 435, 458, 459	15
SPE 350	3
	<hr/> 33

Teaching Field (54 Semester Hours)

Bus. Ad. 213, 214, 241	9
Bus. Ad. 201, 202, 203, 204	12
Bus. Ad. 321, 335, 301, 321	12
Bus. Ed. 301, 303, 304, 305, 307	15
Bus. Ed. 403	3
P.E. 223	3
	<hr/> 54
Total Hours	137

Secondary Education (Bus. Ed. 7-12) Program Sequence Freshman Year

First Semester			Second Semester		
Eng 101	Communication	3	Eng 102	Communication	3
FL 101	Foreign Language	3	FL 102	Foreign Lang.	3
Bus Ad 433	Comp. Programming		Bus Ad 434	Comp. Programming	
Hist 100	Man in Society or		Hist 102	U.S. History or	
	Geo. 102	3		Am. Gov. 111	3
PE 101	Physical Ed.	1	PE 102	Physical Education	1
Bio 101	Biological Sci.	3	Chem 102	Phy. Science	3
Math 101	Mathematics	3	Math 102	Mathematics	3
GE 101	Fresh. Orient.	1			<hr/> 16
		<hr/> 17			

Sophomore Year

First Semester			Second Semester		
Hum 221	Cult. Hert.	3	Hum 222	Cult. Hert.	3
Hum 228	Music & Art	3	Hum 229	Rel. & Phil.	3
Psy 201	Gen. Psy	3	Sp 107	Speech	2
Ed 202	Intro. to Ed.	3	Bus Ed 307	Bus. Comm.	3
Ed 200	Lab Level I	0	Bus Ed 303	Inter. Typwrtg.	3
Bus Ed 203	Short Hand	3	Bus Ed 204	Short Hand	3
Bus Ed 201	Elem. Typwrtg.	3			<hr/> 17
		<hr/> 18			

Junior Year

First Semester

Ed 320	Fund. Curr. Dev.	3
Ed 300	Lab Level II	0
Psy 204	Educational Psy.	3
Bus Ad 241	Prin. of Econ.	3
Bus 213	Intro. Acct.	3
Bus Ed 301	Adv. Typwrtg.	3
Bus Ed 303	Dict. & Trans.	3
		<hr/> 18

Second Semester

Psy 300	Adolescent Psy.	3
PE 223	First Aid & Sch. Health	3
Bus Ed 401	Office Mgmt.	3
Bus Ed 305	Office Machines	3
Bus Ad 321	Business Law	3
Bus Ed 214	Intro. Acct.	3
		<hr/> 18

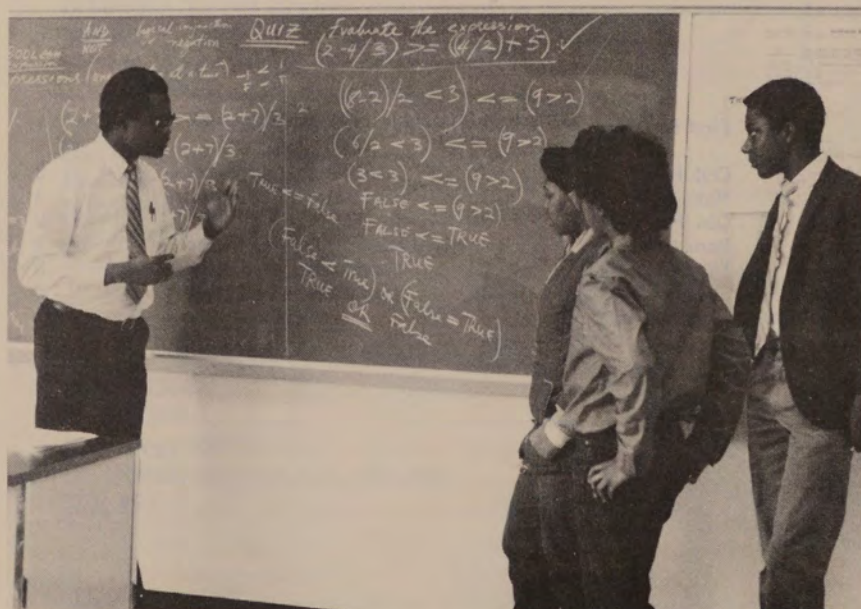
Senior Year

First Semester

Bus Ad 335	Marketing	3
Ed 405	Sec. Sch. Mths. or	3
Bus Ed 406	Mths Tch Bus Ed	
Ed 400	Lab Level III	0
Ed 416	Educational Media	3
Bus Ed 309	Records & Mgmt.	3
Bus Ad 331	Prin. Mgmt	3
Ed 435	Psy & Ed Eval	3
		<hr/> 18

Second Semester

Ed 458	Student Teaching	6
Ed 459	Seminar	0
SPE 350	Psy. Excpt. Chld.	3
Ed 310	Prin & Tech of Guidance	3
		<hr/> 12



Requirements for Bachelor of Science in Bookkeeping and Business Management

Program Components

	Semester Hours
General Education (50 Semester Hours)	
Behavioral Science 201 Psy.	3
English 101, 102, 107	8
Foreign Language 101, 102 or	6
Computer Programming 433, 434	
Humanities 221, 222 or 223, 224; 228, 229	12
Mathematics 103, 104	6
Health & Phy 101, 102	2
Science 101, 102	6
Social Science 100 or 102; 203 or 111	
Freshman Orientation 100	1
	<hr/> 50
Professional Education (33 Semester Hours)	
Ed 202, 204	6
Ed 310, 320	6
Psychology 300/321	3
Ed 405/Bus 406, 416, 435, 458, 459	15
SPE 350	3
	<hr/> 33
Teaching Field (54 Semester Hours)	
Bus. Ad. 213, 214, 241	9
Bus. Ad. 321, 325, 331, 335	12
Bus. Ed. 321, 434, 416	9
Bus. Ed. 201, 202	6
Bus. Ed. 305, 307, 309	9
Bus. Ed. 401	3
P.E. 223	3
	<hr/> 51
Total Hours	<hr/> 134

Secondary Education (Bookkeeping and Business Management 7-12 Program Sequence Freshman Year

First Semester			Second Semester	
Eng 101	Communication	3	Eng 102	Communication
				3

FL 101	Foreign Language	3	FL 102	Foreign Lang. or	3
Bus Ad 433	Comp. Programming		Bus Ad 434	Comp. Programming	
Hist 101	Man in Society or		Hist 102	U.S. History or	
	Geo. 201	3		Am. Gov. 111	3
PE 101	Physical Ed.	1	PE 102	Physical Education	1
Bio 101	Biological Sci.	3	Chem 102	Phy. Science	3
Math 101	Mathematics	3	Math 102	Mathematics	3
GE 101	Fresh. Orient.	1			16
		<hr/> 17			

Sophomore Year

First Semester			Second Semester		
Hum 221	Cult. Hert.	3	Hum 222	Cult. Hert.	3
Hum 228	Music & Art	3	Hum 229	Rel. & Phil.	3
Psy 201	Gen. Psy	3	Sp 107	Speech	2
Ed 202	Intro. to Ed.	3	Bus Ed 307	Bus. Comm.	3
Ed 200	Lab Level I	0	Bus Ed 303	Inter. Typwrtg.	3
Bus Ed 201	Elem. Typwrtg.	3	Bus Ed 214	Intro to Acct.	3
Bus Ad 213	Intro. Acct.	3			<hr/> 18
		<hr/> 18			

Junior Year

First Semester			Second Semester		
Ed 320	Fund. Curr. Dev. or	3	Psy 300	Adolescent Psy.	3
Bus 402	Bus. Curr.		PE 223	First Aid & Sch.	3
Ed 300	Lab Level II	0		Health	
Psy 204	Educational Psy.	3	Bus Ed 401	Office Mgmt.	3
Bus Ad 241	Prin. of Econ.	3	Bus Ed 305	Office Machines	3
Bus Ad 335	Marketing	3	Bus Ad 321	Business Law	3
Bus Ad 325	Mgmt. Acct.	3	Ed 310	Prin. & Tch. Guid.	3
		<hr/> 15			<hr/> 18

Senior Year

First Semester			Second Semester		
Ed 405	Sec. Sch. Mths. or	3	Ed 458	Student Teaching	6
Bus Ed 406	Mths Tch Bus Ed		Ed 459	Seminar	0
Ed 400	Lab Level III	0	SPE 350	Psy. Excp. Chld.	3
Ed 416	Educational Media	3			<hr/> 9
Bus Ed 309	Records & Mgmt.	3			
Bus Ad 331	Prin. Mgmt	3			
Bus Ad 416	Business Finance	3			
Ed 435	Psy & Ed Eval	3			
		<hr/> 18			

MAJOR IN OFFICE ADMINISTRATION

The Office Administration curriculum is designed to prepare executive secretaries, office supervisors, and managerial personnel to assume responsible administrative positions in business. Students may elect to pursue Office Administration with either a specified minor area or with approved business electives that support the career objectives of the students.

Students majoring in Office Administration must meet the following requirement:

Program Components

	Semester Hours
I. General Education	
101-102 Communications	6
101-102 Mathematics	6
101-102 Foreign Language or Computer Language	6
102-103 Natural Science	6
103-104 Health & Physical Education	2
100 Freshman Orientation	1
207 Public Speaking	2
221-222 Cultural Heritage	12
Social Science	9
	50
II. Major Courses	
201 Elementary Typewriting	3
202 Intermediate Typewriting	3
213-214 Introductory Accounting	6
241-242 Principles of Economics	6
321 Business Law	3
331 Principles of Management	3
335 Principles of Marketing	3
307 Business Communication	3
401 Office Management	3
403 Office Procedure	3
305 Office Machines	3
408 Personnel Management	3
309 Records Management	3
434 Computer Programming or Business Elective	3
404 Business Internship	3
	51
III. Minor or Business Electives	18
IV. Electives	6
Total semester hours required	125

Course Distribution for Major in Office Administration Freshman Year

First Semester			Second Semester		
Eng 101	Communication	3	Eng 102	Communication	3
Math 101	Mathematics	3	Math 102	Mathematics	3
101	Foreign Language or Computer Language	3	102	Foreign Language or Computer Language	3
Bio 101	Biological Sci.	3	Chem 102	Phy. Science	3
PE 101	Health & Physical Ed.	1	PE 101	Health & Physical Ed.	1
Sp 107	Public Speaking	2	100	Social Science	3
GE 101	Fresh. Orient.	1			16
		16			

Sophomore Year

First Semester			Second Semester		
Hum 221	Cult. Hert.	3	Hum 222	Cult. Hert.	3
	Social Science	3		Social Science	3
BE 201	Elementary Typewriting	3	BE 202	Intermediate Typewriting	3
Bus Ad 213	Introductory Accounting	3	Bus Ad 214	Introductory Accounting	3
Hum 226	Music	3	Hum 229	Religion and Phil.	3
Hum 225	Art	3			15
		18			

Junior Year

First Semester			Second Semester		
Bus Ad 241	Principles of Economics	3	Bus Ad 242	Principles of Economics	3
Bus Ad 321	Business Law	3	BE 307	Business Communication	3
Bus Ad 331	Principles of Management	3	BE 401	Office Management	3
Bus Ad 335	Marketing	3	BE 305	Office Machines	3
	Elective	3		Elective	3
		15			15

Senior Year

First Semester			Second Semester		
BE 408	Personnel Management	3	BE 404	Business Internhsip	3
BE 308	Records Management	3		Minor or Business Electives	15
Bus Ad 434	Computer Programming or Business Elective	3			18
BE 403	Office Procedures Minor or Business Electives	3			
		15			

MAJOR IN OFFICE ADMINISTRATION MINOR IN SECRETARIAL SCIENCE

Students majoring in Office Administration with a minor in Secretarial Science must meet the following requirements:

	Semester Hours
I. General Education (Same as requirements for Office Administration majors)	51
II. Major Courses (Same as requirements for Office Administration majors)	48
III. Minor in Secretarial Science	
203-204 Shorthand I, II	6
301 Advanced Typewriting	3
302 Word Processing	3
303-304 Dictation & Transcription I, II	6
	18
IV. Electives	6
Total semester hours required	125

Course Distribution for Major in Office Administration and Minor in Secretarial Science Freshman Year

First Semester			Second Semester		
Eng 101	Communication	3	Eng 102	Communication	3
Math 101	Mathematics	3	Math 102	Mathematics	3
101	Foreign Language or Computer Language	3	102	Foreign Language or Computer Language	3
Biol 101	Biological Science	3	Chem 102	Physical Science	3
Sp 107	Public Speaking	2	100	Social Science	3
PE 101	Physical Education	1	PE 102	Health & Physical Education	1
GE 101	Fresh. Orient	1			16
		16			

Sophomore Year

First Semester			Second Semester		
Hum 221	Cultural Heritage	3	Hum 222	Cultural Heritage	3
	Social Science	3		Social Science	3
BE 201	Elementary Typewriting	3	BE 202	Intermediate Typewriting	3
BE 203	Shorthand I	3	BE 204	Shorthand II	3
Hum 226	Music	3	Hum 229	Religion and Phil.	3
Hum 225	Art	3			15
		18			

Junior Year

First Semester			Second Semester		
Bus Ad 241	Principles of Economics	3	Bus Ad 242	Principles of Economics	3
Bus Ad 213	Introductory Accounting	3	Bus Ad 214	Introductory Accounting	3
BE 303	Dictation & Transcription I	3	BE 304	Dictation & Transcription II	3
BE 301	Advanced Typewriting	3	BE 302	Word Processing	3
Bus Ad 335	Marketing	3	BE 305	Office Machines	3
		15			15

Senior Year

First Semester			Second Semester		
Bus Ad 321	Business Law	3	BE 401	Office Management	3
BE 408	Personnel Management	3	BE 404	Business Internship	3
BE 403	Office Procedures	3		Electives	6
BE 304	Records Management	3	BE 307	Business Communication	3
Bus Ad 434	Computer Programming or Business Elective	3			15
Bus Ad 331	Principles of Management	3			
		18			

*Computer Programming is required if the student did not elect the Computer Language option.

Major in Office Administration Minor in Management

Office Administration majors with a minor in Management must meet the following requirements:

	Semester Hours
I. General Education (Same as requirements of Office Administration majors)	50
II. Major Courses (Same as requirements for Office Administration majors)	51
III. Minor in Management	
311 Money and Banking	3
325 Management Accounting	3
356 Insurance	3
457 Business Policy	3
416 Business Finance	3
	15
IV. Business Electives	3
V. Electives	6
Total semester hours required	125

Course Distribution for Major in Office Administration and Minor in Management Freshman Year

First Semester

Eng 101	Communication	3
Math 101	Mathematics	3
101	Foreign Language or Computer Language	3
Bio 101	Biological Sci.	3
PE 101	Health & Physical Ed.	1
GE 100	Freshman Orientation	1
Sp 107	Public Speaking	2
		<hr/> 16

Second Semester

Eng 102	Communication	3
Math 102	Mathematics	3
102	Foreign Language or Computer Language	3
Chem 102	Phy. Science	3
PE 102	Health & Physical Ed.	1
100	Social Science	3
		<hr/> 16

Sophomore Year

First Semester

Hum 221	Cult. Hert.	3
	Social Science	3
BE 201	Elementary Typewriting	3
Bus Ad 213	Introductory Accounting	3
Hum 226	Music	3
Hum 225	Art	3
		<hr/> 18

Second Semester

Hum 222	Cult. Hert.	3
	Social Science	3
BE 202	Intermediate Typewriting	3
Bus Ad 214	Introductory Accounting	3
Hum 229	Religion and Phil.	3
		<hr/> 15

Junior Year

First Semester

Bus Ad 241	Principles of Economics	3
Bus Ad 321	Business Law	3
Bus Ad 335	Marketing	3
Bus Ad 311	Money & Banking	3
Bus Ad 325	Management Accounting	3
		<hr/> 15

Second Semester

Bus Ad 242	Principles of Economics	3
BE 305	Office Machines	3
BE 331	Principles of Management	3
BE 307	Business Communication	3
Bus Ad 356	Insurance	3
		<hr/> 15

Senior Year

First Semester

BE 408	Personnel Management	3
BE 309	Records Management	3
Bus Ad 457	Business Policy	3
	*Computer Programming or Business Elective	3
	Elective	3
		<hr/> 15

Second Semester

BE 404	Business Internship	3
Bus Ad 416	Business Finance	3
BE 401	Office Management	3
	Electives	6
	Business Electives	3
		<hr/> 18

*Computer Programming is required if the student did not elect the Computer Language option.

Minor in Office Administration

For a minor in Office Administration the following courses are required:

201	Elementary Typewriting	3
202	Intermediate Typewriting	3
307	Business Communication	3
401	Office Management	3
403	Office Procedures	<u>3</u>
		15

Minor in Secretarial Science (Non Majors)

For students not majoring in Business Education or Office Administration but desiring to obtain a minor in Secretarial Science the following courses are required:

201	Elementary Typewriting	3
202	Intermediate Typewriting	3
203-204	Shorthand I, II	6
403	Office Procedures	<u>3</u>
		15



Description of Courses

101.—Personal Typewriting.

A course for non-business students to learn to manipulate the typewriter in an efficient manner. Emphasis will be on the typing of personal letters, class papers, outlines for talks and debates, and other kinds of non-business material. A speed of 40 net words a minute is required. 3 credit hours.

201.—Elementary Typewriting.

The primary aims of this course are to develop fundamental techniques for control of the keyboard and the machine parts and to develop the ability to do sustained and mailable writing from plain copy at the rate of 40 net words a minute. Lab attendance is required. 3 credit hours.

202.—Intermediate Typewriting.

This course emphasizes proficiency in productive typing which includes various business correspondence and continues to stress both speed and accuracy. A speed of 70 net words a minute is required. Prerequisite: Elementary Typewriting 201. 3 credit hours.

203.—Shorthand I.

The aim of the course is to emphasize oral reading ability, penmanship, automatic writing vocabulary, and the power to construct outlines in accordance with Gregg's shorthand theory. The ability to take dictation at a minimum rate of 50 words a minute is required. Lab attendance is required. Prerequisite: Elementary Typewriting or taken concurrently. 3 credit hours.

204.—Shorthand II.

The aims of this course are to increase the power of automatization of words, phrases, brief forms, and special forms; and develop the ability to take dictation on familiar material and new matter material. A minimum rate of 70 words a minute is required. Lab attendance is required. Prerequisites: Shorthand I. 3 credit hours.

211-212.—Quantitative Analysis.

This course provides the mathematical background necessary for an understanding of the quantitative aspects of organization planning, problem solving, and decision making. The courses are taught from an applied viewpoint, without proofs, but rather with cases and materials which demonstrate business and organizational applications for each mathematical technique and method. The first course includes a presentation of pertinent topics in matrix algebra, linear programming, game theory, and differential calculus. The second course includes a presentation of theory, set theory, Boolean algebra, and differential equations. 6 credit hours.

213-214.—Introductory Accounting.

The fundamental elements of accounting as a device for reporting business activities are studied. Emphasis is given to the principles of debit and credit as applied to double entry, interpretation of accounts, preparation of balance sheets, profit and loss statements, methods of closing ledgers, the use of books of original entry having special columns, and general subsidiary ledgers with controlling accounts. 6 credit hours.

241-242.—Principles of Economics.

Investigates the principles governing production, distribution, consumption, and exchange in economic systems. 6 credit hours.

301.—Advanced Typewriting.

This course is designed to train students in the use of the transcribing machine and instruction in practical typewriting with emphasis on production. Areas of emphasis: general, governmental, technical, legal, medical and executive typing of correspondence. A speed of 70 net words a minute is required. Lab attendance is required. Prerequisite: Intermediate Typewriting 202. 3 credit hours.

302.—Word Processing.

This course emphasizes the use of the transcribing machines and exposure to other word processing installations. Specialized typewriting is offered to meet the unique needs of students with specific career objectives. Lab attendance is required. Prerequisite: Advanced Typewriting 301. 3 credit hours.

303.—Dictation and Transcription I.

The primary aims of this course are to improve the student's knowledge of shorthand theory and to increase the power of its application. The ability to take sustained dictation at the minimum rate of 90 words a minute is required. Lab attendance is required. Prerequisites: Intermediate Typewriting 202 and Shorthand 204. 3 credit hours.

304.—Dictation and Transcription II.

The primary aims of this course are to improve the student's knowledge of shorthand theory and to increase the power of its application. Details of business practice as it relates to the secretary are emphasized. The ability to take sustained dictation at a minimum rate of 110 words a minute is required. Lab attendance is required. Prerequisite: Dictation and Transcription 303. 3 credit hours.

305.—Office Machines.

The course provides students a working knowledge of and entry-level skill in the use of business machines used in office occupation. Students will perform typical business problems on the various adding machines, calculators, and duplicating equipment. A basic mathematical background is desired. Lab attendance is required. 3 credit hours.

307.—Business Communication.

This course studies the fundamentals of English grammar and punctuation, leading to a better knowledge of business writing. Emphasis is placed on the area of oral communications, letter writing, and report writing in business situations. Prerequisites: A grade of "C" or better in Communications 101 and 102. 3 credit hours.

309.—Records Management.

A comprehensive study of the management and control of business records. This course provides the student with a background of information on all types of business records from their inception through their destruction. Emphasis is placed on the various filing systems. 3 credit hours.

310.—Consumer Economics.

A study of the consumer in the economics system and evaluation of consumer goods and governmental programs.

311-312.—Money and Banking.

The study of monetary theory, finance, banking, and the Federal Reserve System. Emphasis is on monetary and fiscal policy, banking systems, control systems, development and operation in the United States and Western Europe. 6 credit hours.

313-314.—Statistics.

The study of the nature and source of numerical data and their selection, presentation, analysis, and interpretation. Topics include table and chart construction, ratios, percentages, frequency distributions, measures of [Copy missing]

315.—Intermediate Microeconomic Analysis.

Theory of firm, household, and the market with application to the American economy are studied. Other areas of emphasis are: the study of business firms, cost and revenue expenditures, consumerism, monopoly and monopolistic practices, oligopoly, and markets of supply and demand. Prerequisites: Economics 241-242.

316.—Intermediate Microeconomic Analysis.

Studies societal economics with emphasis on analyzing changes in aggregate income, employment, theories of growth, public economic policy, and cycles in economic activity. Prerequisite: Economics 241-252.

317.—Legal Shorthand.

This course emphasizes the writing and reading of legal terminology and correspondence in Gregg Shorthand. The course builds competence for the secretary who desires entering the legal field. Students are expected to transcribe at the typewriter and take dictation at a minimum rate of 80 words a minute. Prerequisite: Shorthand 204. 1 credit hour.

318.—Medical Shorthand.

The primary aim of this course is to provide basic knowledge for developing skill in writing Gregg Shorthand and transcribing medical terminology and correspondence at the typewriter. The course is particularly beneficial to individuals planning to work in the medical field. The student should be able to take dictation at a minimum rate of 80 words a minute. Prerequisite: Shorthand 204. 1 credit hour.

319-320.—Legal Methods and Law Office Procedures.

A course designed for persons interested in becoming competent and resourceful law office managers, law office assistants, and legal secretaries. The course involves a comprehensive study of the basic areas of law, with special emphasis on career qualifications, methods for preparing non-court documents, and court documents. Attention is devoted to matters involving litigation, appeals and other court actions, and special office duties. 6 credit hours.

321-322.—Business Law.

The study of legal rights and obligations arising out of common business transactions. Emphasis is given to fundamental principles of law of contracts, agency, bailments, partnerships, corporations, sales, real property, and personal property. 6 credit hours.

325.—Management Accounting.

The course is designed for nonaccounting majors. Stress is placed on the interpretation and use of accounting data by management in planning and controlling business activities. Prerequisites: Accounting 213-214. 3 credit hours.

326-327.—Intermediate Accounting.

A critical analysis and discussion of the problems and methods associated with valuations of assets, liabilities, and other components of financial statements. Particular attention is given to the relationship between the above mentioned problems and that of determining the periodic income of the business firm. Prerequisites 213 & 214 Introductory Accounting. 6 credit hours.

328-329.—Cost Accounting.

A study of basic cost accounting principles, practices, and procedures as applied to departmental accounting for trading concerns, general accounting for the factory, sequential process cost accounting, and job cost accounting. Prerequisites: Economics 241-242 and Introductory Accounting 213-214. 6 credit hours.

331.—Principles of Management.

A basic course in the theory and principles of organization and management. Primary attention is devoted to the management. Primary attention is devoted to the management functions of planning, organization, direction, coordination, and control. 3 credit hours.

331-336.—Marketing.

A study of the fundamental problems involved in marketing different types of commodities, marketing institutions, and the distribution of consumer and industrial goods. Prerequisites: Economics 241-242 and Introductory Accounting 213-214. 6 credit hours.

340.—Fund Accounting.

Accounting problems and procedures pertaining to state and local governments and other funded entities, report preparation, budgeting, and operation of fund accounts. Prerequisites: Introductory Accounting 213-214. 3 credit hours.

428.—Senior Seminar in Current Accounting Theory.

Reading, discussions, and reports on current accounting theory with emphasis on current pronouncements by professional accounting organizations and regulatory agencies. 3 credit hours.

356.—Insurance.

The elementary facts of insurance from a business point of view. Relative merits of various types of life, fire, liability, accident insurance, and the economic functions of insurance as well as insurance law and state supervision are studied.

401.—Office Management.

A study of the problems and trends associated with planning and directing the functions of business and professional offices, executive duties and responsibilities for office personnel, selection and training of office personnel, and selection and care of office supplies and equipment. 3 credit hours.

402.—Fundamentals of Business Education Curriculum.

This course investigates the general processes of curriculum planning, designing, developing, implementing, and evaluating at the secondary school level. In addition, the history and major legislative influences, specific characteristics, purposes, development, present status of the business education curriculum at the various educational levels, roles and characteristics of a business education teacher, and major issues and trends of business education are explored.

403.—Office Procedures.

A study of office techniques necessary for administrative personnel and secretaries. Emphasis are given to the following: 1) office professionalism; 2) interpersonal skills; 3) communication; 4) office duties; 5) business records; 6) employment opportunities; 7) promotion strategies. Prerequisite: Approval of instructor. 3 credit hours.

404.—Business Internship.

Emphasis is placed on actual practical experience in the field of business. Students are required to work a minimum of 15 hours a week for a nine-week period. Prerequisite: Approval of the departmental chairperson. 3 credit hours.

406.—Methods of Teaching Business Subjects.

The course provides (1) an overview of the entire field of business education, and the emerging organizational environment in which the business teacher seems likely to work in the near future; (2) provides the prospective high school teacher with the knowledge of not only how to present business subjects but more importantly, why to present them in such manner; (3) presents a review of important psychological principles and concepts meaningful to the business teacher; and (4) provides a unified concept of teaching methodology. 3 credit hours.

407.—Directed Teaching.

This course affords opportunity for actual practice in a special subject matter field on the secondary level in city and rural high schools. To qualify for directed teaching, the student must have a cumulative average of at least "C" in his or her major professional education courses. Prerequisites: Completion of all courses in the teaching field and professional education sequence.

408.—Personal Management.

Studies the principles and techniques of effectively managing people at work. The challenges and primary functions of personnel management are explored with an emphasis on developing the analytical ability and decision-making skills needed to establish priorities, solve problems, and make recommendations in the personnel area. 3 credit hours.

416.—Business Finance.

The corporate system; simpler forms of business organization; the principles and problems of corporate financial organization, reorganization, and control; adjustments of management and investor requirements. Principles of Accounting is a prerequisite or may be taken concurrently. 3 credit hours.

426.—Income Tax Internship.

This course is designed to give students an opportunity to apply their skills in individual income tax preparation and at the same time be of service to the community. Students are stationed in different segments of the community to assist the low income taxpayers in completing their returns. 3 credit hours.

427.—Auditing.

A study of the principles and procedures of conducting an audit, preparing working papers and reports, controlling and preventing fraud through internal check systems, legal responsibilities, and professional ethics of the auditor. Prerequisites: Introductory Accounting 213 & 214 and Intermediate Accounting 326 & 327. 3 credit hours.

342.—Income Taxes.

The course includes a comprehensive study of the Revenue Code as it relates to individuals and partnerships. Items specifically includible, items specifically excludible, gross income, the various categories of deductions are analyzed. Emphasis is placed on the ultimate tax effect of each category and the proper reflection of various income and deduction items on the Federal and State tax return. Prerequisites: Introductory Accounting 213 & 214. 3 credit hours.

430.—C.P.A. Problems and Theory.

Selected problems and questions as found in the uniform C.P.A. examination preparation, analysis and revision of financial statements, assets, liabilities, owner equities, income determination, cost accounting, and accounting theory. Prerequisite: 21 hours in accounting courses. 3 credit hours.

433-434.—Computer Programming.

An introduction to electronic data processing. Includes a description of the functional capabilities of the principal equipment systems, programming techniques, and programming languages commonly used in business. 6 credit hours.

456.—Principles of Production.

A study of the design, operation, and control of production systems. Application of these systems is made to manufacturing and other business situations. 3 credit hours.

457-458.—Business Policy.

This course integrates, through research, readings, and case problems, the specialized knowledge and understanding developed by the student in previous studies. The student, simulating the position of manager, considers problems composed of facets of many areas of business. 6 credit hours.

Hotel Restaurant Management Program

Hotel Restaurant and Institutional Management is a career field . . . in the industry. It is a four year program . . . hospitality industry. Upon completion of the curriculum, the Bachelor of Science degree in Hotel Restaurant and Institutional Management is awarded to candidates for the Hotel Restaurant and Institutional Management degree . . . or related food industries.

Description of Courses

104.—Introduction to Hotel Restaurant and Institutional Foodservice.

Historical sketch of the development of the foodservice industry; opportunities in the field are explored as well as the skills necessary for performance. 1 credit hour.

113.—Foods and Nutrition.

Knowledge of basic nutrition and the application of basic nutrition of commercial food production and sales. 3 credit hours.

202.—Legal Aspects of Hospitality Industry.

As the laws involving the food industry become more stringent, it is imperative that management go beyond the norms of Business Law and explore the peculiarities of the law as it pertains to the hospitality industry. The course will take special note of truth in menu, contracts, franchising, and minimum wage legislation and other legislation that is pertinent. 3 credit hours.

207.—Sanitation and Safety.

Study of the various tools, compound procedures etc., utilized in keeping an operation safe and sanitary. Practical ways to achieve sanitation and safety will be stressed. 3 credit hours.

211.—Quantity Food Purchasing.

Stresses the fundamental principles of purchasing techniques with emphasis on product information useful in making purchases for a foodservice operation. 3 credit hours.

212.—Cost Control.

Analysis of various methods of food and beverage cost controls now in use. Student will solve actual problems. 3 credit hours.

302.—Computer Applications in the Hospitality Industry.

The computer industry is advancing into every aspect of our life, and the recent advances in the hospitality industry are staggering. It is important that students pursuing careers in hospitality management have a solid education in computer science and be able to apply it to their industry. Taught as a seminar, this course will explore the inroads that computer technology has made in the restaurant and hotel business. Special emphasis will be on computerized inventory and ordering, cash handling systems, computerized cooking, energy management systems, and front office equipment. The use of these systems as a management tool will be developed in depth. 3 credit hours.

311.—Basic Quantity Foods.

Examination of the basic techniques and methods of producing food in quantity. The basic methods of cooking are studied as they apply to preparation. 3 credit hours.

312.—Advanced Quantity Foods.

Preparation techniques and methods in the planning and execution of whole meals in quantity under various service situations, including Banquets and Caterings. 5 credit hours.

314.—Foods of Various Cultures.

Study of various ethnic groups including economic, social, and cultural characteristics and their relationship to food habits. Emphasis on appreciation for the life-style and customs of other peoples. 3 credit hours.

315.—Catering.

Food preparation and service for special occasions. Aspects of planning, pricing, and contracting services will be explored. Service of banquets, buffets, teas, and receptions will be covered. 3 credit hours.

316.—Managerial Principles and Practices of Hotels Restaurants and Institutions.

Study of the functions of an establishment to satisfy the needs of its guests and customers to earn a profit or keep within the budget allocated. 3 credit hours.

400.—Internship.

This course is designed to give the students practical, actual experiences in the field under supervision. 3 credit hours.

403.—Development of Training Programs.

Considering the labor intensity of the hospitality industry, the management of our human resources must be of paramount concern. Within this scope, training, development, and retention of employees becomes a focal point. Proper training and development generates greater productivity and helps slow turnover (which is a critical problem in the hospitality industry). On-the-job training and development of job specifications and standard operating procedures will provide the core of this course. Other established training techniques along with new innovative methods of training will also be discussed. The classes will actively review management and hourly training programs of major corporations. 3 credit hours.

404.—Food Facilities Engineering.

Designed to give the student an overview of layout, design, equipment, and fundamentals of construction and energy management, this course will not be technical in nature, but only serve to give the future manager the insight necessary to operate in a cost-efficient manner. A good math background is essential. Students will be required to learn the rudiments of drafting. 3 credit hours.

405.—Union/Management Relations.

The strength of the unions in the hospitality industry is ever increasing. The future leaders of the hospitality industry must understand the relation between management and the unions and the proper context that unions must view. Negotiation of contracts, adjudication of grievances and strike management will be among the topics of discussion. Lecture sessions will be augmented by guest speakers. 3 credit hours.

412.—Menu Planning For Foodservice Operations.

Principles and practices of menu planning for various kinds of foodservice establishments. 3 credit hours.

413.—Efficient Production.

The student plans, designs and equips a simulated food operations. 3 credit hours.

414.—Front Desk Management.

This course is designed to provide the students with an understanding of the role and functions of front offices as they relate to other operations of the entire hotel. It further intends to prepare students to master the principles, operations and procedures of hotel front office management. 3 credit hours.

415.—Seminar in Hotel and Restaurant Management.

Reports and discussions of current topics related to hotel and restaurant management. 3 credit hours.

421.—Housekeeping Management.

Housekeeping deals with providing and maintaining suitable accommodations for guests. This course describes the principles and practice of housekeeping management including the management functions, tools and techniques required in the lodging industry. 3 credit hours.

422.—Beverage Management.

This course provides a basic understanding of the principles of beverage management and service with special emphasis on purchasing, receiving, pricing, control, storage, issuing and selling of beverages in the hospitality industry.

Course Descriptions—Institutional Tract

Diet Therapy

Principles and practices in planning and calculating diets related to special and abnormal physical conditions which necessitate diet modification.

3 Semester hours credit.

Community Nutrition

Study of the rationale of various community agencies offering nutritional information and guidance for various groups; review and evaluate the methods of delivery systems.

3 Semester hours credit.

Community Foodservice Practicum

Assignment of students to various community agencies for the participation and development of entry level competencies in the management of nutrition and foodservice delivery programs.

Prerequisite RIM 402

3 Semester hours credit.

Food Chemistry

A study of the chemical changes that occur in food as a result of various methods of processing, preparation and storage.

Prerequisite: Chem 111 and 112.

4 Semester hours credit.

Hotel, Restaurant and Institutional Management Institutional Foodservice Tract

Freshman Year

First Semester

Eng 101	Communication	3
FL 101	Foreign Language	3
Math 101	Mathematics	3
PE 101	Physical Education	1
Chem. 111	Chemistry	4
RIM 104	Intro. to Rest. & Inst. Mgt.	1
GE 101	Fresh. Orient	1
Eng. 107	Speech	2
		<hr/> 15

Second Semester

Eng 102	Communication	3
Math 102	Mathematics	3
Chem. 112	Chemistry	4
RIM 107	Sanitation & Safety	3
RIM 111	Basic Quant. Fds.	3
HPE 102	Physical Education	1
		<hr/> 17

Sophomore Year

First Semester

Psy. 202	Gen. Psy.	3
B.A. 213	Prin. of Acct.	3
Hum. 221	Cult. of Heritage	3
RIM 213	Nutrition	3
RIM 212	Adv. Quant. Fds.	3
C.Sci. 150	Intro. to Comput.	3
		<hr/> 18

Second Semester

RIM 211	Quant. Fd. Pur.	3
B.A. 214	Prin. of Acct.	3
Hum 222	Cult. Hert.	3
RIM 232	Food Chemistry	4
RIM 202	Legal Aspects of FDS Ser.	3
		<hr/> 16

Junior Year

First Semester			Second Semester		
RIM 413	Layout & Design	3	Phil. 300	Philosophy	3
S.Sci. 241	Prin. of Econ.	3	S.Sci. 242	Prin. of Econ.	3
RIM 316	Mang. P & P	3	RIM 212	Food Cost Control	3
RIM 412	Menu Planning	3	RIM 302	Comp. Application	3
RIM 315	Catering	3	RIM 400	Internship	3
BA 408	Personnel Mgnt.	3			15
		<hr/> 18			

Senior Year

First Semester			Second Semester		
RIM 401	Diet Therapy	3	RIM 402	Comm. Nutrition	2
RIM 314	Food of Various Cultures	3	B.Ed. 307	Business Corres.	3
S.Sci. 401	Human Relations	2	RIM 406	Comm. Food Ser.	2
RIM 415	Seminar	3		Electives	5
	Elective	2			<hr/> 12
		<hr/> 13			

Curriculum in Hotel Restaurant Management Commercial Tract

Freshman Year

First Semester			Second Semester		
Eng 101	Communication	3	Eng 102	Communication	3
Math 111	Mathematics	3	Math 102	Mathematics	3
Chem. 101	Chemistry	4	Chem. 102	Chemistry	4
P.E. 101	Physical Ed.	1	RIM 207	Sanitation &	
RIM 104	Intro. to Hotel Rest.			Safety	3
	& Inst. Mgt.	1	P.E. 102	Physical Ed.	1
GE 100	Fresh. Orient	1	RIM 111	Basic Quant. Fds.	3
Eng. 107	Speech	2			<hr/> 17
		<hr/> 15			

Sophomore Year

First Semester			Second Semester		
Psy. 202	Gen. Psy.	3	RIM 211	Quant. Fd. Pur.	3
B.A. 213	Prin. of Acct.	3	B.A. 214	Prin. of Acct.	3
Hum. 221	Humanities	3	Phil. 300	Philosophy	3
BA. 321	Business Law	3	Hum 222	Humanities	3
RIM 312	Adv. Quant. Fds.	3	C.Sci. 160	Comput. Prog.	3
C.Sci. 150	Intro. to Comput.	3			<hr/> 15
		<hr/> 18			

Junior Year

First Semester			Second Semester		
S.Sci. 241	Prin. of Econ.	3	S.Sci. 242	Prin. of Econ.	3
RIM 202	Legal Aspects of Foods	3	RIM 212	Cost Control	3
BA. 408	Personnel Mgt.	3	RIM 302	Comp. Application	
RIM 413	Layout and Design	3		in the Hospitality Industry	3
		12	RIM 316	Mgmt. P & P	3
			RIM	Elective	2
			Hum. 222	Humanities	3
					17

Senior Year

First Semester			Second Semester		
RIM 314	Dev. of Training	3	RIM 405	Union Mang. Relations	3
BA	Program		BA. 307	Business Comm.	3
BA. 416	Bus. Finance	3	RIM	Elective	3
RIM 404	Food Facilities		RIM	Elective	3
	Engineering	3	RIM 412	Menu Planning	3
RIM 415	Seminar	3			15
RIM E	Elective	3			
		15			

Department of Social Relations

The Social Relations Department is concerned with the relationship of man with the social universe in terms of both past and present. This objective is pursued through teaching, learning and research in the traditional disciplines—Geography, History, Philosophy, and Religion, Political Science, and Sociology—as well as in such area concentrations as: Criminal Justice, Social Welfare, and Urban Studies. Program descriptions follow.

The Criminal Justice Program

- I. The Criminal Justice Program is academic and professional as well. It combines a basic introduction to the disciplines of criminology and penology with an integrated coverage of the major components of the American criminal justice system: administration of justice, law enforcement, corrections and rehabilitation. A concentration in a particular area is made possible through the field practicum and a range of elective courses. The latter can be selected from the Criminal Justice Program proper or from related disciplines (sociology, psychology, law etc.), at Morris Brown or from other campuses in the AU Center. Eighteen credit hours are required for a minor in Criminal Justice. The following courses are included: Soc. 201, Soc. 202, Criminal Justice 301, Criminal

Justice 302, Criminal Justice 401, Criminal Justice 403, or Criminal Justice 404. The passing grade for the core curriculum courses and major and minor courses in Criminal Justice is C. The one hundred twenty-four credit hours required for graduation are distributed as follows.

	Credit Hours
II. Course Requirements	
A. General Education Courses (Same as in sociology)	50
B. Core curriculum courses (Same as in sociology)	19
C. Major Courses	
Cr.J. 301 Criminology and Penology	3
Cr.J. 302 Criminal Justice System	3
Cr.J. 303 Criminal Law Workshop	3
Cr.J. 304 Police & Law Enforcement	3
Cr.J. 401 Correctional Institutions	3
Cr.J. 403 The Judicial Process	3
Cr.J. 404 Juvenile Delinquency	3
Cr.J. 405 Criminal Justice Management	3
Cr.J. 406 Criminal Justice Planning and Evaluation	3
Cr.J. Field Experience	6
	33
D. Elective Courses	22
TOTAL	124
III. Suggested Electives	
Course Number Course Title	
Cr.J. 305 Probation & Parole	3
Cr.J. 306 Police-Community Relations	3
Cr.J. 408 Fundamentals of Police	
Administration	3
Cr.J. 409 The Prison Community	3
Geo. 302 Geography of Crime and Justice	3
Psy. 305 Abnormal Psychology	3
P.S. 362 Constitutional Law	3

Course Distribution Freshman Year

First Semester			Second Semester		
Eng 101	Communication	3	Eng 102	Communication	3
Bio 101	Biological Science Survey	3	Chem. 102	Physical Science Survey	3
Math 101	Fund of Mathematics	3	Math 102	Fund of Mathematics	3
Sp. 107	Speech	2	P.S. 111	American Government	3
101	Foreign Language	3	102	Foreign Language	3
P.E. 101	Physical Education	1	P.E. 102	Physical Ed.	1
GE 100	Fresh. Orient	1			16
		16			

Sophomore Year

First Semester

Hum. 221	Cultural Heritage	3
Hum. 225	Art	3
Soc. 201	Introductory Sociology	3
Psy. 201	General Psychology	3
Hist. 203	Survey of U.S. History	3
Econ. 221	Contemporary Economic Problems	3
		<hr/> 18

Second Semester

Hum. 221	Cultural Heritage	3
Hum. 226	Music	3
Soc. 202	General Anthropology	3
Eng. 326	Advanced Composition	3
	Electives	3
		<hr/>
		15

Junior Year

First Semester

Soc. 301	Social Statistics	3
Cr.J. 301	Criminology and Penology	3
Cr.J. 302	Criminal Justice System	3
Cr.J. 303	Criminal Law Workshop	3
	Electives	3
		<hr/>
		15

Second Semester

Soc. 302	Social Research Methods	3
Cr.J. 304	Police and Law Enforcement	3
Cr.J. 401	Correctional Institutions	6
	Electives	<hr/> 15

Senior Year

First Semester

Cr.J. 403	The Judicial Process	3
Cr.J. 405	Criminal Justice Management	3
Cr.J. 407	Field Experience	6
	Electives	3
		<hr/>
		15

Second Semester

Cr.J. 404	Juvenile Delinquency	3
Cr.J. 406	Criminal Justice Planning and Evaluation	3
Soc. 402	Senior Seminar	1
	Elective	7
		<hr/> 14



Course Descriptions

301.—Criminology and Penology.

This course deals with the concepts of crime and society's response to criminal behavior, theories of crime, causation and delinquency institutions and modern methods in the treatment of criminals and delinquents will be considered. Prerequisites: Soc. 201, 202. 3 credit hours.

302.—Criminal Justice System.

A course designed to examine the field of Criminal Justice. A study of judicial systems (criminal and Juvenile) of their functions and operations, internal and external relations and their impact on the community. Additionally, the institutions and programs are examined, such as the Police, Prosecutors' Office, Trial Courts, Correctional facilities, and programs which deal with probation and parole. Prerequisites: Soc. 201, 202. 3 credit hours.

303.—Criminal Law Workshop.

A study of crime and law enforcement in the United States, with special emphasis on criminal acts or omissions that are prohibited by law. Considerable attention is given to the definitions of crimes and criminals, and the way by which one can categorize criminal laws and behavior of offenders, a broad classification of offenses against habitation, and occupancy and offenses against property. Additionally, students are provided with an overview of criminal responsibility and the limitations of criminal capacity and other modifying circumstances. Attention is also given to the defense of criminal liability. In addition to the theoretical and practical aspects of criminal law, students conduct empirical research which involves frequent visits to law enforcement agencies, the courts and penal systems. Prerequisites: Cr.J. 301, 302. 3 credit hours.

304.—Police and Law Enforcement.

A study of the Police as a Law Enforcement Agency: the total and historical origins of the police, police culture and role. Emphasis will be placed on the role of the discretion in police practice, police organization and police-community relations. Prerequisites: Cr.J. 301, 302. 3 credit hours.

305.—Probation and Parole.

A study of the history, development, principles, and operation of probation and parole; interviewing techniques and development of case histories; principles and techniques of treatment supervision. The presentence investigation and report are emphasized. Prerequisites: Soc. 201, 202, Cr.J. 301, 302. 3 credit hours.

306.—Police Community Relations.

A study of the Police as a social service in its approach to the consumer population. Particular emphasis is placed on the role and behavior patterns of the Police in the Black Community. Illustrative cases will be drawn from Atlanta and other cities as well. Prerequisites: Soc. 201, 202, Cr.J. 301, 302. 3 credit hours.

305.—Abnormal Psychology.

Emphasis is placed on behavior deviations and mental disorders occurring in infancy, childhood, maturity, and old age; basic concepts employed in psychopathology, mental hygiene and psychiatry. Prerequisites: Psy. 201, Soc. 201, 202. 3 credit hours.

362.—Constitutional Law.

This course deals with the limitations on power. A survey is made of the efforts to protect the liberty and property of the individual. Due process, equal protection, freedom of expression and equality under the law are covered in detail. As introduction to the case method makes possible an in-depth consideration of the process of judicial review. 3 credit hours.

401.—Correctional Institutions.

A review of institutionalization as the primary means of enforcing the customs, mores, and laws of a people. The complexity of correctional institutions, in terms of their closely interwoven historical, traditional, operational, and legal aspects, is illuminated by the course. This course will examine the effects of "rehabilitation" on the offender and the Functional Unit Management Concept. This study will also review the failure of the prisons to rehabilitate; the maintenance of conditions of idleness, overcrowding, and lack of correctional programs. Prerequisites: Cr.J. 301, 302. 3 credit hours.

403.—The Judicial Process.

An intensive study of the programs, practices, and procedures which are associated with crime control and prevention in the United States, with special emphasis on substantive analysis of theories and concepts which are related to crime, criminality and criminal behavior. Consideration is also given to significant constitutional parameters which affect criminal procedure. Prerequisites: Cr.J. 301, 302. 3 credit hours.

404.—Juvenile Delinquency.

An assessment of the social dimensions of juvenile delinquency, its nature, amount and distribution; comparison and analysis of agencies of control and correction; the role of the police and the courts; an examination of programs of treatment and prevention. Prerequisites: Cr.J. 301, 302. 3 credit hours.

405.—Criminal Justice Management.

A study of the various aspects of managing human resources in criminal justice agencies, police departments, correctional facilities and criminal justice programs. Includes the personnel function, supervisory problems, discipline, motivation, conflict and organizational change. Emphasis includes planning goal-setting and decision making, and the effects of these in productivity. Prerequisites: Soc. 201, 202, Cr.J. 301, 302. 3 credit hours.

406.—Criminal Justice Planning and Evaluation.

The purpose of this course is to discuss the relevance of deductive modeling to obtain a better understanding of how it can be made to operate more effectively. Such approaches tend to force one to clarify assumptions, goals, alternative means, payoffs from the alternative means, contingent probabilities, and other elements essential to understanding more fully the basic simplicities and subtle complexities of the criminal justice process. Prerequisites: Cr.J. 301, Soc. 301, 302. 3 credit hours.

407.—Field Experience.

This course provides field experience with the world of working courts, prisons, police; or related public or private agencies. The student is required to submit an informative report on his/her experience in the field to the department. The report shall contain the following elements: a description of the agency in which the field experience took place, a description of the specific kind of work performed, and a comment on the relevance of this for his/her education at Morris Brown College. Prerequisites: Soc. 301, 302 or Ur. S. 361 Ur. S./Soc. 309, Ur. S./P. S. 3-6 credit hours.

408.—Fundamentals of Police Administrations.

Examination of the Police as a functional subunit of the criminal justice system of its principles of organization, personnel management and internal relations. Prerequisites: Soc. 201, 202, Cr.J. 301, 302. 3 credit hours.

409.—The Prison Community.

A study of the organizational structure, management practices and human relations within the prison community and of their impact on the inmates and on society. Prerequisites: Soc. 201, 202, Cr.J. 301, 302. 3 credit hours.



The Geography Major

The geography major is 24 credit hours beyond general education and is designed to provide specialized training in spatial analysis, ecological awareness, and an understanding of man-land adjustments. An equivalent minor consists of 15 hours beyond general education. Sufficient latitude is given in social science electives to prepare the student for broad understanding and expertise in the techniques of geography. Electives are to be selected with the objective of providing a well-rounded program for the individual student. Accordingly, the designation of electives must be approved by the major professor. Nevertheless, electives may be chosen from any department of the College.

Career Opportunities

Beyond the department's particular concern with the preparation of teachers, the program is designed to assist students in preparing for positions in governmental and private planning agencies. The curriculum is recommended, too, for students planning to pursue graduate study.

Internship and Cooperative Study

Both the internship plan and the cooperative study plan enable the fulfill role of specialized electives wherein qualified students benefit in their educative experiences by serving an internship with an approved governmental or professional agency within the Atlanta area as well as sites elsewhere throughout the nation. The beneficial effect of such a program results in increased motivation, enhanced attitudes of professionalism, as well as extension of employment opportunity.

Participation in this world of reality program is through joint arrangement with the office of co-op placement services and the chairman of the Department of Geography.

Credit for approved internship and cooperative study participation is included in the students sequence of electives required for graduation. The permanent records of the Department retain the evaluative report of the intern's employer which describe duties required and the student's attitude and performance.

Course Distribution for Major in Geography Liberal Arts Freshman Year

First Semester			Second Semester		
Eng 101	Communication	3	Eng 102	Communication	3
Bio 101	Science Survey (Biological)	3	Chem. 102	Science Survey (Physical)	3
101	General Mathematics	3	Math 102	General Mathematics	3
101	Foreign Language	3	102	Foreign Language	3
	Social Science	3	Hist 100	Social Science	3
P.E. 101	Physical Education	1	P.E. 102	Physical Ed.	1
GE 100	Fresh. Orient	1			16
		17			

Sophomore Year

First Semester

PS 111	American Government	3
Hist 211	United States History	3
Geog 201	Principles of Geography	3
Hum 221	Cultural Heritage	3
Hum 226	Music	3
Hum 225	Art	3
		<hr/> 18

Second Semester

Sp 107	Speech	2
Hist 212	United States History	3
PS 202	State and Local Government	3
Hum 229	Religion and Philosophy	3
Hum 222	Cultural Heritage	3
		<hr/> 17

Junior Year

First Semester

Hist 311	World Civilization	3
	Major or	6
	Minor	3
	Elective in Social Science	4
		<hr/> 16

Second Semester

Hist 312	World Civilization	3
	Major	6
	Minor	3
	Elective	3
		<hr/> 15

Senior Year

First Semester

	Major	6
	Minor or Electives	6
Hist 415	Social Science Seminar	1
		<hr/> 13

Second Semester

	Major	6
	Minor or	3
	Electives in Social Science	3
	Electives	3
		<hr/> 15

Description of Courses

100.—Introduction to Cultural Geography.

A survey of the nature and scope of human activities from a spatial perspective. Themes include: Culture region, cultural diffusion, cultural ecology, cultural integration, and cultural landscape. Focus upon population, agriculture, political patterns languages, religions, ethnic geography, urban and industrial activities. 3 credit hours.

201.—Introduction to Geography.

A consideration of the natural environment: its characteristics, distributions and significance to human occupancy patterns. Emphasis also focused on human cultures, ecological relationships and population features. 3 credit hours.

301.—Geography of Anglo America.

A regional, cultural, and economic geography of the United States and Canada. Emphasis given to urban conglomerates and resource conservation. 3 credit hours.

302.—Geography of Latin America.

A regional, cultural, and economic geography of Caribbean America and South America. Emphasis given to population problems and patterns of settlement and commercial ties with the U.S.A.

303.—Geography of Crime and Justice.

A spatial perspective in the occurrence of crimes and in the quality of the law enforcement and judicial process. Interstate, intermetropolitan, and intraurban analyses with emphasis upon regional variations, economic and racial factors. 3 credit hours.

304.—Economic Geography.

A consideration of the elements of the human habitat with particular emphasis on world resources. Geographical and economic factors relevant to the location and development of major industrial areas of the world. No prerequisite. 3 credit hours.

311.—Geography of Europe.

The cultural geography of Western Europe and the Mediterranean. Emphasis given to economic development and political realignment. Impact of reallocation of energy resources. 3 credit hours.

312.—Geography of Asia.

Regional economic and cultural approach to the geography of Asia. Consideration given to population pressure, food productivity, and revisions in political ideology. 3 credit hours.

315.—Weather and Climate.

Energy and moisture exchanges; elements and controls in weather and climates of the earth; world distribution, classifications, and characteristics of climates; climatic change and its impact on humans. 3 credit hours.

322.—Geography of Manufacturing and Commerce.

A geographic analysis of manufacturing and related commercial activities. Considers problems of industrial location and applications of recent location theory. Prerequisite: Introduction to Geography, Economic Geography or economics background. 3 credit hours.

331.—Geography of Africa.

Consideration of the physical and social characteristics of the African continent. Evaluation of the spatial expression of social and economic development of Africa. Prerequisite: African History, Introduction to Geography or Political Geography. 3 credit hours.

349.—Political Geography.

The geographic characteristics of nation-states. The relationship of geo-politics to political geography. The geographic factors in the evolution, structure, and function of states. The relationship between political behavior and political geography. 3 credit hours.

382.—Seminar in Methods of Teaching Social Science.

Because of the structure of educational curriculum, this course is being replaced by the one hour option in Geography 101. 1 credit hour.

387.—Urban Geography.

Analysis of location, distribution and internal spatial structure of cities. Development of urban research methodology and theory. Special attention devoted to manifestations of these phenomena in emerging regions, especially in the African and circum-Caribbean regions. Prerequisite: Introduction to Geography or Introduction to Economics. 3 credit hours.

399.—Urban and Regional Planning.

This course will emphasize management of resources, environmental quality, transportation, recreation, and housing. Regional focus upon spatial aspects of metropolitan and substate planning, and subsequent problems with implementation. 3 credit hours.

409.—Special Problems in Environmental and Migration Analysis.

Prerequisite: 20 hours of senior division coursework and/or consent of the instructor designed for the senior majoring in geography incorporating independent study and research. 3 credit hours.

411.—Advanced Human Geography.

Consideration of geopolitical and socioeconomic man-land adjustments. Significance of settlement trends and spatial characterization of international tension and prospect of conflict. 3 credit hours.

412.—Cultural Geography of Afro-America.

A historical, urban, and cultural geography of black Americans with demographic, regional, and systematic approaches to be utilized in analyzing their spatial behavior. 3 credit hours.

422.—Man and Ecology.

A systematic study of man's impact on environment; the significance of environmental deterioration, equilibrium, and conservation. 3 credit hours.

449.—Seminar in Geographical Topics and Issues.

A directed and individualized approach to methodology, field techniques, and philosophy of geography. 3-6 hours credit.

452.—Historical Geography of the United States.

Survey of sequent occupance and antecedent adjustments and relationships of man to the earth environment. Impact of resource discovery and industrial development on human migration and settlement. 3 credit hours.

History Program

Courses in History are designed to aid the student in understanding and appreciating modern society through the development of a sense of continuity in time; understanding the operations of general historical forces and movements in ancient, medieval and modern Europe, in Asia, Africa and America; acquiring the necessary skills and information for a vocation or for entrance into graduate professional schools.

A major in History consists of twenty-four credit hours beyond the general education courses.

A minor consists of fifteen hours beyond the general education courses.

Major and minor courses may be selected from those listed below: World History, Modern European History, United States History, American Government, Economic History of Europe, Recent United States History, Afro-American History, Medieval European History, Economic History of the United States, English History and Seminar in the Social Studies.

Course Distribution for Majors in History Liberal Arts

Freshman Year

First Semester

Eng 101	Communication	3
Bio 101	Science Survey	3
Math 101	General Mathematics	3
FL 101	Foreign Language	3
	Social Science*	3
PE 101	Physical Education	1
GE 100	Fresh. Orient	1
		<hr/> 17

Second Semester

Eng 102	Communication	3
Chem. 102	Science Survey (Physical)	3
Math 102	General Mathematics	3
FL 102	Foreign Language	3
Hist 100	Social Science*	3
PE 102	Physical Ed.	1
		<hr/> 16

Sophomore Year

First Semester

	Social Science	3
Hist 211	United States History	3
PS 202	State and Local Govt.	3
Hum 221	Cultural Heritage	3
Hum 225	Art	3
		<hr/> 15

Second Semester

Sp 107	Speech	2
Hist 212	United States History	3
Geo 201	Principles of Geography	3
Hum 229	Religion and Philosophy	3
Hum 222	Cultural Heritage	3
Hum 226	Music	3
		<hr/> 17

Junior Year

First Semester			Second Semester		
Hist 311	World History	3	Hist 312	World History	3
Hist 320	322 or 326 Afro-American			Major	6
	Hist.	3		Minor	3
	Minor	6		Elective	6
	Elective in Social Science	3			<u>18</u>
		15			

Senior Year

First Semester			Second Semester		
Hist 411	Recent US History	3		Major	6
	Major	3		Minor or	3
Hist 415	Social Science Seminar	1		Electives in Social Science	3
	Minor	6		Electives	3
		<u>13</u>			<u>15</u>

Secondary History Program (7th-12th Grade)

The Department of Social Relations offers a secondary teacher education program in History. Instruction is offered in American, European and African History leading to a Bachelor of Science Degree in History. The aim is to educate a corps of pre-service secondary teachers in History who are sensitive to the cognitive, emotional and social needs of children in grades seven through twelve (7th-12th) and who possess the competencies to meet these needs in the framework of a classroom. The general education requirements are limited to fifty (50) semester hours, professional sequence is limited to thirty-three (33) semester hours and the teaching field includes forty (40) semester hours. The secondary History program requirements for graduation are one hundred twenty-one (121) semester hours.

Program Objectives

The program objectives are geared to providing opportunities for pre-service teachers:

1. To instill in the students a sense of worth and the desire to pursue academic excellence in History.
2. To introduce students to the major historical stages in man's development and insights into the nature of the various social studies through the general education requirements.
3. To improve the develop oral and written English communication skills for effective use in the classroom and in social and professional relationships.
4. To utilize the rules of clarity and logic in written and spoken expressions.

5. To acquire general knowledge in the humanities, social sciences, national science, mathematics, health, physical education and recreation to become well informed and functional citizens.
6. To acquire professional preparation in American, European and African History in accordance with Georgia Secondary School T-4 Certification Criteria in History.
7. To engage in meaningful simulation, laboratory and practicum experience related to children in grades seventh through twelfth (7th-12th) in accordance with Georgia Criteria for T-4 Certification.
8. To develop human relation skills essential for functioning as in-service teachers and individuals in a multicultural society.
9. To become active members in the Student National Education Association.
10. To meet criteria for graduate study in History Education.

Requirements for Bachelor of Arts Degree in History

	Semester Hours
Program Components	
General Education (50 Semester Hours)	
Behavioral Sci: 201 Psy	3
English 101, 102, 107	8
Foreign Language 101, 102 or	6
Computer Programming 433, 434	
Humanities 221, 222 and 225, 226	12
Health & PE 101, 102	2
Science 101, 102	6
Social Science 100, 111	6
Freshman Orientation 100	1
Mathematics 101, 102	6
Professional Education (33 Semester Hours)	
Ed 202, 204	6
Ed 310, 320	6
Psy 300/321	3
Ed 405, 416, 435, 458, 459	12
SPE 350	3
Sub Total hours	33
Teaching Field (44 Semester Hours)	
Hist 201, 202, 211, 212	12
Hist 311, 312, 320, 321, 313	15
Hist 411, 415	4
Pol. Sci. 202	3
Economics 241	3

Geo. 382	1
Soc. 202	3
Psy. 201	3
Geo. 201	3
Total hours	<u>47</u>

Secondary Education (History 7-12) Program Sequence Freshman Year

First Semester			Second Semester		
Eng 101	Communication	3	Eng 102	Communication	3
FL 101	Foreign Language	3	FL 102	Foreign Lang.	3
Hist 100	Man in Society	3	SS 111	American Gov't	3
P.E. 101	Physical Education	1	Sp 107	Speech	2
Bio 101	Science Survey	3	Math 102	Mathematics	3
GE 100	Fresh. Orient	1	P.E. 102	Physical Ed.	1
Math 101	Mathematics	<u>3</u>	Chem 102	Chemistry	<u>3</u>
		17			18

Sophomore Year

First Semester			Second Semester		
Hum 221	Cult. Hert.	3	Hum 222	Cult. Herit.	3
Hum 225	Art	3	Hum 229	Rel. & Phil.	3
Geo. 201	Principles of Geo.	3	Hum 226	Music	3
Ed 202	Intro. to Ed.	3	Hist 212	Am. History	3
Ed 200	Lab Level I	0	PS 202	St. & Local Gov't	3
Hist 211	Am. History	3	Hist 202	Col. & Nat. Afro History	<u>3</u>
Hist 201	Pre Col. Afr.	<u>3</u>			18
		18			

Junior Year

First Semester			Second Semester		
Ed 320	Fund. Curr. Dev.	3	Psy 300	Adolescent Psy.	3
Ed 300	Lab Level II	0	Hist. 313	Georgia	3
Ed Psy 204	Educational Psy.	3	Hist. 415	Soc. Sci. Sem.	1
Hist 311	Wld. Civil	3	Hist. 312	Wld. Civil	3
Hist 320	Afro-American	3	Hist. 321	Black Reconst. or 326	3
Psy 201	Gen. Psychology	3	Geo 382	Sem. in Mths. of	
Econ 241	Prin. Economics	<u>3</u>		Tchg. Soc. Sci.	1
		18	Soc 202	Gen. Anthro.	<u>3</u>
					17

Senior Year

First Semester

Ed 405	Sec. Sch. Mths.	3
Ed 400	Lab Level III	0
SPE 350	Psy. Excpt. Chld.	3
Hist 411	Rec. Am. Hist.	3
Edu 316	Educational Media	3
Ed 310	Prin. of Guid.	3
		<hr/> 15

Second Semester

Ed 456	Student Teaching	6
Ed 459	Seminar	<hr/> 0
		6



Description of Courses

100.—Man in Society.

This course is designed to introduce the student to the major historical stages in man's development and to provide some insight into the nature of the various social studies. 3 credit hours.

201.—History of Africa.

A general survey course concerning the history of Africa during the precolonial period. The emphasis will be upon the study of the medieval kingdoms and the early effects of the arrival of the European in Africa. 3 credit hours.

202.—History of Africa.

A general survey of the colonial and independence period. The emphasis will be upon colonial policies, the growth of nationalism, and events since independence. 3 credit hours.

203.—A Survey of United States History from Colonial Times to the Present.

This course is designed to meet the needs of all students following curricula which require only one semester of United States History. It emphasizes the developmental forces in the founding of the nation, the increase in political, social, and economic democracy in the pre-Civil War Period; economic, social, and political aspects of the Civil War; influence of Reconstruction on the present day South; growth of big business, the decline of laissez-faire, changing governmental attitudes towards social welfare, and the role of the United States in world affairs. 3 credit hours.

211.—History of the United States to 1865.

This course begins with fifteenth century European colonization in America and ends with the Civil War. It emphasizes English colonial development, the establishment of the new nation, the increase in democratic practices under Jefferson and Jackson, the influence of the frontier upon the development of the United States and the social, economic, and political aspects of the Civil War. Requirement: Permission of the instructor. 3 credit hours.

212.—History of the United States Since 1865.

This course begins with social, economic, and political reconstruction after the Civil War. It emphasizes the growth of the big business and imperialism, the nature and success of the reform eras, and the changing position of the United States in world affairs. New developments in our social and political patterns are studied and evaluated. Requirement: Permission of the instructor. 3 credit hours.

251.—Latin American History, 1492–1850

African, Indian, Spanish, Portuguese heritage. Discovery and conquest. Clash of cultures. Spanish empire. Society, culture, economics, politics. Bourbon reform, independence, new republics. 3 credit hours.

252.—Latin American History, 1850–Present.

Cultural and national identities. Diplomacy, dictators, social progress. National cultures. Mexican revolution. Latin America in a world community. Revolution and counter-revolution. 3 credit hours.

303.—Early Modern Europe.

This course is designed to provide a survey of the major political, religious, and social developments in Europe from the "Fall of Rome" to the discovery of America. Emphasis is placed on such topics as feudalism, manorialism, the Holy Roman Empire, the rise of towns and trade, the Renaissance, and the Reformation. 3 credit hours.

304.—Modern European History.

A broad survey is made of the political systems of modern Europe of imperialism and colonialism, of the conflict of states, of the Industrial Revolution and of the rise of the masses from 1500 to the present. 3 credit hours.

311.—A History of World Civilization.

Origins of society throughout the world, including prehistory in the Americas. Ancient civilizations. Greek and Roman development. Historical change to the Seventeenth Century.

312.—A History of World Civilization.

Development of civilization from the Seventeenth Century to the present, including Western cultures, Africa and the Far East. Emphasis on cultural, intellectual and political change.

313.—Georgia in American History.

A political, economic and cultural history of Georgia from 1732 to the present, with emphasis on the state's role in the nation's history. Designed primarily for secondary school teachers of Georgia history. 3 credit hours.

320.—Afro-American History.

A survey of the history of the Afro-American. Special emphasis is placed on the part the Afro-American has taken in the social, economic, and political life of the United States. Outstanding events minutely observed. 3 credit hours each semester.

321.—Black Reconstruction.

This course is designed to acquaint the students with the role of Black Americans in the political, economic and social reconstruction of the South. Emphasis is placed on the Black man's struggle for human and civil rights; his changing position in the newly created socio-economic order; attitudes of local, state and national governments toward the legal status of freedmen; rise of black institutions; psychological and economic fears of whites that facilitated the enactment of Jim Crow laws; and the creation of a caste system based on color. The historiography of this period is an integral part of the course. Prerequisite: One year of United States History. 3 credit hours.

322.—Urban America, 1890 to Present.

A study of the political and social aspects of urbanization after the 1890's with attention given to the development of cities in pre-industrial America.

326.—Recent Afro-American History.

This course is concerned with the history of twentieth century Afro-Americans. It is designed to introduce the students to the recent social, economic, political, and intellectual advancements of Black Americans. 3 credit hours.

Hist 330H.—Popular Movements in American History.

This course examines, in detail, mass movements which have affected American Culture in the 19th and 20th centuries. Movements such as abolition, temperance, industrial relations, and the labor movement, imperialism, women's and minority rights will be covered. These movements will be examined from the perspective of their impact on American society in the 19th and 20th centuries.

411.—Recent United States History.

This course is concerned with twentieth century America from 1900 to the present day. It is designed to give History majors and minors an appreciation of recent trends in social, economic, political and intellectual growth of the United States. It emphasizes historical research and other related mechanics in the fields. Prerequisite: One year of United States History and permission of the instructor. 3 credit hours.

415.—Seminar in Social Studies.

This course is designed to help students acquire skills in handling broad concepts in the Social Studies, in research and writing, and to provide an acquaintance with some outstanding social scientists and their contributions. May be repeated for one credit hour in succeeding semesters. Requirements: Permission of the instructor. 1 credit hour.

451-452.—Independent Studies.

A course in Independent Studies which examines selected topics at great depth. Open to advanced students with permission of the instructor. 3 credit hours each semester.

Philosophy and Religion Program

The courses in the area of Philosophy and Religion are designed to acquaint students with the problems, methodologies and the major schools of thought within these disciplines; to help students develop awareness of both the nature and the implications of their presuppositions and value assumptions; to nurture the background helpful to discerning religious, social and intellectual involvement in twentieth century society; and to make available to students the philosophical and/or religious orientation and skills prerequisite to graduate study in these and related disciplines.

The Department of Philosophy and Religion offer four courses of study:

- (a) a major in Philosophy and Religion.
- (b) a major in Philosophy.
- (c) a minor in Philosophy.
- (d) a minor in Religion.

Both the combined Philosophy and Religion major and the Philosophy major are advantageous programs for the general humanities or liberal arts students, for pre-law and pre-ministerial students, and for those desiring to do graduate work in these disciplines. Both the Philosophy and the Religion minors are effective secondary areas of concentration for students majoring in Art, Business Administration, the Sciences, Economics, Education, English, History and Political Science, Mathematics, Psychology and Sociology.

A combined major in Philosophy and Religion may be obtained by accruing fifteen hours in Philosophy and fifteen hours in Religion. A minor in either Philosophy or Religion may be obtained by accruing fifteen hours.

A major in Philosophy may be obtained by accruing twenty-four hours in Philosophy. (Some courses may be taken in the order institutions of the Atlanta University Center to supplement the College program in Philosophy).

Specified Course Requirements in Religion. The student desiring either the Philosophy and Religion major or the Religion minor will follow a program of study developed in conjunction with the departmental head, selecting courses which will provide orientational studies in biblical, experimental and systematic aspects of religion, and additional work selected on the basis of the student's minor (or major), personal needs and vocational interests. To meet the orientational requirements, each student will take at least one course from each of these areas:

I BIBLICAL Rel. 213, 214, 264, 382.

II EXPERIMENTAL Rel. 250, 270, 354.

III SYSTEMATIC Rel. 350, 355, 490-496.

Students are encouraged to supplement course work in areas II and III with electives in Philosophy, Psychology, Sociology and Anthropology.

Specified Course Requirements in Philosophy. Both the Philosophy major and minor and the combined Philosophy and Religion major must include the following courses: Philosophy 300, 347, 348.

Majors in the Department are urged to use either German or French to meet their foreign language requirements. Majors are counseled to use their minor and electives to acquire a strong, broad background in related areas, such as Literature, History, Political Science, Sociology and Psychology.

Description of Courses

100.—Elementary Logic.

An investigation into the presuppositions and structures or argumentation; the uses of language; definition; formal logic, Aristotelian and symbolic; classification and avoidance of fallacious arguments. This course does not satisfy any portion of Group IV General Education Requirements. 3 credit hours.

229.—Humanities-Religion and Philosophy.

An interdisciplinary course designed to compare and contrast the approaches of the disciplines of religion and philosophy to a number of fundamental issues, such as, the nature of evil, the existence of God, the nature of knowing, and the nature of values.

300.—Introduction to Philosophy.

An introduction to some of the fundamental philosophical questions; the purposes methods and scope of philosophy; reading and discussion of representative thinkers. 3 credit hours.

305.—Symbolic Logic.

An advanced study of the role of symbolization in logic; truth tables; propositional functions; qualification; logic of relations. (Prerequisite: Philosophy 100 or equivalent.) 3 credit hours.

347.—History of Ancient and Medieval Philosophy.

The development of philosophical thought from Thales to William of Ockham. 3 credit hours.

348.—History of Modern Philosophy.

History of philosophical thought from the Renaissance to Kant. 3 credit hours.

349.—History of Nineteenth Century Philosophy.

Hegel and the idealists, Schopenhauer, Nietzsche, Comte, J.S. Mill, Herbert Spencer and others. 3 credit hours.

356.—Aesthetics.

An analysis of the characteristics of aesthetic experience and an interpretation of the nature, purpose and value of aesthetic expression. Special reference to the problem of aesthetic standards, representative philosophies of art and the relation of aesthetic experience to other areas of life. 3 credit hours.

360.—Ethics.

An inquiry into the philosophical reflection on human action; the nature of goodness and rightness; the basis and structure of values; free will and responsibility. 3 credit hours.

370.—Social and Political Philosophy.

An introduction to the major thinkers in political and social philosophy; the nature of man and of his social relations; human and political rights; the philosophical foundations of democracy, aristocracy and totalitarianism. 3 credit hours.

376.—American Philosophy.

The development of philosophical thought in America, its distinctive contributions and adaptations in epistemology, metaphysics, philosophy of religion and political thought. (Prerequisite: Philosophy 300 or permission of instructor.) 3 credit hours.

383.—Philosophy of Science.

An introductory study covering the nature and role of hypotheses, the confirmation or disconfirmation of hypotheses, scientific explanation, laws and nature, presuppositions of science, and induction. 3 credit hours.

470.—Philosophy of Religion.

An examination of various concepts of God or the divine; the function and significance of religious experience; faith and reason; proofs of God's existence; the "problem of evil"; the meaningfulness of religious language. 3 credit hours.

471.—Contemporary British Philosophy.

The development of twentieth century British philosophy; realism, idealism and philosophical analysis. (Prerequisite: Philosophy 348, 349 or consent of instructor.) 3 credit hours.

472.—Contemporary Continental European Philosophy.

The development of twentieth century European philosophy with special emphasis on phenomenology and existentialism. Prerequisite: Philosophy 348, 349 or consent of instructor. 3 credit hours.

492-493; 494-495.—Seminar in Philosophical Issues.

A fortnightly discussion session in which students present and defend papers and reports on selected materials; required readings and reports plus a terminal paper at the conclusion of the second semester. 1 credit hour upon completion of second semester.

498, 499.—Directed Research in Philosophy.

Advanced research in selected topics frequent individual consultation; written reports and a major paper. (Prerequisite: six hours in Philosophy or consent of instructor.) 1 or 2 credit hours per semester.

Course Distribution for Major in Philosophy Freshman Year

First Semester			Second Semester		
Eng 101	Communication	3	Eng 102	Communication	3
	Natural Science (Biol. or Physical)	3		Natural Science (Biol. or Physical)	3
101	Foreign Language	3	102	Foreign Language	3
P.E. 101	Physical Education	1	P.E. 102	Physical Ed.	1
Math 101	Mathematics	3	Math 102	Mathematics	3
Sp 107	Speech	2	Phil 100	Philosophy	3
GE 100	Fresh. Orient	1			16
		16			

Sophomore Year

First Semester			Second Semester		
Hum 221	Cultural Heritage	3	Hum 222	Cultural Heritage	3
	Social Science	3		Social Science	6
Phil 290	Philosophy	3		Philosophy elective	3
Hum 225	Music	3	Hum 226	Art	3
	Major Electives	6			15
		18			

Junior Year

First Semester			Second Semester		
Phil 347	Philosophy	3	Phil 348	Philosophy	3
	Philosophy elective	3		Philosophy elective	3
	Minor	3		Minor	3
	Electives	6		Electives	6
		15			15

Senior Year

First Semester			Second Semester		
Phil 498	Philosophy elective	3	Electives and minor	15	
	Minor and Electives	12		Philosophy	1
	Philosophy	1			<hr/> 16
		<hr/> 16			

Course Distribution for Major in Philosophy and Religion Freshman Year

First Semester			Second Semester		
Eng 101	Communication	3	102	Foreign Language	3
Biol 101	Natural Science	3	Eng 102	Communications	3
101	Foreign Language	3		Natural Science	3
P.E. 101	Physical Education	1	P.E. 102	Physical Ed.	1
Math 101	Mathematics	3	Math 102	Mathematics	3
Sp 107	Speech	2	Phil 100	Philosophy	3
GE 100	Fresh. Orient	1			<hr/> 16
		<hr/> 16			

Sophomore Year

First Semester			Second Semester		
Hum 221	Cultural Heritage	3	Hum 222	Cultural Heritage	3
Hum 226	Music	3	Hum 225	Art	3
	Social Science	3		Social Science	6
Rel 200	Religion	3	Phil 290	Philosophy	3
Rel 213	Religion	3			<hr/> 15
		<hr/> 15			

Junior Year

First Semester			Second Semester		
Phil 347	Philosophy	3	Phil 348	Philosophy	3
	Religion (Area II)	3		Religion elective	3
	Minor	6		Minor	6
	Electives	3		Electives	3
		<hr/> 15			<hr/> 15

Senior Year

First Semester		Second Semester	
Rel 490	Religion	Religion Electives	3
	Philosophy elective	Philosophy Elective	3
	Religion (Area III)	Electives	9
	Minor and Electives		15
			<hr/>
			17

Description of Courses Religion

200.—The Bible in Life and Practice.

This course is an introduction to the Christian religion through selected readings from the Bible and contemporary scholarship. It is a survey course intended to introduce the various types of biblical literature, to orientate the student in the historical situation out of which the biblical material emerged, and the nature of the Christian faith and community in the modern world. This course is intended primarily for students desiring to meet their general education requirements in religion. It is available, upon approval, as a programmed CBE course. 3 credit hours.

213.-214.—Introduction to Biblical Life and Literature.

This course is a two-semester survey of biblical literature. It is intended (1) to give orientation for the study of the Judaeo-Christian tradition; (2) to introduce methodology necessary for effective study and evaluation of popular discussion of biblical concepts; (3) to explore the role of the biblical tradition in the development of contemporary cultures and as a resource for achieving religious adjustment in the Twentieth Century world. The course deals with (a) the reconstruction of the past situations out of which the biblical material emerged; (b) the history of biblical interpretation and application; and (c) the examination of both primary data and contemporary scholarship in the field of biblical studies. 3 credit hours each semester.

250.—The Purpose and Program of the Church.

This course explores the purpose and function of the Christian community as it is discernable in the history of the church and in the field investigation of the temporary church program. 3 credit hours.

264.—Life and Teachings of Jesus.

This course is an intensive study of the world into which Jesus came, the process whereby the gospel tradition originated, the data available for a reconstruction of Jesus' life and teachings, the methodology of critical study of the gospel tradition, and a survey of contemporary interpretations of the meaning of the tradition attributed to Jesus. (Prerequisite: 200 or equivalent.) 3 credit hours.

270.—Introduction to Religious Education.

An introduction to the history, scope, aims and methods of religious education. (Prerequisites: Religion 200 or equivalent.) 3 credit hours.

350.—World Religions.

This is a seminar designed to acquaint the student with the nature and general structure of the various religions of the world through a combination of lecture, independent reading, and the presentation of papers. 3 credit hours.

Course Distribution for Major in Political Science Liberal Arts Freshman Year

First Semester			Second Semester		
Eng 101	Communication	3	Eng 102	Communications	3
Biol 101	Science Survey (Biological)	3	Chem 102	Science Survey (Physical)	3
Math 101	General Math	3	Math 102	General Mathematics	3
101	Foreign Language	3	102	Foreign Language	3
P.E. 101	Social Science	3	SP 107	Speech	2
GE 100	Physical Education	1	P.E. 102	Physical Ed.	1
	Fresh. Orient	1			15
		17			

Sophomore Year

First Semester			Second Semester		
PS 11	American Gov't	3	201	Intro to Pol Sci	3
Hist 211	United States Hist	3	Hist 212	United States Hist	3
Geog 201	Principles of Geog	3	PS 202	State & Local Govt	3
Hum 221	Cultural Heritage	3	Hum 229	Religion & Philos	3
Hum 228	Music & Art	3	Hum 229	Cultural Heritage	3
		15			15

Junior Year

First Semester			Second Semester		
PS 351	Political Theory	3	BS 352	Political Theory	3
	Major	6		Major	6
	Major	3		Major	3
	Elective in Social Science	4		Elective	3
		16			15

Senior Year

First Semester			Second Semester		
PS 420	Major	6		Major	6
	Major	6		Major	3
	PS Seminar	1		Electives in Social Science	3
	Major	3		Electives	3
		16			15

Political Science Program

Courses in Political Science are designed to give the student a broad background in the field and enable the student to gain an understanding and an appreciation of political ideas and institutions. The courses are designed to prepare the student for graduate and professional schools, employment in government, and civic participation.

A major in Political Science consists of 24 credit hours beyond the general education courses. A minor consists of 15 credit hours beyond the general education courses.

Major and minor courses may be selected from the following areas: Constitutional Law and the Judicial Process, American Institutions, the Political process, Political Theory and Methodology, International Relations and Comparative Government. All majors and minors must include six semester hours of Political Theory in meeting departmental requirements.

Description of Courses

111.—American Government.

This course is concerned primarily with an analysis of the structure and functioning of the federal government with some emphasis on civil rights, political parties, federal-state relationship and state and local government. 3 credit hours.

200.—Electoral Problems.

This course deals with the problems of preparing for and holding an electoral. It takes a realistic approach to the problems of procedure and the mechanics of conducting an election in a democracy. Both the theories and practices of American election are thoroughly explored. The voters are identified. The legal process of an election is explained and the legislative history of our election law is examined. 2 credit hours.

201.—Introduction to Political Science.

An introduction to concepts, approaches, and methods appropriate to the analysis of political system.

202.—State and Local Government.

This is a study of the main principles of state and local government in the U.S. with special attention to Georgia. Here it is pre-supposed that the students have a fair knowledge of national government. 3 credit hours.

350.—Contemporary Government Problems.

An examination of selected topics which affect American Government at the local, state and national levels. The course will concentrate solely and exclusively on public institutions and institutions which are not affiliated with a private organization.

351.—Political Theory.

A historical and analytical approach to the study of the significant political theories from Plato to Machiavelli with special attention to Greek thought, biblical doctrines and the thought to church leaders of the Middle Ages. 3 credit hours.

352.—Political Theory.

A historical and analytical approach to the study of the significant political theories from Machiavelli through the liberal political thought of the 18th century including that of the founding fathers. This course is a continuation of Political Theory I. Prerequisite: Political Theory I. 3 credit hours.

361.—Constitutional Law.

The course deals with the nature and scope of the judicial review and the distribution of powers in the federal system. A review is made of the early controversy on judicial power. The sources of national commerce power are examined and also the resulting problem of state powers are considered. 3 credit hours.

362.—Constitutional Law.

This course deals with the limitations on governmental power. A survey is made of the efforts to protect the liberty and property of the individual. Due process, equal protection, freedom of expression and quality under the law are covered in detail. An introduction to the case method makes possible an in depth consideration of the process of judicial review. 3 credit hours.

365.—U.S. Foreign Policy.

A close examination of developments, structures, processes, goals, and means of U.S. foreign policy with an emphasis on constraints of public opinion and environmental factors.

370.—Public Administration.

An introduction to the basic principles of public administration including organization, finance and personnel. The course deals with the problems of bureaucracies and the reconciliation of practices in administration to fundamental democratic concepts. A review of administrative practices on both the national and state levels is considered in the course. 3 credit hours.

371.—Urban Politics.

This course focuses on the impact of urban growth and the occurring change in the political process in metropolitan areas. An analysis is made of the political system of metropolis and its components and attention is given to the politics of state and national involvement in the urban areas. Efforts at adjustment and reform to the challenges of urban problems are also considered. A review is made of the implications of present urban problems for politics in the future urban areas. 3 credit hours.

372.—Black Politics.

This course examines the available social science research and other materials for an empirical and systematic explanation of blacks in American politics. The course explores the nature of black participation in the decision and policy making process. It seeks to provide an understanding of the dynamics of the political behavior of blacks particularly in the South, but also throughout the United States. 3 credit hours.

380.—Political Parties and Electoral Problems.

A comprehensive study of the major and minor parties in American political history with emphasis on their revolutionary nature in our political systems, with some emphasis on empirical theory and behavior research. The problems of the procedure and the mechanics of conducting an election in a democracy are thoroughly explored and the legal process of an election examined and explained. 3 credit hours.

391.—International Relations.

An analysis of the involvement of such factors as geography, population, race, nationalism and economics as fundamental forces in international relations. Attention is also given to diplomacy ideology, imperialism, and military rivalries in the struggle for power. Accidents in world politics are surveyed and examined. 3 credit hours.

393.—Comparative Government—Eastern.

A comparative study of selected eastern countries with emphasis on the political and decision making process. An understanding of the internal operation of the countries, and forces which influence the public policy will be necessary for this comparative study. 3 credit hours.

405.—Comparative Politics—Politics of Modernization.

A cross-national and longitudinal study of modernization and development of political system, addressing the question of political choice and environmental determinacy. 3 credit hours.

410.—Research Method in Political Science.

A study in techniques of research design, data analysis, and hypothesis testing. 3 credit hours.

419.—Internship in American Governments and Politics.

A seminar on the performance and politics of national, state, and local governments. Research relevant to some particular aspect of governance and policy-making is examined and applied to an internship for one semester or other field experience in the state legislature, national, state, or local administration or a political party. Assignments will depend upon the interests of students and the availability of sponsors. Prerequisite: 15 hours in Political Science. Permission of the instructor is required. 3-15 credit hours.

420.—Political Science Seminar

A course designed to give the student an opportunity to critically examine and synthesize knowledge acquired from courses previously taken and to keep abreast of new trends in the discipline.

435-36.—Independent Studies.

A course in Independent Studies which examines selected topics at great depth. Open to advanced students with permission of the instructor. 3 credit hours.

Undergraduate Social Welfare Program

I. The Undergraduate Social Welfare Program is a cooperative undertaking of the four undergraduate Colleges of the Atlanta University Center: Morris Brown, Clark, Morehouse and Spelman. Students in this program are prepared for careers in social/rehabilitation services, social welfare agencies and community development programs as well as for further study at the graduate level in social work.

II. Course Requirements	Credit Hours
A. General Education Courses same as in Sociology	50
B. Core Curriculum Courses same as in Sociology	19
C. Major Courses	
USW 105 Introduction to Social Welfare	3
USW 200 Introduction to Social Welfare as an Institution	3
USW 300 Social Welfare Policies, Services and Programs	3
USW 301 Human Behavior I	3
USW 302 Human Behavior II	3
USW 303 Interventive Methods I	3
USW 304 Interventive Methods II	3
USW 401 Supervised Field Experience	12
USW 403 Field Seminar	
	33
D. Elective Courses	22
Total	124

III. Suggested Electives

Course No.	Course Title	Credit Hours
G.E. 200	Human Relations	2
USW 355	Sociology of the Aging	3
USW 407	The Black Family	3
USW 408	Socialization of the Black Child	3
Soc 406	Social Legislation	3
USW 480	Independent Study	3-6

Junior Year

First Semester

Course No.	Course Title	Credit Hours
Soc. 301	Social Statistics	3
USW 200	Introduction to Social Welfare as an Institution	3
USW 300	Social Welfare Policies, Services and Programs	3
USW 301	Human Behavior I	3
	Electives	3
		15

Second Semester

Course No.	Course Title	Credit Hours
Soc. 302	Social Research Methods	3
USW 302	Human Behavior II	3
USW 303	Interventive Methods I	3
	Electives	6
		15

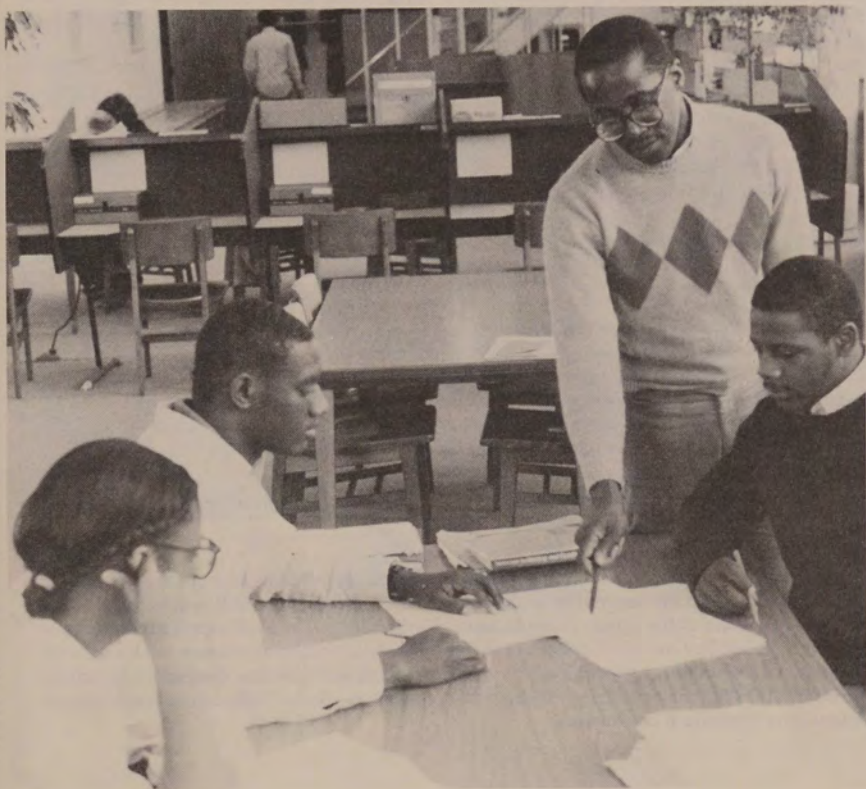
Senior Year

First Semester

Course No.	Course Title	Credit Hours
USW 304	Interventive Methods II	3
USW 401	Supervised Field Experience	12
		15

Second Semester

Soc. 402	Senior Seminar	1
USW 403	Field Seminar	13
	Electives	14



Course Descriptions

105.—Introduction to Social Welfare.

History and Philosophy of social welfare and social institution, viewed as active expression of man's responsibility for others. Emphasis on Black social welfare concepts of self-help and mutual aid and beginning exposure to concept of community development. Overview of field of social welfare and career opportunities. Introduction to social work as one of the professions in the field of social welfare. 3 credit hours.

200.—Introduction to Social Welfare as an Institution.

The content of this course develops an understanding of social welfare as a social institution. The origins and development of current social welfare institutions are traced and it includes specific content regarding social welfare legislation, policy and professionalization. 3 credit hours.

300.—Social Welfare Policies Programs in Services.

A functional analysis of ideology, motivation and methods of social welfare legislation, policy formulation, legislative and administration decision making and their impact on programs and services. Emphasis on inter-relationships between the social welfare system and other parts of the social structure. 3 credit hours. Prerequisite: Introduction to Social Welfare as an Institution.

301.—Human Behavior I.

A view of man in the total context of his development as a member of a family, group and society and the extent to which his cultural, biological, social, and psychological endowment enhance or endanger his potential for growth and development. Emphasis will be placed on the Black perspectives as the student progresses through each unit of study in the course. 3 credit hours.

302.—Human Behavior II.

This course will be expanding content taught in Human Behavior I. Development of concepts of role theory, systems theory and analysis. Emphasis on the inter-relationship of political, economic and cultural systems as related to the Black experience. 3 credit hours.

303.—Interventive Methods I.

This course is oriented toward problem solving and analyzing the differing social technologies utilized in working with individuals, groups, and communities. Consideration is given to solving the problems of various client populations through an effective battery of welfare services which more fully meet their need. 3 credit hours.

304.—Interventive Methods II.

Course builds upon content exposed in Interventive Methods I with emphasis on developing skill in analyzing problem situations, selecting goals, developing skills in the use of self and other resources. Further emphasis on community development as a problem solving approach. 3 credit hours. Prerequisite: Interventive Methods I.

—Human Relations—Elective.

This course focuses on the problems of change in interpersonal, group, intergroup and community relations. It affords sensitizing experience designed to help the student become more effective in small groups, to develop awareness and insights into his own behavior as well as that of others, and to acquire an understanding of and an appreciation for organizational and institutional patterns of behavior, formal and informal communication, and hierarchical relationships. 2 credit hours.

355.—Sociology of the Aging—Elective.

The biological process of aging analyzed in terms of roles transition and adaptation as revealed in emergent group patterns. 3 credit hours.

401.—Supervised Field Experience.

An educationally directed program designed to provide students with actual practice in a service rendering agency. Students have the opportunity to develop in a variety of ways, these skills and techniques that will prove beneficial in the pursuit of employment or further study. The Field experience is a total of 16 hours. The student spends 14 clock hours in the Field and 2 hours in a classroom weekly seminar. The seminar is offered in conjunction with the Field experience and is a lecture/discussion type activity promoting the integration of theory with practice. Prerequisites—Social Welfare as an Institution and Interventive Methods. 6 credit hours.

407.—The Black Family—Elective.

This course provides the student the opportunity to examine the historical and current experiences of black families in America. It will delineate the strenghts, critically analyze its weaknesses and assess some of the current solutions purporting to alleviate the problems. 3 credit hours.

408.—Socialization and the Black Child—Elective.

Examines socialization practices of Black families with concentration in areas of childeraring, personality development, parental role models as reflected in social class and life style. Compare and contrast socialization practices of middle income and low income Black families as reflected in social research, popular and scientific literature, and other forms of mass media. 3 credit hours.



The Sociology Program

The overall purpose of education in sociology is the formation of men and women (1) who are capable on understanding the nature, structure, and laws of functioning and change of contemporary societies and (2) who, upon graduation or after further studies at the graduate level, will contribute to the amelioration of the human condition in such areas as community development, social work, counseling, research and teaching in the social sciences. Teaching, learning, and research in sociology are interdisciplinary. The knowledge and insights from the social sciences and the humanities are used in the analysis and understanding of the processes of human and social change.

Currently the sociology program comprises four concentration areas: basic sociology, community organization, family counseling, and social welfare. Graduation in sociology is subordinate to successful completion of one hundred twenty-four semester hours, including: fifty hours of general education, thirty-four hours of core curriculum, twenty-one hours in each concentration, and nineteen hours of elective courses. A minor in sociology is optional and requires the completion of eighteen semester hours to include: Sociology 201, Sociology 202, Sociology 302, Sociology 303, Sociology 305, and Sociology 409. A minimum of a C grade is required for core curriculum courses, major courses and minor courses.

Course Requirements for a Major in Sociology

A. General Education Courses	Credit Hours
Eng. 101-102 Communications	6
Sp. 107 Public Speech	2
Foreign Language	6
P.S. 111 American Government	3
History 203 Survey of U.S. History	3
NS 101-102 Biological and Physical Sci. Survey	6
P.E. 101-102 Physical Education	2
G.E. 100 Freshman Orientation	1
Hum 221-222 Cultural Heritage	6
Hum 228, 226 Music and 225 Art	6
Hum 229 Religion and Philosophy	3
Math 101-102 Fundamental of Mathematics	3
Psy. 201 General Psychology	3
	50
 B. Core Curriculum Courses	
Soc. 201 Introductory Sociology	3
Soc. 202 General Anthropology	3
Soc. 221 Contemporary Economic Problems	3
Soc. 301 Social Statistics	3
Soc. 302 Social Research Methods	3
Soc. 305 Social Psychology	3
Soc. 307 Sociology of the Black Experience in the Americas	3

Eng. 326 Advanced Composition	3
Soc. 401 Social Theory	3
Soc. 402 Senior Seminar	1
Soc. 422 Supervised Field Experience or	
Soc. 423 Senior Research	6
	<hr/>
	34
C. Concentration in Basic Sociology	Credit Hours
Three courses in social institutions*	
300 Marriage & Family	3
405 Political Sociology	3
409 Economy and Society	3
Three courses in social processes*	
303 Urban Sociology	3
304 Urban Anthropology	3
306 Population Analysis and Planning	3
One Major Elective Course	3
	<hr/>
	21
D. Concentration in Community Organization	
Soc. 303 Urban Sociology (America)	3
Soc. 306 Population Analysis and Planning or	
PS 371 Urban Politics	3
Econ 359 Economics of Urban Problems (MC) or	
Geo. 399 Urban and Regional Planning	3
Soc. 309 Community Organization	3
HED 309 Supervision of Community Recreation Center	
and Playgrounds or	
HED 400 Leisure and the Aging	3
ECE 411 Organization and Administration of Early	
Childhood Programs	3
Soc. 411 Community needs Assessment and Program	
Evaluation	3
	<hr/>
	21
E. Concentration in Family Counseling	
HED 110 Sex Education	3
Soc. 300 Marriage and Family or	
Soc. 412 Sociology of the Black Family	3
Soc. 306 Population Analysis and Planning	3
Soc. 310 Principles of Counseling	3
Ec. 313 Nutrition and Development	3
Soc. 404 Juvenile Delinquency or	
Psy. 300 Adolescent Psychology	3
Soc. 413 Marriage and Family Counseling	3
	<hr/>
	21

*With the approval of the department each of these courses can be replaced by a proper substitute offered on another campus. The possible substitutes for institutions courses are: school and society, sociology of religion and sociology of law. For the social processes, the possible substitutes are social stratification, social inequality; sociology of deviance, sociology of development, criminology, and juvenile delinquency.

F. Concentration in Social Welfare	Credit Hours
Soc. 200 Introduction in Social Welfare	3
Soc. 320 Social Welfare Policies, Programs and Services	3
Soc. 330 Human Behavior	3
Soc. 340 Human Relations	3
Soc. 350 Sociology of Aging	3
Soc. 420 Interventive Method I	3
Soc. 421 Interventive Method II	3
	<hr/>
	21
G. Elective Courses	19
Total	<hr/>
	124

Course Distribution Freshman Year

First Semester			Second Semester		
Eng 101	Communication	3	Eng 102	Communications	3
Biol 101	Biological Science Survey	3	Chem 102	Physical Science Survey	3
Math 101	Fund. of Mathematics	3	Math 102	Fund. of Mathematics	3
Sp. 107	Public Speech	2	P.S. 107	American Government	3
101	Foreign Language	3	102	Foreign Language	3
P.E. 101	Physical Education	1	P.E. 102	Physical Ed.	1
GE 100	Fresh. Orient	1			<hr/>
		16			16

Sophomore Year

First Semester			Second Semester		
Hum 221	Cultural Heritage	3	Hum 229	Cultural Heritage	3
Hum 228	Music & Art	3	Hum 229	Religion & Philosophy	3
Soc. 201	Introductory Sociology	3	Soc. 202	General Anthropology	3
Psy. 201	General Psychology	3	Eng. 326	Advanced Composition	3
Hist. 203	Survey of U.S. History	3		Elective	3
Econ. 221	Contemporary Economics Problems	3			<hr/>
		18			15

Junior Year

First Semester			Second Semester		
Soc. 301	Social Statistics	3	Soc. 302	Social Research Methods	3
	Concentration Courses	6		Concentration Courses	6
Soc. 307	Sociology of the Black Experience in the Americas	3	Soc. 305	Social Psychology	3
	Electives	3		Electives	3
		15			15

Senior Year

First Semester			Second Semester		
Soc. 401	Social Theory	3	Soc. 402	Senior Seminar	1
	Concentration Courses	6		Concentration Courses	3
	Electives	6	Soc. 421	Supervised Field Experience	
		15		or	
			Soc. 422	Senior Research	6
				Electives	4
					14

Course Descriptions

HED 110—Sex Education.

See Health and Physical Education.

SOC 200—Introduction to Social Welfare.

History and Philosophy of social welfare, viewed as active expression of man's responsibility for others. Emphasis on Black social welfare concepts of self-help and mutual aid and beginning exposure to concept of community development. The origins and development of current social welfare institutions. Introduction to social work as one of the professions in the field of social welfare. 3 credit hours.

SOC 201—Introduction Sociology.

This is a course designed to introduce the student to the scientific study of society. Emphasis is placed on social processes of association which stem from the interaction between groups. Prerequisites: English 102. 3 credit hours.

SOC 202—General Anthropology.

Comparative study of human societies, past and present, with regard to their respective levels of technology, institutional arrangements, world views and symbolic representations. Prerequisite: Soc. 201. 3 credit hours.

SOC 221—Contemporary Economic Problems.

This is a basic one semester course designed for a general education in the social sciences. The approach is first to examine the different allocation, income determination, welfare economics, money, credit, and inflation. An attempt will also be made to treat business and economic activity, as well as households, as consuming units. 3 credit hours.

SOC 300—Marriage and Family.

A study of modern marriage and family as a social institution, family organization and disorganization. Chief interest will be placed upon current marriages and factors involved in marital adjustments, such as family income, family budget and family living. 3 credit hours.

PS 300—Adolescent Psychology.

See Psychology Program.

SOC 301—Social Statistics.

This course focuses on the meaning of statistics as they appear in everyday usage. Specific attention is given to measures of central tendency, measures of variability, regression lines, frequency distribution, percentiles, correlation testing of hypothesis, also be provided as a part of the course. Prerequisites: Math 102, Soc. 201, 202. 3 credit hours.

SOC 302—Social Research Methods.

This course identifies and categorizes subject and aims of research. Methods, techniques, devices and aids are discussed together with emphasis upon factual knowledge as indispensable to the scientific study of society. Prerequisites: Soc. 301. 3 credit hours.

SOC 303—Urban Sociology (America).

A study of ecological processes, the growth of modern cities, the problems of transportation, communication, housing, recreation, industrial regulations, the relations between human beings and social institutions, especially ethnic groups. Special consideration will be given to the modern metros in America. Prerequisites: Soc. 201, 202. 3 credit hours.

SOC 304—Urban Anthropology Developing Countries.

A study of urban life in nonwestern societies: The historical development of cities, their functions, relationships with the countryside, ecological, characteristics, socio-economic problems and social institutions. Examples will be drawn from Asia, Latin America and particularly black Africa. Prerequisites: Soc. 201, 202. 3 credit hours.

SOC 305—Social Psychology.

An introduction to the study of the growth and development of personality, attitudes and corresponding behavior of individuals and groups. Emphasis will be placed upon the individual as influenced by group membership. Prerequisites: Psy. 201, Soc. 201, 202. 3 credit hours.

SOC 306—Population Analysis and Planning.

A course which aims to acquaint the student with the facts and Theories concerning the growth, the decline, composition, distribution, and other important aspects of population groups throughout the world. Not only the facts and theories or laws but also questions of national and international policy are a part of the course. Current trends in birth rates and death rates American immigration laws and policies, the issue of birth control and race mixture will be discussed. Prerequisites: Soc. 301. 3 credit hours.

SOC 340—Human Relations.

This course focuses on the problems of change in interpersonal, group, intergroup and community relations. It affords sensitizing experience designed to help the student become more effective in small groups, to develop awareness and insights into his own behavior as well as that of others, and to acquire an understanding of an appreciation for organizational institutional patterns of behavior, formal and informal communication, and hierarchical relationships. 2 credit hours.

SOC 350—Sociology of Aging.

The biological process of aging analyzed in terms of roles transition and adaptations as revealed in emergent group patterns.

EC 359—Economics of Urban Problems.

See Department of Business (Morehouse)

PS 371—Urban Politics.

See Political Science Program.

GEO 399—Urban and Regional Planning.

See Geography Program.

HED 400—Leisure and Aging.

See Department of Health and Physical Education.

SOC 401—Social Theory.

The purpose of this course is to acquaint the student with major sociological interpretations of society. Emphasis is placed on theories focusing on structure and process in modern societies. Both their contributions to the scientific knowledge of society and their weaknesses are critically examined. Prerequisites: Soc. 201, 202, 301, 302, 303, 304, 305. 3 credit hours.

SOC 402—Senior Seminar.

A weekly discussion of papers written by the student on a wide variety of subjects and a critical evaluation of these papers by the students. The seminar attempts to intergrate the knowledge of specialized areas that the students has accumulated in processing courses. Prerequisites: Soc. 201, 202, 301, 302. 1 credit hour.

SOC 403 (CRJ 301)—Criminology and Penology.

This course deals with the concepts of crime and society's response to criminal behavior, theories of crime, causation and delinquency prediction. Social and cultural factors in crime, some aspects of law enforcement institutions and modern methods in the treatment of criminals and delinquents will be considered. Prerequisites: Soc. 201, 202. 3 credit hours.

SOC 404—Juvenile Delinquency.

An assessment of the social dimensions of juvenile delinquency, its nature, amount and distribution; comparison and analysis of agencies of control and correction; the role of the police and the courts; an examination of programs of treatment and prevention. Prerequisites: Cr. J. 301, 302. 3 credit hours.

SOC 420—Interventive Methods I.

This course is oriented toward problem solving an analyzing the differing social technologies utilized in working with individuals, groups, and communities. Consideration is given to solving the problems of various client populations through an effective battery of welfare services which more full meet their need. 3 credit hours.

SOC 421—Interventive Methods II.

Course builds upon content exposed in Interventive Methods I with emphasis on developing skills in the use of their self and other resources. Futher emphasis on community development as a problem solving approach. 3 credit hours. Prerequisites: Interventive Methods I.

SOC 422—Supervised Field Experience.

This course provides field experience with the world of work in law enforcement agencies, social welfare agencies, urban management and planning agencies, and other human services organizations. 6 credit hours. Pre-requisites: Soc. 302, and for Social Welfare students, Soc. 420 and 421. 6 credit hours.

SOC 423-424—Senior Research.

This is a two-semester course designed as an alternative to Sociology 421 (Supervised Field Experience) for students who have chosen the basic sociology concentration and others who are capable of graduate studies in the social sciences. Students enrolled in this course will complete a research project under the supervision of the faculty member in charge of the course. During the first semester, each student will select a topic, secure approval of the research supervisor, compile a bibliography, review the appropriate literature and develop a prospectus. During the second semester, students will conduct field research in a community or a social agency. Where applicable, they will analyze data on the computer. Finally, students will write up their findings, revise their reports and submit complete research paper. At each stage, the student will work closely with the research director. 6 credit hours. Prerequisite: Soc. 302.

Urban Studies Program

- I. The Urban Studies Program draws on course offerings in several disciplines and departments at Morris Brown College and in the Atlanta University Center. It combines a plurality of approaches to urban realities of contemporary America with the techniques of quantitative analysis, policy analysis, and urban planning on the one hand, and a field practicum and elective courses in the areas of community development and organization of human services, on the other hand. The program is academic and professional in orientation. Eighteen credit hours are required for a minor. The required courses for a minor include the following: SOC 201, 202, 303 PS. 371, UrS 354 (MC), UrS 387 (MC), or UrS 316 (MC). One hundred twenty-four credit hours are required for graduation.

II. Course Requirements		Credit Hours
A. General Education Courses same as in Sociology		50
B. Core Curriculum Courses same as in Sociology		19
C. Major Courses		
Course No.	Course Title	Credit Hours
UrS/Soc.	303 Urban Sociology (America)	3
UrS/Soc.	304 Urban Anthropology (Developing Countries)	3
UrS/P.S.	371 Urban Politics	3
UrS/Econ.	354 (MC) Urban Economics	3
UrS/	387 (MC) Urban Management	3
UrS/Soc.	309 Community Organization	3
UrS/316	(MC) Urban Planning	
UrS/394	(MC) Social Policy Analysis	
UrS/Soc.	402 Field Experience	6
UrS/437	Housing & Urban Redevelopment	3
		<hr/> 33
D. Elective Courses		22
Total		124

III. Suggested Electives		Credit Hours
Soc. 306	Population Analysis and Planning	3
P.S. 370	Public Administration	3
Geo. 387	Urban Geography	3
Ped. 401	Organization and Administration of Health, Physical Education and Recreation	3
Soc. 431 (MC)	Human Services Organizations	3

IV. Suggested Course Distribution

Freshman Year

First Semester			Second Semester		
Eng 101	Communication	3	Eng 102	Communications	3
Bio. 101	Biological Science Survey	3	Chem 102	Physical Science Survey	3
Math 101	Fund. of Mathematics	3	Math 102	Fund. of Mathematics	3
Sp. 107	Speech	4	P.S. 111	American Government	3
101	Foreign Language	1	102	Foreign Language	3
P.E. 101	Physical Education	1	P.E. 102	Physical Ed.	1
GE 100	Fresh. Orient	1			<hr/> 16
		16			

Sophomore Year

First Semester

Hum 221	Cultural Heritage	3
Hum 225	Art	3
Soc. 201	Introductory Sociology	3
Psy. 201	General Psychology	3
Hist. 203	Survey of U.S. History	3
Econ. 221	Contemporary Economic Problems	3
		<hr/> 18

Second Semester

Hum 222	Cultural Heritage	3
Hum 226	Music	3
Hum 229	Religion & Philosophy	3
Soc. 202	General Anthropology	3
Eng. 328	Advanced Composition	3
	Electives	3
		<hr/> 18

Junior Year

First Semester

Soc. 301	Social Statistics	3
UrS/Soc. 303	Urban Sociology (America)	3
UrS/Soc. 309	Community Organization	3
UrS/387 (MC)	Urban Management	3
	Electives	3
		<hr/> 15

Second Semester

Soc. 302	Social Research Methods	3
UrS/Soc. 304	Urban Anthropology (Developing Countries)	3
UrS/Econ 354	Economics	3
	Elective	6
		<hr/> 15

Senior Year

First Semester

UrS/316 (MC)	Urban Planning	3
UrS/P.S. 371	Urban Politics	3
UrS/407	Field Experience	6
	Electives	3
		<hr/> 15

Second Semester

UrS/394(MC)	Social Policy Analysis	3
UrS/Soc. 402	Senior Seminar	1
UrS/437	Housing & Urban Redevelopment	3
	Electives	3
		<hr/> 14

Course Descriptions

307.—Public Administration.

An introduction to the basic principles of public administration including organization, finance and personnel. The course deals with the problems of bureaucracies and the reconciliation of practices in administration to fundamental democratic concepts. A review of administrative practices on both the national and state levels is conducted in the course. 3 credit hours.

361 (MC)—Urban Planning.

An introduction to the spatial structure, content, and growth of urban areas and the development of planning as a profession. The course examines the major problems of city development, and policies and solutions advanced for improving the urban environment. 3 credit hours.

359 (Econ.) (MC)—Urban Economics.

This course begins by providing a basic background in the growth of urban areas and the location of economic activity in urban areas. This economic framework is used to analyze specific urban problems of poverty and human resources, housing, transportation, pollution, crime and public finance. Throughout the course emphasis is placed on evaluating potential solutions to urban problems with respect to efficiency and equity. Prerequisites: Econ. 241-242, Math 102. 3 credit hours.

371—Urban Politics.

This course focuses on the impact growth and the occurring change in the political process in metropolitan areas. An analysis is made of the political system of the metropolis and its components and attention is given to the politics of state and national involvement in the urban areas. Efforts at adjustment and reform to the challenges of urban problems are considered. A review is made of the implications of present urban problems for politics in the future urban areas. 3 credit hours.

387—Urban Geography.

Analysis of location, distribution and internal spatial structure of cities. Development of urban research methodology and theory. Special attention devoted to manifestations of these phenomena in emerging regions, especially in the African and circum-Caribbean regions. 3 credit hours.

387 (MC)—Urban Management.

An introduction to the nature and cause of various kinds of environmental pollution associated with urban growth. Legal and technological methods for controlling environmental quality are discussed, as well as basic methods for evaluating and handling environmental quality are introduced. Prerequisites: UrS. 361, Soc. 303, 304. 3 credit hours.

394 (MC)—Social Policy Analysis.

This course involves an examination of the analytical procedures and techniques used in problem solving for human services and social services planning. The procedures covered in the course will range from problem definition to the formulation of goals, program or goal implementation, monitoring and evaluation, and the role of the feedback process as the principal means of insuring effective implementation of plans and programs. Prerequisite: Soc. 301, 302. 3 credit hours.

431 (MC)—Human Service Organizations.

Historical survey of formal and informal organizations; analysis of organizational theory; human interaction in organizations and the role of organizations in industrial society. 3 credit hours.

407—Field Experience.

This course provides field experience with the world of work in public or private agencies dealing with urban management, urban planning or any other aspect of urban life. The student is required to submit an informative report on his/her experience in the field to the Department. The report shall contain the following elements: A description of the agency in which the field experience took place, a description of the specific kind of work performed, and a comment on the relevance of this for his/her education at Morris Brown College. Prerequisites: Soc. 301, 302, or UrS. 361, UrS/Soc. 309, UrS/P.S. 3-6 credit hours.



Air Force Reserve Officer Training Course (AFROTC)

Air Force Reserve Officer Training Corps (AFROTC) program is divided into two phases. The first two years constitute the General Military Course (G.M.C.), and the last two years, the Professional Officer Course (P.O.C.). In the G.M.C., students take one hour of class and one hour of Leadership Laboratory (L.L.). In the P.O.C., students take three hours of class and one hour of L.L. weekly.

Students entering the four-year program enroll in AFROTC courses by manually enrolling through Clark College on regular registration day. A formal application is not required. Students enrolled in the G.M.C. incur no military obligation. Those students desiring to become commissioned officers in the Air Force (AF) must compete for entry into the P.O.C., which is normally taken during the last two years of college. Cadets normally attend a four-week field training session conducted at an AF base between their sophomore and junior years. Students accepted for the P.O.C. become members of the AF Reserve and receive a \$100 per month tax-free subsistence allowance during the regular academic terms for the last two years.

The two-year program and the last two years of the four-year program are identical in academic content. The basic requirement for entry into this program is that the student must have two academic years remaining in college. This may be at the undergraduate or graduate level or a combination of the two. Selection of two year applicants is predicted upon the same criteria as four-year program cadets. Candidates must attend a six-week field training course at an AF base during the summer preceeding their enrollment, instead of a four week session. If selected, applicants enter the P.O.C. upon their return to campus. AFROTC should be contacted no later than February prior to entering the final two years of college.

AFROTC college scholarships are available to qualified cadets in the two and four-year programs. Scholarships cover tuition, matriculation, health services, student activity fees and books. All scholarship cadets receive \$100 per month tax-free subsistence allowance.

Upon completion of the field training course, completion of the P.O.C., and graduation from college, cadets are commissioned as Second Lieutenants in the AF Reserve and are called to active duty as an AF officer at a later date.

AFROTC courses are taught at Georgia Institute of Technology in Lyman Hall through a crosstown agreement. Although the Atlanta University Center (AUC) colleges do not offer a major or minor in Air Force ROTC, credits from this department are counted as electives. Interested students should contact the AUC AFROTC coordinator at Georgia Tech (894-4175).

Air Force ROTC Course Offerings

AFR 101—Introduction to Today's Air Force.

U.S.A.F. doctrine, mission, and organization (1 sem. hr).

AFR 102—Air Force Activities.

Strategic and general purpose forces and survey of Separate Operating Agencies and Units (1 sem. hr).

AFR 201—Air Power, The Early Years.

Principles of manned flight and doctrine of air power (1 sem. hr).

AFR 202—Air Power, WW II to Present.

Air power development to include contemporary times (1 sem. hr).

AFR 202—Air Force Management.

Group behavior, communicative skills, functions and techniques of management (3 sem. hrs).

AFR 302—Air Force Leadership.

Analysis of leadership dynamics and principles (3 sem. hrs).

AFR 410—Civil Military Relations.

Study of environment of current and historical civil military relations and sociological aspects of the military profession (3 sem. hrs).

AFR 402—U.S. Defense Policy.

Investigation of the formulation and implementation of U.S. Defense policy to include the military justice system (3 sem. hrs).

NOTES: 1. Register for AFROTC courses at Clark College during manual registration.

2. All AFROTC courses are taught at Georgia Tech, Lyman Hall first floor. Call 894-4175 for times and days.

3. AFR 101, 201, 301, 401 offered fall semester only.

4. AFR 102, 202, 302, 402 offered spring semester only.

Army ROTC

The purpose of the Army officers education program is to provide well educated leaders and decision makers for service as commissioned officers in the Army of the United States.

The program was developed to foster understanding of the Army's role in national security and society; to provide the leadership and military management education required to function effectively in a competitive, highly technical dynamic decisionmaking environment. Commissions are awarded upon graduation. Newly commissioned officers may enter on active duty in fields involving aviation, engineering, research and development, electronics-communications, law enforcement, finance, or many other selected specialties which may be related to his/her academic major.

A graduate choosing a non-military career may be awarded a commission in the Reserve Force with part-time service in the vicinity of his/her civilian employment. The Department of Military Science offers instruction in both the two-year and the four-year programs. The four-year program consists of the basic course and the advanced course, each of two years duration. The two-year program is open to both undergraduate and graduate students who may enter the advanced course directly after attending a six week camp in lieu of the basic course. The two-year program is also open to students who qualify for exemption from the basic course as a result of prior military service, being a member of an Army Reserve or National Guard unit, adequate participation in a Junior ROTC program in high school or compression (enrolling in two Army ROTC courses during one semester).

Students who have met the above requirements for the basic course or its equivalent may be selected by the Professor of Military Science for entry into the advanced course if they demonstrate leadership potential, pass qualifying exams and have four academic semester remaining. Once selected for the advanced course, the student must meet course requirements including attendance at a six week advanced camp between his/her junior and senior year and acceptance of a commission if offered. Students enrolled the advanced course are given a tax free subsistence allowance of up to \$1000 per year and are paid at the rate of one-half the basic pay of a second lieutenant while attending the six week advanced camp.

Active duty may be delayed to pursue an advanced degree. ROTC cadets who meet special requirements may apply for a commission in the regular army.

Students may register for Army ROTC at Morehouse, for Navy ROTC at Morris Brown, and for Air Force ROTC at Clark. Army ROTC and Navy ROTC courses are taught at Morehouse and Morris Brown respectively. Air Force ROTC courses are taught at Georgia Institute of Technology and are listed in their catalog.

Army ROTC College Scholarship Program

Students who are not enrolled in Army ROTC as well as those who are enrolled may compete for Army three-year and two-year scholarships. Competition is based on SAT or ACT scores, academic record, extracurricular activities and leadership potential. Scholarships cover full tuition, fees, text books and supplies. In addition scholarship students receive a \$100 per month tax-free subsistence allowance.

Course Sequence for Army ROTC Instructional Program

Freshman Year

Military Science 110 Military Orientation	1
Military Science 120 Terrain Analysis and Land Navigation	1

Sophomore Year

Military Science 202 Basic Military Leadership	2
Military Science 220 Analysis of Command and Leadership	2

Junior Year

Military Science 300 Advanced Navigation	2
Military Science 310 Tactical Decision Making	3

Senior Year

Military Science 400 The Military Team and the Junior Officer	3
Military Science 410 Military Management	2
	16

Department of Naval Science

General Information

The naval officer education program offers students the opportunity to qualify for service as a commissioned officer in the U.S. Navy or U.S. Marine Corps. The program consists of a standardized curriculum designed to complement and assist academic pursuits by imparting knowledge of the naval environment and fostering

an understanding of the role of the Navy and Marine Corps in national security. Upon graduation, the student is commissioned and ordered to active duty involving flying, nuclear propulsion, surface warfare, or to a staff specialty.

Students in the program are enrolled in one of the three categories outlined below. An orientation period for all new NROTC students is conducted during registration week prior to the fall quarter.

Scholarship Students

Scholarship students are appointed midshipman, USNR, after nationwide competition. They have their tuition, fees, and textbooks paid for by the Navy for a period not exceeding four years, five years for engineering students, are uniformed at government expense, and receive retainer pay at the rate of \$100 per month. Students must obligate themselves to complete the prescribed naval science curriculum, to make a cruise of from six to eight weeks each summer, to accept a commission as Ensign, USN, or Second Lieutenant, USMC, upon graduation, and to serve on active duty for four years after commissioning unless released earlier by the Navy Department. At the end of this period their active duty obligation to the Navy or Marine Corps is fulfilled. If they do not desire to remain on active duty in the regular Navy or Marine Corps, they are ordered to inactive duty in the Navy or Marine Corps Reserve.

College Program Students

College program students are enrolled under the provision of Public Law 88-647. The college program can be entered during the freshman year or, upon qualification, prior to April 1 of the sophomore year. Qualified sophomores attend eight weeks of active duty schooling during the summer before their junior year so they can coin their classmates on an equal footing in the junior year naval science classes. Prior to starting the junior year, the college program student is required to enlist in the U.S. Naval Reserve for a period of six years. The student must agree to serve on active duty for not less than three years after appointment to commissioned rank in the U.S. Naval Reserve or Marine Corps Reserve and to retain that commission until the sixth anniversary of receipt of original commission.

College program students are uniformed at government expense and during their junior and senior years receive retainer pay of \$100 per month. They must complete the prescribed naval science curriculum, make a cruise of approximately six weeks during the summer after the junior year, and upon graduation accept a commission as Ensign, USNR or Second Lieutenant, USMCR. If they desire, after receiving their reserve commission college program students may apply for a commission in the regular Navy or Marine Corps.

All college program students are under constant consideration for award of a scholarship. Sophomore students who attend the eight weeks of schooling during the summer before their junior year may be awarded a scholarship on the basis of superior performance during schooling.

Naval Science Students

Any regularly enrolled undergraduate student may enroll as a naval science student. Those enrolled as naval science students take naval science courses as electives and have no contract with the Navy. They have no assurance of ultimate commissioning nor do they derive any of the financial benefits available to scholarship and college program students.

Scholarship Selection Procedure

Scholarship students are selected in nationwide competition based on SAT or ACT scores. The NROTC at the Atlanta University Center has no part in this selection although information about the scholarship program is available.

The professor of naval science also may annually nominate college program students to the Chief of Naval Education and Training for a scholarship. To apply for the college program, a student must be enrolled at an Atlanta University Center school and be at least seventeen and not over twenty-one years of age. Applicants are selected to fill the quota based on physical qualifications, interview by naval officers, score on SAT, and high school record. Applicants for the college program should apply at the Naval Armory during the designated days of freshman orientation week for the fall semester.

Curriculum

In addition to the required naval science courses, all Navy Option Scholarship Students must take calculus and physics. Any additional requirements are based on whether the student is in a technical or non-technical major, Navy option or Marine option, and scholarship or non-scholarship. Each student must ascertain from the NROTC Department a complete description of program requirements since the above statement is only a general outline.

Courses of Instruction

NS 101—Naval Organization and Sea Power.

2-0-2 Introduction to structure and principles of naval organization, terminology, customs and uniforms, missions of the Navy as they relate to sea power and maritime affairs.

NS 102—Seapower and Maritime Affairs.

2-0-2 The broad principles, concepts and elements of the topic with historic and modern applications to the United States and other nations.

NS 213—Naval Ship Systems I.

3-0-3 Discussion of naval ship design and construction. Examination of concepts and calculations of ship stability characteristics. Introduction to shipboard damage control. Shipboard propulsion, electrical, and auxiliary engineering systems are examined. Nuclear propulsion, gas turbines, and other developments in naval engineering are presented.

NS 214—Naval Weapons Systems.

3-0-3 A fundamental working knowledge of weapon system components and their contribution to the overall system is provided. The relationships of systems and subsystems are explored. Employment and utilization of naval weapons systems are studied. An understanding of the capabilities of weapons systems and their role in the Navy's strategic mission.

NS 301—Navigation I.

3-0-3 Theory and technique of navigation at sea. Areas of emphasis: dead reckoning, piloting, rules governing waterborne traffic. Practical applications utilizing nautical charts, tables, and instruments. Determination of position at sea using the marine sextant to observe heavenly bodies, principles applications. Utilization of advanced electronic navigation systems is also introduced.

NS 302—Naval Operations.

3-1-3 Elements and principles of naval operations. Command responsibility, tactical doctrine, communication procedures, and relative movement problems introduced. Practical applications include review of basic navigation techniques.

NS 402—Naval Personnel Administration.

2-0-2 Survey of the development of managerial thought through functional, behavioral and situational approaches. Managerial functions, communication, and major theories of leaders and motivation applied to the Navy organization. Accountability of the naval officer for the performance of both subordinates and technical systems is emphasized. Introduction to the Navy Human Resources Management Support System. The junior naval officer's duties and responsibilities for material maintenance and personnel training.

NS 110/210/310/410—Naval Science Laboratory.

0-4-0 Leadership laboratory. Grade of S given for satisfactory completion. Taken by all midshipmen.

Marine Corps Option**NS 320—Evolution of Warfare.**

3-0-3 Explores forms of warfare practiced by great peoples in history. Selected campaigns are studied, emphasis on impact of leadership, evolution of tactics, weaponry, principles of war.

NS 420—Amphibious Warfare.

3-0-3 Two quarter sequence designed to study projection of seapower ashore, emphasis on evolution of amphibious warfare in 20th century. Strategic concepts, current doctrine discussed.

Adult/Continuing Education Programs

In addition to the regular academic programs in the Arts and Sciences and Education, Morris Brown College offers adjunct programs such as: Adult/Continuing Education, Co-operative Education, and College Preparatory Programs (GED).

Individuals enrolled in any one of the adjunct programs must fulfill the requirements:

1. The enrollee must be regularly matriculated in the college and enrolled in a class or classes.
2. The enrollee must regularly attend and participate in all of the required activities of the course(s).
3. The enrollee will not be permitted under any circumstance to "adult" a course(s) as a non-participating member.
4. The enrollee will pay the required tuition fees and "student-fees" as indicated in the catalogue and/or bulletin of the College.
5. The enrollee will be entitled to an official transcript of all the course work done and credit hours earned as a student.

The course content of each of the separate adjunct programs is indicated and/or described elsewhere in this catalogue within the curricula of the respective subject-matter discipline.

Continuing Education

To cope with the condition of change and to provide for the educational needs of individuals and society, the Morris Brown College Continuing Education Center has been conceived. Implicit in the concept of "Continuing Education" is the idea that education is now a lifelong process and there must be both opportunity and motivation for an individual to increase his knowledge and skills through periodic study as an adult, whether he is a high school drop out, a high school graduate or a person with college training.

Because institutions train for different professions, some of them present unique opportunities to explore the possibilities of continuing education. Morris Brown is and will continue to be for the immediate future a predominantly black teacher-education institution serving the needs of students greatly affected by profound social and economic changes. Morris Brown College recognizes teacher education as one of its primary commitments. Concern for and support of a Continuing Education has been expressed by the President, the Academic Dean, the Director of the Division of Education and Psychology.

Non-Credit Courses

The evening classes of Continuing Education at Morris Brown College offers non-credit courses for the general public. Formal admission to the college or transcripts of previous academic work are not required. The atmosphere is personal and intimate, the tone relaxed and informal: serious but not pressured—all reflecting a progressive college's commitment to public service.

Students in these courses pay only the basic tuition cost. There are no activity fees or non-credit cost. Most of the necessary books and supplies may be purchased at the campus bookstore. Classes meet once or twice per week during the college's regular semester, which is about sixteen weeks long. The length of a class meeting ranges from one hour twenty minutes to two hours. No grades are given nor reports issued. A record of enrollment is maintained should the student want it verified at some later date.



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- Gladys Amey . . . Residence Hall Director
Morris Brown College (Morris Brown College 1973-)
- Viola W. Amos . . . Secretary, Biology Department
Diploma, Henderson Business College (Morris Brown College 1979-)
- Mary A. Baker . . . Supervisor of Mail Operations
B.A., Morris Brown College (Morris Brown College 1974-)
- Kathleen Battle . . . Controller
B.A., Morris Brown College (Morris Brown College 1961-)
- Daniel Blake . . . Assistant Residence Director
(Morris Brown College 1970-)
- William H. Borders, Jr. . . . College Physician for Health Services
B.S., Morehouse College; M.D., Howard University (Morris Brown College 1965-)
- Katherine B. Boyce . . . Administrative Assistant, Special Programs
B.S., Morris Brown College (Morris Brown College 1974-)
- Cheryl Burden . . . MISP and Nursing Program
B.S., Morris Brown College (Morris Brown College 1982-)
- Toni P. Caldwell . . . Secretary, Adult & Continuing Education
B.A., Morris Brown College (Morris Brown College 1981-)

- Cheryl Coleman Assistant Residence Director
B.A., Morris Brown College (Morris Brown College 1979-)
- Jimmy Collier Director of Recreation
M.Div., Interdenominational Theological Center, (Morris Brown College
1981-)
- Pola M. Cooper Administrative Assistant to the Vice President
for Development/SDIP
Ideal Vocational and Commercial Institute, Trinidad, W.I. (Morris Brown College
1966-)
- Kathy E. Daniels Secretary to the Vice President for Fiscal Affairs
B.S., Morris Brown College (Morris Brown College 1980-)
- William Dendy Director of Audio Visual Services
B.A., Morehouse College (Morris Brown College 1968-1978; 1974-)
- Bernice Drummer Laboratory Assistant, Foreign Language
Dimery's Business College, Georgia State University (Morris Brown College
1980-)
- Vivian A. Edwards Secretary, President's Office
B.S., Fort Valley State College (Morris Brown College 1974-)
- Geraldine Evans Secretary, Social Science Division
Certificate, Opportunity Industrialization Center of Atlanta (Morris Brown College
1979-)
- Lawrence Firth Assistant Residence Director
B.A., University of Massachusetts (Morris Brown College 1979-)
- John T. Fisher, III Track Coach & Sports Information Director
B.A., Morris Brown College (Morris Brown College 1979-)
- Annie L. Freeman Residence Director
B.A. Morris Brown College (Morris Brown College 1978-)
- Carol Gamble Assistant Residence Director
B.A., Wilberforce University (Morris Brown College 1982-)
- Lula A. Garrison Director, Vocational Guidance & Placement
B.S., Morris Brown College; M.A., Atlanta University (Morris Brown College
1974-)
- Ulric George Special Assistant for International Students
B.A., Morris Brown College; B.D., Interdenominational Theological Center; M.S.,
Ft. Valley State College (Morris Brown College 1982-)
- Jo Ann Googer Secretary, President's Office
Diploma, Dimery's Business College (Morris Brown College 1968-)
- James Goss NDSL Collections Coordinator
B.B.A., Fort Valley State College (Morris Brown College 1980-)
- Patricia Green Administrative Assistant to the Dean,
Turner Theological Seminary
B.S., Georgia State University; Masters, Georgia State University (Morris Brown
College 1980-)
- Maxine Harper Assistant Data Processor
Bauder Fashion School; Atlanta Area Tech (Morris Brown College 1975-)
- Jean Harper Assistant Residence Director
B.S., Morris Brown College (Morris Brown College 1983-)

- Deborah Harmon Secretary, Student Affairs Office
B.S., Morris Brown College (Morris Brown College 1982-)
- Gwendolyn T. Hicks Follow-Up Coordinator, Special Services & Upward Bound
B.S., Morris Brown College (Morris Brown College 1981-)
- Patricia Hunter Assistant Residence Director
B.A., Morris Brown College (Morris Brown College 1980-)
- Lula M. Jackson College Nurse
B.A., Morris Brown College (Morris Brown College 1975-)
- Vasti D. Jefferson Assistant Residence Director
(Morris Brown College 1967-)
- Iris S. Jenkins Secretary to the Vice President for Development/SDIP
Blayton Business College (Morris Brown College 1976-)
- Betty Joiner Secretary, Hotel, Restaurant Management Program
(Morris Brown College 1981-)
- Constance G. Johnson Secretary, Home Economics & Computer Science
Clark College (Morris Brown College 1979-)
- Charles E. Jones Purchasing Agent & Director of Auxiliary Enterprises
B.A., Morris Brown College (Morris Brown College 1968-)
- Ethelene Kimber Secretary, English Department
B.A., Morris Brown College (Morris Brown College 1980-)
- Donald Kilpatrick Assistant Residence Director
B.S., Fayetteville State University; Advanced Study, Atlanta University (Morris Brown College 1979-)
- John W. King Assistant Band Director & Residence Director
B.S., Morris Brown College (Morris Brown College 1981-)
- Julia D. King Administrative Assistant to the President
B.S., Morris Brown College (Morris Brown College 1961-)
- Brenda J. Lane Cashier
Blayton Business College (Morris Brown College 1979-)
- Janice E. Lane Research Assistant, Institutional Research
B.S., Morris Brown College (Morris Brown College 1975-)
- Rita P. Lawrence Secretary to the Chairman of the Board of Trustees
B.A., Clark College (Morris Brown College 1975-)
- Rufus A. Lee Assistant Residence Director
B.A., Morris Brown College (Morris Brown College 1980-)
- Shelia A. Lewis Assistant Director of Student Financial Aid
B.A., Morris Brown College (Morris Brown College 1971-)
- Frederick Maddox Assistant Residence Director
(Morris Brown College 1973-1977; 1980-)
- Brenda McBride Secretary, Special Programs
B.A., Morris Brown College; M.S.W., Ohio State University (Morris Brown College 1981-)
- Jeanette McCord Clerk Typist, Special Services & Upward Bound
(Morris Brown College 1980-)
- Dorothy Myles Secretary, Division of Education & Psychology
B.S., Morris Brown College (Morris Brown College 1983-)

Ida A. Nassau Counselor
 B.S. Benedict College; M.A., Atlanta University (Morris Brown College
 1973-)

Dorothy Ogletree Secretary Registrar's Office
 Blayton Business College (Morris Brown College 1970-)

Jean L. Oliver Secretary, Admissions Office
 B.S., Fort Valley State College (Morris Brown College 1982-)

Eddie W. Peacock Lab Clinician, Academic Affairs/SDIP
 B.A., Morris Brown College (Morris Brown College 1982-)

Lucy Pennington Director of Residential Living
 B.A. Morris Brown College; M.A., Atlanta University (Morris Brown College
 1981-)

Celeste Perry Secretary, Alumni Affairs
 DeKalb Community College (Morris Brown College 1979-)

Lori D. Polk Assistant Research Director
 B.S., Rust College (Morris Brown College 1978-)

Clothilda T. Prince Residence Director
 B.S., Morris Brown College (Morris Brown College 1981-)

Nathaniel Roberts College Chaplain
 B.A., Paine College; Ed.M., Atlanta University (Morris Brown College 1982-)

James O. Reynolds Counselor
 A.B., Allen University; M.A. & Advanced Study, Teacher's College (Morris Brown
 College 1971-)

Annie K. Robinson NDSL Clerk
 Certificate, Reed Business College; College Accounting Certificate, Atlanta Area
 Tech (Morris Brown College 1980-)

Joshua M. Robinson Assistant Residence Director
 (Morris Brown College 1979-)

Virginia J. Robinson Assistant Residence Director
 B.S., Ft. Valley State College; M.A., New York University (Morris Brown College
 1976-)

Mary W. Sharpe Secretary to the Director of Institutional Research
 Atlanta Area Technical School (Morris Brown College 1973-)

Zina Shabazz Secretary to the Vice President for Academic Affairs
 Wayne State University, Northern Michigan University (Morris Brown College
 1981-)

Mattie S. Sherrell Program Secretary for BEOG & CWSP
 Diploma, Dimery's Business College (Morris Brown College 1974-)

William J. Stephens, Jr. Assistant Residence Director
 Tennessee State University (Morris Brown College 1978-)

Corine W. Taylor Manager, Student Services
 B.A., Morris Brown College (Morris Brown College 1968-)

Geraldine Thomas Student Accounts Coordinator
 Diploma, Dimery's Business College (Morris Brown College 1968-)

John Thomas Assistant Residence Director
 B.S. Savannah State College; M.A., & Advanced Study, Atlanta University (Morris
 Brown College 1974-)

Gregory Thompson Head Football Coach
 B.S., Morris Brown College (Morris Brown College 1977-1978, 1981-)
 Wilhelmina W. Tolan Residence Director
 B.S., Ft. Valley State College (Morris Brown College 1977-)
 Mary E. Turner Key Punch Operator
 Blayton Business College; Atlanta Business College (Morris Brown College
 1981-)
 William Vickers Recruiter, Office of Admissions
 B.S., Morris Brown College (Morris Brown College 1978-)
 Theresa Walker Accounting Technician
 B.S., Morris Brown College (Morris Brown College 1977-)
 Sandra Watson Internal Audit/Budget Analyst
 B.S., Morris Brown College; M.A., Governors State University (Morris Brown Col-
 lege 1979-)
 Benny L. Williams Accounting Technician
 B.S., Morris Brown College (Morris Brown College 1976-1980, 1980-)
 Lucy C. Young Assistant Residence Director
 (Morris Brown College 1976-)

1982 GRADUATES
Bachelor of Science in Biology

Phyllis Fezeka Baduza* (*Absentia*) (*Magna Cum Laude*)
Vanessa Yvonne Farmer (*Magna Cum Laude*)(*Valedictorian*)
Jacob Arthur Holmes Naomi Renee' Jones
Charles Michael Tompkins

Bachelor of Science in Chemistry

Richard Loiseau (*Magna Cum Laude*) (*Salutatorian*)

Bachelor of Science in Physics

Anton Venson Kashiri

Bachelor of Science in Mathematics

Terri Lynne Boles Alita Monique McLaughlin
Maurice Ogletree

Bachelor of Science in Clinical Dietetics

Linda Marie Kitchens

Bachelor of Science in Home Economics

Vickie Denise Bridges (*Cum Laude*) Angela Sherice Kennedy
Mickie Dal Burns Cassharon Louise Parent
Karen D. Carpenter Victoria Denis Williams (*Cum Laude*)

Bachelor of Science in Fashion Design

Linda Faye Jackson

Bachelor of Science in Public School Music

Micheldron Eppinger (*Cum Laude*) Madonna Marie Howard
Gladys Fitzgerald Larry Donnell Weaver (*Cum Laude*)

Bachelor of Science in Accounting

Iola Christine English** Sandra Faye Shaw (*Cum Laude*)
Elton Wayne Mattox (*Cum Laude*) Freda Yvette Smith (*Cum Laude*)
Otis Raynard McCall Teresa Louise Todd (*Cum Laude*)
Thokozile Isabella Mkwanaazi (*Cum Laude*)* Linda Faye Williams

Bachelor of Science in Business Administration

Joanne E. Bemby	Gregory Edwin Hicks
Roxanne Camille Burnette (<i>Absentia</i>)*	Anthony Humphries
Anita L. Burwell (<i>Cum Laude</i>)	Alistia Kemp*
Ariche Chidi**	Roy Everett Myers
Cheryl Chisolm*	Angela Letita Rudolph
Belinda Yvonne Crawford (<i>Cum Laude</i>)	Anthony Taplin*
Kevin Maruice Dewberry	Vera Davis Terry
Virginia Vondale Dwight	Ronnie Lamar Times
Barbara Yvette Giles	Anita Charisse Vivian
Sharon Elaine Goodrum	Timothy Earl Wilson

Bachelor of Science in Business Management

Tommie Sylvester Clay, Jr.	Corey Nelson Johnson
Tracey Lelia Cole*	Wesley Antonio O'Neal (<i>Cum Laude</i>)
Nathadeus LaMark Green	Mikelos Leon Smith

Bachelor of Science in Economics

Kenneth Gill*	Hashe Subaire**
---------------	-----------------

Bachelor of Science in Education

Betty Jean Ector

Bachelor of Science in Office Administration

Michael Keith Bouie	Josie M. Harmon
Joan Michelle Bradley	Marcella LaVern Kent
Deborah Louise Colson	Terrence Windson Redd
Veronica Thompson Cunningham (<i>Cum Laude</i>)	Sheila Bernice Sanford

Bachelor of Science in Restaurant and Institutional Management

Julius Titus Camp	Howard Lawrence Dixon
Alphonso Hardnett (<i>Cum Laude</i>)	Eddie L. Wiley, Jr. (<i>Cum Laude</i>)

Bachelor of Science in Early Childhood Education

Thelma Dale Atkinson	Lillie May Johnson*
June Ethel Dowell*	Lucy D. Lewis (<i>Magna Cum Laude</i>)*
Pamela June Fordman (<i>Cum Laude</i>)	Pamela C. Perrin*
Isabelle Glascock	Sandra J. Turner
Cheryl A. Hester (<i>Cum Laude</i>)	Joyce E. Williams

Bachelor of Science in Educable Mental Retardation

Danita Kai Clayton	Patricia Merkersen (<i>Magna Cum Laude</i>)
Elvera Louise Culpepper (<i>Magna Cum Laude</i>)	Sylvia Yvonne Reddick (<i>Cum Laude</i>)
Vivian Herndon El-Amin	Pamela Denise Whipple
Cellastine Marie Jimerson	Jonathan Leon Williams
Vanessa J. Williams (<i>Cum Laude</i>)	

Bachelor of Science in Middle School Education

Muriel Ebun Carr	Clarice M. Johnson
Lona E. Jackson	Bruce Randall McColum (<i>Cum Laude</i>)

Bachelor of Science in Health and Physical Education

Dorethea Patrice Carr	Bobby Hamilton (<i>Cum Laude</i>)
Frederick Couch	Cleatus LaVoy Hopkins (<i>Cum Laude</i>)
Trina Evans (<i>Cum Laude</i>)	Richard Joseph Johnson*
Chandra Lanita Gill	Gail Malone (<i>Cum Laude</i>)
Thomas Willis	Michael Woodard

Bachelor of Arts in Art

Lucille E. Boyd	Raymond G. Howard
-----------------	-------------------

Bachelor of Arts in Criminal Justice

William Perry Carmichael, Jr.	Danielle Thompson*
-------------------------------	--------------------

Bachelor of Arts in Criminal Justice

William Perry Carmichael, Jr.	Danielle Thompson*
-------------------------------	--------------------

Bachelor of Arts in Drama

Reunett Denease Melton

Bachelor of Arts in French

Gloria Outler Walker***

Bachelor of Arts in Spanish

Thomasina Charlene Norris (*Cum Laude*)

Bachelor of Arts in Geography

Andrade Bernard Smith*

Bachelor of Arts in History

Terri Lee Benson**

Peggy Sue Ramsey

Charles Robert Childs

Johnny Summers

Lynn Anne Wilkins (*Cum Laude*)

Bachelor of Arts in Mass Communications

Kermitt Michael Brown

Carol Ann Gibbs

Regina Coach

Synthia Denise Hawkins

Cheryl Mildred Coleman* (*Cum Laude*)

Shoune Collette Lawton

Marilyn Denise Perry

Bachelor of Arts in Music

Jeffrey C. Anderson

Bachelor of Arts in Speech Communications

Fran Mavis Adams (*Cum Laude*)

Bachelor of Arts in Political Science

Stewart Adams

Cynthia Johnson

Larry J. Briggitt

Paul Everett Lynch

Cedric Lennorris Burton

Dwayne Anthony Spann

Curtis Bussey

Felicia Gail Ward

Darlene Michele Desmond

Paula E. Ware

Elaine Gillis

Felix Clark Williams

Christopher Michael Wright

Bachelor of Science in Psychology

Mayme Delores Eaton (*Magna Cum Laude*)

Blance Lanette Edwards*

Elizabeth Marvetta Hall

Gloria Denise Hambrick

Brenda Lee Lockhart (*Magna Cum Laude*)

Katreena S. Mayo

Tony Anthony Reed (*Cum Laude*)

Gwendolyn Sanford*

Bachelor of Arts in Social Welfare

Sheridan Delilah Berry

Shelia Porter Cooper

Cora Lene Spencer*

Bachelor of Arts in Sociology

Perry Clark, Jr.

Billy J. Cox

Virginia Barbette Davis

Betty Ann Johnson*

Terry Arthur Lee

Cora Lene Spencer**

Alton Stanley Theats

Army ROTC Commissionees

Elaine Gillis

Perry Clark

**Completed requirements December, 1981*

***Completed requirements Summer, 1981*

****Completed requirements December, 1980*

1983 GRADUATES
Bachelor of Science in Biology

David N. Black*
Debra Draper*

Raell Marie Foster (*Cum Laude*)
Beverly Louise Hill Morris (*Cum Laude*)
Teresa Dale Vicks

Bachelor of Science in Community Health Education

Sharon Lynette Patterson

Bachelor of Science in Physics

Solomon Menghes

Bachelor of Science in Mathematics

Ternesha Campbell (*Cum Laude*)
Frances Polly (*Cum Laude*)

Margaret M. Simon
Melvia Swint (*Cum Laude*)

Bachelor of Science in Home Economics

Jacquelyn Yvonne Askew*

Cherie Atkinson Blow*
Connie Raycine Farmer

Bachelor of Science in Fashion Design

Tenishelah Eason

Bachelor of Science in Public School Music

Charles S. Denton
Roy L. Hill
Anthony Bertram Hughey

Donald Michael Parker
Anna Marie Robbins (*Cum Laude*)
Edsel F. Robinson
Joan Witherspoon

Bachelor of Science in Accounting

Clark E. Dooley
Teresa Valarie Gibson (*Cum Laude*)
Barbara Jewell Hamm
Dwayne Mitchell Holt

Maxine Delores Jenkins (*Cum Laude*)
Cheryl Elaine Lance (*Magna Cum Laude*)
LaJoyce Williams

Bachelor of Science in Business Administration

Keith Burnett
Keith Anthony Hood (*Cum Laude*)
Cassandra Faye Hopkins (*Cum Laude*)

Alma Lee Jones*
Kerrell Ardrenia Worthy
Pamela Agdrent Wyatt* (*Magna Cum Laude*)

Bachelor of Science in Business Management

Lee Ann Anderson
Sandra Nadine Bowens*
Kenneth Bernard Ghant
Fotha Griffin*
Veda LaVette Hambrick

Lorris James
Yolanda Vanessa Kendrick
James Willie Lamb*
Franklin Longa Membe
Kristen Yvette Smith

Shawn Marie Stephens*

Bachelor of Science in Economics

Jeffrey H. Alexander

Michael Vincent Kelly

Bachelor of Science in Education

Brenda Aletha Gail Taylor

Linnie Denise Williams

Bachelor of Science in Office Administration

Vanessa Gail Buckhanon
Sherbery Joy Davis**
Denise Douglas*
Stephanie Irving (*Cum Laude*)**
Wylene Michelle Judge**

Willistine Nelson
Rhodia Louise Pace
Vickie Dianne Thomas
Udeme Taylor Uko
Barbara Jean White

Vera White

Bachelor of Science in Restaurant and Institutional Management

Steven James Blanks
Lesia Renee Dooley

Carl Daniel Gamble
Darrell Johnson*

Bachelor of Science in Early Childhood Education

Nora Berry
Debra Denise Bostick
Melanie D. Candies
Vonda Denise Clark
Carolyn LaVerne Flourney (*Magna Cum Laude*)
Susan Dianne Forbes
Sarah Frances Hewell (*Cum Laude*)
Elma R. Hilton
Linda Faye Houston
Jacqueline Wyketa Hurston

Harriett Jean Jackson* (*Cum Laude*)
Ursula Gretchen Mathis (*Cum Laude*)
Miyoshi Evette Level
Deborah Ann McKinney
Felicia Wytina Napier*
Shadra Maria Sheppard*
Tamara Jeanine Sparks
Claudine Speakman
Judy Melody Mapp Thomas
Clara Gilliam Winfrey
Iris Woodard* (*Cum Laude*)

Bachelor of Science in Educable Mental Retardation

Martha Neca Elliott* (<i>Cum Laude</i>)	Augusta Moseley*
Louise Lee Ferguson	Edwina Katheryn Mosley
Derek M. Hill	Lisa Romona Pinkard*
Mary Jane Kirk	Hazel R. Shaw*
Tonya Ursel Lacey	Shirley Ann Sesberry
Victor Keenan Lemmons*	Carmen L. Sparks
Beverly Anita Lusier	Valerie Marie Waiters
Kathy Jackie Moreland (<i>Cum Laude</i>)	Edna Doris Wilson
Rodney Donell Wilder*	

Bachelor of Science in Middle School Education

Saundra Annette Allen	Obediah Agwu Oriaku (<i>Cum Laude</i>)
Sandra Kaye Norman	Christine Wilson

Bachelor of Science in Health and Physical Education

Thomas Joshua Allen* (<i>Magna Cum Laude</i>)	Debra Ann Harmon
Pamela Michelle Beasley* (<i>Magna Cum Laude</i>)	Timothy Jones
Frances Sapp Elder	Ray Anthony Mills
Celestine George	Deborah Elaine Nix
	Tamra Renee Sykes
	Merry Jane Watkins

Bachelor of Science in Therapeutic Recreation

Tony Dixon	Clifford McCray
Linda Renee Fountain (<i>Cum Laude</i>)†	Phillip Loren Mohorn
Alan M. Gibson	Jimmy Lee Orange
Terri Lavern Lofton	Lesha Ann Williams (<i>Cum Laude</i>)

Bachelor of Arts in Criminal Justice

Gwendolyn Denise Bates	
Janice Patricia Brooks (<i>Cum Laude</i>)	Arthur Gee Knight (<i>Magna Cum Laude</i>)
Mae Frances Bullard	Stanley McCrary
Karen Denese Covington (<i>Cum Laude</i>)	Reginald Keith Miller
John M. Harris	Suzette Moss
June Ervin Harrison	Teresa A. Patterson
Sharon LaJoyce Humphery	John L. Ransom* (<i>Cum Laude</i>)
Dale Huston	Shirley Ann Richardson
Johnie Marie King	Teresa West
	Marye Yvette Wright
	Roger Andre Zachery*

Bachelor of Arts in Drama

Myra Ronether Brown
Melvatasky Cain

Jean Emelda Harper (*Magna Cum
Laude*)†

Bachelor of Arts in Mass Communications

Pernae LaVar Barnes (*Cum Laude*)
Janice Elaine Booker (*Cum Laude*)
Sandra D. Clark (*Cum Laude*)
Camella Constance Frasier
Ronald Devon Fudge
Reginald Eugene Jacobs

Eddie Lawrence, Jr. ** (*Absentia*)
David Augustus Lee
Joyce Carol Lee (*Cum Laude*)
Charles Lee Morgan*
Marcia Matrice Walker
Shadra Diane Williams

Bachelor of Arts in Political Science

Gregory Vaughn Eason (*Magna Cum
Laude*)

Marian Mills
Scottie Swinney (*Cum Laude*)
Eric Carlton
Tommy Thompson*

Patricia Ann Finney*
Helen Ilene Hawkins

Bachelor of Arts in English

Sharon Denise Cobey
Sharron Denise Glover

L'Tonya Lyons (*Cum Laude*)
Wilma Anette Toney (*Cum Laude*)

Bachelor of Arts in Philosophy & Religion

Aaron James Jones
Robert Walter Greene

Willie Langley

Bachelor of Arts in Psychology

Angelyn Couch Cobb

Robert Walter Greene

Bachelor of Arts in Sociology

Jacqueline Loretta Dixon
Reginald Dwayne Gideon*
Jeffery Bernard Hampton* (*Cum
Laude*)
Catherine W. Harper (*Cum Laude*)

Sharon Denise McDaniel
Sharon Denise Smalls
Cheryl Eileen Thomas
Elizabeth Thurman
Henry Ededem Udoh

Bachelor of Arts in Spanish

Andrea Gail Cornett (*Cum Laude*)

Honorary Degrees

The Honorable Harold Washington

Dovey J. Roundtree

Julius C. Williams

Preston Williams

**Completed requirements December, 1981*

***Completed requirements Summer, 1981*

****Completed requirements December, 1980*

†Salutatorian

‡Valedictorian

ACADEMIC CALENDAR

1984-85

1984

Month	Date	Day	Activity
August	13	Monday-	Faculty/Staff Pre-Planning
	17	Friday	
	19	Sunday	Residence Halls open to New Students at 8:00 a.m.
	19	Sunday	Cafeteria opens
	19	Sunday	Registration for Dormitories (Business Office)
	19	Sunday-	New Student Orientation begins
	21	Tuesday	Pre-testing for Freshmen begins
	22	Wednesday	Pre-testing for Freshmen ends
	24	Friday	New Student Registration
	26	Sunday	Residence Halls open for Upperclassmen
	27	Monday	Registration for Upperclassmen
	28	Tuesday	Registration for Upperclassmen continued
	28	Tuesday	Registration for Adult and Continuing Education
	26	Wednesday	Classes begin
September	3	Monday	Labor Day; a holiday
	6	Thursday	Last day to register for credit and make changes in program
	10	Monday	Seniors complete applications for graduation in Registrar's Office
	20	Thursday	Convocation
	22	Saturday	Administration of Scholastic Aptitude Test
October	1	Monday	Special Examinations for students who incurred incomplete grades during previous semester
	12	Friday	Last day to drop classes
	15	Monday	Mid-semester examinations begin
	16	Tuesday	Mid-semester examinations end
	18	Thursday	Honor's Day
	23	Tuesday	Last day to file application for UGR examination in December 1981
November	12	Monday	Pre-registration for second semester begins
	16	Friday	Pre-registration for second semester ends
	28	Wednesday	Thanksgiving Holidays begin at end of scheduled activities

December	3	Monday	Classes resume at 8:00 a.m.
	10	Monday	Final Semester examinations begin
	14	Friday	Final Semester examinations end
	15	Saturday	Residence Halls close at 6:00 p.m.

1985

January	6	Sunday	Residence Halls open at 8:00 a.m.
	6	Sunday	New Student Orientation begins (Residence Halls open)
	7	Monday	Registration for second semester begins
	8	Tuesday	Registration for second semester ends
	9	Wednesday	Classes begin
	15	Tuesday	Martin Luther King's Birthday; a holiday
	17	Thursday	Last day to register for credit and make changes in schedule
	24	Thursday	Convocation
February	5	Tuesday	Special Examinations for students who incurred incomplete grades during first semester 1984
	10	Sunday	Religious Emphasis Week
	15	Friday	Last day to drop courses
March	4	Monday	Mid-term Examinations begin
	5	Tuesday	Mid-term Examinations end
	5	Tuesday	Mid-term break begins at end of schedul- ed activities
	11	Monday	Classes resume at 8:00 a.m.
	19	Tuesday	AUC Convocation
	21	Thursday	Honor's Day
	22	Friday	Founders' Day
April	5	Friday	Good Friday; a holiday
	8	Monday	Pre-registration begins
	8	Monday	File application for summer school
	12	Friday	Pre-registration ends
May	2	Thursday-	Final Examinations for Seniors
	3	Friday	
	6-	Monday-	Regular students' Examinations
	10	Friday	
	11	Saturday	Residence Halls close
	12	Sunday	Baccalaureate
	13	Monday	Faculty/Staff Post-Planning
	19	Sunday	Commencement
	20	Monday	Residence Halls close for Commence- ment Participants
	28	Tuesday	Memorial Day; a holiday

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Morris Brown College

643 M. L. King Jr. Drive, N.W.
Atlanta, Georgia 30314

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