

2004-2006 Undergraduate Catalog



Student-Centered

Quality-Driven

CLARK ATLANTA
UNIVERSITY

UNDERGRADUATE CATALOG

The Clark Atlanta University 2004-2006 Undergraduate Catalog herein incorporates the appropriate academic programs, policies and resources of the University. This Catalog, as well as other official supplements, is not a contract. While the provisions of the catalog ordinarily will be applied as stated, Clark Atlanta University reserves the right to revise information, including but not limited to academic requirements for graduation, without providing actual or constructive notice to individual students. Changes made by a school or department will be available in the appropriate Dean's office.

Every student is responsible for the completion of his/her academic program, and for meeting all degree requirements. It is the individual student's responsibility to keep abreast of the current graduation requirements and any changes in his/her particular degree program.

Copies of the Catalog may be obtained from the Clark Atlanta University Office of Admissions.

2004-2006

CLARK ATLANTA
UNIVERSITY

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Quality Driven*

Table Of Contents

President's Message	v
Academic Calendar	vi
University Profile	xii
Mission Statement	1
Statement of Purpose	1
Institutional Goals	2
Institutional History	3
Campus Cultural Creed	5
Campus Life	6
Faculty	6
Staff	6
Students	6
Student Government	7
Religious Life	7
Cultural and Intellectual Activities	7
Honor Societies	8
Fraternities and Sororities	9
Student Publications	9
Chartered Organizations	9
Athletics and Recreational Facilities	9
Enrollment Services	11
Undergraduate Admissions	11
Registration and Academic Records	19
Cross Registration	21
Student Records	21
Family Educational Rights and Privacy Act	22
Transcripts	23
Financial Aid	25
Tuition and Fee Charges and Payments	38
University Grants and Scholarships	40
Student Affairs	50
Residence Life	50
Health Services	51
Food Services	52
Counseling Services	53
Career Planning and Placement Services	53
Campus Security	54

Student Government Association	54
International Student Services	55
Veteran Services	55
Disability Services	56
Rights and Standards for Conduct	56
Policy on Drug-Free Environment	57
Academic Services	59
Robert W. Woodruff Library	59
Center for Excellence In Teaching and Learning	60
Academic Instructional Technology Center	60
The Instructional Media Resources Center	60
CAU Art Galleries	60
Summer School	61
Oak Ridge Associated Universities	61
Special Programs	63
African-American Studies	63
Internships	63
Pre-Professional Programs	63
Southern Center for Studies in Public Policy	63
ROTC Programs	64
Academic Standards and Requirements	74
Residency Requirements	74
Classification of Students	74
Good Academic Standing and Satisfactory Academic Progress	74
Academic Honesty	77
Grading System	77
Grade Point Average	77
Incomplete Grade	78
Academic Forgiveness	78
Course Load	79
Adding and Dropping Courses	79
Course Withdrawal	79
Substitution of Courses	80
Evaluation of Transfer Credits	80
Limitations on Transfer Credit	81
Summer School Credits	82
Transient Courses taken in Varied Formats	82
Class Attendance	83
Credit by Examination	85
Cross Registration	86
Study Abroad	87
Student Exchange Programs	87
Declaration of Major/Minor	87

Requirements for Majors and Minors	87
Statutes of Limitation	88
Changes in Curriculum	88
Expiration of Credit	88
Withdrawal from University	89
Graduation Requirements	89
University Honors	90
Appeal of Academic Decisions	91
Appeal of Academic Policy	92
Undergraduate Studies	93
Center for Academic Achievement	93
Testing and Placement	94
Core Curriculum	95
Enrollment Support Services and Student Retention	103
Honors Programs	104
TRIO Programs	108
Academic Structure	110
The Curriculum	113
School of Arts and Sciences	115
Division of Humanities	117
Art	117
English	128
Foreign Languages	137
History	158
Music	163
Religion and Philosophy	179
Division of Communication Arts	190
Mass Media Arts	190
Speech Communication and Theatre Arts	203
Division of Natural Sciences and Mathematics	213
Allied Health Professions	213
Biological Sciences	223
Chemistry	232
Computer and Information Science	241
Engineering	253
Mathematical Sciences	270
Physics	287
Dual Degree Engineering	298
Division of Social Sciences	307
Sociology and Criminal Justice	307
Political Science	316
Psychology	323

School of Business Administration	329
School History and Accreditation	329
Mission Statement	329
Degrees Offered	330
Accounting Department	338
Decision Sciences Department	344
Economics Department	348
Finance Department	356
Management Department	359
Marketing Department	361
School of Education	363
Mission and Purpose	363
Programs of Study	364
Curriculum Department	364
Student Teaching	366
Teacher Education Programs	367
Health and Physical Education	378
Educational Studies Program	383
Whitney M. Young, Jr. School of Social Work	408
Mission	408
Undergraduate Program	408
Degree Requirements	410
Board of Trustees	416
Administrative Personnel	418
Faculty Roster	420
Equal Opportunity/Affirmative Action Policy	438

STUDENT-CENTERED, QUALITY-DRIVEN

Message from the President

Greetings and welcome to what I sincerely hope will be one of the most productive periods of your life—your years as a student at Clark Atlanta University. Our extended family of students, alumni, faculty and staff open our arms to you, as you become an heir to our proud legacy of excellence and achievement.

I commend you on your outstanding decision to obtain your degree from Clark Atlanta. We are working to make the University Student-Centered and Quality-Driven. You will find our academic programs are first-rate and our faculty is committed to uncompromising standards of excellence. Our institution is fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) and our programs in Business Administration, Education, Library and Information Studies, and Social Work are all professionally accredited. A recently-constructed state-of-the-art classroom building, the Carl and Mary Ware Academic Center (see inside cover), is a beacon, both symbolically and substantively, of our commitment to high quality and technologically sophisticated teaching and learning.

At Clark Atlanta, our mottoes, “Culture for Service” and “I’ll Find A Way or Make One,” are not composed of idle words; they are an inescapable mandate embraced, adhered to and perpetuated by all those who have come before you. We believe that the tireless pursuit of these ideals forges a path toward enlightenment and a life of distinction. As President, I invite you into the venerable order of Clark Atlanta University’s matriculating students and distinguished alumni. Be advised though, membership has a cost—and the price is an unwavering commitment to strive for excellence in all your endeavors at this institution.

Sincerely,

Walter D. Broadnax
President

**CLARK ATLANTA UNIVERSITY
ACADEMIC CALENDAR
2004-2005**

**Please note that dates are subject to change*

August 2004

- 1 Enrollment Deadline for Fall 2004 (All Students)
- 2 First Registration Cancellation for Nonenrollment
- 18-24 CAU Experience Week
- 2-27 Late Registration (Late Fees Apply)
- 21 Residence Halls Open (Returning Students) at Noon
- 25 Classes Begin
- 25-27 Add/Drop Period
- 27 Last Day to Register, Enroll, Add/Drop Classes FALL 2004
- 27 Final Registration Cancellation of Classes for Nonenrollment
- 27 Last Day to Cross Register (AUC Only)
- 31 Withdrawal Period Begins

September

- 6 Labor Day (Holiday)
- 13 Deadline for Submitting Spring 2005 Class Schedules to University Registrar
- 13-17 Graduation Application and Clearance by Departments 2004-05
- 25 Graduate Foreign Language Reading Exam
- 27 Deadline for Submission of Theses/Dissertations to Department Chairs

October

- 1 Admissions Priority Deadline – Spring 2005
- 13-15 Midsemester Examinations
- 25 Last Day for Submission of Approved Theses/Dissertations to School Deans (12/04)
- 25-29 Academic Advisement for Spring 2005 Registration
- 29 Deadline for Submission of Graduation Applications to Registrar for December 2004 and May 2005

November

- 5 Last Day to Withdraw from Class (Grade of “W”) (Forms must be in the Registrar’s Office by 5:00 p.m.)
- 8-12 Advisement Period
- 15 Registration Opens for Spring 2005 (ends January 9, 2005)
- 25-26 Thanksgiving Holidays – Begin at end of scheduled activities
- 27 Last Day for Filing Approved Theses/Dissertations with Graduate Dean (12/04)
- 29 Classes Resume at 8:00 a.m.

December

- 2-3 Reading Period
- 3 Senior Exit Exam for December Graduates
- 5 ARCHE Cross-Registration Deadline Spring 2005
- 6-10 Final Examinations
- 10 Deadline for Submission of Graduation Applications for July 2005
- 10 Semester Ends
- 11 Residence Halls Close at Noon
- 13 Grades Due in the Registrar’s Office via the Web
- 15 LATE REGISTRATION SPRING 2005 (Late Fees Apply)

January 2005

- 1 New Year’s Day (Holiday)
- 8 Residence Halls Open – All Students at Noon
- 11 1st Registration Cancellation due to nonenrollment
- 12 Classes Begin
- 12-14 Drop/Add Period (Including AUC Cross-Registration)
- 14 Last Day for Registration and Enrollment
- 14 Final Registration Cancellation for Nonenrollment
- 17 Martin Luther King, Jr. Birthday (Holiday)
- 18 Course Withdrawal Period Begins
- 29 Graduate Foreign Language Reading Examination
- 31 Deadline for Submission of Theses/Dissertations to Department Chairs (5/05)

February

- 19 Undergraduate Foreign Language Placement Exam
- 23-25 Mid-semester Examinations
- 28 Last Day for Submission of Approved Theses/Dissertations to School Deans (5/05)

March

- 1 Admissions Priority Deadline Fall 2005
- 1 Financial Aid Application PRIORITY Deadline – Fall 2005
- 1 Financial Aid Application Deadline – Summer 2005
- 7-13 Spring Break (No Classes)
- 14 Classes Resume
- 14-18 Founders Week
- 25 Good Friday (Holiday)
- 28 Last Day to Withdraw from Class (Grade of “W”) (Forms must be in the Registrar’s Office by 5:00 p.m.)
- 28 Last Day for Filing Approved Theses/Dissertations with Graduate Dean (5/05)

April

- 1 Graduate Admissions Deadline – Fall/Summer 2005
- 4-8 Academic Advisement — Fall/Summer 2005
- 11 Registration Opens — Fall/Summer 2005
- 28-29 Reading Period
- 28-29 Senior Final Exams
- 28 Web Grading Opens
- 30 Senior Exit Examination

May

- 2 Graduating Students' Grades Due via the Web
- 2-6 Final Examinations for All Nongraduating Students
- 7 Residence Hall Close at Noon
- 9 ALL Final Grades Due to University Registrar via the Web
- 13 Commencement Rehearsal
- 15 Baccalaureate Service**
- 16 Commencement Exercises**
- 30 Memorial Day (Holiday)
- 30 Deadline for Submission of Theses/Dissertations to Department Chairs (7/05)

June

- 1-8 Late Registration – Summer 2005 (Late Fees Apply)**
- 6 Classes Begin – Summer Session **
- 8 Last Day to Register and Enroll **
- 20 Last Day for Filing Approved Theses/Dissertations with Graduate Dean (7/05)
- 20 Last Day for Filing Doctoral Candidacy for 12/05
- 25 Graduate Foreign Language Reading Examination
- 28 Deadline for Submission of Approved Theses/Dissertations to School Dean (7/05)

July

- 4 Independence Day (Holiday)
- 18 Deadline for Submission of Approved Theses/Dissertations to Graduate Dean (7/05)
- 22 Last Day of Classes
- 25-29 Final Examinations

August

- 1 Final Grades for Summer Session Due via Web to Registrar

**ACADEMIC CALENDAR
2005-2006****August 2005**

- 1 **Enrollment Deadline Fall 2005-All Students**
(New and Returning)
- 2 First Cancellation of Classes for Nonenrollment
- 20 Residence Halls Open (Returning Students) at Noon
- 2-23 Late Registration Begins for Fall 2005 (Late Fees Apply)
- 22-26 Drop/Add Period (AUC Cross-registration)
- 24 Classes Begin
- 26 Registration Ends
- 26 Enrollment Ends (Fee Payment)
- 26 Last Day to Cross Register for AUC Courses
- 26 Final Cancellation of Classes for Nonenrollment
- 29 Withdrawal Period Begins

September

- 5 Labor Day (Holiday)
- 9 Deadline for submission of Spring 2006 Schedule to Registrar
- 16 Deadline for December Graduation Applications (Undergraduates and Graduates)
- 26 Deadline for Submission of Theses/Dissertations to Major Departments (12/05)
- 30 Deadline for May Graduation Applications (Undergraduates Only)

October

- 1 Spring 2006 Admissions Application Deadline
- 12-14 Midsemester Examinations
- 31 Deadline for Submission of Approved Theses/Dissertations to School Deans (12/05)

November

- 1 Spring 2006 Financial Aid Application Deadline
- 4 Last Day to Withdraw from a Course (Grade of "W")
- 7-11 Academic Advisement for Spring 2006 Term
- 14 Registration for Spring 2006 Opens
- 24-25 Thanksgiving (Holiday)
- 28 Classes Resume
- 28 Deadline for Filing Approved Theses/Dissertations with Graduate Dean (12/05)

December

- 1-2 Reading Period
- 3 Senior Exit Exam for December Graduates

December

- 5 Web Grading Opens
- 5-9 Final Examinations
- 9 Semester Ends
- 10 Residence Halls Close at Noon
- 12 Deadline for May 2006 Graduation Applications (Graduates Only)
- 12 Deadline for Summer 2006 Graduation Applications (Undergraduates and Graduates)
- 12 Final Grades Due to Registrar via the Web
- 16 Web Grading Closes

January 2006

- 1 New Year's Day (Holiday)
- 7 Residence Halls Open (All Students) at noon
- 9-13 Late Registration and Enrollment (Late Fee Applies)
- 10 First Cancellation of Classes for Nonfinancial Enrollment
- 11 Classes Begin
- 13 Last Day to Register and Enroll Spring 2006 (Late Fee Applies)
- 13 Final Cancellation of Classes
- 9-13 Drop/Add Period
- 13 Last Day to Drop/Add Classes
- 13 Last Day to Cross Register – AUC Only
- 16 Martin Luther King, Jr. Birthday (Holiday)
- 17-3/24 Withdrawal Period
- 26 Graduate Foreign Language Reading Examination
- 30 Deadline for Submission of Theses/Dissertations to Major Departments (05/06)

February

- 1 Deadline for submission of Summer/Fall 2006 Schedule to Registrar
- 22-24 Midsemester Examinations
- 27 Deadline for Filing Approved Theses/Dissertations with School Deans

March

- 1 Admissions (Undergraduate) Deadline for Fall 2006
- 6-10 Spring Break
- 13-17 Founders Week
- 24 Last Day to Withdraw from a Class with a grade of "W"
- 27 Deadline for Filing Approved Theses/Dissertations with Graduate Dean

April

- 1 Graduate Admissions Deadline – Fall/Summer 2006
- 1 Financial Aid Application PRIORITY Deadline – Fall 2006
- 1 Financial Aid Application Deadline – Summer 2006

-
- 3-7 Academic Advisement for Registration for Summer/Fall 2006
 - 10 Registration for Summer 2006 Opens
 - 10 Registration for Fall 2006 Opens
 - 14 Good Friday (Holiday)
 - 22 Senior Exit Examination
 - 27-28 Senior Final Exams
 - 27-28 Reading Period

May

- 1 Graduating Students' Grades due via Web to Registrar's Office
- 1-5 Final Examinations
- 5 Semester Ends
- 6 Residence Halls Close at Noon
- 8 Final Grades due via the Web to Registrar's Office
- TBA Baccalaureate Service
- TBA Commencement Exercises
- 26 Summer School Application Deadline (Non-CAU Students)
- 29 Memorial Day (Holiday)
- 29 Deadline for Submission of Theses/Dissertations to Major Departments Summer 2006
- 30-6/2 Late Registration for Summer 2006 (Late Fees Apply)

UNIVERSITY PROFILE

Founded: On July 1, 1988, two private historically black institutions—Atlanta University and Clark College—consolidated to form Clark Atlanta University (CAU). CAU is a comprehensive, private, urban, coeducational institution of higher education with a predominantly African-American heritage.

Location: CAU is located in Atlanta, Georgia, a thriving international city that hosted the 1996 Summer Olympics. The University is about 1.5 miles from the heart of downtown Atlanta, a city ranked as having the fourth largest Metropolitan Statistical Area in the nation for total African-American full-time equivalent college student enrollment.

Address: Clark Atlanta University
223 James P. Brawley Drive, S.W.
Atlanta, Georgia 30314-4389
(404) 880-8000 or 1-800-688-3228

Web site: www.cau.edu

Institutional Accreditation:

Clark Atlanta University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Bachelor's, Master's, Specialist, and Doctor's degrees.

Program Accreditations:

- American Assembly of Collegiate Schools of Business, B.S. and M.B.A. Programs
- American Library Association
- American Medical Records Association
- Committee on Allied Health Education and Accreditation of the American Medical Association
- Council on Social Work Education, B.S.W. and M.S.W. degree programs
- National Accrediting Agency for Clinical Laboratory Sciences
- National Council for Accreditation of Teacher Education
- National Association of Schools of Public Affairs/ Administration
- The Georgia Professional Standards Commission

Religious Affiliation:

Clark Atlanta University is affiliated with The United Methodist Church

Administration:

- President: Walter D. Broadnax
- Provost and Vice President for Academic Affairs: Dorcas D. Bowles
- Vice President for Finance and Administration: Bobby E. Young
- Vice President for Enrollment Services and Student Affairs: Joel V. Harrell
- Vice President for Planning, Assessment and Research: Doris W. Weathers
- Vice President for Institutional Advancement and University Relations: Dallas Darland
- Acting General Counsel: Lance Dunnings

Academic Degrees:

- Bachelor of Science
- Bachelor of Arts
- Bachelor of Science/Master of Science
- Bachelor of Science/Master of Arts in Teaching
- Master of Arts
- Bachelor of Arts/Master of Arts
- Master of Business Administration
- Master of International Affairs and Development
- Master of Public Administration
- Master of Science
- Master of Science in Library Service
- Master of Social Work
- Master of Arts in Education
- Specialist in Education
- Specialist in Library Service
- Doctor of Arts in Humanities
- Doctor of Education
- Doctor of Philosophy

Schools:

- School of Arts and Sciences: Charles W. Washington, Dean
- School of Business Administration: Jonathan K. Jefferson, Dean
- School of Education: Ernest J. Middleton, Dean
- School of Library and Information Studies: Anita O'Neal, Interim Dean
- Whitney M. Young, Jr., School of Social Work: Rufus S. Lynch, Dean

Faculty:

Two hundred ninety-one (291) full-time faculty members, seventy-eight percent (78%) of whom hold earned doctoral degrees. The faculty-student ratio is about one to sixteen, which encourages individualized instruction and discussion-style teaching methods.

Library:

The Robert W. Woodruff Library, of the Atlanta University Center (AUC) is a modern facility designed to serve the instructional, informational and research needs of the four-member institutional consortium. The member institutions are Clark Atlanta University, Interdenominational Theological Center, Morehouse College and Spelman College. The students and faculties of these institutions have access to all library services on a daily basis during the academic year and the summer months.

The Library collection exceeds one million items including 374,968 volumes; 859,290 microforms; 298,050 government documents; 16,721 theses and dissertations; 54,038 bound periodicals; 4,883 compact discs; 191 databases and 7,323 cubic feet of archival collection. The Archives and Special Collection are noted for their extensive holding of materials on the African-American experience.

Campus Size and Facilities:

- Main Campus: 126 Acres
- Campus Buildings: 37

Enrollment (Fall 2004):

- Undergraduate: 3,702
- Graduate: 896
- Total: 4,598

- From Georgia: 47%
- Other States: 51%
- International: 2%
- Female: 70%
- Male: 30%

Degrees Conferred (Summer 2003, Fall 2003 – Spring 2004):

• Bachelor's	466
• Master's	227
• Specialist	11
• Doctor's	34
Total	738

Student: **Activities:** More than 55 registered student organizations including four (4) social fraternities and four (4) social sororities.

Athletics: The University is a member of NCAA (Division II) and the Southern Intercollegiate Athletic Conference. The University provides athletic opportunities for men in the following varsity sports: football, cross-country, basketball, baseball, and track & field. Athletic opportunities are provided for women in the following varsity sports: cross-country, volleyball, basketball, track & field, tennis, fast-pitch softball, and cheerleading.

Total Alumni: 36,000

National Recognition:

- Clark Atlanta University is the only private Historically Black University in the nation classified as a Doctoral/Research-Intensive University by the Carnegie Foundation for the Advancement of Teaching in 2000.
- Clark Atlanta University is ranked a national university by the *U.S. News and World Report*, 2004 Edition.
- Clark Atlanta University was ranked as one of the top 10 institutions in the nation as a "Top College for African-Americans," *Black Enterprise Magazine*, January, 2003.

MISSION STATEMENT*

The mission of Clark Atlanta University is to provide a quality undergraduate, graduate and professional education to a student body that is predominantly African-American and also diversified by students from various other racial, ethnic, cultural and socioeconomic backgrounds. As an institution grounded in the liberal arts, the University is committed to the development of productive and creative students who excel in their chosen careers and who become responsible citizens in their communities and the world.

To achieve its mission, the University attracts and maintains a dedicated faculty that meets high professional standards in teaching, scholarship, research, and service. The University also provides an educational environment in which its students thrive, learn, and develop their potential for leadership and responsible citizenship, and the pursuit and creation of knowledge.

The University maintains an historic relationship with the United Methodist Church and emphasizes sound ethical and moral principles that promote personal integrity and understanding of others.

*Approved by the Board of Trustees, February 20, 2004

STATEMENT OF PURPOSE*

Clark Atlanta University is dedicated to preserving and disseminating the heritage of peoples of African descent. Our growth and survival are predicated upon self-knowledge and self-respect, both of which are rooted in a knowledge of history. In pursuit of its mission, Clark Atlanta University accepts the mandate of its parent institutions: Atlanta University's motto, "I'll Find a Way or Make One," and Clark College's motto, "Culture for Service." Rooted in its African-American heritage, impacted by present and projected trends, destined to shape the future, the purposes of Clark Atlanta University are:

1. To maintain a repository of knowledge and an environment which fosters maximum intellectual, social, and cultural development of students, faculty, administrators, and staff.
2. To engage in the exploration of innovative ideas through research and teaching, new programs and educational experiments, both within and across disciplinary lines, so that the University shall be on the leading edge of American education and so that its graduates shall be informed, visionary, culturally sensitive, politically engaged, and socially responsible individuals with an understanding of their heritage and a strong commitment to advancing social justice.
3. To provide, through experimentation, research, and social and cultural analysis, new solutions to the physical and social problems of humankind.

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4. To provide excellent education for those students who have proven they are high achievers and for those students who have the capacity for achieving excellence despite previous adverse circumstances.
 5. To provide an increasingly diverse population with competent teachers and role models at all levels of education.
 6. To promote artistic and creative expressions and to emphasize their importance in shaping intellect, values, and culture.
 7. To provide members of the larger community with opportunities for continuing education which are consistent with the overall mission of the University.

*Revised May 9, 2003

INSTITUTIONAL GOALS*

1. To enhance and maintain an environment which fosters intellectual, social and cultural curiosity and creativity, and the continuing development of morally sound value systems among students, faculty, administrators, and staff.
2. To develop accelerated undergraduate and graduate degree programs, other new programs, and educational experiments using innovative ideas through research and teaching, both within and across disciplines, and in keeping with the mission of the University.
3. To increase the number of African-American faculty members who obtain doctoral degrees in the critical areas of natural and mathematical sciences, humanities, and social sciences.
4. To implement a comprehensive approach for continuous academic program review and assessment to improve quality and determine resource requirements and new directions through a system of external visiting committees.
5. To enhance the role of research with an improved research infrastructure and an evaluation system that recognizes the importance of research and teaching to the mission of the University.
6. To implement an integrated and centralized program for faculty and staff to address personal and professional development.
7. To continue to institute modern management techniques, taking into account the new information systems, the improvement of human work environments, and the energy-efficient utilization of space.
8. To build and maintain a vigorous institutional advancement and fund-raising capacity to provide the financial resources necessary to meet the University's goals.
9. To continue to develop and implement a comprehensive student life program that will include both the undergraduate and graduate levels.
10. To develop and implement more comprehensive public service programs, including opportunities for students to participate in local, national, and international internships and work experiences.

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11. To implement a systematic plan for attracting a student body of increasing quality and size and an expanded academic support system to improve student retention.
 12. To enhance and provide services to meet the education, cultural, and social service needs of the community by maintaining ongoing linkages with other local, regional, national, and international institutions.
 13. To enhance the institution's commitment to provide education and technical assistance to other nations through programs, and to the furtherance of a university community that will be sensitive to the nature and depth of global interdependence.
 14. To provide a state-of-the-art telecommunication infrastructure using multimedia technology to facilitate excellence in teaching, research, and service.

*Revised May 9, 2003

INSTITUTIONAL HISTORY

Clark Atlanta University is a comprehensive, private, urban, coeducational institution of higher education with a predominantly African-American heritage. It offers undergraduate, graduate, and professional degrees as well as certificate programs to students of diverse racial, ethnic, and socioeconomic backgrounds. It was formed by the consolidation of Atlanta University, which offered only graduate degrees, and Clark College, a four-year undergraduate institution oriented to the liberal arts.

The first President of Clark Atlanta University was Dr. Thomas W. Cole, Jr., who served concurrently as the President of both Atlanta University and Clark College prior to consolidation. In November 1987, after more than a year of discussion, the Boards of Trustees of Atlanta University and Clark College authorized an exploration of the potential advantages of closer working arrangements between the two institutions, including their consolidation into one university. In April 1988, the joint committee delivered its report titled *Charting A Bold New Future: Proposed Combination of Clark College and Atlanta University* to the Boards for ratification. The report recommended that the two schools be consolidated into a single institution. On June 24, 1988, the Boards of both Clark College and Atlanta University made the historic decision to consolidate the two institutions, creating Clark Atlanta University. The new and historic University inherits the rich traditions of two independent institutions, connected over the years by a common heritage and commitment; by personal, corporate and consortia relationships; and by location.

Atlanta University, founded in 1865, by the American Missionary Association, with later assistance from the Freedman's Bureau, was, before consolidation, the nation's oldest graduate institution serving a predominantly African-American student body. By the late 1870s, Atlanta University had begun granting bachelor's degrees and supplying black teachers and librarians to the public schools of the South. In 1929-30, it began offering graduate education exclusively in various liberal arts areas, and in the social and natural sciences. It gradually added professional programs in social work, library science, and business administration. At this same time, Atlanta University affiliated with Morehouse and Spelman Colleges in a university plan known as the Atlanta University System. The campus was moved to its present site, and the modern organization of the Atlanta University Center emerged, with Clark College, Morris Brown College, and Interdenominational Theological Center joining the affiliation later. The story of the Atlanta University over the next twenty years from 1930 includes many significant developments. The Schools of Library Science, Education, and Business Administration were established in 1941, 1944, and 1946 respectively. The Atlanta School of Social Work, long associated with the University, gave up its charter in 1947 to become an integral part of the University. In 1957, the controlling Boards of the six institutions (Atlanta University; Clark, Morehouse, Morris Brown and Spelman Colleges; and Gammon Theological Seminary) ratified new Articles of Affiliation. Unlike the old Articles of 1929, the new contract created the Atlanta University Center. The influence of Atlanta University has been extended through professional journals and organizations, including Phylon and the National Association for the Advancement of Colored People, for both of which Dr. W.E.B. DuBois, a member of the faculty, provided leadership.

Clark College was founded in 1869 as Clark University by the Freedmen's Aid Society of the Methodist Episcopal Church, which later became the United Methodist Church. The University was named for Bishop Davis W. Clark, who was the first President of the Freedmen's Aid Society and became Bishop in 1864. A sparsely furnished room in Clark Chapel, a Methodist Episcopal Church in Atlanta's Summerhill section, housed the first Clark College Class. In 1871, the school relocated to a new site on the newly purchased Whitehall and McDaniel Street property. In 1877, the School was chartered as Clark University.

An early benefactor, Bishop Gilbert Haven, visualized Clark as the "university" of all the Methodist schools founded for the education of freedmen. Strategically located in the gateway to the South, Clark was founded to "give tone" to all of the other educational institutions of the Methodist Episcopal Church providing education for Negro youth. After the school had changed locations several times, Bishop Haven, who succeeded Bishop Clark, was instrumental in acquiring 450 acres in South Atlanta, where in 1880 (the institution relocated in 1883) the

school conferred its first degree. Also in 1883, Clark established a department, named for Dr. Elijah H. Gammon, known as Gammon School of Theology, which in 1888 became an independent theological seminary and is now part of Interdenominational Theological Center.

For purposes of economy and efficiency, during the 1930s, it was decided that Clark would join the Atlanta University Complex. While students on the South Atlanta campus fretted over final examinations in the winter of 1939, work was begun across town on an entirely new physical plant adjoining Atlanta University, Morehouse College, and Spelman College.

During the 1980s some of the advantages of proximity, which had seemed promising earlier, again became evident. Clark College and Atlanta University through consolidation preserved the best of the past and present and "Charted a Bold New Future." Clark Atlanta University was created on July 1, 1988.

Dr. Walter D. Broadnax became the second President for Clark Atlanta University on August 1, 2002.

CAMPUS CULTURAL CREED

Clark Atlanta University is committed to academic excellence, building character and service to others. The University will achieve its mission by cultivating an environment of honesty, kindness, mutual respect, self-discipline, school loyalty, trust, academic integrity and communal pride. As a member of this scholarly community, I make the following pledge:

- I will work to promote academic honesty and integrity;
- I will work to cultivate a learning environment which opposes violence, vulgarity, lewdness and selfishness;
- I will embrace the concept of mutual respect by treating others the way I want them to treat me;
- I will support a campus culture of diversity by respecting the rights of those whose views and experiences differ from my own;
- I will honor and care for the sanctity of my body as the temple of God;
- I will commit myself to service so that I can make a difference in the world and a difference for more than just myself;
- I will celebrate and contribute to the "spirit of greatness" left by those who preceded me and I will work to leave this a better place for those who follow me.

As a member of this community, I am committed to conducting myself in ways that contribute to a civil campus environment which encourages positive behavior in others. I accept the responsibility to uphold these noble ideals as a proud member of the Clark Atlanta University Family.

CAMPUS LIFE

Clark Atlanta University is a **Student-Centered, Quality-Driven** University that intimately and unequivocally embraces the notion that our students are our customers, and with that comes the responsibility of providing them with a quality academic environment that is second to none in all areas: teaching, student services, administrative processes and extra curricular activities. On our campus are persons from different regions of the world, various background, and diverse experiences, seeking to make a positive difference in the lives of our students.

THE FACULTY

Clark Atlanta's faculty is characterized by concern for students and their education. The faculty consists of two hundred and ninety-one (291) full-time faculty members, seventy-eight percent (78%) of whom hold earned doctoral degrees. The faculty-student ratio is about one to sixteen, which encourages individualized instruction and discussion-style teaching methods.

Faculty members come from various backgrounds, countries, and ethnic groups. Nevertheless, they have much in common: the use of effective teaching techniques and methods to make courses more relevant and interesting; dedication to the University, its students, and its heritage; a tradition of friendliness to all who visit or study on campus; and a firm belief in the importance of higher education.

THE STAFF

Students are encouraged to become acquainted with staff persons in the various offices since throughout their matriculation at the University they will be in contact with staff members. The Clark Atlanta University staff is responsible for ensuring that all services offered by the University are rendered with a high level of efficiency. Toward this end, staff members are sensitive to the individual needs of students as they assist the faculty and administration in supporting the students' quest for personal and academic growth.

THE STUDENTS

Clark Atlanta undergraduate students number 3,702 men and women from 41 states, the District of Columbia, and 13 foreign countries. Nearly 1,700 students live in campus residential facilities. Clark Atlanta students are responsible citizens of their communities. For example, through a special program, many Clark Atlanta students visit local high schools and neighborhoods to tutor students in academic subjects. Students do not receive academic credit for this service; they participate because they care about keeping young people in school.

STUDENT GOVERNMENT

Clark Atlanta students serve in many decision-making capacities. The Clark Atlanta University Student Government Association (CAUSGA) speaks for the student body. CAUSGA officers and the presidents of all chartered student organizations comprise the Council of Chartered Organizations (CCO). The CCO represents the student body in its formal relations with the administration, faculty, other institutions, and the public. Through this structure, students can make their opinions and desires known and be assured that they will be heard. Residence Hall councils and the Women's Resource Center also function as advocates for Clark Atlanta students.

The objective of Clark Atlanta's student organizations is to contribute to the continuous improvement of the University. The views of students are considered invaluable. Students hold membership on the University's Board of Trustees and the University Senate.

RELIGIOUS LIFE

Clark Atlanta University enjoys a close relationship to the General Board of Higher Education and Ministry of the United Methodist Church. The Office of Religious Life, directed by the University Chaplain, works to foster a university culture of increased spiritual awareness and respect for the diverse faith traditions that comprise the Clark Atlanta community. In an intellectually, culturally, and socially curious environment, we work to provide the theology, counseling, and educational programming to enhance the religious life of the entire university community.

Because regular weekly worship is a staple of African-American religious life, the Office of Religious Life creates meaningful Christian ecumenical and interfaith worship services relevant to university life, and sensitive to the concerns of the university community. In an academic setting, worship offers the community an opportunity to express its spirituality, while bringing to bear the questions of religion on the contemporary social and cultural discourse. Religious Life also emphasizes service and volunteerism as meaningful avenues toward spiritual development. To that end, the office takes advantage of the virtually unlimited resources offered by the greater Atlanta community, and guides students toward religious and social agencies off campus, where they may enjoy meaningful opportunities for growth and development.

CULTURAL AND INTELLECTUAL ACTIVITIES

Opportunities for a wide range of cultural and intellectually enriching activities are available to CAU students. Nationally and internationally known artists and scholars are presented by the University on a regular basis. Several major lecture series are sponsored by various departments, including the C. Eric Lincoln Lectureship in Social Ethics, sponsored annually by the Department of Religion and Philosophy and the Julius C. Daugherty Endowed Lecture in Law and Government, which under the auspices of the School of Arts and Sciences honors

the memory of a distinguished alumnus and brings to the campus lecturers of national and international import. In the School of Business, the Dean's Executive Lecture Series exposes students to senior-level executives, and enlightens them about the leadership style and responsibilities of some of the nation's most important and influential people, such as Ann Fudge, President of Maxwell House Coffee, Kraft General Foods; Ernest Green, Managing Director, Lehman Brothers, and Kenneth I. Chenault, Chairman and COO, American Express Company.

A number of other academic departments contribute to the cultural and intellectual life of the University. The Art Department annually sponsors visiting artists and exhibitions. Past exhibits and exhibitors have included such notables as: Richard Hunt, Gordon Parks, "Blacks in America: A Photographic Record" from the George Eastman House, and the Printmaking Workshop of New York with workshop director Robert Blackburn. The Department of English sponsors several events that enhance the cultural and academic climate of Clark Atlanta University and the Atlanta community. Foremost among them is the Annual Writers Workshop Conference, winner of the 1995 Governor's Award in the humanities. Other activities are the African-American Read-In (an affiliate of the National Council of Teachers of English, NCTE), the Charles Waddell Chesnut Association (an affiliate of the American Literature Association), and the recently inaugurated Annual James Weldon Johnson Gala, a scholarship benefit named in honor of the University's most well-known and distinguished alumnus.

Clark Atlanta students are encouraged to join one of the University's performing arts groups. Among these groups are the Clark Atlanta University Philharmonic Society, which has performed in the Caribbean, New York City, at major universities, and at former President Jimmy Carter's inaugural ceremonies; the Clark Atlanta University Jazz Orchestra, which has achieved international recognition, having been invited to perform at major jazz festivals in the United States, Europe, and Africa; and the Clark Atlanta University Players, one of the outstanding theater groups in the region, consistently maintaining excellence in its productions. In addition, Clark Atlanta University has a handbell choir, symphony orchestra and both a concert and a marching band. Membership in these ensembles, including the Philharmonic Society and the Jazz Band, is by audition only.

HONOR SOCIETIES

The following honor societies are open to high academic achievers:

- Alpha Epsilon Delta: Pre-Medical
- Alpha Kappa Delta: Sociology
- Alpha Kappa Mu National: Juniors/Seniors \geq 3.3. GPA
- Beta Gamma Sigma: Business Administration
- Beta Kappa Chi: Natural Sciences, Mathematics
- Golden Key International: Juniors/Seniors \geq 3.5 GPA
- Kappa Delta Epsilon: Education
- Lambda Pi Eta: Communication Arts

- Phi Alpha: Social Work
- Phi Alpha Theta International: History
- Pi Alpha Alpha National: Public Administration
- Pi Gamma Mu: Social Science
- Pi Sigma Alpha National: Political Science
- Psi Chi National: Psychology
- Sigma Tau Delta International: English

THE FORENSICS SOCIETY

The Forensics Society is composed of students interested in public speaking, oral interpretation, and debate. The society participates in competitions locally and nationally.

FRATERNITIES AND SORORITIES

The fraternities and sororities on Clark Atlanta's campus attract a relatively large number of students. Fraternities which have chapters on campus are Alpha Phi Alpha, Kappa Alpha Psi, Omega Psi Phi, and Phi Beta Sigma. Sorority chapters are Alpha Kappa Alpha, Delta Sigma Theta, Sigma Gamma Rho, and Zeta Phi Beta. Each organization has a faculty or staff advisor and is supervised by the deans and the Panhellenic Council. No fraternities or sororities maintain residence facilities.

STUDENT PUBLICATIONS

Students publish a monthly University newspaper, *The Panther*, and a yearbook which reflect student opinion. These publications are produced under the advisorship of the faculty and without administrative censorship. Student publications provide practical experience in journalism. Clark Atlanta students also can obtain journalism experience in various departments and organizations by writing for and assisting in the publication of newsletters and magazines.

CHARTERED ORGANIZATIONS

Clark Atlanta has over eighty (80) chartered organizations and numerous special interest clubs. Because many special interest clubs reflect academic concerns, students find that involvement in such organizations enhances their understanding of their fields of study. All student organizations provide valuable insights into leadership skills and group dynamics.

ATHLETICS

The University has been a member of the Southern Intercollegiate Athletic Conference (SIAC) since 1913, when the Conference was established. Since that time, the Clark Atlanta University athletics program has developed excellent players in each sport that it sponsors—football, men's and women's basketball, men's and women's track and field, men's and women's cross country, women's volleyball, women's softball, baseball, and women's tennis. Seven (7) SIAC divisional championships in the past eight years attest to the strength of the University's athletic programs.

Athletic scholarships are available in all sports and are based on specific qualifications. High school and/or transfer records, college entrance test scores such as Scholastic Aptitude Test (SAT) or American College Test (ACT), and National Collegiate Athletic Association (NCAA) eligibility criteria are considered.

RECREATION AND INTRAMURAL SPORTS

The recreational/intramural program offers recreational opportunities for residential and commuter students. The program includes intramural sports, such as basketball, softball, and volleyball, as well as aerobics and Tai Chi.

ENROLLMENT SERVICES

The Division of Enrollment Services and Student Affairs has responsibility for developing and implementing services, activities, and experiences that complement students' academic experience as well as enhance their adjustment to and participation in university life. Hence, its purview is broad and concerned with nonacademic and academic aspects of university life. Its functions and activities involve fostering personal and social development, orienting students new to the University; offering opportunities for leadership development; providing residential facilities management, services and programs; assisting with postgraduation planning; conducting recruitment and admission of new and transfer undergraduate and graduate students, providing a variety of student financial aid/planning services, and providing a registration and financial enrollment process within a highly technological environment.

The Division consists of the following areas: Undergraduate and Graduate Admissions, Registration and Records, Student Financial Aid, International Students and Americans with Disabilities Act, University Counseling Center, Career Planning and Placement Center, Student Health Center, Residential Life, Student Activities, Student Center, Physical Fitness Center, Recreational and Intramural Sports, Campus Volunteer Office, Student Judicial Matters, and Student Government Association.

UNDERGRADUATE ADMISSIONS

Admission to Clark Atlanta University is based solely on the academic qualifications of the applicant. Decisions are made without regard to race, creed, or other considerations irrelevant to scholastic aptitude.

The Admissions Committee of Clark Atlanta University is composed of representatives from the faculty, administration, staff, and student body. This committee considers high school record, college entrance test scores – Scholastic Aptitude Test (SAT), or American College Test (ACT), letters of recommendation, and students' statements about themselves.

APPLICATION

All students seeking admission must submit an application and a nonrefundable fee of \$35.00 made payable to Clark Atlanta University. This fee is neither refundable nor transferable to another term, regardless of the admission decision. Fees should be remitted by cashier's check or money order payable to Clark Atlanta University. Former students must submit an application; however, they are not required to submit the application fee. Applicants may secure application forms and other information concerning admission from the Office of Admissions or via the University's website (www.cau.edu). An application must be submitted for each term for which admission is sought.

APPLICATION DEADLINES

Fall priority deadline	March 1
Final Fall deadline	June 1
Spring deadline	October 1

Note: Priority deadlines guarantee that the applicant will receive full consideration for financial aid for which he/she may be eligible and that the applicant's admission file, financial aid, housing, and course registration will be processed prior to the beginning of the ensuing semester.

ADMISSION PROCEDURES

Before any action can be taken on an application, the following must be submitted to the Office of Admissions:

- Application for Admission
- Processing fee of \$35.00
- An official copy of the high school transcript or of the General Equivalency Diploma (GED)
- Report of SAT or ACT test scores
- Two letters of recommendation from teachers and/or counselors

ADMISSION CRITERIA

REGULAR ADMISSION

Regular Admission to Clark Atlanta University will be based on the following criteria:

- Minimum test score on the Scholastic Aptitude Test (SAT) or American College Test (ACT). The typical minimum score on the SAT is 900 and 19 on the ACT.
- A minimum high school grade point average of 2.5 on a 4.0 scale.
- Acceptable letters of recommendation.
- Applicant's statement of interest (essay).

CONDITIONAL ADMISSION

Conditional Admission may be granted to applicants who do not meet minimum SAT or ACT score requirements above, but have minimum grade point average requirements, unit requirements, and acceptable letters of recommendation. Conditional Admission is considered for applicants who demonstrate potential for college success. Students admitted on condition will have one academic year to achieve a minimum 2.0 grade point average, will be limited to twelve hours of academic credit each semester for the first year of matriculation, and must enroll in the Undergraduate Academic Seminar in their first semester. If the 2.0 grade point average is not achieved during the first semester, the student will be sent a warning letter from the Dean of Undergraduate Studies. If the 2.0 is not achieved by the end of the student's second semester, the student is dismissed from

the University. A letter delineating the above conditions will be sent to the student upon acceptance.

FRESHMAN APPLICANTS

Clark Atlanta University requires first-time freshmen to have completed four years of a college preparatory program in high school and to have graduated from an accredited secondary school, or to have received the GED (General Equivalency Diploma). Typically, freshman applicants have the following distribution of high school units.

English:	4 units
Mathematics:	3 units
Natural Science:	2 units
Foreign Language:	2 units
Social Studies:	3 units
Electives:	3 units

The principal, counselor, or registrar must send the high school transcript directly to the Office of Admissions. A transcript of the first three years of course work is adequate for admission and financial aid purposes. However, upon completion of the high school program, applicants must submit a final transcript showing the date of graduation. Admission to Clark Atlanta University granted before submission of the final transcript is contingent on the successful completion of the final courses pursued and on graduation. Once accepted by Clark Atlanta University, first-time freshmen that take courses prior to enrollment at the University must receive permission from Clark Atlanta before they enroll in such courses if they are to receive credit at Clark Atlanta University.

TRANSFER STUDENTS

A transfer student has been enrolled in a minimum of twelve semester or eighteen quarter hours at another institution prior to coming to Clark Atlanta University. A student with less than the minimum required hours will be evaluated as a first-time student and must submit high school records and all college transcripts. A transfer student must complete an application for admissions and list all previous colleges and/or universities and must include the records from these institutions. Any student who does not include a record from all previously attended institutions is subject to dismissal from the University. The University requires that transfer students demonstrate satisfactory academic achievement, good character, and separation in good standing from accredited institutions previously attended. Students may not transfer grades below "C." Transfer applicants must submit all materials by the deadlines established for application to the University for the term for which admission is sought.

A student who wishes to transfer to Clark Atlanta University from another college or university is governed by the following specific requirements and procedures:

- A statement from the last institution attended verifying that the student is in good disciplinary standing. The Student Affairs Officer at the previous institution must sign the statement.
- An official transcript from all institutions attended prior to application for admission to Clark Atlanta University.
- A catalog from each of the previously attended institutions that shows a description of all courses included in the transcript must be submitted to the Office of Admissions.
- A satisfactory cumulative grade point average of 2.5 on a 4.0 scale at the last institution attended.

Students in two-year and community colleges may apply for transfer before completing the two-year program. Graduates who have received the Associate of Arts (AA) degree are generally, but not always, classified as juniors when admitted to Clark Atlanta University. The courses accepted and the number of hours completed will determine the classification of a transfer student.

To establish Clark Atlanta residency, students must take at Clark Atlanta University a minimum of sixty-six (66) semester hours of courses toward the degree unless otherwise defined by an articulation agreement between Clark Atlanta University and the previous institution. Eighteen (18) of these hours must be at the junior or senior level in the major area of study. Transfer students with fewer than twelve (12) hours of instruction are tested as entering freshmen and must take placement examinations.

Transfer credit will be awarded on a course-by-course basis and is given only for University core courses approved by the Dean for Undergraduate Studies and major courses approved by the chair of the department in which the student applies for admission. Only courses in which the student earned a grade of “C” or better will be considered for transfer credit. Only these transfer hours earned will be credited toward the minimum hours of graduation.

If an applicant has attended any postsecondary institutions (college, technical school, nursing school, military school), he/she should request an official transcript to be sent to the Office of Admissions. A catalog from each previously attended institution should be submitted if transfer credit is desired.

Accepted credits earned at all previously attended institutions will count toward graduation, but will not be averaged into the Clark Atlanta University grade point average. Only the hours and quality points for work at Clark Atlanta University will constitute the student’s GPA at Clark Atlanta University. Courses taken eight or more years previous to transfer will not be accepted (see Expiration of Credits).

A transfer student must satisfy the Clark Atlanta University Core Curriculum requirement or the equivalent course requirement prior to graduating.

Transfer student course substitutions must be completed by the end of the first semester in which the student is enrolled at Clark Atlanta University.

READMISSION APPLICANTS

Any student who is not continuously enrolled or who misses a regular term, excluding summer, must apply for readmission. Former students may secure applications for re-admission from the Office of Admissions or at the University’s Web site (www.cau.edu) at no cost. Requests for readmission must be submitted with supporting materials thirty days prior to the first day of classes for the term for which readmission is sought, and all prior financial obligations must be satisfied. Students who have attended other colleges during their absence from Clark Atlanta are required to submit official transcripts from each college attended.

PART-TIME STUDENTS

The term “part-time,” as defined by Clark Atlanta University, refers to an undergraduate student who is regularly enrolled and pursuing a degree from Clark Atlanta University but who registers for fewer than twelve (12) semester hours in any given semester. An applicant seeking admission as a part-time student must meet the same admission requirements as a first-time freshman or a transfer student.

TRANSIENT STUDENTS

A transient student is one who is enrolled in another college and pursues courses at Clark Atlanta University, but receives no credit toward a Clark Atlanta University degree. A student applying for this status must submit an application and transcript for admission, the processing fee of \$35.00, and a statement from the institution to which the credits are to be transferred confirming that this arrangement is acceptable.

HOME-SCHOOLED STUDENTS

Applicants for freshman admission who have been home schooled may be considered for admission by meeting the following criteria:

- Completed admissions application and fees
- ACT score report or SAT I score report
- SAT II subject report
- Students’ portfolio of their course work

The applicant’s admissions packet will be reviewed by the Admission Committee to determine admissibility.

NONDEGREE STUDENTS

A nondegree student does not wish to become a candidate for a degree. The student may select a specialized program or enroll in short courses that will prepare him/her for a particular vocation, promotion, advancement in an occupation, or interest. The student may complete no more than 30 semester hours in this status. The University reserves the right not to accept these credits toward a degree. Should a nondegree student wish to earn a degree, application must be made through the Office of Admissions for a change of status. Credit for work already completed will be determined by the department in which the student expects to major.

POSTBACCALAUREATE STUDENTS

Students who possess baccalaureate degrees and desire to pursue course work for teacher certification requirements and those interested in taking courses for personal or professional growth must submit an application for admission. A complete application for postbaccalaureate status includes all of the materials required for admission of transfer students.

VETERANS

Veterans of military service ordinarily must meet the same admission requirements expected of other applicants.

INTERNATIONAL STUDENTS

Clark Atlanta University believes that exposure to diverse cultures is beneficial and, accordingly, encourages enrollment of students from other countries. In addition to meeting the regular requirements for admission (with allowances for differences abroad in secondary school curricula), the applicant must demonstrate a reasonable proficiency in the English language. The University requires a minimum score of 500 on the paper test or 173 on the computerized examination of the Test of English as a Foreign Language (TOEFL). Applicants from other countries may be admitted for either the first semester (August) or second semester (January). In order to ensure ample time for enrollment for a specific term, the application for admission and all supporting documents must be on file by the deadline dates established for application to the University for the term for which admission is sought. Students from other countries are required to submit documents in English certified by appropriate officials. Because of its limited resources, Clark Atlanta is unable to provide financial assistance to international students. Therefore, prospective students must be prepared to bear the expense of correspondence, processing fees, and other costs associated with application for admission to Clark Atlanta University. Before the University forwards a "Certificate of Eligibility" (Form I-20) and other materials, an applicant must submit to the University funds sufficient to cover the expenses for one year.

International students and students whose first language is not English must be proficient in the English language to be admitted to Clark Atlanta University. Prior to admission, international students must first complete an application for admission to the University as outlined above, take the TOEFL Examination and have the results sent to the Office of Admissions.

APPLICATION FOR INTERNATIONAL EXCHANGE

All students requiring an institutional certification of educational expenses for an Exchange Control Permit should request this as needed from the Office of International Student Services.

IMMIGRATION AND NATURALIZATION SERVICE (INS)

The Immigration Office, which serves Clark Atlanta University, is located in Atlanta, Georgia. However, most student papers are processed through the INS Data Processing Center in London, Kentucky, or the INS Regional Service Center in Dallas, Texas. Information and assistance concerning the filing of documents with the INS should be requested of the Office of International Student Services. It is important for international students to be aware of the types of documents which must be maintained and the requirements of the Immigration and Naturalization Service for maintaining legal status during their matriculation at Clark Atlanta University.

Passport: A travel document issued by a competent authority (usually the government of the student's country of citizenship) showing the bearer's identity, origin, and nationality, which is valid for entry into a foreign country. A student's passport or travel document must be kept valid at all times.

Visa: A visa to enter the United States, as a nonimmigrant is a stamp or label affixed on a page of the passport. It enables the passport bearer to request the immigration officer at the port of entry to grant admission to the United States under conditions specified for the type of visa the bearer holds.

D/S: This notation signifies "duration of status." It means that the student is eligible to remain in the U.S. until the completion of one or more academic programs so long as he or she is attending the school he/she was authorized to attend, is maintaining a full course of study, and is not engaging in illegal employment. If any of these conditions is not met, the student is no longer in legal status.

VISA TYPES FREQUENTLY FOUND AT CLARK ATLANTA UNIVERSITY

Permanent Resident: An immigrant is an alien who has been lawfully admitted to the United States for permanent residence. The word "immigrant" is interchangeable with "permanent resident," or "PR." Immigrants have virtually the same legal rights and civil liberties that are held by U.S. citizens, with some exceptions.

- F-1 Student
- F-2 Dependent of Student (spouse or minor child)
- J-1 Exchange Visitor (may be student, faculty, or researcher)
- J-2 Dependent of Exchange Visitor (spouse or minor child)

FORMS FREQUENTLY USED AT CLARK ATLANTA UNIVERSITY

Form I-94. Arrival/Departure Record. This is a small card issued to all nonimmigrants upon entry into the U.S. It is stapled in the passport and contains the bearer's name, date of birth, country of citizenship, admission number, visa status, and authorized length of stay.

Certificate of Eligibility (Form I-20). This document is issued to an admitted student who has shown proof of financial support for his studies to allow him/her to obtain a student (F-1) visa or to change from another visa status to student (F-1) status. Students are to retain a copy of this form for travel. It must be revalidated annually for travel of the student, or for travel of F-2 dependents of students. The Form I-20 also contains any notations of permission to accept or continue part-time employment or practical training.

Form IAP-66. Certificate of Eligibility for Exchange Visitor Status (J-1). This form is issued by the Exchange Visitor's program sponsor indicating the term of appointment, length of stay, program definition, and financial arrangements. It is also necessary for temporary visits outside the U.S. by the J-1 student, for J-2 dependents, and for extension of the exchange visitor's stay.

Form I-538. This form is an application by a nonimmigrant student (F-1) for extension of stay, permission for practical training, or permission to accept or continue part-time employment.

Form I-506. This form is an application for change of nonimmigrant status. A nonimmigrant who entered the U.S. as a tourist (B-2) and has been accepted to Clark Atlanta University must apply to the Immigration and Naturalization Service for a change to student (F-1) status within the first thirty (30) days of attendance.

Form I-34. Affidavit of Support. Students should confer with the Associate Dean of Student Affairs for information regarding securing and/or completion of any of the forms listed above.

MAINTENANCE OF STATUS

Nonimmigrant students must register for and complete a full course of study during the academic year (Fall and Spring semesters) in order to maintain their student status. Any student registering for less than a full course of study must have a letter on file with the Associate Dean of Student Affairs, from his/her academic adviser, department chair, or a physician explaining the need for a reduced load. Students entering Clark Atlanta University after attending another academic institution in the United States must file a notification of transfer with the Immigration and Naturalization Service within thirty days of matriculating at Clark Atlanta University. Students should see the Associate Dean of Student Affairs to complete this process.

Students on nonimmigrant visas may engage in on-campus employment that will not displace a U.S. resident. However, these students are not eligible to participate in the Federal College Work-Study Program.

EARLY ADMISSION PROGRAM

The early admission program is designed for exceptionally qualified high school students whose success in college can be predicted without their completing a full high school program. Further information may be obtained from the Office of Admissions.

REGISTRATION AND ACADEMIC RECORDS

A new student presenting him/herself for registration must have received an admission letter from the Office of Admissions. No provision is made to accommodate students who arrive unofficially or without having made previous arrangements.

Registration and Enrollment are the processes by which one is enrolled as a student at the University. Registration includes advisement and course entry and results in a schedule of classes. Enrollment includes payment of tuition and other charges, and completion and filing of informational forms for various purposes during a prescribed time period. Following are the responsibilities of the student:

- To become familiar with the University Calendar appearing in the front of this Catalog and a number of other media throughout the University. Familiarity with the Calendar facilitates adherence to the registration process. The process helps to assure that a student's name will be entered on the correct class rolls.
- To complete registration according to regulations. Academic credits may not be earned unless the student is officially registered for classes using the student Web Registration process.
- To consult the academic advisor and secure appropriate signatures on required forms. This will ensure that proper course sequences are being followed for the student's curriculum.

To be classified as a student at the University, one must be enrolled in at least one course or program, e.g., Co-Op, Internship, Practicum. A student who drops all courses must also complete withdrawal procedures and is subject to the University's policies and procedures with regard to dropping, adding, and withdrawing from classes. In all cases in which a student has not completed registration by the end of the specified registration date, a late registration fee will be charged.

REGISTRATION POLICY

Registration is the process that results in a student's schedule of classes for a specific term. This means that the student has properly reserved a seat in a set of courses. Students must use the Web Registration process to register for all classes.

Students are required to complete registration before classes begin. All students are required to pick up registration materials, have registration forms approved by the department chairperson or advisor, and register for courses by the end of the Late Registration period as defined in the University Calendar. If not completed by the designated date, course registration will be cancelled by the university and the student will not be considered as currently enrolled.

Students will have the opportunity to add and drop courses, using the Web Registration process at the beginning of each term during the specified dates. The last day for Add/Drop is specified in the University's Calendar. Course adjustments after this date shall not be permitted. After this period students are allowed to withdraw from courses through the end of the withdrawal period as listed on the University's Calendar. Students who are not properly registered and enrolled will not be permitted to attend classes or take examinations.

DROPPING/ADDING OR WITHDRAWING FROM COURSES

Students may drop or add courses during the designated drop/add period on the Academic Calendar. Students must consult with their faculty advisor prior to making any changes in their class selections. The dropping and adding of courses must be done using the Web Registration system.

Course withdrawal begins after the end of the drop/add period and the official date to complete course withdrawals for each term is found in the Academic Calendar. Students who wish to withdraw from an individual course must obtain a Course Withdrawal form from the Office of the University Registrar. The form must be complete with all appropriate signatures as required and submitted to the Office of the University Registrar prior to the official deadline for withdrawal. When a student is authorized to withdraw from a course, a final grade of "W" is assigned regardless of his/her performance in the course prior to the official date of withdrawal. Course withdrawal does not carry any refund of tuition and/or fees. When students are cross-registered at other AUC institutions, the Clark Atlanta withdrawal policy will apply. When a student is cross-registered through the ARCHE program, the "host" school policy applies.

WITHDRAWAL FROM THE UNIVERSITY

To withdraw from the University, the student must obtain a Withdrawal Form from the Office of the University Registrar. In addition to any requirement of the individual school's policy, the student must obtain the necessary and appropriate signatures as required by the form. The University Registrar's signature is affixed to the form upon completion and then returned to this office for final processing.

The "official" withdrawal date is the date on which the University Registrar signs the form. A final grade of "W" is assigned for all courses when students withdraw from the University.

CROSS-REGISTRATION

Cross-registration at the Atlanta University Center (AUC). Undergraduate students of Clark Atlanta University may cross register for courses at all of the AUC schools with the exception of Morehouse School of Medicine. Graduate students of Clark Atlanta may cross register for courses at Morehouse School of Medicine. All students wanting to cross register must pick up a cross-registration form from their department. Completely fill out the information requested, specifically indicating the subject/course to be taken at the "host" institution. Once the form is complete, the student must get the approvals of his/her advisor and the other required signatures as indicated. The student must then turn it in to the Office of the University Registrar in order to be registered for the class. All cross-registration forms must be submitted by the end of the Add/Drop period each term. Forms submitted after this date will not be accepted.

Cross-registration Outside the AUC. Students from colleges and universities outside the AUC may take both undergraduate and graduate courses at Clark Atlanta University through the Atlanta Regional Consortium for Higher Education (ARCHE) affiliation. These students must apply for ARCHE cross-registration through their "home" institution. Their "home" institution must approve this application before they will be allowed to register at Clark Atlanta. This application must show evidence that the student has completed the appropriate prerequisites for the courses to be taken at CAU. It is the responsibility of the student to secure acceptance at his/her home institution for the transfer of academic credit. Once students submit the application to their "home" institution, the application is forwarded to CAU for acceptance and registration. Clark Atlanta has the right to deny cross-registration to any student based upon the rules and regulations governing registration and enrollment at CAU.

A Clark Atlanta University student may cross register at a participating ARCHE school. The Clark Atlanta student must follow the same guidelines as stated above. An ARCHE school has the right to deny cross-registration to any CAU student based upon the rules and regulations governing their registration and enrollment. Clark Atlanta students must be in Good Academic Standing in order to be approved for cross-registration.

STUDENT RECORDS

Privacy of Student Records. Release of information is governed by the guidelines of the Family Education Rights and Privacy Act (The Act). Within certain limits students have the right to prohibit the release of personal data without their permission.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

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

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

The information listed below is considered "directory information" and may be released without permission from students. Students, however, do have the right to direct that any request must be filed in writing with the Office of the University Registrar.

Directory Information includes:

- a. name
- b. address
- c. telephone listing
- d. date and place of birth
- e. major field of study
- f. participation in officially recognized activities and sports
- g. weight and height of members of athletic teams
- h. dates of attendance
- i. degrees and awards received
- j. most recent previous educational institution attended
- k. honors and citations received

Students who desire that any or all of the above information not be released must complete a Request to Prevent Disclosure of Information Form in the Office of the Registrar within (5) working days after the close of the official registration period. All other information is considered confidential and may be released only under specific conditions. A full copy of the University's policy may be obtained in the Office of the University Registrar.

Telephone Requests. In response to telephone requests, the University releases only students' enrollment status and previously published directory data. If callers require additional data, students must provide written authorization for release of such information. A copy of each authorization will be filed in the student's permanent record.

Faculty Requests. Faculty will be granted access to students' academic records for the purpose of advisement and related matters. However, faculty must follow the appropriate guidelines with regards to release of information as required by the FERPA laws.

Student Requests. No student will be given information about another student without written consent.

Parent or Guardian Requests. The Act governs release of data to parents and guardians. The Act places the control of academic data in the hands of students.

TRANSCRIPTS

Transcripts are a record of the student's academic history while matriculating at Clark Atlanta University. All courses and final grades that were taken while at CAU are documented on the transcript.

Official Transcripts. The official transcript is a record of a student's academic history. It bears the signature of the Registrar, the official seal of the University, and a release of information statement. Students may request official transcripts to be sent to colleges, universities, places of employment, and approved institutions. The fee for official transcripts is \$8.00 per request. The University Registrar's Office processes all requests within 5 – 10 business days; however, some requests may take longer to process due to other factors. Consistent with the provisions in the FERPA act, all requests will be processed within 31 days from the date of receipt.

Unofficial Transcripts. The unofficial transcript for internal distribution and student use is a true copy of the student's official academic record. The fee for an unofficial transcript is \$5.00 per request. It does not contain the Registrar's signature or the University seal. A currently enrolled student may print an unofficial copy of his/her transcript utilizing the University's secured Web site. The University Registrar's Office processes all requests within 5 – 10 business days, however, some requests may take longer to process due to other factors. In accordance with FERPA, all requests will be processed within 31 days from the date of receipt.

Transcript Requests. All transcript requests must be made in writing to the Office of the University Registrar. The following minimum information must be provided:

Student name (while at Clark Atlanta University)
Student Social Security number
Date of initial enrollment
Date of graduation (if applicable)
Status while enrolled (undergraduate/graduate/summer)
Name of transcript recipient
Address to which transcript is to be sent
Student's original signature

**Effective March 15, 2004, currently enrolled students may request and pay for transcripts online using the secured student Web site. Students who are not currently enrolled must submit a written request via the mail or in person. Fax and/or e-mail requests for transcripts will not be accepted or processed.

Financial Hold. Students with outstanding financial obligations to the University or with delinquent Perkins Loan payments may be denied release of a transcript. Notice of financial holds will be given to students upon application for transcript. A new request for transcript must be made after the financial hold has been cleared.

Change of Name and Address. Every student is responsible for notifying the Office of the University Registrar of any change of name and address. Failure to do so can cause serious delay in the handling of student records and in notifying students in emergencies. Address changes must be submitted in writing and only the student may change his/her address. Name-change requests must also be submitted in writing and be accompanied by official documentation of the change. This documentation may be one of the following: marriage license, social security card, or official legal disposition of the change. A copy of this document must be filed in the student's official record.

OFFICE OF VETERANS AFFAIRS

The University is approved by the Georgia Department of Veterans Services (State Approving Agency) for the enrollment of veterans, service personnel, reservists, and dependents of deceased or disabled veterans who are eligible for educational assistance from the Veterans Administration.

Individuals desiring additional information should write, telephone, or visit the Office of the University Registrar, Trevor Arnett Hall, Room 102, CAU, 404-880-8938.

FINANCIAL AID

The Office of Student Financial Aid at Clark Atlanta University exists to assist students in finding ways to pay for their college education. Since the majority of funds administered by the Office of Student Financial Aid come from federal and state sources, Clark Atlanta has adopted the same philosophy for awarding aid as the Department of Education. That is, it is the parents' responsibility to finance their child's education to the extent possible. Clark Atlanta University will attempt to provide financial assistance to those families who have been determined eligible based on the formula approved by Congress and used by the Department of Education. CAU will provide informational resources to all students and families regardless of eligibility. Such resources will enable parents and student to seek sources of financial aid outside the institution.

STUDENT RIGHTS AND RESPONSIBILITIES

What Students Have the Right to Know:

- The cost of attendance.
- The financial assistance available from federal, state, & institutional sources.
- Procedure and deadlines for submitting applications for financial aid.
- How financial aid recipients are selected.
- How financial eligibility is determined, including resources the financial aid office considered available to the student.
- When and how financial aid funds are disbursed.
- An explanation of each type of award the student receives.
- The refund policy for students who withdraw.
- For any federal or state student loan received: the interest rate, the total amount to be repaid, when repayment begins, the length of the repayment period, and the cancellation or deferment provisions of the loan.
- For any Federal Work Study job: a description of the job, the hours a student is eligible to work, the rate of payment, and how and when payment is made.
- The criteria used to determine satisfactory academic progress for financial aid purposes.
- How to appeal a decision by the Office of Financial Aid concerning an award.

What Students Have Responsibility to Do:

- Read directions thoroughly, complete all forms accurately, and comply with all deadlines.
- Submit any additional information or documents required by the Office of Financial Aid or other agency if applicable.
- Contact the Financial Aid Office if an award letter is not received within three weeks of submitting all required documents.
- Read, understand, and keep copies of any forms the student is required to sign.
- Repay any student loans that are received.

- Attend an entrance interview and exit interview if federal or state loans are received while attending Clark Atlanta University.
- Notify the Office of Financial Aid of any change in enrollment status or financial status, including any scholarships or grants received from outside sources.
- Notify the lender, if you have a loan, of any changes to your permanent address and enrollment status.
- Satisfactorily perform the work agreed upon in a federal work-study job.
- Know and comply with all requirements for continuation of financial aid, including satisfactory academic progress requirements.
- Check the status of your account each semester to verify all eligible aid is applied to your account.
- Check your account on banner Web daily. Important information about your financial aid may be posted.
- Verify your mailing address with the University Registrar each semester.

HOW TO APPLY FOR FINANCIAL AID

- a. **Complete FAFSA.** To receive financial aid at Clark Atlanta University, all students must complete the Free Application for Federal Student Aid (FAFSA) each school year. The FAFSA may be obtained from most high school counselors' offices and most colleges' financial aid offices. Students may also obtain a FAFSA from the Financial Aid Office at Clark Atlanta University campus. Students who have access to the Internet should complete the FAFSA on the Web at www.fafsa.ed.gov. Students who received federal financial aid in the previous school year may receive a Renewal Application. The Renewal application may also be completed on the Internet. We strongly recommend that students apply using the Internet.

When completing the FAFSA, list Clark Atlanta University's name and school code "001559" in the section that asks you to list the school you plan to attend. The address for Clark Atlanta University is 223 James P. Brawley Drive, S.W., Atlanta, GA 30314. If the paper application is used, mail the completed application to the Central Processor. Use the envelope attached to the application. If the application is done on the Internet, remember to print and mail the signature page.

- b. **Review SAR for Accuracy.** If you applied on the Internet, you should receive a Student Aid Report (SAR) in about 10 days. If you mail the paper application, you should receive a Student Aid Report in 2 to 3 weeks after you mail your FAFSA to the processor. Review your SAR to ensure the information is correct. If the information is incorrect, make the corrections on the SAR and return it to the processor. If Clark Atlanta University is listed in the school section, the Financial Aid Office will receive the information on your SAR. If the information is not correct, your application will be delayed.

- c. **Special Instructions.** If the information on your SAR states that "Your application has been selected for a review in a process called verification," you must send signed copies of your and your parents' (if dependent) federal 1040 tax returns to the financial aid office. You will also have to complete a Verification Worksheet that you can download from the financial aid Web site or obtain from the Financial Aid Office. Check the Financial Aid Office BANNERWEB site (<http://BANNERWEB.CAU.EDU:8820>) to get additional information or documentation that may be needed.

PRIORITY DEADLINES

The FAFSA should be completed and mailed or transmitted by March 1. All other documents should be completed and submitted to the Financial Aid Office by April 1, regardless of the semester in which you plan to enroll. Files completed (Student Aid Report and other required documents) by April 1 will receive priority consideration and should be awarded by May 30. We will begin processing files completed after April 1, after we award files completed before April 1. Students who apply after April 1 should allow 6 to 8 weeks to receive an award letter. Students applying after June 15 should be prepared to pay their fees during registration and may be reimbursed based on their eligibility. Applications for Spring Semester must be completed by November 1.

NEW STUDENTS

New students must be accepted for admission to Clark Atlanta University before we can process your application for financial aid. All students that wish to receive financial aid (Pell Grant, SEOG, loans, scholarships, HOPE, etc.) must complete the FAFSA and be admitted to Clark Atlanta University.

ELIGIBILITY FOR FINANCIAL AID

Requirements for Financial Aid

To receive funds administered by the Office of Financial Aid, you must:

- Be admitted or enrolled as a regular student in a degree-granting program.
- Be a U.S. citizen or eligible noncitizen
- Have a valid social security number.
- Make satisfactory academic progress toward completion of your degree.
- Not owe a refund on any federal grant, and must not be in default on any student loan previously received unless you can provide proof regarding satisfactory arrangements having been made with the lender.
- Be registered with the Selective Service and the Immigration and Naturalization Service if required by law to do so.
- Have not been convicted of drug charges.

Federal regulations require that we verify the accuracy of information provided by applicants whom the Department of Education selects for a process called verification. As a result, applicants are required to submit federal tax returns, a financial aid verification worksheet, and other documentation, which may be requested, before a financial aid award can be finalized. Students who do not complete the verification procedure as required will not be eligible to receive any aid awarded by the Office of Financial Aid.

NOTE: Our review of documentation may result in an adjustment to the aid award. Thus, it is in the student's best interest to notify the Office of Financial Aid regarding changes in information originally reported on the Free Application for Federal Student Aid (FAFSA).

SATISFACTORY ACADEMIC PROGRESS POLICY FOR FINANCIAL AID RECIPIENTS

Federal regulations and Clark Atlanta University policies require that students receiving financial assistance maintain satisfactory academic progress (SAP). In general, "satisfactory academic progress" means progressing toward successful and timely completion of degree requirements.

The programs affected by the SAP requirements include federal, state, and University aid. Students receiving funds from any of these sources must demonstrate and maintain SAP or face financial aid probation and/or denial of aid from all sources. Students receiving scholarships based upon merit must comply with the academic requirements associated with the scholarship.

APPEAL PROCEDURE FOR SATISFACTORY ACADEMIC PROGRESS POLICY

A student may appeal a denial for financial aid if the student had unusual circumstances that prevented him/her from performing satisfactorily. A letter of appeal describing the situation may be submitted to the Director of Enrollment Support Services. Upon receipt, a committee will review the appeal and determine whether the student is eligible to continue receiving financial aid.

HOW FINANCIAL AID ELIGIBILITY IS DETERMINED

The guiding principle about financial aid at Clark Atlanta University is that the primary responsibility for meeting the cost of higher education rests with the student and family to the extent that they are able to pay. The difference between the costs of education and the calculated ability of a family to meet those costs is the eligibility for financial assistance. The process used to determine each individual family's ability to pay is known as expected family contribution (EFC). It is derived from a formula developed by Congress called Federal Methodology. The formula calculates the EFC based on the information reported by the family on the Free Application for Federal Student Aid (FAFSA)

DEPENDENCY STATUS

For financial aid purposes, students are considered either dependent or independent. Again, Congress established these guidelines. For the 2004-2005-award year, a student is considered an independent student for federal and state programs if the student meets one of the following criteria:

- Was born before January 1, 1980;
- Is a veteran of the U.S. Armed Forces;
- Is an orphan or ward of the court;
- Provides over half his/her support;
- Will be enrolled in a graduate or professional educational program for the 2004-2005 academic year;
- Is married at the time the FAFSA is completed.

COST OF ATTENDING CLARK ATLANTA UNIVERSITY

The cost of attending Clark Atlanta University for an academic year (2 semesters) may vary from student to student, depending on the level of enrollment, dependency status, and the amount each individual requires for personal and living expenses. These estimated expenses make up the Cost of Attendance or Student Budget. This cost is an estimate of education-related expenses that a student may incur at Clark Atlanta University. It includes, but is not limited to, the amount the student must pay directly to the University to register for classes and room and board.

The Office of Financial Aid uses standard budgets for all students based on enrollment status. The budgets (cost of attendance) include tuition, fees, living expenses, transportation, and books and supplies. If special circumstances exist (such as expenses related to a catastrophic loss or unusual medical bills), a student may request special treatment of the information reported on the FAFSA.

NOTE: Credit card bills, prior debts, automobile payments, maintenance and other personal discretionary expenses are not grounds for special treatment.

THE FINANCIAL AID AWARD

The primary objective of the Office of Financial Aid is to assist as many students as possible by using a combination of available funds. Students who comply with published priority deadlines for application completion will be awarded first and will be eligible for all available funds. Students who apply after the published priority deadlines may be awarded but funds will be limited. An application is complete when the Financial Aid Office receives all required documents. Financial assistance is awarded to cover educational expenses only. The priority deadline for applying for financial aid is April 1. Therefore, students should complete the FAFSA at least 4 weeks before April 1 to ensure that the Financial Aid Office receives the Student Aid Report (SAR) by the priority date.

AID AWARDED BASED ON HOURS OF ENROLLMENT

In determining the amount of each award, the financial aid staff assumes the student will be enrolled full time (at least 12 hours per semester) for fall and spring unless otherwise indicated. The aid award is subject to adjustment should the hours of enrollment change during the year. Adjustments to the award may occur up to two weeks after the drop/add period for the semester in which the hours are affected. **NOTE:** Award revision may affect the billing statement from Student Accounts.

UNDERSTANDING THE AWARD LETTER

- The online financial aid notification represents an offer that is based upon provided information and funds available to the University at the time of the award. The availability of funds from federal and state programs is subject to Congressional and state appropriations and to changes in federal and state legislation.
- Total Cost of Education represents the estimated cost of educational expenses for the award period (including tuition, fees, books and supplies, room, board, and miscellaneous). This is an estimate. Where one lives and what he/she pays for transportation and personal expenses could cause the actual cost to be higher or lower.
- Expected Family Contribution (EFC) includes parent and student contributions, which are determined from information provided by the student and his/her family on the FAFSA, plus other resources that may be available, such as veteran benefits and private scholarships.
- Annual financial aid awards are usually divided into semester amounts and will be applied to the student's bill according to the way they are listed on the award letter.
- The student may accept or decline any portion of the award online. Please note that if any portion of the award is declined, Clark Atlanta University will not replace it with other funds.
- By accepting the award notification, the student is certifying that he/she understands and accepts his/her rights and responsibilities as an aid recipient at Clark Atlanta University as outlined in this publication. The student must notify the Financial Aid Office if he/she does not accept the award as listed on the online award notification.

FEDERAL WORK-STUDY/LOAN OPTION

Most financial aid awards include student loans and/or work-study employment. If the student wishes to exchange a loan for employment or employment for a loan, he/she should contact the financial aid advisor. Adjustments will be contingent upon the student's eligibility according to program regulation and on the availability of funds.

EXTERNAL SCHOLARSHIPS AND RESOURCES

Financial aid recipients must notify the Office of Financial Aid if any awards are extended to them from sources other than Clark Atlanta University. Receipt of external awards may result in a revision of financial aid from Clark Atlanta University. It is also the student's responsibility to notify the Office of Financial Aid of any special instructions or billing information regarding external scholarships. No credit will be entered on the student's account before the check arrives. It is also the Office of Financial Aid's policy to divide external scholarships equally between fall and spring semesters unless specified by the donor.

CHANGES IN FINANCIAL SITUATIONS

The student's financial aid situation may change after submission of the Free Application for Federal Student Financial Aid (FAFSA). It is the student's responsibility to notify the Office of Financial Aid of any changes to the information originally reported on the FAFSA. In the event of substantial change in family circumstances (loss of employment, death, unexpected medical bills which are unusually high, etc.), he/she may notify the Office of Financial Aid and request a reevaluation of his/her award. The request must be in writing with appropriate documentation, and it should describe the substantial changes in detail, specifying dollar amounts. Any award adjustment is contingent upon the student's eligibility according to program regulations and the availability of funds. The decision of the Office of Financial Aid is final.

Note: The student should maintain a file containing all financial aid correspondence and information, all bills from the Student Accounts Office, and all promissory notes for loans accepted. It is possible that some of the financial aid received will be subject to federal income tax, particularly scholarships and grants that exceed the cost of tuition and related expenses. Keeping complete and accurate records now may save the student time later.

FUNDING FOR SUMMER SESSION AND STUDY ABROAD

Depending upon the program and the student's final aid award, financial aid may be available to regularly enrolled students who choose to attend summer school or study abroad. Students planning to study abroad should meet with their financial aid advisor as far in advance as possible. Students who receive full eligibility of aid in fall and spring semesters will not have eligibility for summer. The priority deadline for applying for summer financial aid is April 15. Contact the Office of Financial Aid for application information.

TYPES OF FINANCIAL AID AVAILABLE

1. **Grants and Scholarships.** Gift assistance (free money) does not have to be earned or repaid. Unless otherwise noted, awards from the following programs will appear as credits on the student's account once the financial aid award package is finalized (and if the student is eligible for the funds). A FAFSA must be completed for all aid.

Federal

- **Federal Pell Grant.** Undergraduate students, first baccalaureate degree only. Eligibility for Pell Grant is based upon the federal eligibility formula. Once the FAFSA has been processed, the student will receive a Student Aid Report (SAR). He/she should verify that Clark Atlanta University (school code 001559) is listed in the school section. This is his/her indication that CAU has received the ISIR and can determine his/her eligibility for financial aid. The student should review the SAR for accuracy and follow any instructions. The amount of Federal Pell Grant may range from \$0 to \$4,500, per academic year, subject to Congressional appropriations, and the student's enrollment status.
- **Federal Supplemental Educational Opportunity Grant (FSEOG).** Undergraduate students, first baccalaureate degree only. FSEOG is awarded to on-time filers with Pell Grant eligibility. Funds are limited. The FAFSA is the application used to determine eligibility.

State

- **Georgia Tuition Equalization Grant (GTEG).** Undergraduate only. These grants are for Georgia residents as defined by the State agency and are not based on need. Any Georgia resident who is regularly enrolled full-time is eligible to receive the GTEG and must apply by completing the Georgia Grant Application in order to receive the grant. GTEG awards will reduce other full-tuition awards the student receives (i.e., tuition discounts or waivers, academic scholarships, etc.). Applications are available in the Office of Student Financial Aid and must be submitted by the deadline that is established by the State. The GTEG credit will appear on the student's account after the Office of Financial Aid has certified his/her GTEG eligibility.
- **Helping Outstanding Pupils Educationally (HOPE).** Undergraduates only. In addition to the criteria for GTEG, students must have and maintain a 3.0 cumulative grade point average. Eligibility and the amount of the award is determined by the state.
- **Governor's Scholars.** For undergraduate Georgia residents, scholars are selected by the Georgia Student Finance Authority. Students must submit applications to the State Agency. **Note:** Students from states outside of Georgia should contact the appropriate state agencies for information concerning state grant awards and eligibility requirements.

UNIVERSITY GRANTS AND SCHOLARSHIPS

Clark Atlanta University grants and scholarships for undergraduates are awarded by the Office of Student Financial Aid. All interested applicants must complete a Free Application for Federal Student Aid (FAFSA) on or before May 1 in order to be considered for the upcoming year. Contact the Office of Student Financial Aid for more specific details at 404-880-8992.

1. Tuition Waivers

Eligible Clark Atlanta University faculty and staff may receive tuition scholarship waivers valued at full tuition less the amount of any other designated tuition award or federal and state grant awards. This benefit is also available to spouses, sons, and daughters of eligible University employees. Contact the University's Office of Human Resources for an application and procedures. Tuition waivers will appear as a credit on the student's account once the approved application has been processed. The FAFSA must be completed before the waiver can be received.

2. Employment

Most financial aid awards include student loans and/or work study employment. If the student wishes to exchange a loan for employment or employment for a loan, he/she should contact the financial aid advisor. Adjustments will be contingent upon the student's eligibility according to program regulation and on the availability of funds.

Many departments depend on student employees to assist with the effective operation of departments. Students gain valuable work experience and skills, which contribute to a student's overall education and development.

3. Loan Programs

Funds from federal, state and private organizations must be repaid. Some loans require interest payments while the student is in school; others begin repayment after the student ceases to be enrolled at a postsecondary institution at least half time. Note: Loan awards typically increase as the student progresses toward degree completion. Some of the loans may be disbursed to the student in the form of checks that should be endorsed and used to pay any charges owed the University. Most loan funds will be credited directly to the student's account after completion of the promissory note and other required documents. Both types of loans are subject to cancellation if the student does not endorse checks promptly or if he/she fails to complete the required documents in a timely manner.

When a student decides to take out a student loan, he/she is making a commitment to repay it. Repayment is mandatory whether or not the education program is completed. All first-time borrowers must participate in loan counseling provided by the Office of Financial Aid and Student Loan and Collections. Before leaving Clark Atlanta University, all borrowers must have an exit interview to discuss repayment, deferment and cancellation provisions.

Federal

- **Federal Perkins Loan.** Graduates and undergraduates. Awards are based on financial need as demonstrated by the information provided on the FAFSA and the availability of funds. Preference will be given to undergraduate students who demonstrate exceptional need and who meet on-time filing priority deadlines.
- **Federal Stafford Loan (Subsidized).** Low interest loans may be made to eligible undergraduate and graduate students enrolled at least half-time, by banks, credit unions, and other commercial lenders who participate in the program. Students are not required to pay interest on the loan if they continue to be enrolled at least half-time. Students must demonstrate financial eligibility as determined by the information provided on the FAFSA. The interest rate on their loan could change each year of repayment but, by law, it will never exceed 8.25%.

Eligibility for loans will be based on the information received on the Student Aid Report. Students do not have to complete a separate loan application but will have to complete a promissory note agreeing to repay the loan. At the time a Federal Stafford Loan is taken out, the student is charged an origination fee up to 3%, which will be deducted proportionately from each loan disbursement made to him/her. The fee is allowed by law and is used to reduce the federal government's cost of subsidizing this loan program. In addition, the student's lender may charge an insurance premium of up to 1% of the loan principal.

- **Federal Stafford Loan (Unsubsidized).** Unsubsidized Stafford Loan Funds are available to students meeting all Stafford program requirements other than demonstrated need (students must apply for need-based aid prior to being considered for subsidized loan). An origination fee may be charged, and the student may have to pay interest during in-school and deferment periods unless other arrangements are made with the lender. Interest accrues during the in-school period, but payment of interest may be deferred upon request.
- **Federal PLUS Loan.** A PLUS loan is made to credit-worthy parents of eligible dependent undergraduate students. Although the University requires the student to file a FAFSA, PLUS loans are not based on need and may be used to replace the expected family contribution if the student also receives need-based financial aid. The student should contact the Office of Financial Aid for application information.

NOTE: If a parent is denied the PLUS Loan, the dependent student can apply for an Unsubsidized Stafford Loan provided the parent submits a copy of the denial notice to the Office of Financial Aid. The amount of

Unsubsidized Stafford may be significantly less than the amount a parent could borrow from the PLUS loan. The student should contact the Financial Aid Office for details and loan limits.

HOW FINANCIAL AID PAYMENTS ARE MADE TO STUDENTS

To complete enrollment for a term, students are required to satisfy their financial obligations to the University.

- a. Billing and Registration.** The billing statement mailed by the Student Accounts Office will list the charges for tuition, fees, room and board for students living in campus housing, plus any other amounts owed the University. Some of the financial aid the student is eligible to receive for the semester may appear as a credit on his/her account if all documents were received by the Office of Financial Aid at least two weeks before the bill was produced. For student loans, the amount credited to the account may be less than the amount that appears on the award letter. This difference results from the loan origination fees deducted from the loan by the lender.
- b. Credit.** Financial aid awarded may appear on the student's invoice after he/she registers for classes. This aid will not be applied to the student's account until he/she has met all eligibility requirements and enrollment is complete. Listed are examples of aid that will be automatically applied to the student's account:
 - Federal Supplemental Educational Opportunity Grant (SEOG)
 - Federal Plus Loan (pending receipt of funds from student's lender)
 - Federal Perkins Loan**
 - Georgia Tuition Equalization Grant (GTEG) and HOPE Scholarships***
 - CAU Tuition Waiver/Scholarship
 - Stafford Loans (If lender is one of the following: Chase or EdSouth)

Loans that are awarded to students based on their eligibility may appear as a credit on their bill. This will allow students to complete registration. If they fail to submit a completed promissory note or the funds are not received by CAU, the loan will be removed from their account. Once the loan is removed from the account, he/she will be responsible for paying the amount owed CAU at that time.

**Perkins Loan Borrowers - At the beginning of each academic year, a packet of loan documents must be signed by the student and processed by the Office of Student Financial Aid before Perkins Loan proceeds can be credited to the student's account. If a loan is not on the student's account, and he/she has signed and submitted all required papers, the student should contact the Office of Financial Aid.

***These awards are based on expected eligibility. The State agency must approve all awards and send funds to CAU. Awards will be removed if funds are not received from the state.

c. Checks. Certain funds are disbursed as checks and may require endorsement by the student. These include external loans (loans obtained through private organizations), private scholarships, and federal work-study.

d. Loan Checks. Most loan funds are sent to the institution by EFT (Electronic Loan Transfer) and do not require the student's signature. Because of federal regulations, the University may be unable to disburse loan funds to students until after drop/add; however, funds will be available to cover registration charges. Excess loan funds will be available approximately five working days after the last.

e. Note about Wire Transfer. The University has arranged with some lenders to transfer loan proceeds electronically from the lender directly to the student's account. In these instances, a loan credit will appear on the student's account and check endorsement will not be required.

f. Scholarship Checks. Donors may send a scholarship check to Student Accounts on behalf of the student. Scholarship checks should be made copayable to CAU and the student. If the scholarship check is copayable, the student must endorse the check in the Cashier's Office. If the scholarship check is made payable to Clark Atlanta University only, it does not require the student's endorsement. The amount of the scholarship will appear as a credit on the billing statement. If the student wishes to use the scholarship to assist in covering his/her charges, the student is responsible for ensuring that the scholarship check is received by Student Accounts by the time fees are due.

g. Additional Notes. The student and his/her family are responsible for paying in full each semester the balance due on his/her bill. If the student chooses to pay in installments rather than in full, he/she may contact Student Accounts for arrangements and procedures.

WITHDRAWALS AND CANCELLATIONS

Students who officially withdraw from the University during the first five weeks of a semester may be entitled to a partial refund of tuition. While a refund of institutional charges may be appropriate, students receiving federal and state funds may not receive a refund. A refund caused by federal and state aid will be returned to the appropriate federal or state program.

FEDERAL RETURN OF FUNDS POLICY (previously known as the Refund and Repayment Policy) became effective the 2000-2001 academic year. This policy affects any student who completely withdraws for the semester and has Title IV Federal Financial Aid.

If the Financial Aid Office posts federal aid to the student's account and he/she withdraws from all classes, the Financial Aid Office may be required to remove some or all federal aid from his/her account and return it to the source. The amount of federal aid that will be removed depends on the date on which he/she withdraws during the semester. This policy deals with federal aid only and does not affect the student's charges. Students should contact the Student Accounts Office at (404)880-8033 for further information on how their charges may be affected if they withdraw from all classes.

The federally mandated Return of Funds Policy governs the return of Title IV funds disbursed to students who complete the official withdrawal process. Title IV funds includes:

- Federal Stafford Subsidized and Unsubsidized Loans,
- Federal PLUS Loans,
- Federal Perkins Loans,
- Federal Pell Grants, and
- Federal Supplemental Educational Opportunity Grants (SEOG).
- Federal Work-Study funds are excluded from this policy.

During the first 60% of the enrollment period (semester or term), a student earns federal funds in direct proportion to the length of time he/she remains enrolled. The period of time during which a student is enrolled determines the percentage of aid earned by him/her. A student who remains enrolled beyond the 60% point earns all aid for the term.

The percentage of the period that the student remained enrolled is determined by dividing the number of days the student attended by the number of days in the term. Calendar days are used in the determination of percentages. Breaks of five days or longer are excluded in the calculations. If the amount of Title IV funds disbursed is greater than the amount of Title IV funds earned by the student, a return of Title IV funds is necessary. Both the University and the student are responsible for returning a percentage of the unearned aid.

Once the Return of Funds is calculated, the proceeds must be returned in the following order:

- Unsubsidized Federal Stafford Loan
- Subsidized Federal Stafford Loan
- Federal PLUS Loan
- Federal Perkins Loan Program
- Federal Pell Grant Program
- Federal Supplemental Educational Opportunity Grant
- Other Title IV Programs (except Federal Work Study)

Students receiving a Federal Stafford Loan have a legal obligation to contact their lending institution at the time of withdrawal or nonwithdrawal or nonenrollment. In addition, federal regulations require that the institution forward directly any monies owed back as repayment on the federal Stafford loan. In such cases, a student's account will be debited for the required amount and the funds will be mailed to the lender by the University. If a student plans to return during the academic year, a new loan application must be submitted.

NOTE: Any student leaving the University for any reason is advised to contact the Office of Student Accounts, Student Loan and Collections, and Office of Financial Aid to ensure that all financial matters are handled properly.

Financial aid applications must be renewed each year!!

IMPORTANT DATES TO REMEMBER

- March 1** Priority Deadline to submit FAFSA to the processor
- April 1** All documents due in the Financial Aid Office for priority treatment
- May 1** Online Award Notifications available
- April 15** All documents must be in the financial Aid Office for students applying for financial aid to attend Summer School.
- June 15** Deadline to have all documents into the Office of Student Financial Aid for fall enrollment

Clark Atlanta University does not discriminate on the basis of sex, race, color, age, religion, sexual orientation, national or ethnic origin, or physical handicap.

TUITION AND FEE CHARGES AND PAYMENTS

All tuition and other charges are due and payable on or before registration. Failure to satisfy this requirement or make satisfactory financial arrangements for each semester will result in cancellation of registration. Only financial aid awarded prior to registration and payments made on account may be counted toward satisfying a student's charges. Otherwise, students must pay the tuition and fee charges from other sources on or before registration.

Federal financial aid in the form of Pell Grants and loans is normally not enough to cover the entire cost of tuition, fees, and room and board. Accordingly, students should expect to pay a portion of the tuition and fee charges not covered by financial aid and loans. The amount that parents and students should expect to pay will depend on financial aid eligibility, available funds, and boarding arrangements.

The following policies shall govern all entering and continuing Clark Atlanta University students.

Responsibility for Paying Charges

Students, parents or legal guardians are responsible for satisfying all tuition and other charges in accordance with the terms described herein on or before registration each semester.

Check Acceptance Policy

It is the policy of Clark Atlanta University to accept only those payments made in personal check, cashier's check, money order, certified check, and VISA, MasterCard, American Express, or Discover Card. A returned check fee applies once a student presents an insufficient-fund check to the University. Once you present an insufficient-fund check to the University, we will no longer accept personal checks as payment. To make an Online Payment by check or credit card log on to [HTTP://BANNERWEB.CAU.EDU:8820](http://BANNERWEB.CAU.EDU:8820). When making payments to the University, please do not include monies for any personal expenses of the students. The student's name and Social Security number (not the parent's) should be written on his/her payment.

Billing Dates

Students and parents are sent an account statement periodically. Prompt attention to the account statement is necessary.

WITHDRAWAL FROM THE UNIVERSITY

A student who officially withdraws from the University during the first five weeks of a semester is entitled to a partial refund of tuition, fees, room and board in accordance with the following schedule:

Withdrawal Period (Starting with the first official day of classes)	Refund
Within two weeks:	80%
Between two and three weeks:	60%
Between three and four weeks:	40%
Between four and five weeks:	20%
Beyond five weeks:	None

Refunds are based on the date the student signs the withdrawal application.

Note: This schedule does not apply to summer session. Please see Summer School Bulletin for schedule.

UNIVERSITY GRANT AND SCHOLARSHIP OPPORTUNITIES

Clark Atlanta University offers internal and/or external scholarships annually. These scholarships are designed to encourage continued study in the student's chosen discipline. Eligibility criteria and application deadlines will vary among these scholarships. For more details about a specific program, the student should contact the scholarship manager in the Office of Student Financial Aid. All interested applicants must complete a Free Application for Federal Student Aid (FAFSA) on or before May 1 in order to be considered for the upcoming year. Contact the Office of Student Financial Aid for additional information at 404-880-8992.

Clark Atlanta University Presidential Scholarship Program. A Clark Atlanta University Presidential Scholar is one who represents the University as an outstanding student, and whose accomplishments are indicative of a proven ability to achieve a standard of excellence in academic, social, and extracurricular endeavors. Students must meet the following criteria to be considered for this award:

1. Has maintained a cumulative average of 3.9 or better throughout high school matriculation, as well as has qualities listed in 3 and 4 below.
2. Has maintained a cumulative grade point average of 3.8 or better during the first and second years of matriculation at Clark Atlanta University.
3. Possesses sound personal and leadership potential and serves as a role model for other students.
4. Demonstrates impressive skills in communication and creativity.

CLARK ATLANTA UNIVERSITY ENDOWED UNDERGRADUATE SCHOLARSHIPS

Mary E. Aldridge. Donated by Dr. Delores Aldridge (CC '63 and AU '66), in honor of her mother. GPA 2.8, Sophomore or above, Financial need, Social Work major.

Joseph A. Bailey, Sr. (AU '31) Received first M.A. Degree given by AU). Established by Dr. Bailey in 1966 with continued funding from his son, Joseph A. Bailey II. GPA 3.0, Sophomore or above, Financial need, Humanities majors.

Bank of America. Established in 1994 by Nations Bank (acquired later by Bank of America). GPA 3.0, Junior or Senior, Financial need, Business major (\$2,500/year, renewable). Awarded by the School of Business Administration.

James P. Brawley Endowed Scholarship Fund. Established in 1965 by the Clark College National Alumni Association in the name of the late President Emeritus. GPA 3.0 (2.0 if has special talent –e.g., artistic or athletic), Second Semester Freshman or above, Enrolled full-time, Good moral character, Involved in University Activities, Financial need, Strong Desire for an Education.

Burger King. Donated in 1990 by Burger King, Inc. GPA 3.0, Sophomore or above, Business or Education majors.

Marilyn Renée Teasley Carnegie (CC '83 and MBA, CAU '91). Established in 2003 by her husband, David (CC '83) and friends. GPA 3.5, Sophomore or above, Financial need, Business majors–Undergraduate or Graduate. Essay to Dean of Business School on “Increasing CAU’s Endowment Funds.”

CAU General. Established in 2001 by combining General scholarships at Atlanta University and Clark College. For Outstanding Students. Entering Freshmen must have SAT of 1200+ or ACT of 20+. Available to all grades including Graduate who maintain 3.2 GPA or above, All majors.

Class of 1973. Funded by the graduating class of 1973. GPA 2.8, First-semester or above, Financial need, All majors.

Clark College Class of '78. Established in 2003 by the Clark College Class of 1978. GPA 2.3, any major, financial need, freshmen to seniors eligible.

CAU Guild/Brenda Cole. Guild founded in 1992 by Judge Cole (wife of first CAU President, Thomas W. Cole, Jr.). In 2001 Guild voted to include Judge Cole’s name in scholarship. GPA 2.5, First year student or above, Arts and Humanities majors.

I. H. Claybourne. Donated by the Georgia Council of Deliberation, an organization of 32nd and 33rd degree Prince Hall Masons of Georgia. GPA 2.8, Sophomore or above, Financial need, Education majors, Georgia resident preferred.

Consolidated Undergraduate. Established in 2001 by combining the corpuses of 34 scholarships with corpuses of \$10,000 or less to form one significant scholarship. (Nellie D. Adams, Malcomb Boyd, John W. Cassidy, Helen C. Coburn, Cummings Memorial, Emeline Cushing, Marion Curtis, David L. Dennis, Jr., Melissa Dodge, William E. Dodge, President Garfield Memorial, Glenn Estate, Cuthbert Hall, C.E. Harris & C.E. Lewis, Hastings, Francis H. Keith, Sterling E. Kent, Clara B. Kimble, Sophie E. Lee, E.L. Lipscomb, Iris Frye Palmer, Plainfield (the first AU Scholarship), Regenstein Fund, Selma Richardson, Mather Rowland, Olive Phelps Stokes, Mary Woodman, G.C. Scarlett, Wiley Miller Bolden, Florine L. Bussey, Lois Walker Morris, National Association of Negro Business and Professional Women’s Clubs, Ethel McMichael Johnson, and Henry M. White). GPA 2.8, Sophomore or above, All majors.

Coach Curtis Crockett – Football. Established in 2003 by Carl (CC '65) and Mary (CC '71) Ware in memory of Coach Crockett, who was on the University coaching staff 1963-1999. GPA 2.5, Freshman or above, Any major, Football participant.

Coach Curtis Crockett – Golf. Same criteria as above except Golf participant. Established by Carl and Mary Ware.

W. H. Crogman. A memorial fund in honor of Dr. Crogman, the first African-American President of Clark College (1904 to 1910). Established by his daughter, Mrs. Edith Brown. GPA 3.0, Sophomore or above, Financial need, Humanities majors.

J. J. Dennis. A memorial fund in honor of Dr. Dennis, a 1929 graduate of Clark College and an outstanding mathematics professor there from 1930 until 1975. Selected by a special committee, GPA 3.25, Junior or Senior, Mathematics majors.

L. S. Epps. A memorial fund in honor of Coach Epps, beloved coach at Clark College from 1949 to 1997, Athletic Director until 1983. GPA 2.5, SAT 900 or ACT 17, Freshman or above, Financial need, All majors, Actively involved in University athletics.

Jessie P. Feacher. A graduate of Clark College who became a teacher in Jacksonville, Florida. She donated her modest home and much of her life savings to endow this scholarship. GPA 3.0, First semester students or above, Financial need. English majors with emphasis on Creative Writing.

Ford EEOC. Established by the Ford Motor Company and the Equal Opportunity Commission. GPA 2.75—after first year GPA must be 3.0, First semester or above, All majors, Preference to Ford employees and families.

Gaylord/Wolfe. Donated in 1994 by Mrs. Nellie Gaylord (CC '43, AU '50), in honor of her mother and father and her love of Clark College. GPA 2.8, Sophomore or above, Financial need, All majors.

Gilliam Foundation. Established in 2001 by the Gilliam Foundation of Wilmington, Delaware. Ms. Leslie Gilliam was a 2001 Honors graduate with a B.A. degree in Marketing. GPA 3.0, Sophomore or above, Business Administration/Marketing majors.

Beatrice J. Gilliam. Established in 2002 by her son, William J. Gilliam, and her daughter Wilma J. Grayson. Mrs. Gilliam retired from CAU after 30 years as a beloved and respected Resident Dormitory Director. GPA 3.0, Junior or Senior, All majors.

Lamond Godwin (CC '64). Established by friends after his unexpected death on November 15, 1998. Mr. Godwin was an active alumnus and a member of the Board of Trustees. GPA 3.2, Undergraduate Business major, Sophomore or above.

Goizueta Foundation Scholars Fund for Teacher Preparation. Established in 2000 by a \$1,000,000 gift from the Goizueta Foundation to encourage Teaching Careers. High School GPA 3.75 (4.0 scale), First-semester freshman, Education major. See School of Education for materials required for application.

Amarylliss Murphy Hawk. Established by family, colleagues, students and friends to honor Mrs. Hawk, who served 30 years as a speech teacher in the Mass Media Arts Department at CAU. GPA 3.0, Sophomore or above, Mass MediaArts major.

Health Professions. Established in 1999 by graduates of CAU who matriculated and pursued professions in the health sciences. James K. Bennett, M.D., CC '76, initiated the fund by challenging fellow alumni to donate. GPA 3.0, Sophomore or above - pursuing career in health professions. Application, including 500-word essay on "My career goals" required, Committee, headed by Associate Dean of Undergraduate Studies, selects.

Vivian Henderson. A memorial fund in honor of Dr. Vivian Henderson, President of Clark College from 1965 to 1976. GPA 3.0, Sophomore or above, Financial need, Economics major.

Adrienne M. Herndon. Established in her honor by donations from the Alonzo F. and Norris B. Herndon Foundation. Mrs. Herndon was a teacher at Atlanta University. GPA 2.8, Sophomore or above, Financial need, All majors who are involved in a performing arts activity (drama, band, choir, etc.).

Virginia Holmes/Lloyd Wolfe. (CC '41 and CC '38 resp.) Established in 2001 by the Philadelphia Chapter of the CAU Alumni Association as a living tribute to these two, who for 50 years were devoted members of the chapter. Senior recommended by Department Chair, Mathematics, Home Economics, Public Policy, or Mass Communications major, Financial need.

Humanities Endowed Scholarship. Established in 1995 by a gift from Manzanita Management Company. GPA 2.7, Sophomore or above, Financial need, Humanities major (Art, Theater Arts, English, History, Music, Philosophy).

Frank Jackson Lincoln-Mercury Entrepreneur Scholarship. Established in 2001 by a \$25,000 gift from The Frank Jackson Family Foundation. No GPA or financial requirements, Business Administration major—Awarded by the Dean of the Business School.

Frank Jackson Lincoln-Mercury Golf Scholarship. Established in 2001 by a \$25,000 gift from The Frank Jackson Family Foundation. No GPA or financial requirements, Any major, but involved in CAU Athletics, Awarded by the Director of Athletics.

Carrie Thomas Jordan. Established in 1993 by the will of Alice J. Jordan (who attended Atlanta University School of Social Work) in memory of her mother, a graduate of Clark College. 3.0 GPA, First semester student or above, All majors, with preference to Social Work.

Sylvester Kennedy, Sr. Established in 2003 by Thelma Kennedy-Malveaux in memory of her father. GPA 3.0, All grades, Financial need, Business, Math or Engineering majors, Students from Mobile, Alabama, preferred.

Kiewit Companies. Established in 1995 by a gift from the Kiewit Companies Foundation. GPA 3.0 at CAU (2.5 at Associated Engineering Schools) - if entering Freshman then 3.3 high school or SAT 1100, Financial need, Civil, Mechanical or Electrical Engineering major.

Jean West Lewis. Established by Ms. Lewis, a 1965 graduate of Clark College. GPA 2.8, Sophomore or above. Biology major.

Kathy E. Lewis. Established in 2003. Ms. Lewis received a Clark College-Georgia Tech Dual Degree in 1976 and an MS (Environmental engineering) from Georgia Tech. She spent her notable career with Proctor & Gamble in environmental engineering, manufacturing, purchasing and recruiting and was actively involved in community activities. She retired in 2003. GPA 2.3, Freshman-Senior, Science major (Chemistry, Physics, Engineering, Math), Financial need, renewable for 5 years if 2.5 GPA maintained.

Henry C. McBay. A fund initiated by a grant to Dr. McBay from the Camille and Henry Dreyfus Foundation, for receiving the 1995 American Chemical Society award for "encouraging disadvantaged students into careers in the Chemical Sciences." Dr. McBay used the award money to set up this scholarship. Dr. McBay taught Chemistry to Atlanta University Center students for 40 years. He received his master's degree from Atlanta University. GPA 3.0, Sophomore or above, financial need, Chemistry major.

Herbert J. Miller, Sr. A memorial fund endowed in 1998 in memory of Mr. Miller, a 1956 graduate of Clark College and founder of Social & Scientific Systems. GPA 2.8, Sophomore or above, Business major, students from Maryland, Virginia, and Washington, DC, preferred.

Dolphus Edward Milligan. Established in 2003 in his memory by his nephew, William Shack (**CC '65**). Dr. Milligan was a nationally recognized scientist and Chief of the Photochemistry section of the National Bureau of Standards until his early death at age 45. GPA 2.8, Sophomore or above, Financial need, Chemistry or Mathematics major.

James and Wilhelmina Miree (CC '47). A memorial fund established in 1995 by the Mirees. 2.5 GPA, Juniors or Seniors, Science or Mathematics Majors, may apply for study abroad; 3.0 GPA, graduate students, Science or Mathematics majors, may apply for study abroad.

Emma J. Morris. Clark Atlanta University Alumni Association past president and 1975 Graduate of Clark College. GPA 2.0, Sophomore or above, financial need, all majors.

Kibbie F. Payne, Sr. A scholarship formed by a bequest from Ms. Jessie P. Feacher in honor of her brother, Mr. Kibbie Payne. GPA 3.0, Sophomore or above, financial need, Business Administration major.

Pfeiffer Foundation. Established by the Pfeiffer and Merner families who contributed to the construction of Pfeiffer and Merner residential halls. GPA 3.25, Sophomores and above. All majors.

Harry and Billie Pfiffner. Established by the friends as a 50th wedding anniversary gift for the Pfiffners and a bequest from the Pfiffners. Mrs. Pfiffner was a member of the Clark College Board of Trustees and both were members of the Board of Visitors; both received Honorary Doctorate Degrees. GPA 2.8, Sophomore or above, financial need. All majors – Music and Art are preferred.

John and Harriett Phillips. GPA 3.0, Sophomore or above, All majors.

Presidential Consolidated. Established in 2001 by combining the corpuses of three scholarships of former Presidents (John Hope, Atlanta University, Dr. Benjamin E. Mays, Morehouse College, and Dr. Rufus E. Clement, Atlanta University). GPA 3.0, Sophomore or above. All majors.

Barbara J. Hart-Redding (CC '70) Academic Achievement. Established in 2003 by her husband, Luther Rodgers Redding, son, Damon G. Redding and friends. Barbara was a devoted alumna who stayed in contact with her college friends and returned often for her class reunions. She passed July 17, 2003. Mr. Redding is the brother of the late singer Otis Redding. GPA 3.0, Juniors or Seniors, Social Work majors. Nominated by faculty member, Letter to Department Head detailing career goals and plans to contribute to society. Renewable one year.

Barbara J. Hart-Redding (CC '70) – Aspiring Leaders. Established in 2004 by her husband Luther Rodgers Redding and their son, Dr. Damon G. Redding. GPA 3.0, first- year students, 40 hrs. documented Community Service each quarter, Letter explaining Career Goals and plans to contribute to society. \$1,250 per year, renewable one additional year.

Reader's Digest. Formed in 2001 by combining three gifts to Clark College and Atlanta University from Dewitt Wallace Fund, Inc., and the Readers Digest Foundation. GPA 3.0, Sophomore or above, financial need. Major in Mass Communications area with Journalism preferred.

Margaret and Cato Roach. Formed by a provision in Mr. Cato Roach's will in tribute to his wife, Margaret, who was a 1930 graduate of Clark University and later served on the Board of Trustees. SAT of 1050 or ACT of 17 and maintain a 3.0 with full load (13 hrs. +). First-year students or above. Majoring in Allied Health or Mass Communications.

Evelyn Ross Robinson Arts & Humanities. Established in 2001 by Mr. Edrich C. Davenport, Trustee of Mrs. Robinson's estate, and by Mrs. Nettie C. Washington, cousin of Mrs. Robinson to honor Mrs. Robinson. GPA 3.0 Cumulative, Sophomore or above, Arts & Humanities major.

Ralph C. Robinson Athletic Scholarship. Established in 2001 by a bequest in the estate of Evelyn Ross Robinson in honor of Mr. Robinson. GPA 2.5, Sophomore or above. Participating in a University Sport. Must carry academic workload of 15 or more hours, All majors.

Edward L. Simon. A memorial fund in honor of Mr. Simon, a 1933 graduate of Clark College who served as Chairman of the Clark College Board of Trustees. GPA 3.0, Sophomore or above, Business or Math majors, active in University activities.

Lauren H. Solomon. Established in 1994 in honor of Ms. Solomon by the Conference of Minority Transportation officials – Atlanta. GPA 2.5, Sophomore or above, financial need. All majors with students interested in transportation fields.

Mark Alan Smith. A memorial fund established by his mother, Ms. Doris Smith, who worked in the University President's office for 30 years, and friends. GPA 2.5, Sophomore or above, All majors, financial need, male from single-parent family preferred.

Nathaniel Thomas. A memorial fund established by the Philadelphia, PA Chapter of the Clark Atlanta University Alumni association. GPA 2.5, Seniors, financial need, Business Administration major.

Elbert and Sarah Tuttle. A memorial fund established by gifts from friends of Judge Elbert Tuttle and his devoted wife. GPA 2.5, Sophomore or above, financial need, All majors.

Edgar Webster. A memorial to Professor Webster who came to AU in 1887 as Head of the Normal Department and later became professor of Physical Sciences until retiring in 1926. GPA 3.0, Sophomore or above. All majors.

Nathaniel and Gloria Welch. Established by the will of Mrs. Gloria Ljunglof Welch as a tribute to her husband. GPA 3.0, Sophomore or above, financial need. Music, Art or Social Science majors.

Westvaco Foundation Scholarship and Internship. Created in 1997 with \$300,000 to encourage outstanding students to pursue science, engineering and business careers and with 8-10 week internships to give them working experience and exposure to Westvaco. GPA 3.0 (MBAs-no grade under a "B," Junior, senior or first-year graduate, Financial need secondary. 8-10 week summer internship program at Westvaco required.

Alma Williams Memorial. Established by faculty and friends of Ms. Alma Rene Williams who, from 1979 until her death in the year 2000, was a member of the faculty and History Department Head. GPA 3.0, sophomore or above, financial need. History major.

Oziel Fryer Woolcock. Funded by a \$25,000 gift from her estate. She was a 1932 graduate of Clark Atlanta University and was a teacher in the Atlanta Public Schools system and later became a "women's interest" editor with the *Atlanta Daily World newspaper*. GPA 2.5, Sophomore or above. All majors.

Adolphus Bell Wright. Established in 1998 by Mrs. Dorothy W. Wright in memory of her husband. Mr. Wright served as Chairman of the Clark college Department of Economics and business for many years. GPA 3.0, Sophomore or above, financial need. Business/Economics majors.

SCHOLARSHIPS ADMINISTERED BY CLARK ATLANTA UNIVERSITY ACADEMIC DEPARTMENTS AND PROGRAMS

Pre-Engineering and Chemistry Scholarship. This scholarship was established by Clark Atlanta University and the Monsanto Corporation to increase the number of undergraduate minorities in the fields of Chemistry and Chemical Engineering. Students must have an overall grade point average of 3.0 and have a 3.5 grade point average in their area of concentration, as well as a combined SAT score of 1000 with a minimum of 500 in Mathematics. For an application and additional information, students should contact the Chair of the Department of Chemistry.

Scotty Andrews-Shelly Stewart Endowed Scholarship. Sponsored by the Young Black Programmers Coalition for the Clark Atlanta University Division of Communication Arts. Recipients must have a 3.0 cumulative grade point average and must pursue a degree in Journalism or Radio, Television and Film. For applications and additional information, students should contact the Chairperson of the Division of Mass Media Arts.

Ford Motor Company Fund. Scholarships are awarded to full-time undergraduate students with a minimum 3.2 or above cumulative grade point average, an SAT score of 1,000 or ACT score of 24, who have declared a major in Computer Science, Engineering, or Mathematics in the School of Arts and Sciences or accounting, finance, marketing, international business, general management and entrepreneurial opportunities in the School of Business Administration. Scholarships are also awarded to first-year MBA students and students pursuing careers as human resource professionals in the Department of Public Administration. The award includes tuition, fees, books, and room and board. Students should contact department chairpersons for applications and additional information.

National Science Foundation (NSF). Scholarships are awarded to full-time students who meet United States residence requirements and are scheduled to receive a baccalaureate or graduate degree in Computer Science, Engineering or Mathematics (CSEMS) on or before June 2004. A minimum cumulative grade point average of 3.0 is required. Awards are based on financial need as defined by the U.S. Department of Education Pell Grant or Graduate Assistance in Areas of National Need guidelines. Maximum awards are \$3,125.00 per student, and include the cost of tuition, fees, books, and room and board. Students should contact department chairpersons for applications and additional information.

David and Lucile Packard Foundation. Scholarships are awarded to full-time sophomore, junior and senior students declaring majors in Science, Mathematics, Engineering or Technology (SMET) who have successfully completed a six-week Academic Pre-Season Program, hosted on campus by the Foundation and the University, prior to entering as first-time freshman students. To qualify for continuing awards, applicants must remain in good academic standing during the length of their matriculation at CAU. Students should contact the Academic Pre-Season Program Director for applications and additional information.

Texaco Inc. Scholarships are awarded to full-time junior and senior students declaring majors in engineering (petroleum, mechanical and chemical) and computer science in the School of Arts and Sciences, and finance/accounting in the School of Business Administration. A minimum cumulative grade point average of 3.0 is required. Students should contact department chairpersons for applications and additional information.

ATLANTA UNIVERSITY CENTER SCHOLARSHIPS

AUC Minority Access to Research Careers – Undergraduate Student Training and Research (MARC-U* STAR) Honors Fellowship. Available to sophomores with at least a 3.0 grade point average, a declared major in Biology, Chemistry, Physics, Mathematics, or Psychology and an interest in pursuing biomedical research. Recipients receive a \$9,732.00 stipend, tuition and fees, and funds to travel to a scientific meeting. Inquiries should be addressed to the MARC-U* STAR Program Director, Clark Atlanta University.

Engineering Scholarships. Available to Dual-Degree Engineering majors. These awards are made under a program sponsored by Clark Atlanta University, other Atlanta University Center schools, and the Georgia Institute of Technology. For further information, students should contact the Financial Aid Office of Clark Atlanta University or the Director of the Dual-Degree Program, Atlanta University Center Corporation, Atlanta, Georgia 30310.

The Coca-Cola USA/Evander Holyfield Atlanta Scholarship Program. Established by Coca-Cola USA and Evander Holyfield to assist high school graduating seniors who will attend an Atlanta University Center institution. Applicants must have a 3.0 cumulative grade point average, attend an Atlanta Public High School, and submit a written essay. For further information, contact

the Associate Dean for Undergraduate Academic Services.

GRANTS

Grants are forms of aid awarded (a) in recognition of a student's special skills and potential for performance in nonacademic areas of the institution's programs; (b) to assist students whose parents are affiliated with particular professional groups; or (c) to provide assistance based on residency, need, and/or American citizenship.

INSTITUTIONAL GRANTS

Activity Grants. Awarded to students for contributions to campus life. Students who demonstrate ability in music (band, jazz orchestra, choir) and athletics are eligible to apply. Financial need is not a prerequisite.

Educational Grants. Available to a selected number of students who demonstrate academic and/or creative promise.

Study Abroad Grants. Available to students who will have completed their sophomore year by the beginning date of the grant and in most cases have some proficiency in the language of the host country. Selections are made on the basis of academic record, the feasibility of applicant's proposed plan of study, and personal qualifications. These grants range from \$100.00 to \$1,000.00, depending on financial need.

ADDITIONAL CLARK ATLANTA UNIVERSITY ADMINISTERED AID

Ministerial Discounts. Tuition discounts for United Methodist ministers, their spouses, and their children. Members of the North Georgia Conference of the United Methodist Church are granted a 25% discount. Members of other conferences receive a 10% discount. Full-time enrollment is required, but financial need is not a prerequisite. Contact the Office of Financial Aid for further information

STUDENT AFFAIRS

The Office of Student Affairs delivers services that augment and strengthen the University's emphasis on the optimization of the quality and academic excellence of its students. Its primary emphasis is on student life and development, which aids retention and placement of students in career options. In addition, it is concerned with personal and social counseling, safety and wellness, and student organizations and publications.

GENERAL PRINCIPLES CONCERNING STUDENT WELFARE

Clark Atlanta has formulated regulations that are deemed to be in the best interests of students and the University. These are published in full in the current Student Handbook, copies of which are issued to new students at the beginning of each semester. Students are urged to read carefully these regulations so that they may make informed decisions as members of the University community.

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

RESIDENCE LIFE (STUDENT HOUSING)

Reservations and Assignments. Students should request room reservations as soon as they are accepted for admission to the University. With the request they must also send a room reservation fee of \$300.00 in a money order or cashier's check made payable to Clark Atlanta University to the Business Office, Clark Atlanta University, Atlanta, Georgia 30314. When the request and fee are received, and if space is available, the applicant gets an assignment from the Office of the Director of Residence Life. Should a student fail to enroll, and an assignment has been made, the fee is not refundable after July 1 (Fall Semester) and December 1 (Spring Semester). Students withdrawing from the University and/or residence hall after registration will not be reimbursed for room cost. Room charges are not refundable.

Linens. Each student living in the University residence halls is required to furnish sheets (single), pillow cases, blankets, bedspreads and towels to meet his or her needs.

Security Deposit. Each student must make a damage deposit of \$150.00 to guarantee and cover damage to residence hall property. The damage deposit is due at the time the advance deposit is made. This deposit may be refundable at the end of the school year, or prior to that time if the student withdraws from the University with no damages and no balance due to the University.

STUDENT HEALTH SERVICES

In keeping with a holistic approach to health needs, the University seeks to promote scholastic accomplishments and life enjoyments, to prevent incapacitating illness, and to render health services based on needs assessment. The Student Health Center staff assists the University in meeting these objectives by providing treatment of episodic acute illnesses, preventive health care, and health education. These services are designed to help students maintain good health and to achieve their primary goal – that of obtaining a higher education.

Immunization requirements. The University requires that students submit proof of immunization to Rubeola (Red Measles), Mumps, Rubella (German Measles), Tetanus (booster within last 10 years), and Meningitis. Results of a tuberculin skin test within the last year (or a chest x-ray, where indicated) is also required. This information is required for all first-time entering students, transfers and international students prior to enrolling. Persons born prior to 1957 are considered immune to Rubeola, Mumps, and Rubella, and are therefore exempt from proof of these immunization requirements. However, these persons must submit results of a Tetanus booster, documentation of a Meningitis vaccine (Menomune) and results of a Tuberculin skin test (or chest x-ray, if indicated).

It is necessary that any illness be reported promptly to the Student Health Center. Students are urged to seek assistance, before their illness becomes incapacitating.

Hours of Operation

Student Health Center Hours*

Monday through Friday: 9:00 a.m. – 5:00 p.m.

Nurse Practitioner/Registered Nurse

Monday through Friday: 9:00 a.m. – 5:00 p.m.

Physician's Hours:

Monday and Friday: 9:00 a.m. – 1:00 p.m.

* *The Student Health Center is closed when the University is not in session.*

- All nonemergency visits must be by appointment and when the student has no scheduled classes.
- Students can get EMERGENCY CARE after hours by dialing 8911.
- A Student Health Center staff member is on call 24 hours a day.
- The Student Health Center is closed when the University is not in session.

Outpatient Service. Office treatment at the Student Health Center is provided without cost to the student. If the student's condition is such that outside consultation or treatment by a specialist is necessary, the Student Health Center staff makes referrals. The student or the parent (of a minor student) bears the financial responsibility for such services; however, these services may be covered by

the Student Illness and Accidental Injury Insurance Plan. The Student Health Center is not responsible for fees (medical) or expenses derived from treatment rendered by any outside physician or facility.

Illness Excuse Policy. Each request for an excuse will be received on an individual basis. A written excuse may be given:

1. When a student has been hospitalized or confined at home for treatment and provides appropriate medical documentation.
2. When a student has been ill at home and assessment indicates student should reasonably have been confined.

Students who are too ill to attend classes are advised to report in person to the Student Health Center for evaluation and disposition. Except for unusual circumstances, absence excuses will not be given to students who do not present documentation from a licensed health care provider, or who have not visited the Student Health Center for care.

Eligibility for Treatment. All students of Clark Atlanta University are required to pay a Student Health fee, and, as such, are eligible for treatment in Health Services. All students who go to the Center for any medical needs must present their University identification card (at the time of visit) and must have the required health documentation on file.

Insurance Coverage. Clark Atlanta University offers a secondary Student Accident and Health Insurance Plan to all students. All full-time undergraduate students, all residential students, and all international students are required to participate in the Clark Atlanta University Student Accident and Health Insurance Plan. Participation is voluntary for all other students. This plan is renegotiated annually, and as such, benefits are subject to change. Specific questions may be directed to the Student Health Center staff at (404)880-8250.

FOOD SERVICES

The University provides dining facilities for on-campus meals. Students are expected to come to all meals appropriately dressed, to talk in moderate tones, and to exhibit courteous behaviors at all times.

Meals are served at the following hours:

Monday through Friday

Breakfast 7:00 a.m. – 9:00 a.m.

Lunch 11:30 a.m. – 1:30 p.m.

Dinner 4:00 p.m. – 6:30 p.m.

Saturday and Sunday

Breakfast 9:00 a.m. – 10:00 a.m.

Brunch 12:00 noon – 2:00 p.m.

Dinner 4:30 p.m. – 6:00 p.m.

Holidays: Posted in advance.

Students may take meals from the Dining Hall only in cases of illness and when permission has been given by the Student Health Center staff. When presenting a permission slip for a carry-out meal, the student must present a meal card. In addition to the Dining Hall, food is available in the Snack Bar, located in the Bishop Cornelius Henderson Student Center (see below).

Recreation/Snack Bar is open at the following times:

Monday through Friday, 10:00 a.m. – 10:00 p.m.

Saturday, Noon – 10:00 p.m.

Sunday, by Request

COUNSELING SERVICES

The University Counseling Center (UCC) is a comprehensive counseling and assistance facility providing personal, psychological, academic, career and student development services and resources to all CAU students. The center offers individual and group counseling, drug and alcohol prevention counseling, and an array of personal/social development programs.

To meet its charge, the UCC staff consists of a director, psychologist, counselors, and support staff who serve both undergraduate and graduate students during their matriculation at Clark Atlanta University. The UCC staff has been carefully selected to provide students with a counseling center which is responsive to their individual needs and which coordinates and implements programming aimed at fostering the students' total development.

The UCC is open Monday through Thursday, 9:00 a.m. to 7:00 p.m., and Friday, 9:00 a.m. to 5:00 p.m. Students may make their own appointments, or may be referred by University administrators, faculty, staff, or other interested parties. All services are confidential.

CAREER PLANNING AND PLACEMENT SERVICES

Clark Atlanta University's Placement Office is associated with the Atlanta University Center's Career Planning and Placement Center. Placement services provide assistance to students in their search for permanent, summer and/or part-time employment. Assistance is provided to students in preparing of resumes, learning interview techniques, and organizing and researching their employment search. Placement services are designed to facilitate communication between students and employers. Other activities in which career planning and placement services are involved include posting job notices, coordinating on-campus interview opportunities, maintaining employer lists and sponsoring a variety of career development seminars and programs.

Each year more than 300 companies visit the Career Planning and Placement Center to recruit potential employees. Many organizations, which do not visit the campus, list job announcements with the Placement Office.

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

CAMPUS SECURITY

The University has implemented measures for the safety and protection of students and other members of the University community, although the effectiveness of the measures depends on each person's assuming the responsibility for self-protection. The Clark Atlanta University Public Safety Department consists of police officers and public safety officers who patrol on foot and in vehicles providing for the safety of campus members and protection of University property. Students are expected to be knowledgeable of and to observe all rules designed to protect persons and property.

Security measures that must be followed at all times include:

- carrying student I.D. card and presenting it upon request
- following the procedures for evacuation of residence buildings
- using panic doors
- observing the regulations governing conditions for residence hall visitation
- declining requests to transfer keys to unauthorized users
- keeping residence hall room doors locked
- attending crime-prevention and safety-awareness programs

ATHLETIC AND RECREATIONAL FACILITIES

Students may use University recreational facilities and areas provided that such use does not conflict with University-scheduled programs and activities. These areas may be used daily except on Sunday when they are usually closed. When using these areas, students are expected to exercise discretion in conduct at all times and must leave facilities and areas clean and in order. Users will be charged for breakage beyond ordinary wear and tear.

STUDENT GOVERNMENT ASSOCIATION

Functioning under the name Clark Atlanta University Student Government Association (CAUSGA), student government ultimately is involved with the quality of student and University life. Its functions are varied: providing a forum for the expression of student ideas, serving as intermediary between the student and the University community, promoting intellectual dialogue, and securing student enrichment.

The CAUSGA concerns itself with a wide range of activities and responsibilities and its purposes are intimately related to all facets of campus life: (1) to promote the individual and collective interests of the student body; (2) to further the

democratic process through student representation in institutional governance; (3) to cultivate student leadership and encourage student participation in all phases of institutional governance; (4) to convey students' views to the University faculty and administration; (5) to coordinate and develop student activities; (6) to promote good relations and communications among the students, the faculty, and the administration; and (7) to promote school spirit and traditions.

INTERNATIONAL STUDENT SERVICES

As a service to students studying in the institution while holding nonimmigrant visas, the Office of International Student Services provides specific and relevant information and programs. Within the University, the program serves as a liaison between nonimmigrant visa holders and the University departments which educate or wish to employ them. Outside of the University, the Associate Dean of Student Affairs serves as liaison between students and the U.S. Immigration and Naturalization Service, the U.S. Information Agency, the U.S. and Georgia Department of Labor, sponsoring agencies, and foreign governments. Through International Student Services, students and employees can receive information on changes in immigration regulations, tax laws, social security requirements affecting nonimmigrants, social activities on campus and within the Atlanta community, and notice of upcoming seminars of interest to the international community.

It is the University's desire that students from other countries develop friendships among their American counterparts rather than being isolated from the CAU community. Accordingly, the Office of International Student Services encourages international students to participate in regular University activities as well as those designed specifically for them. When appropriate, international students are invited to participate in activities by sharing practices from their cultures, countries, and religions in order to demonstrate the diversity of the campus community and to help American students learn about the countries and cultures of their fellow students.

The Office of International Student Services monitors the course load of students on nonimmigrant visas to ensure that they are enrolled in a full course of study during the academic year and to maintain records of F-1 students as required by the Code of Federal Regulations. Students requiring additional information should contact the Office of International Student Services.

VETERAN SERVICES

The Office of Veterans Services, housed in the Registrar's Office, assists all veterans, spouses of veterans, and their dependents with the certification of educational benefits. Services are available on a self-referral basis. Veterans Services include:

- Montgomery G.I. Bill (active duty, Chapter 20)
- Montgomery G.I. Bill (selected reserved, Chapter 106)
- Survivors and Dependents Educational Assistance (Chapter 35)
- Restored Entitlement Program for Survivors (REPS)
- Educational Assistance Test Program (Section 903)
- Educational Assistance Pilot Program (Section 903)
- Post Vietnam Era Educational Assistance (VEAP)

DISABILITY SERVICES

Clark Atlanta University is committed to removing the barriers that deny individuals with disabilities an equal opportunity to share in and contribute to the vitality of University life. The Americans with Disabilities Act of 1992 mandates access to public accommodations, services, transportation, and communication.

The University meets its commitment to making ADA's promise of equal opportunity for individuals with disabilities a reality. Services include but are not limited to the following:

- academic adjustments
- auxiliary aids and services
- student services
- mentorship programs
- readers
- scribes
- career counseling
- seminars
- priority scheduling
- tutorial services
- state and community resources
- disability parking

RIGHTS AND STANDARDS FOR PERSONAL CONDUCT

Clark Atlanta University endorses academic freedom—freedom to teach and freedom to learn; freedom to think, freedom to speak, freedom to write, and freedom to publish. The institution also endorses American citizenship freedoms, including freedom of peaceful assembly, freedom of the press, and freedom to petition for redress of grievances.

Clark Atlanta University seeks constructive changes and works with faculties and student government associations in order to make necessary revisions in programs and procedures. It respects the right of students to criticize, dissent, and protest.

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

The University affirms that there is no place in this free school—dedicated as it is to support the basic principle that free inquiry and free expression are fundamental and indispensable rights which should be enjoyed by all members of the academic community—for dissent which expresses itself through the use of physical force and/or physical obstruction. Therefore, students who use physical force will be held fully responsible and appropriately disciplined in accordance with the “Code of Student Conduct,” as published in the Student Handbook.

Clark Atlanta University exists under provisions of Georgia law and each student, whether or not a resident of the State of Georgia, is required to abide by those provisions. Possession of alcoholic beverages, drugs, and firearms by minors is in violation of Georgia law and Clark Atlanta University policy.

Upon matriculation at Clark Atlanta University, each student becomes a citizen of the University community, entering voluntarily into a liberal agreement based on freedom and responsibility. All regulations have been established as basic requirements for the orderly functioning of the University community and are based on the assumption that students require minimum regulations.

Major offenses include the utilization of University facilities for sexual misconduct; the illegal use and/or sale of narcotics; theft; gambling; sexual assault; and the possession of firearms and/or explosives. Students found guilty of any of these offenses will be suspended or permanently dismissed.

DUE PROCESS

A student accused of a serious offense is notified in writing of the specific charge before the case is considered. He or she is notified in writing of the time and place of the review of the case and has reasonable time and opportunity to prepare a defense. The student also may testify and present evidence in his/her behalf in accordance with the procedures set forth in the “Code of Student Conduct.”

POLICY ON DRUG-FREE ENVIRONMENT

Clark Atlanta University does not permit or condone the illicit or unauthorized possession, use, consumption, sale or distribution of illegal drugs and/or alcohol by its students and employees on its property or as part of its activities. This policy applies to all full-time and part-time students; and all full-time and part-time permanent and temporary employees, including faculty, administration, all exempt and nonexempt staff and any student employees and interns.

Students who violate this policy will be subject to appropriate disciplinary action consistent with local, state and federal law, which may include counseling, a reprimand and warning, disciplinary probation, suspension, expulsion and referral to the proper law enforcement authorities for prosecution.

Employees who violate this policy will be subject to appropriate disciplinary action consistent with local, state and federal law, which may include counseling, mandatory participation in an appropriate rehabilitation program, being placed on strict probation, unpaid suspension from employment, termination of employment and referral to the proper law enforcement authorities for prosecution.

All disciplinary procedures and appeals presently applicable to students and employees will continue to be available for violations of this policy.

The purpose of this policy is to produce a workplace and campus environment that discourages the unauthorized or illegal use of drugs and alcohol by students and employees. The University has prepared and made available information that is important for each student and employee to read and understand regarding the legal penalties and the health risks that are associated with alcohol and drug abuse.

ACADEMIC SERVICES

Clark Atlanta provides a number of academic services that support the University's students and academic programs. These services are provided through support facilities such as the library, computer facilities, and instructional resources facilities. Academic programs are further enhanced by interinstitutional agreements, affiliated organizations, and the Summer School.

ROBERT W. WOODRUFF LIBRARY

The Robert W. Woodruff Library of the Atlanta University Center serves the historically black institutions of Clark Atlanta University, Interdenominational Theological Center, Morehouse College, and Spelman College. Built in 1982, the Robert W. Woodruff Library is approximately 220,000 square feet on three levels. It seats approximately 1,500 readers, including 136 closed carrels for research and intensive study by faculty and graduate students, 468 open study carrels, and facilities for the disabled. The Virginia Lacy Jones Exhibition Hall seats approximately 500 for special events.

The Library has a staff of 21 FTE librarians and 64 FTE support staff. Librarians offer an active program in orientation and instruction and work closely with faculty to develop print and electronic collections. Holdings include 374,968 volumes, 54,038 bound periodicals and a growing number of electronic resources. Electronic resources are accessible in the Library on 250 public workstations and are also accessible remotely. The Archives and Special Collections Department is noted for its extensive holdings of materials on the African-American Experience including the John Henrik Clarke Africana and African-American Collection and materials in the Henry P. Slaughter and Countee Cullen Memorial collection of graphic and performing arts.

The Library participates in resource sharing programs. Membership in ARCHE (the Atlanta Regional Consortium of Higher Education) provides faculty and students with access to the collections of nineteen area libraries.** The Woodruff Library provides access to materials for teaching, study and research shelved in the Library and to an increasing array of electronic information. The Library has a well-developed computer telecommunications infrastructure that allows the library staff and users to obtain information electronically.

**Members of the Atlanta Regional Consortium for Higher Education (ARCHE) are: Agnes Scott College, Atlanta College of Art, Atlanta History Center, Atlanta-Fulton Public Library, Brenau University, Clayton College and State University, Columbia Theological Seminary, Emory University, Georgia Department of Archives and History, Georgia Institute of Technology, Georgia Public Library Service, Georgia State University, Institute of Paper Science and Technology, Jimmy Carter Presidential Library, Kennesaw State University, Mercer University (Atlanta Campus), Oglethorpe University, Robert W. Woodruff Library of the Atlanta University Center, Southern Polytechnic State University, and State University of West Georgia.

CENTER FOR EXCELLENCE IN TEACHING AND LEARNING

The Center for Excellence in Teaching and Learning (CETL) facilitates a variety of activities designed to improve the productivity of the faculty in accomplishing the mission of the University: teaching, research/scholarship, and service, and to enhance teacher effectiveness to improve student learning. Located at Fountain Drive, S.W., CETL conducts seminars and workshops to support teaching and learning, offers travel and technology grants, secures and maintains print resources to support teaching, and coordinates other activities that advance the abilities of faculty to enhance student learning across the curriculum.

ACADEMIC INSTRUCTIONAL TECHNOLOGY CENTER

The Academic Instructional Technology Center (AITC), located on the third floor of McPheeters-Dennis Hall, provides high quality, reliable and responsive instructional technology support services to Clark Atlanta University faculty, staff and students. Dedicated to encouraging and enhancing the use of instructional technology, AITC provides academic instructional technology support, digital media services, technology training services, technology infusion collaborations, and classroom and open access computing lab support.

INSTRUCTIONAL MEDIA RESOURCES CENTER

The Instructional Media Resources Center, co-located with the AITC in McPheeters-Dennis Hall, provides a variety of Audiovisual services to CAU faculty, staff and students. Services include: the provision of educational media resources (software and hardware) materials for design and production for presentation and instructional applications, Audiovisual training workshops, consultation, previewing of media materials, and video documentations.

CAU ART GALLERIES

The University owns 970 works of art, which include one of the largest and most historically significant collections of art by African-Americans. Inaugurated by celebrated artist and teacher Hale Woodruff (1900-1980) through purchase awards offered between 1942 and 1970 during the Atlanta University Annual Art Exhibitions, the Collection has grown through gifts to include other representative American artists, African art and Africana. Selections from the collection are displayed regularly in an elegantly renovated former reading room located on the second level of Trevor Arnett Hall. Woodruff's "Art of the Negro" mural series and works by Jacob Lawrence, Lois Mailou Jones, Henry O. Tanner and many other luminary artists are represented.

SUMMER SCHOOL

The courses offered by Clark Atlanta University, graduate and undergraduate, are of the same standards as those offered in the regular session and carry the same credit. The Summer School operates on an eight-week session plan. A schedule of courses is published for the Summer School with full information on admissions, programs, costs and financial aid. Inquiries should be made to the Director of the Summer School.

OAK RIDGE ASSOCIATED UNIVERSITIES

Since 1980, students and faculty of Clark Atlanta University have benefited from its membership in Oak Ridge Associated Universities (ORAU). ORAU is a consortium of colleges and universities and a contractor for the U.S. Department of Energy (DOE) located in Oak Ridge, Tennessee. ORAU works with its member institutions to help their students and faculty gain access to federal research facilities throughout the country; to keep its members informed about opportunities for fellowship, scholarship and research appointments; and to organize research alliances among its members.

Through the Oak Ridge Institute for Science and Education, the DOE facility that ORAU operates, undergraduates, graduates, postgraduates, as well as faculty enjoy access to a multitude of opportunities for study and research. Students can participate in programs covering a wide variety of disciplines including business, earth sciences, epidemiology, engineering, physics, pharmacology, ocean sciences, biomedical sciences, nuclear chemistry, and mathematics. Appointment and program length range from one month to four years. Many of these programs are especially designed to increase the number of underrepresented minority students pursuing degrees in science- and engineering-related disciplines. A comprehensive listing of these programs and other opportunities, their disciplines, and details on locations and benefits can be found in the ORISE Catalog of Education and Training Programs, which is available at <http://www.orau.gov/orise/resgd.htm>, or by calling either of the contacts below.

ORAU's Office of Partnership Development seeks opportunities for partnerships and alliances among ORAU's members, private industry, and major federal facilities. Activities include faculty development programs, such as the Ralph E. Powe Junior Faculty Enhancement Awards, the Visiting Industrial Scholars Program, consortium research funding initiatives, faculty research, and support programs as well as services to chief research officers. For more information about ORAU and its programs, contact Dr. Ron Mickens, Department of Physics, or visit the ORAU Home Page (<http://www.orau.org>).

SPECIAL PROGRAMS

Clark Atlanta University offers its students a number of specialized programs and services. One of these is the ROTC Program, which offers specialized curricula to students to further enhance their undergraduate experience. Enrollment in these programs is limited. Inquiries should be addressed to the director of the program in which the student is interested.

AFRICAN-AMERICAN STUDIES PROGRAM

With the approval of his/her advisor and department chairperson, a student at the University may design a minor in African-American Studies. Courses in the field are available at Clark Atlanta and at institutions of the Atlanta University Center. Advisement regarding an African-American Studies minor may be obtained from the major department and/or the Coordinator of African and African-American Studies.

INTERSHIPS

The University offers students opportunities to participate in a variety of internship programs in public service administration and in private firms and agencies. Internships are part of the instructional program and are offered by departments throughout the University. Students may earn a maximum of two (2) courses of internship credit in one (1) semester and a maximum of four (4) courses of credit during their matriculation. Academic credit is determined by departments, and students must enroll in appropriate courses during the official registration period in order to receive such credit. This registration rule applies to summer sessions as well as to fall and spring semesters.

PREPROFESSIONAL PROGRAMS

Students planning careers in medicine, dentistry, law, the ministry, or Christian education are guided by their advisor in selecting courses which qualify them for admission to professional schools in their field. Additional or special programs in engineering and pharmacy are described under the Division of Natural Sciences and Mathematics.

COOPERATIVE EDUCATION

The Cooperative Education Program (Co-Op) is a unique educational experience that combines classroom instruction with supervised, paid career-related work experience. It provides students with research and professional work experiences in national laboratories, business, industry, government and service agencies.

There are two Co-op Work options:

Alternate - The student alternates between a semester of full-time study and a semester of full-time work.

Parallel - The student combines periods of work and study during the same semester. Academic credit may be awarded for Cooperative Education experiences. The amount of credit available varies from one academic department to another.

Co-op is available to all eligible students in good academic standing at Clark Atlanta University. Undergraduate students must complete two semesters (sophomore standing) of study with a minimum cumulative 2.0 GPA. Undergraduate students must preregister with their department chairperson prior to beginning Co-op/Internship assignments.

All students must submit a completed application packet (application form, resume and unofficial transcript) to enroll in the program. In addition, each student must attend a minimum of two Career Development Seminars scheduled during the academic year.

SOUTHERN CENTER FOR STUDIES IN PUBLIC POLICY

The Southern Center for Studies in Public Policy (SCSPP) is a research organization which is an integral component of the University. The Policy Center stresses interdisciplinary studies which offer students, faculty, community leaders, and others the opportunity to participate in the formulation, implementation, and analysis of public policy issues.

RESERVE OFFICER TRAINING CORPS (ROTC) PROGRAMS

ARMY ROTC

Army ROTC is available to Atlanta University Center students through a cooperative agreement with the Department of the Army and Georgia State University. Students may enroll in Army ROTC without incurring a military service obligation. While a major or minor is not offered through Army ROTC, such courses are incorporated into a student's normal degree requirements.

Army ROTC Curriculum. The military science curriculum is divided into two components: a basic course component covering work in the first two years, and an advanced course component covering work in the last two years. The basic course is normally taken during the freshman and sophomore years; however, the student may, as an alternative, fulfill basic course requirements by attending a four-week summer camp between the sophomore and junior years. The best qualified students completing the basic course instruction are selected for advanced course instruction, which leads to an officer's commission. The advanced course, normally taken during the junior and senior years, is designed to produce officers for the United States Army, Army Reserves, and National Guard. Upon completion of the advanced course, students are commissioned as a Second Lieutenant. Army ROTC courses, listed below, are taught at Georgia State University, and are available to Clark Atlanta students through cross-registration procedures in the ARCHE Program.

ROTC Scholarships. Each year Army ROTC offers a variety of scholarship programs to students who demonstrate outstanding academic and leadership potential. Eligible freshman and sophomore students may compete for three and two-year scholarships which pay tuition, fees, for books, and a per-month tax-free stipend.

ARMY ROTC COURSES DESCRIPTIONS

MSL 1010: Foundations of Officership. **3 credits**
Designed to generate interest and further study into military science and the U.S. Army. Must be taken concurrently with MSL 1010L.

MSL 1020: Basic Leadership. **3 credits**
Designed to generate interest and further study into military science and the U.S. Army plus build upon the experiences learned in MSL 1010. Must be taken concurrently with MSL 1020L.

MSL 2010: Leadership and Teamwork. **3 credits**
Examines how to build successful teams, various methods for influencing action, effective communication in setting and achieving goals, the importance of timing the decision, creativity in the problem solving process, and obtaining team

buy-in through immediate feedback. Students apply, practice, and experience leadership principles. Must be taken concurrently with MSL 2010L.

MSL 2020: Individual Leadership Studies. **3 credits**
Examines how to build successful teams, various methods for influencing action, effective communication in setting and achieving goals, the importance of timing the decision, creativity in the problem solving process, and obtaining team buy-in through immediate feedback. Must be taken concurrently with MSL 2020L.

MSL 3010: Leadership and Problem Solving. **3 credits**
Introduction to the U.S. Army's organization and small unit operations and decision-making. The course is designed to enable a student with no prior military or cadet experience to quickly learn the essential cadet knowledge and skills necessary for successful performance as an MSL III cadet. Emphasis will be on developing leadership skills through operations orders, troop leading procedures, small-unit operations and basic soldier skills. Must be taken concurrently with MSL 3010L.

MSL 3020. Leadership and Ethics. **3 credits**
Expounds upon concepts and lessons learned during MSL 3010. The purpose is to reinforce knowledge gained and continue to prepare students for roles as small-unit leaders in a mentally and physically challenging environment. Emphasis is on developing leadership skills through extensive exposure to operations orders and troop leading procedures, application of small-unit skills, rehearsal of battle-drills, and small-unit tactics, and an introduction to military small-group dynamics. Must be taken concurrently with MSL 3020L.

MSL 4010. Military Science and Leadership. **3 credits**
Designed to enable cadets to make informed decisions to prepare for Army careers. Lessons concentrate on Army operations, training management, communications, leadership skills, and support the beginning of the final transition from cadet to lieutenant. Must be taken concurrently with MSL 4010L.

MSL 4020. Officership. **3 credits**
Students will complete a semester long Senior Leadership Project that requires them to plan, organize, collaborate, analyze, and demonstrate their leadership skills. The primary focus of instruction is to provide a foundation from which a cadet transitions to his/her commission as a second lieutenant in America's Army and officer corps. This course enables students to attain knowledge and proficiency in Ethics, Military Law, Personnel Administration, and Supply Management. Must be taken concurrently with MSL 4020L.

ARMY ROTC PROGRAM (24 HOURS)

Freshman Year

MSL 1010	Foundations of Officership (3)
MSL 1010L	Officership Laboratory (0)
MSL 1020	Basic Leadership (3)
MSL 1020L	Leadership Laboratory ((0)

Sophomore Year

MSL 2010	Leadership and Teamwork (3)
MSL 2010L	Leadership and Teamwork Laboratory (0)
MSL 2020	Individual Leadership Studies (3)
MSL 2020L	Individual Leadership Studies Laboratory (0)

Junior Year

MSL 3010	Leadership and Problem Solving (3)
MSL 3010L	Leadership and Problem Solving Laboratory (0)
MSL 3020	Leadership and Ethics (3)
MSL 3020L	Leadership and Ethics Laboratory (0)

Senior Year

MSL 4010	Leadership Management (3)
MSL 4010L	Leadership Management Laboratory (0)
MSL 4020	Officership (3)
MSL 4020L	Officership Laboratory (0)

NAVAL RESERVE OFFICERS TRAINING CORPS (NROTC)

General Information. The Naval Reserve Officer Training Corps program prepares midshipmen and officer candidates morally, mentally, and physically to serve as commissioned officers in the United States Navy and the United States Marine Corps. The education program consists of a rigorous curriculum in engineering, principles of leadership, ethics, naval history, weapon systems, and navigation necessary to serve as professional officers in the Naval Service. Upon graduation, students are commissioned Ensigns or Second Lieutenants and proceed to active duty in aviation, nuclear propulsion, submarine or surface warfare, and the United States Marine Corps. A select number of students proceed directly to graduate school—this includes law school and medical school. Graduate school programs are very competitive.

Enrollment Information. Students are enrolled as Scholarship students, College Program students – working towards scholarship, full participation in program, or Naval Science students – nonscholarship, not fully participating in program. An orientation period for all freshmen NROTC midshipmen is conducted just prior to registration week for the fall semester.

Scholarship Information. Scholarship students are appointed midshipmen in the Naval Reserve after nationwide competition based on high school academic performance, SAT or ACT scores, interviews and recommendations. The Professor of Naval Science (PNS) at the host college also has available Historically Black College (HBC) Scholarships. Candidates for HBC scholarships must meet the same academic criteria as national scholarship students; however, application, interview, and recommendations are completed at the host unit located in the Atlanta University Center. The NROTC scholarships pays for tuition and academic fees, and a portion of textbooks for a period not exceeding four years (five years for engineering students). All students must be found medically qualified before any benefits are paid by the Navy. Other benefits include uniforms provided by the government and monthly retainer pay. Midshipmen are free to select the academic major of their choice, but must also complete the prescribed naval science curriculum. Midshipmen must also complete required professional development cruises of three (3) to five (5) weeks each summer; and to accept a commission as Ensign, USNR, or Second Lieutenant, USMCR. Students may apply for a commission in the regular Navy or Marine Corps after receiving their reserve commission.

Students not meeting scholarship eligibility may participate in the NROTC program while working on meeting eligibility requirements. These students are classified as College Program students or Naval Science students depending on their level of participation. Regularly enrolled undergraduates may enroll as Naval Science students, at which point they take Naval Science courses as electives and have no other contact with the Navy. These students have no assurance of ultimate commissioning, nor do they receive the financial benefits available to scholarship and college program students.

Curriculum Information. In addition to the required Naval Science courses listed below, all Navy Option scholarship students must complete two semesters of calculus by the end of sophomore year and two semesters of calculus-based physics by the end of junior year. Additional requirements are based on whether the student is a technical or nontechnical major, Navy Option or Marine Option, and scholarship or nonscholarship. Each student should acquire from the Naval Science Department a complete description of program requirements, since the above statement is only a general guideline. Interested students should contact the NROTC office at Morehouse College, 404. 681 - 2800, extension 2300, or feel free to stop by. Navy ROTC courses, listed below, are taught at Morehouse College, and are available to Clark Atlanta students through the standard cross-registration procedures.

NAVY ROTC COURSE DESCRIPTIONS

MNAS 101: Naval Orientation. **3 credits**
Provides an introduction to the United States Navy and Marine Corps including organization, traditions and regulations, career opportunities and shipboard safety and emergency procedures. Also covers study and test-taking skills and develops writing ability throughout the semester.

MNAS 102: Seapower and Maritime Affairs. **3 credits**
Provides an understanding of broad principles, concepts, and elements of seapower and maritime affairs. Examines the history and modern political applications of seapower as it relates to the United States and other nations.

MNAS 201: Naval Weapons Systems. **3 credits**
Introductory study of engineering principles using Naval Weapon Systems as examples for study. Students develop a fundamental working knowledge of weapon system components and subsystems and their contribution to the overall system. Topics covered include radar and underwater sound propagation theory, weapon capabilities and the role that they play in the Navy's mission.

MNAS 202: Naval Engineering. **3 credits**
Provides an introduction to engineering using naval propulsion plants as examples for study. Subjects covered include thermodynamics, the steam cycle (both conventional and nuclear), internal combustion and gas turbine engines, electrical distribution systems, hydraulics, refrigeration cycles and basic naval architecture including stability and buoyancy.

MNAS 301: Navigation I. **3 credits**
Provides theory and techniques of navigation at sea. Areas of emphasis include: dead reckoning, piloting, rules governing waterborne traffic and utilization of nautical charts, tables and navigational instruments such as the sextant. Advanced electronic navigation systems are also introduced.

MNAS 302: Navigation II. **3 credits**
Provides an understanding of the elements and principles of naval operations. Introduced are command responsibility, tactical doctrine, communication procedures, and relative movement problems. Practical applications include a review of navigation techniques.

MNAS 310: Evolution of Warfare. **3 credits**
Studies forms of warfare practiced by past and present military strategists on economical, psychological, moral, political, and technological factors. Selected campaigns are studied, with emphasis on the leadership, evolution of tactics, weaponry, and principles of war. Warfare strategies, policies and doctrines are studied from prehistoric periods to the dawn of the modern era.

MNAS 401: Naval Leadership and Management. **3 credits**
Theme is "junior officer as a manager, organizational decision maker and leader." Provides a comprehensive advanced level study of organizational behavior and management. Major behavioral theories and their practical applications are explored in detail. Other topics developed include values, ethics, decision-making, communication, responsibility, authority, accountability, and total quality leadership (TQL).

MNAS 402: Naval Leadership and Ethics. **3 credits**
As the capstone course of the naval science curriculum, it discusses and develops an overview of the duties, responsibilities, and expectations of a junior naval officer. Includes the study of significant features of military law, values, ethics, leadership, divisional maintenance administration and training. Also covers elements of personal affairs such as finance, orders, benefits, travel and related topics.

MNAS 420: Amphibious Warfare. **3 credits**
Provides an understanding of the importance of projecting sea power ashore with emphasis placed on the Battle of Marathon in Athens in 410 B.C., the Gallipoli campaign and the Battle of Inchon in 1950. The student will gain an appreciation for the application for Amphibious Warfare from the pre-modern age to contemporary times. Strategic concepts and tactical considerations will be studied in planning specific operations and amphibious landings.

MNAS 110L/111L, 210L/211L, 310L/311L, and 410L/411L: Naval Science Drill. **0 credit**
Leadership laboratory taken by all midshipmen. Students receive a grade of "P" for satisfactory completion. Satisfies core curriculum requirement for physical education.

AIR FORCE RESERVE OFFICER TRAINING CORPS (AFROTC)
The Air Force Reserve Officer Training Corps (AFROTC) is a 2- to 4-year educational program designed to give men and women the opportunity to become Air Force officers while completing a degree. The Air Force ROTC program is designed to prepare persons to assume positions of increasing responsibility and offers a wide variety of challenging opportunities for professional growth. Just a few include: Pilot, Navigator, Aircraft Maintenance, Missiles, Engineering, Scientific and Developmental Fields, Computer Science, Law, Health Services and Management.

Academic Schedule: Freshmen and sophomores attend a 50-minute class on either Tuesday or Thursday, and Leadership Lab on both Tuesdays and Thursdays (4 hours per week total). The Leadership Labs consist of drill and ceremony practice, guest speakers from across the nation, athletic competitions, and other cadet activities. Juniors and seniors attend a 50-minute class each Tuesday and Thursday in addition to the Leadership Lab (3 hours per week). All cadets are required to wear their Air Force uniform throughout both days.

Obligation after commissioning. Upon graduation from school, and completing all Air Force requirements, the student will be commissioned as a second lieutenant in the Air Force. Nonflying officers have a 4-year active duty commitment; navigators and pilots, respectively, have 8-year and 10-year commitments.

Cross-registration. Students who are interested in enrolling in Air Force ROTC courses leading to a commission in the United States Air Force can do so through the cross-registration process at their school. (See AFROTC Course of Instruction attached.)

Field Training: All cadets compete for field training, usually the summer before their junior year. Cadets who have been in ROTC since their freshman year attend a four-week camp, new cadets go for six weeks. Field training, held at Air Force bases across the country, is an intense experience in every respect: physically, emotionally, and intellectually. Cadets return to school with increased self-confidence, time-management skills, and a thorough understanding of the importance of teamwork. Many even say, in retrospect, that field training was fun. Activities include training in leadership and management, problem-solving, physical fitness, marksmanship, survival, and jet aircraft orientation (many cadets' most memorable activity – 30 minutes in a jet trainer with an instructor pilot).

In-college scholarships. Air Force ROTC can help you with the high cost of getting your degree. As an Air Force ROTC cadet you are entitled to many benefits. Some of them are:

- Up to \$15,000 per academic year to cover tuition, lab and incidental fees, \$510 for textbooks, and \$400 a month tax-free allowance
- Free Air Force uniforms and textbooks
- Management training and opportunities to apply leadership principles
- At most schools, academic credit for your Air Force ROTC classes
- Travel on military aircraft on a space-available basis if you are on Air Force ROTC scholarship or in the Professional Officer Course.

Three- and two-year Historically Black Colleges and Universities (HBCU) Scholarships are available for any Atlanta University Center students. The objective of the HBCU scholarship program is to encourage outstanding minority HBCU students to enroll in the Air Force ROTC program. To compete for the scholarship you must: be a full-time student, be physically and medically qualified, have at least a 2.5 GPA and no "D"s, "F"s or "I"s, and meet all other eligibility criteria.

Pre-Health Professions and Armed Forces Health Professions Scholarships. Two- and three-year Pre-Health Professions Programs scholarships are offered to encourage students to earn commissions through Air Force ROTC and continue their education in medical or osteopathic school. You must apply before the end of your sophomore or freshman year. You will also be guaranteed additional tuition assistance for graduate-level health schooling expenses under the

Armed Forces Health Professions Scholarship Program. When you are accepted to your graduate-level health professions school, you will be granted the scholarship and transferred into the Air Force Medical Corps. Armed Forces Health Professions Scholarship participants incur an additional active-duty service commitment.

AEROSPACE STUDIES (AFROTC) COURSE OF INSTRUCTION

AS 1110: Introduction to the Air Force Today I. 1 credit

Description: Examines the role of the US Air Force in the contemporary world by studying national security objectives and the uses of national power to achieve objectives. Includes background, mission, and organization of the Air Force, through a study of the total force structure, strategic offensive and defensive forces, and aerospace support forces. Promotes an understanding of the concepts of professionalism and officership as they apply to the military. Emphasis is on the development of oral and written communication skills.

AS 1111: Leadership Laboratory. 1 credit

Introduction to the customs, traditions, and courtesies of the Air Force through drill and ceremonies, guest speakers, physical fitness activities, sports, and base visits. Grading is pass/fail only. *Corequisite AS1110.*

AS 1120: Introduction to the Air Force Today II. 1 credit

Continues the study of the US Air Force mission, opportunities and benefits, and military history. Course also emphasizes the progression from cadet to Air Force officer, and the preparation for and application of written and oral interpersonal communication skills.

AS 1121: Leadership Laboratory. 1 credit

Continuation of CAS 1111. Emphasis on role and responsibilities of an Air Force junior officer. Air Force customs and courtesies, drill and ceremonies, and introduction to the military environment. Grading is pass/fail only. *Corequisite: AS 1120.*

AS 2210: US Air Power: Ascension to Prominence. 1 credit

An introduction to the study of air power and how technology has affected the growth of air power. The course is developed from a historical perspective, starting from before the Wright Brothers and continuing through the interwar years of 1919-1937. A section on communication will also be taught so one can better appreciate the importance of communication in the Air Force. This course will also initiate one's preparation for field training.

AS 2211: Leadership Laboratory. 1 credit

Emphasizes development of techniques used to direct and inform. Students are assigned leadership and management positions in the CAS 1111 program described above. Grading is pass/fail only. *Corequisite: AS 2210*

AS 2220: US Air Power: Key to Deterrence. **1 credit**
Continues the history of air power since the Korean War, with emphasis on the US Air Force. Includes the role of air forces in conflicts, and the effect of space-age technology on air power. Also examines the peaceful employment of US air power. *Prerequisite: None.*

AS 2221: Leadership Laboratory. **1 credit**
Continuation of AS 2211. Adds a special program in preparation for Field Training. Grading is pass/fail only. *Corequisite: AS 221.1.*

AS 3310: Air Force Leadership Management. **3 credits**
Principles, styles, and perspectives of leadership and management with emphasis placed on their application to today's Air Force. Case studies are used to examine Air Force management situations. *Prerequisite: None.*

AS 3311: Leadership Laboratory. **1 credit**
Supervisory practice and exercise of leadership functions in controlling and directing activities of the cadet corps. Practical development of leadership potential. Grading is pass/fail only. *Corequisite: AS 3310.*

AS 3320: Management and Leadership. **3 credits**
Continuation of AS 3321 with emphasis now on leadership. Leadership concepts and professional ethics explored through the use of case studies and interactive class exercises. Communications skills are also emphasized.

AS 3321: Leadership Laboratory. **1 credit**
Continues AS 3311 emphasis on supervisory and leadership skills. Emphasis on advantages of an Air Force career. Grading is pass/fail only. *Corequisite: AS 3310.*

AS 4410: Civil-Military Relations. **3 credits**
A study of the environment of current and historical civil military relations and the relations of the branches of government in shaping national security policy. Emphasis is on integration of current events into course topics. Students are asked to challenge current ideas on National Security Policy. Introduces the student to the problems and issues confronting American national security and the process by which American national security policy is formulated.

AS 4411: Advanced Leadership Development Laboratory. **1 credit**
Exercise of management functions in planning, supervising, and directing cadet corps activities. Students acquire proficiency in military leadership skills. Grading is pass/fail only. *Corequisite AS 4410.*

AS 4420: United States Defense Policy and Preparation for Commissioning. **3 credits**
Study of selected issues that affect the military today. Topics include the laws of armed conflict, the military legal system, aerospace doctrine, military as a profession, officership, and the transition from civilian to military life. Communications skills are emphasized.

AS 4421: Leadership Laboratory. **1 credit**
Continues AS 4411. Emphasis on developing top-level management skills. To include the planning, organizing, and implementation of Aerospace Studies military training. Grading is pass/fail. *Corequisite: AS 4420.*

ACADEMIC STANDARDS AND REQUIREMENTS

RESIDENCY REQUIREMENTS

Clark Atlanta University requires all undergraduate students to take a minimum of sixty-six (66) credit hours in residence.* The 66 hours must be taken while the student is enrolled and in good standing at the University. These hours must be earned through courses offered at Clark Atlanta University or one of the other institutions of the Atlanta University Center.

CLASSIFICATION OF STUDENTS

The status of a Clark Atlanta student is determined by the number of credit hours earned as follows:

Freshman:	from 0-27 semester hours
Sophomore:	from 28-57 semester hours
Junior:	from 58-87 semester hours
Senior:	88 or more semester hours

GOOD ACADEMIC STANDING AND SATISFACTORY ACADEMIC PROGRESS

Qualitative Standards. A grade point average (GPA) of 2.00 is required for a Clark Atlanta undergraduate student to maintain good academic standing at Clark Atlanta University. Students in good academic standing are eligible to receive financial aid (see Section on Financial Aid). To maintain eligibility for financial aid students must also complete and pass 67% of courses attempted during a given semester. Courses attempted include any course in which grades of A, B, C, D, F, W, I, P (with course credit), or IP are received. Students who fail to maintain good academic standing are placed on academic probation or academic suspension as described below. These standards apply to all students—full-time as well as part-time.

Academic Probation. Students' academic records are evaluated after each spring semester of an academic year. Students are placed on academic probation if their cumulative adjusted GPA falls below 2.0. Students may remove themselves from academic probation by raising the GPA to at least 2.0. For students attending summer school, a reevaluation will occur at the end of the summer to include course work completed. Summer grades will be considered a part of the previous academic year.

Academic Suspension. Students on academic probation who fail to raise their GPA to 2.0 after completion of one year of enrollment are placed on academic

* This policy became effective Fall 2002.

suspension. Students suspended under this rule will be eligible to apply for readmission to the University after one semester of suspension. After the third suspension, students will not be eligible for readmission.

Appeal of Academic Suspension. To appeal academic suspension and dismissal actions, a student must be able to document mitigating circumstances. The student must indicate, in writing, to the Dean for Undergraduate Studies the reasons for failure to meet the satisfactory progress requirements. Documentation to support the appeal is required. Petitions for reinstatement must be received in the Office of the Dean for Undergraduate Studies by June 30 of each academic year.

Academic Reinstatement Following Academic Suspension. Students seeking reinstatement following academic suspension must apply through the Office of Admission. The student must also submit a statement describing academic activities during the suspension period and outlining reasons that reinstatement should be granted. The application and supporting statement will be referred to the Office of Enrollment Support for review. A recommendation for action will be returned to the Office of Admission and communicated to the student. Reinstated students must:

- Have any credits earned at another regionally accredited college or university evaluated by the major department chair or advisor and/or the Dean for Undergraduate Studies to determine which courses will be applied to the student's CAU academic record.
- Have at least a 2.0 cumulative grade point average on credits earned at other institution(s).
- Enroll in no more than thirteen semester hours, except with the approval of the major department chair, and must earn at least a 2.0 GPA during the first semester after returning.
- Meet with their academic adviser and/or major department chair to review their academic progress at least once per month.
- Enroll in CUGS 97/98 - Undergraduate Studies Academic Seminar - Comprehensive Opportunities for Providing Enrichment (COPE). This seminar is required of all students readmitted following academic suspension. Students who fail to participate in and successfully complete Undergraduate Studies Academic Seminar will forfeit their right to appeal a second academic suspension.

Quantitative Measure. To quantify academic progress, a school must set a maximum time frame in which a student is expected to finish a program. For an undergraduate program, the maximum time frame may not exceed 150% of the published length of the program measured in academic years, academic terms,

credit hours attempted, or clock hours completed, as appropriate. For instance, if the published length of an academic program is 122 credit hours, the maximum time frame established by the school must not exceed 183 attempted credit hours (that is 122 x 1.5).

Transfer Credits. Transfer credits accepted from another college or university will be counted as attempted hours and will be applied to the maximum attempted hours allowed to complete a degree program. Transfer student must complete and pass 67% of courses at Clark Atlanta.

Maximum Time Frame. Students are given a maximum time frame for completion of a degree. This is 150% of the total semester hours required for the degree. A student who has completed the academic requirements for the degree or certificate he or she is pursuing but has not yet received the degree or certificate cannot receive further financial aid for that program.

Incomplete Courses. Any course in which the “I” grade is given is counted in hours attempted. However, it is not included in hours earned until such time as the course is completed and a grade is given.

Withdrawals. Any course in which the “W” grade is given is counted in hours attempted. Excessive withdrawals from classes may result in the loss of financial aid.

Audit Courses. Students are not eligible to receive financial aid for courses which they audit.

Appeal of Academic Suspension (Financial Aid). Any student not meeting the above criteria may appeal the decision to terminate financial aid if extenuating circumstances were present.

The student must adhere to the following:

- Complete the “Financial Aid Appeal Form.”
- Submit it to the Financial Aid Appeals Committee. The documentation must be directly related to the events that affected the student’s ability to meet satisfactory academic progress standards.
- Submit appeal to the Financial Aid Appeals Committee by the deadline (June 30).

Reinstatement of Financial Eligibility. If a student loses eligibility because he/she failed to meet standards of academic progress and does not have mitigating circumstances, the student may have his/her aid reinstated as follows:

- Enroll in at least six (6) credit hours of courses required for a degree.
- Pay his/her fees without the use of financial aid.
- Complete all courses attempted with at least 2.0 semester GPA or higher.

Once the student has met the aforementioned requirements, he/she must submit a “Financial Aid Appeal Form” along with a copy of the current grade report. Upon receipt of the appeal form and verification of the student’s grades, financial aid may be awarded on a semester-by-semester basis. The student must submit a grade report two weeks following the issuance of grades each semester.

ACADEMIC HONESTY

The faculty and students at Clark Atlanta University recognize that academic honesty is fundamental to the education process. Any instance of academic dishonesty is in violation of University policy and may subject a student to disciplinary action (See Student Handbook). Integrity in the performance of academic assignments both in the classroom and outside is fundamental to the University’s policy of academic honesty. Students who submit work which is not their own or who commit other acts of academic dishonesty forfeit the opportunity to continue to matriculate at Clark Atlanta University.

THE GRADING SYSTEM

Grades and Quality Points. Course work is evaluated as shown below. Parenthetical numbers represent the numerical value each grade carries in the computation of grade point averages. Grades which have no numerical value are not computed in the grade point average.

A (4) = Excellent	I = Incomplete
B (3) = Above Average	IP = In Progress
C (2) = Average	AU = Audit
D (1) = Below Average	HP = High Pass (Honors Program)
P = Pass, with course credit	R, Z, E = Course Repeated appended to earlier earned grade)
P* = Pass, no course credit	F(0) = Failure
T = Administrative Termination	F* = Failure, no course credit
W = Withdrew	
WU = Nonattendance	

The scale listed below is used for translating numerical grades into letter grades:

90 - 100 = A
80 - 89 = B
70 - 79 = C
60 - 69 = D
Below 60 = F

Grade Point Average. Grade point average (GPA) is determined by dividing the sum of the quality points earned in courses graded “A” through “F” by the total number of graded course credits attempted. When a course is repeated, only the last grade is considered in computing the cumulative GPA. However, the original grade remains on the students’ transcript, followed by the symbol “Z” prior to July 1990 or “R” after June 30, 1990, which indicates that a course was retaken

and its original grade replaced by a subsequent grade. As of September 1999, repeated courses are designated as follows: "I" meaning that the course/grade/credit is included in the GPA calculations and an "E" for the course/grade/credit that is being excluded is the GPA calculations. To reiterate, course credit is given only once, and the grade followed by "Z" or "R" is not computed in the grade point average. The following grades are not used in the calculation of the GPA: I, AU, F*, P*, IP, T and W.

INCOMPLETE (I) GRADE

An incomplete ("I") grade is given when a student has been enrolled in a course for an entire semester but has not completed all the requirements. The "I" is typically given only when the student has an official excuse for not taking the final examination or has not completed course requirements for reasons that are acceptable to the instructor, but is otherwise doing passing work. In awarding an "I" grade, the instructor must submit an Incomplete Grade Assignment Form to the Office of the University Registrar showing the reason for the grade, the work required for removing the "I" grade and a default grade to be awarded if the work is not completed. The original Incomplete Grade Assignment Form must be submitted to the Office of the University Registrar for grade processing and documentation. The default grade will be assigned to the student by the Office of the University Registrar if the instructor does not submit a Change of Grade Form by the time limit for grade changes or Incomplete Grade removal has expired.

An "I" grade should be removed by the end of the semester following the one in which it was assigned, but must be removed no later than one year from the end of the semester in which the "I" grade was assigned. Removal of an "I" does not assure a passing grade in the course. A student cannot register for a course in which he/she has an Incomplete grade and cannot register and enroll in any course where an "I"- graded course is a prerequisite.

ACADEMIC FORGIVENESS

The Academic Forgiveness Policy permits a student to retake the same course at Clark Atlanta University and to replace the first grade earned with the last grade earned. The student must officially register and pay for the course each time it is taken. The last grade earned, whether higher or lower, will be the grade of record. The credit hours earned for a course will be counted only once regardless of the number of times the course was taken. The adjusted grade point average excludes the unsatisfactory grades ("D" or "F") previously earned in the repeated course. If a student withdraws from the course that is being repeated, the previously earned grade will stand. (A "W" cannot be used to adjust the grade point average.)

CHANGE OF GRADE

In the event an instructor makes an error in reporting a grade, he/she must give written justification for the change to the department chair and school dean. Grade changes must be approved by the School Dean and forwarded to the University Registrar. A change of grade for a course taken in fall semester must be

submitted not later than May 1 of the following spring semester. A change of grade for a course taken in the spring semester must be submitted not later than December 1 of the following fall semester. A change of grade cannot be made for courses taken in previous academic years.

MISSING GRADES

Missing grades may occur when the faculty member does not issue a grade for a student listed on the grade roster or the student's name does not appear on the official grade roster. In either case, the student should provide evidence of his/her registration to the University Registrar. The University Registrar will advise the student of reasons for the missing grade and of steps to be taken to rectify the problem. If the student did not properly complete registration for the course, he/she may be denied credit for the course. Should the student be permitted to receive credit, a tuition charge may be added to his/her account.

COURSE LOAD

The normal course load for a full-time undergraduate student is fifteen (15) to eighteen (18) credit hours. Twelve (12) hours is the minimum course load students can take and be considered full-time. A student may take up to eighteen (18) hours without being charged for an overload. Students who desire to take more than eighteen (18) hours must have a 3.25 GPA, permission from their department chairperson, and the approval of the Dean for Undergraduate Studies or his/her designee. The student must pay for each additional hour. The maximum load is twenty-one (21) credit hours. The maximum course load in the summer is nine (9) credit hours.

ADDING AND DROPPING COURSES

Students may add or drop courses during the first week of the semester (period designated as add/drop in the academic calendar). Students must consult with their adviser to determine the appropriate course(s) to Add and/or Drop. After consulting with an adviser, the student will use the Web Registration process to complete all Add/Drop activities during the designated period.

COURSE WITHDRAWALS

The last day to withdraw from a class is fifteen (15) business days after the officially scheduled midterm examination period. The official date will be posted on the Academic Calendar for each term. After obtaining the signature of the department chairperson/adviser, students must secure the instructor's signature on the Course Withdrawal Form to ensure proper grade assignment, and must submit the completed form with authorizing signatures to the Office of the University Registrar.

When students are authorized to withdraw from a course, a grade of "W" is assigned regardless of their performance in the course prior to the official date of withdrawal. When students are cross-registered at other AUC institutions, the withdrawal policy of CAU will apply. Withdrawing from a course does not carry any tuition refund.

AUDITING COURSES

A regular full-time student may audit one (1) course in a given semester. Students must obtain the instructor's signature and the approval of the faculty advisor, and must register officially for class and pay the standard fee. Although auditors are not required to take course examinations, individual instructors may stipulate requirements for the auditors' attendance, preparation, and participation in class activities and laboratory exercises. Students receive no credit for auditing courses and cannot change the auditing status after the add/drop period ends.

COURSE NUMBERING SYSTEM

Courses numbered 100 through 199 are introductory, while those in the 200 series are intermediate work. Courses numbered in the 300s and 400s are more advanced and are considered upper-division courses and are recommended for students with junior or senior status. Graduate courses, which are 500-series courses, with special permission, may be taken to complete major requirements. The letter "H" indicates that the course is an Honors section. Students who wish to enroll in Honors Program courses must have permission from the Director of the Honors Program.

MINIMUM CLASS SIZE

For an undergraduate course to be offered during the regular academic year, the minimum class size is ten and six during the summer term. The University reserves the right to cancel any class with fewer than the required minimum number of students.

SUBSTITUTION OF COURSES

Under some circumstances, a course may be substituted for a required University core or major course. Substitutions must be recommended and approved prior to course enrollment. To replace a required major course, a Course Substitution Form must be submitted by the department chair to the School Dean for approval. Upon approval, the Dean must forward the form to the University Registrar. To substitute a University core curriculum course, a Course Substitution Form should be submitted by the department chair to the Dean for Undergraduate Studies for approval. If approved, the Dean for Undergraduate Studies will submit the approved course substitution authorization to the University Registrar. Lower-level courses cannot be substituted for upper-level courses. For transfer students, course substitutions must be completed by the end of the first semester in which the student is enrolled at the University. The completed form must be submitted to the Office of the University Registrar.

EVALUATION OF TRANSFER CREDIT

Credit earned at other institutions including the other institutions of the Atlanta University Center is accepted as semester-hour credits in partial fulfillment of the graduation requirements. Quarter-hour transfer credits will be converted to semester-hour equivalents (one quarter-hour credit being equivalent to two-thirds

semester-hour credit). Course work accepted for transfer credit must have a grade of "C" or better and must have been earned at a regionally accredited institution. All transcripts received from previously attended institutions become a part of the student's permanent record. Accepted credits earned at all previously attended institutions will count toward graduation, but will not be averaged into the CAU grade point average.

LIMITATIONS ON TRANSFER CREDIT

A transfer student may receive credit toward graduation for no more than fifty-six (56) credit hours unless otherwise defined by an articulation agreement between Clark Atlanta University and the previously attended institution. Courses taken eight or more years previous to transfer will not be accepted. (See Expiration of Credits.)

INTERNSHIPS/PARA-CURRICULAR CREDIT

The University offers students opportunities to participate in a variety of internship programs in public and private firms and agencies. Internships are considered part of the instructional program and are offered by academic departments. In order to earn academic credit for internships and other para-curricular studies (e.g., cooperative education) students must obtain approval from the chairperson of their major department, register for the appropriate course(s) during the official registration period, and pay applicable fees. Credit will not be awarded unless the above conditions are met. These stipulations apply to all para-curricular credits to be earned during the academic year and the summer. Students may earn a maximum of twelve (12) internship and/or para-curricular credit hours or the equivalent of four (4) courses throughout their matriculation. Students should consult academic departments for specific guidelines and requirements.

INDEPENDENT/DIRECTED STUDY COURSES

Independent study may be available when a student of junior or senior classification wishes to pursue the study of a subject not covered by the normal offerings of the University. Similarly, directed study may be available through departments for students who wish to pursue in-depth research on a topic that is approved by the faculty advisor. Arrangements for independent and directed study courses are made by a written proposal—signed and approved by the instructor, the appropriate department chair, and the appropriate School Dean—that is filed with the Office of the University Registrar at the time of registration. Students cannot receive more than six (6) semester hours of credit for Independent Study and/or Directed Study during their matriculation at the University.

SUMMER SCHOOL CREDITS

The University conducts a summer school session or students may enroll in a summer school session at any accredited college or university. University students wishing to attend summer school at another institution must complete an Application Form which is available from the Office of the University Registrar. The form must be signed by the department chairperson in the students' major if they wish to take a major course or an elective, and by the Dean for Undergraduate Studies. If students wish to take a core curriculum course, the form must be signed by the students' advisor and the Dean for Undergraduate Studies.

Normally, the maximum number of semester hours that students may take during a summer session is nine (9). Graduating seniors may take a maximum of twelve (12) hours with the approval of the Dean of the respective school.

All courses taken in approved summer school transient status will be entered on the students' transcript. Courses with grades below "C" will be treated in the same manner as courses taken at the University during the regular academic year.

TRANSIENT COURSES TAKEN IN VARIED FORMATS

A student may receive approval to enroll in a course that is offered in a nontraditional or short course format. The course must be approved by the Dean for Undergraduate Studies and must meet the following guidelines:

- The course must be classroom-based and must provide the same number of instructional contact hours as specified for the equivalent credit hour courses offered in traditional format, i.e., a one-credit hour course must have fifteen (15) total contact hours; a two-credit hour course must have thirty (30) total contact hours; a three-credit hour course must have forty-five (45) contact hours.
- The student must provide verifiable documentation (e.g., from course catalog or Web site) of the accreditation status of the institution offering the course, the description of the course, the length of the course, and the number of instructional contact hours.
- The student will be permitted to take only one (1) nontraditional or short course in a single mini-semester or intersession term.
- Approval will not be given for the following courses to be taken in nontraditional or short course format:
 - English Composition (CENG 105/106)
 - Foreign Language (CFLS 201/202)
 - Fundamentals of Speech (CSTA 101)
 - Mathematics (Will require special review and endorsement by the chairperson of the Department of Mathematics)
- These courses will be included in the total number of allowable credit hours that may be earned in transient status (i.e., thirty [30] semester hours).

Other courses taken in nontraditional settings (e.g., distance education) must have appropriate substitutes for the above contact hours. Students seeking approval to take such courses in transient must provide documentation of the accreditation status of the institution offering the course as well as the equivalency of course to the University's offering.

CLASS ATTENDANCE

Initial Class Attendance. The University's position is that students should attend all classes for which they are enrolled. Official enrollment (settlement of financial obligations) is required for class attendance and punctuality in classes is expected. To confirm enrollment in each scheduled class, a student must attend each class within the first two weeks following the official start of the semester. After this period, students will not be permitted to enter any class and the professor will report a student's nonattendance to the Office of the University Registrar. A student that is reported for nonattendance will be withdrawn from the class with a grade of "WU" assigned. The student should contact the Office of Student Financial Aid to determine any impact on his/her financial aid eligibility.

Continuing Class Attendance. Each instructor has the responsibility to establish a requirement for attendance and participation in all course activities and include it in the course syllabus. When a student is absent, instructors may accept a student's explanation for absence(s) or refer the student to the designated authority (see below) for an Official Absence Excuse Form. When a student has missed an examination or failed to meet the deadline for an assignment, he/she must obtain an Official Absence Excuse Form. Students missing examinations because of illness or authorized absences are entitled to make up the examination or assignments.

DESIGNATED AUTHORITY FOR OFFICIAL CLASS ABSENCE EXCUSE

REASON FOR ABSENCE	DESIGNATED AUTHORITY	DOCUMENTS REQUIRED
Emergencies (deaths, natural disasters)	Dean for Student Affairs	Student Documentation as determined by Dean of Student Affairs
Jury Duty	Course Faculty	Jury Summons and Release Forms
Medical (off-campus students)	Health Center Director	Student documentation per Student Handbook
Medical (on-campus students)	Health Center Director	Student documentation per Student Handbook
Military	See policy statement	Military Orders
Official Athletics Activities (e.g., athletes, cheerleaders, student assistants)	School Deans	Documentation (team roster) provided to Deans by Athletic Director
Official University Business (e.g., musical ensembles, SGA, forensics, etc.)	School Deans	Documentation (letter, roster, agenda, etc.) provided by Sponsoring Department to School Deans

REASON FOR ABSENCE	DESIGNATED AUTHORITY	DOCUMENTS REQUIRED
Interviews (off-campus)	Course Faculty	Prior permission of Faculty
Interviews (on-campus) University-Sanctioned Assemblies (e.g., convocations, lectures, etc.)	Course Faculty Course Faculty	Prior permission of Faculty University Schedule/Prior Permission of Faculty
Other	Dean for Student Affairs (as appropriate)	Student Documentation as determined by Dean of Student Affairs

Stopped Attendance. A student who has stopped attending class is one who has not attended class for three consecutive weeks and has not contacted his/her professor to discuss any issues surrounding the nonattendance. A student who falls into this category does not qualify for an incomplete ("I" grade) and will not be administratively withdrawn. This student will receive a course grade in accordance with the grading policy as stipulated in the course syllabus. The student retains the option to withdraw from the course within the time frame for withdrawal as specified by University regulations. The instructor is expected to record the last date of attendance of a student whose class attendance behavior falls under this category.

CREDIT BY EXAMINATION

Clark Atlanta University awards credit to students who have achieved acceptable scores on the Advanced Placement Program (AP), College Level Examination Program (CLEP), and the International Baccalaureate Program (IB). Students may earn up to forty-five (45) semester hours of credit by examination through these programs toward a baccalaureate degree at Clark Atlanta. Examination scores must be submitted prior to the first term of enrollment. **(NOTE: Total transfer credit, transient credit, and credit by examination cannot exceed fifty-six [56] semester hours.)** For specific information, students should contact the Office of the Associate Dean for Undergraduate Academic Services or refer to the Undergraduate Academic Regulations and Procedures Student Handbook.

Advanced Placement (AP). Advanced Placement (AP) credit for the College Board's Advanced Placement tests is given toward the degree for tests passed with a minimum pass level of three (3). There is no charge for AP credit. A maximum of thirty (30) semester hours of AP credits may be accepted. The student's transcript will indicate the tests taken, actual scores, and titles of University courses for which AP credit is awarded. However, no grades are assigned to courses for which AP is awarded, and such courses are not considered in calculating students' GPA. Students interested in obtaining AP credit must forward scores to the Office of Admissions.

International Baccalaureate (IB). The International Baccalaureate (IB) is similar to Advanced Placement (AP) credit; however, it is recognized worldwide. The University recognizes and awards credit toward the degree for International Baccalaureate (IB) for work done at the secondary level. Academic credit may be awarded in disciplines in which a score of four (4) is earned on Higher Level

(HL) examinations, although some departments may require a higher score. A maximum of thirty (30) semester hours of IB credits are accepted. No grades are assigned to courses for which IB credits are awarded, and the courses are not considered in calculating the student's GPA. The student's transcript will indicate the tests taken, actual scores, and the titles of Clark Atlanta University courses for which credit is awarded. There is no charge for IB credit. Students interested in obtaining credit for IB work must forward scores to the Office of Admissions.

College Level Examination Program (CLEP). The University awards undergraduate credit for the CLEP subject examinations, but does not award credit for the general examinations. CLEP examinations should usually be completed prior to enrollment at the University and scores sent to the Office of Admissions by July 1 to provide sufficient time for evaluation prior to fall registration and November 1 for spring registration. In all cases, CLEP testing must be completed and the results received not later than New Student Orientation Week of the student's initial semester of matriculation at Clark Atlanta. Grades will not be assigned for courses in which CLEP credit is awarded. Transcripts will show the name of the Clark Atlanta course for which CLEP credit is awarded and the credit hours received. A student may not earn more than twelve (12) semester hours of credit in any one subject area. Transfer students who have previously received course credit based on CLEP scores must submit original CLEP score reports to Clark Atlanta for evaluation at the same time as other transfer work is forwarded.

UNIVERSITY CREDIT BY EXAMINATION

Computer Literacy Credit by Examination. Clark Atlanta University awards course credit (3 credit hours) to students who achieve a minimum average score of 80 or higher on the Computer Literacy Competency Examination (CLCE), a three-hour examination administered by the Department of Computer and Information Science. Students successfully passing the CLCE will satisfy the course requirement for CCIS 100-Information Technology and Computer Applications. A grade will not be assigned for the course and it will not be considered in calculations of the GPA. Students interested in credit by examination for the required computer literacy course, should apply and sit for the examination prior to enrolling in the courses but must not apply later than the end of the first semester of enrollment. A student may attempt to pass the examination (CCIS 100 Credit by Examination) only once.

Foreign Language Credit by Examination. Students who have taken two or more years of French or Spanish in high school are administered a Foreign Language Placement Examination during the Spring Semester of each academic year to determine students' readiness for the required 200-level courses. Students who score at 90% and above are eligible to receive course credit as follows: 90-95, 3 credit hours for FRE/SPA 201; 96-100, 6 credit hours for FRE/SPA 201/202. Students who have not taken two or more years of French or Spanish do not need to take the placement test, but should first enroll in the 100-level language course. Transfer students who have not satisfied the language requirement should consult the Foreign Language Department to determine placement.

MATRICULATION AT OTHER INSTITUTIONS

University students participating in selected programs (e.g., Boston University Early Medical School Admission Program, the Atlanta Regional Consortium for Higher Education (ARCHE), Study Abroad) require that they matriculate at other colleges or universities as transient students must register at Clark Atlanta University until they satisfy the degree requirements of this institution. All off-campus courses applied to the University graduation requirements are used in determining the students' eligibility for University Honors. These courses must be identified and approved by the major department chairperson prior to the students' matriculation off campus and recorded in the Office of the University Registrar.

THE ATLANTA REGIONAL CONSORTIUM FOR HIGHER EDUCATION (ARCHE)

Institutions belonging to the ARCHE Consortium allow students to take courses at other ARCHE schools by cross-registration. Under this arrangement, students' school of matriculation is considered the home institution, and the school of cross-registration is considered the host institution. Cross-registration requires a recommendation from the chief academic officer or a designated representative of the home institution and the approval of the designated representative of the host institution. See Office of the University Registrar for registration deadlines.

CROSS-REGISTRATION POLICIES FOR ARCHE

- Students in good standing at any member institution and who meet all eligibility requirements set by the home institution may enroll in courses at other member institutions. Courses must not be offered concurrently at the student's home institution, and the student must meet the course and institutional prerequisites.
- Students may cross-register for courses on a space-available basis at the end of the host institution's registration period. A student may not cross-register for more than eighteen semester hours.
- Students may cross-register in a maximum of two (2) courses per term. The combined load may not exceed the full-time allowable load of the home institution.
- Students will pay all regular tuition and fees to the home institution. However, students must pay special fees, such as lab fees, to the host institution.

For additional regulations and guidelines, see University Academic Regulations and Procedures Student Handbook.

STUDY ABROAD

Study abroad for an academic year, a semester, or a summer is strongly recommended as an academic enrichment experience. The amount of credit awarded for study abroad is determined by the student's major department. Many programs involving study abroad are available through institutions and groups of institutions in the United States. Expenses for study abroad programs must be borne by the students (regular student financial aid may apply). Information on study abroad should be secured from the Study Abroad Coordinator.

STUDENT EXCHANGE PROGRAMS

Clark Atlanta University undergraduates may apply to spend an enriching semester in a student exchange program with one of the University's partner institutions. Students interested in participating must be of junior class standing at the time of the exchange semester, have been in residence at Clark Atlanta at least three semesters, demonstrate high academic success (GPA of 3.0 and above), and have an expressed interest in postbaccalaureate study. Information on student exchange programs should be secured from the Office of the Dean for Undergraduate Studies.

DECLARATION OF MAJOR/MINOR

Students are advised to decide upon a major by the time they have accumulated 30 credit hours, however, a major must be declared not later than 45 credit hours. A student with more than 45 credit hours will not be allowed to register for the next semester until he/she has declared a major. A minor may be declared prior to attaining senior status (88 credit hours) and must meet requirements stated above.

REQUIREMENTS FOR MAJORS AND MINORS

A major consists of between nineteen (19) and twenty-four (24) three credit-hour courses, including cognates (courses in other disciplines that enhance the student's knowledge of the major subject area). Departments determine the courses and sequence of courses. Clark Atlanta University students are not limited to majors offered at Clark Atlanta; they may pursue any major offered by institutions in the Atlanta University Center. However, students interested in pursuing a major offered at another AUC institution must see the Dean for Undergraduate Studies for approval before selecting the major.

Students may elect to take minors consisting of from six (6) to eight (8) courses. Minors must be determined by the departments that offer them and approved by the chairperson of the students' major department.

INTERDEPARTMENTAL MAJORS AND DOUBLE MAJORS

Students may design interdepartmental majors consisting of a minimum of twelve (12) courses. Such majors require the approval of the chairpersons of the respective departments; the support of three faculty members, one of whom must agree to serve as the student's major advisor; and the approval of the Dean for Undergraduate Studies. Students electing a double major must complete the requirements of both major departments. Course substitutions must be approved by department chairpersons. The prescribed course of study must be filed in the student's permanent record in the Office of the University Registrar.

PROCEDURE FOR CHANGING MAJORS/MINORS

When students change a major, they must obtain:

- A Change of Major/Minor Form from the Office of the University Registrar;
- The signature of the department chairperson for the current major/minor;
- The signature of the department chairperson for the new major/minor; and
- Return the completed form to the Office of the University Registrar.

STATUTES OF LIMITATION

Changes in Curriculum. A student's curriculum is outlined in the catalog that is in effect at the time the student begins matriculating at the University. In addition, an academic adviser is available to each student. The adviser issues the student a curriculum sheet outlining the requirements for obtaining a degree in the major field. It is the responsibility of each student to secure a curriculum sheet (and Undergraduate Catalog) which must be followed to meet graduation requirements. When six (6) years have elapsed since initial matriculation and a student seeks to be readmitted to the University, he/she will be required to meet any new curricular requirement that may be in effect. If a student changes his/her major, he/she will be guided by the curriculum authorized at the time the major was changed.

Expiration of Credit. When eight (8) years have elapsed since the date of initial enrollment at the University or any other college or university, requirements for the degree must be modified consistent with any changes in the degree program. If the student wishes to continue the pursuit of a degree, he/she must reapply for admission and all lapsed credits must be retaken.

The student has the right to petition the Committee of Academic Standards and Standing (CASS) at least two semesters prior to the date of expiration of credits in order to extend the credits for up to one calendar year. The student must provide written justification and supportive documentation for the extension of the credits and must forward the petition to the Office of the Dean for Undergraduate Studies. The recommendation of the Committee on Academic Standards and Standing will be sent to the Academic Council for the final decision. **After a student has completed eight years of matriculation with any approved extension, eligibility for enrollment will expire.** The student will not be permitted to

continue at the University as an undergraduate degree-seeking student. The student's record, however, is not expunged, and all credits remain on the student's transcript.

ACCEPTANCE OF THE ASSOCIATE DEGREE

The Associate Degree awarded by an accredited two-year college will be accepted as a valid document and will not be subject to the expiration of credit policy. Courses taken to qualify for the Associate Degree and grades earned within the time frame covered by the degree (regardless of the age of the credits) will be accepted for evaluation for applicability for the degree holder's program of study.

WITHDRAWAL FROM THE UNIVERSITY

To withdraw from the University, a student must complete a Withdrawal Form, which is available in the Office of the University Registrar. The Registrar's signature is vital, since the official date of withdrawal is the date on which the Registrar signs the form. Students must first obtain the signatures of their Adviser/School Dean/Enrollment Support, Residence Life (if applicable), Dean of Students, Library, Financial Aid and Student Accounts officials. The form must be returned to the Office of the University Registrar. A grade of "W" is assigned for all courses when students withdraw from the University.

LEAVE OF ABSENCE

At the end of a semester, a continuing student may take a leave of absence for a period not to exceed two semesters. The student must be in good academic standing to be considered for a leave of absence. The student must file a Petition for Leave of Absence Form with the Dean of Undergraduate Studies. Academic work taken at another institution during a leave of absence must receive prior written approval from the appropriate department chair and School Dean for major course work or from the Dean of Undergraduate Studies for University core requirements (See Transient Policy). Transcripts of this work must be filed with the Registrar within the semester following the student's return. Before returning to the University, the student must notify the University Registrar and the department chair in writing.

GRADUATION REQUIREMENTS

Course Requirements. Candidates for a degree must have met all the requirements of the University and of a prescribed major sequence. Beyond the General Education core requirements, at least sixty percent (60%) of courses must represent work at or above the 300 level. No student may graduate with fewer than one hundred twenty-two (122) semester hours.

Grade Point Average. To graduate, students must earn a cumulative GPA of at least 2.0 in all courses and earn a "C" or better in all major discipline courses, including cognate and other required courses related to the major. Students who elect to take a minor or concentration must also earn a 2.0 GPA in the minor or concentration. If a minimum passing grade in certain courses is mandated by recognized accrediting agencies, or minimum verbal and/or quantitative skills are essential, students must meet this standard.

Financial Obligations. The student must settle all financial obligations to the University, including traffic and parking fees, library fines and fees, housing fees, and miscellaneous fees.

APPLICATION FOR GRADUATION

Students are provided notification of their final eligibility for graduation by the Office of the University Registrar. The determination is based on:

- Recommendation of the student's major department,
- Review of the student's academic record by the major department and the Office of the University Registrar, and
- Final approval by the University Senate.

Students must adhere to the following procedure to assure timely consideration and processing of graduation applications:

- Complete and sign an application for graduation, which is available in department offices,
- Obtain from the Office of the University Registrar a copy of the transcript, review the transcript with the department advisor and report any documentable discrepancies to the Office of the University Registrar, and
- Report to the Office of the University Registrar any course work being taken outside the Atlanta University Center which is to be applied toward graduation (See Transient Policy).

UNIVERSITY HONORS

Dean's List. The names of full-time students achieving a minimum 3.25 GPA during a semester, with no grade below "C," no incomplete ("I") grades, and a minimum of twelve (12) credit hours are placed on the Dean's List. The Office of the Dean for Undergraduate Studies, in conjunction with the Office of the University Registrar, prepares and distributes the Dean's List. The Dean's List designation will be recorded on the student's transcript.

Honor Roll. The names of students who have completed at least two semesters, have achieved a minimum cumulative GPA of 3.25, and have no incomplete ("I") grades are listed on the University's Honor Roll. The Office of the Dean for Undergraduate Studies, in conjunction with the Office of the University Registrar, prepares the Honor Roll. The Honor Roll will be sent to the Offices of the School Deans for posting/distribution. The Honor Roll designation will be recorded on the student's transcript.

Graduation Honors. In recognition of superior scholarship, the faculty may approve a candidate who has completed a minimum of sixty-six (66) semester hours while enrolled at Clark Atlanta University to graduate with the following honors:

- Cum Laude (with distinction) for attaining a cumulative GPA of 3.25 but below 3.50, with no grade below "C."
- Magna Cum Laude (with great distinction) for attaining a cumulative GPA of 3.50 but below 3.80, with no grade below "C."
- Summa Cum Laude (with highest distinction) for attaining a cumulative GPA of 3.80 or higher, with no grade below "C."

In the selection of the valedictorian and salutatorian, all credits earned, whether earned at Clark Atlanta University or transferred from another institution, will be used in the GPA calculation. Students selected for the two positions must not have earned a grade below "C." Courses may not be repeated for the purpose of qualifying for Graduation Honors as valedictorian and salutatorian. For all other graduation honors, only grades earned at Clark Atlanta University will be used in the GPA calculation.

APPEAL OF ACADEMIC DECISIONS

A student has the right to appeal decisions regarding his/her academic performance or academic requirement. Before initiating a petition for appeal, the student should attempt to resolve the problem directly with the instructor(s) and/or departmental faculty. The following guidelines are applicable in appealing an academic decision:

- The student must initiate and document contact with the instructor(s) or departmental faculty not later than thirty (30) days after the beginning of the next semester following the term in which the course was taken. A student not in residence should send his/her appeal by certified mail to the School Dean.
- If the dispute cannot be resolved by the end of the semester, the student should submit a written statement of the complaint and supporting evidence or justification of claims to the instructor's chairperson. The appeal to the chairperson must be initiated not later than thirty days after the beginning of the next semester. A student not in residence should send his/her appeal by certified mail to the School Dean.
- The chairperson must forward the student's statement along with the summary of the complaint, efforts to resolve it, and supporting evidence or justification for the complaint to the School Dean with a copy of the statement to the instructor or person concerned.
- The School Dean may appoint a Committee of the Faculty to review the student's written statement, secure any additional information from the student, and listen to and examine evidence and information that the instructor or person concerned may have to support a decision. The Faculty Committee makes a recommendation to the School Dean, who sends a written decision to the student, the person(s) concerned, and the Committee.

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- The decision of the School Dean may be appealed to the Provost/Vice President for Academic Affairs (Provost/VPAA). The Provost/VPAA will review all information and evidence. If deemed necessary, the matter may be referred to the Academic Council for further review and recommendations. The Provost/VPAA renders a decision based on input from all parties involved. The decision of the Provost/VPAA may not be appealed.

APPEAL OF ACADEMIC POLICY

A student may appeal a policy that adversely affects his/her academic outcomes by submitting a written appeal to the Dean for Undergraduate Studies. The appeal must state the policy impact and desired relief. Justification must be given for granting the desired relief. The written appeal must be submitted to the Office of the Dean for Undergraduate Studies as the point of contact. A student not in residence should send his/her appeal by certified mail to the Office of the Dean for Undergraduate Studies. After logging the appeal, the Office will forward the documentation to the Committee on Undergraduate Academic Standards and Standing (CASS) for review and action.

The actions of the Committee on Undergraduate Academic Standards and Standing may follow one of the following courses:

- The CASS may recommend support of the appeal within limits stated in the regulations. When this is done, the CASS will notify the student of the decision by letter, file a copy with the Office of the Dean for Undergraduate Studies, and include the action in a summary report to the Academic Council.
- The CASS may recommend support of the appeal outside limits stated in the regulations. When this is done, the CASS will submit the recommended decision to the Academic Council for review. The Academic Council's decision will be communicated to the student by letter from the Office of the Provost/VPAA, with a copy to the Office of the Dean for Undergraduate Studies, and the Committee on Undergraduate Academic Standards and Standing. The decision of the Academic Council may not be appealed.

The CASS may recommend denial of the appeal. When this is done, the CASS will notify the student of the decision by letter, file a copy with the Dean for Undergraduate Studies, and include the action in a summary report to the Academic Council. This decision may be appealed to the Office of the Provost/VPAA. The Provost/VPAA may elect to submit the appeal to the Academic Council for review. The Academic Council's recommendation will be communicated to the Provost/VPAA. The Office of the Provost/VPAA will communicate the decision to the student by letter with a copy to the Office of the Dean for Undergraduate Studies and the Committee on Undergraduate Academic Standards and Standing. The decision of the Provost/VPAA may not be appealed.

UNDERGRADUATE STUDIES

OFFICE OF UNDERGRADUATE STUDIES

Harkness Hall, Suite 211

Telephone: 404-880-8184

Undergraduate Studies fosters, facilitates and supports the advancement of undergraduate education at the University. The mission of the Office of the Dean for Undergraduate Studies is to support the retention of undergraduate students by providing programs and services that assist students in achieving their goal of optimal academic performance and persistence to graduation. These programs and services include: continuous assistance with and interpretation of academic requirements, regulations and procedures to students, faculty and parents; review and approval of transient study applications, core course substitutions, academic policy appeals and academic suspensions; first-year experience programming; ongoing coordination of core curriculum courses and interpretation of core requirements; as well as the administration and oversight of student exchange activities and the development and coordination of transfer articulation agreements.

In ensuring that academic services are provided that support and enhance the quality of the undergraduate students' educational experience, the Office of Undergraduate Studies also monitors the management and operations of the following educational and student support units: Center for Academic Achievement, First-Year Experience Program, Academic Services and Honors Program, Student Assessment, and TRIO Programs (Educational Talent Search and Upward Bound/Upward Bound Math and Science).

CENTER FOR ACADEMIC ACHIEVEMENT

The Center for Academic Achievement (CAA) is the academic support arm of the University. The primary mission of the Center for Academic Achievement is to provide to the Clark Atlanta community expanded, integrated support in the area of communication skills (reading, writing, speaking, and study skills), as well as to furnish assistance in the academic disciplines through tutorials and supplemental instruction.

The Center, located in Kresge Hall, is a one-stop shop for academic assistance.

- **Speech Program.** The CAA Speech Program provides a lab environment where students prepare and practice for oral presentations.
- **Study Skills Program.** The CAA Study Skills Program assists students in meeting the sometimes overwhelming demands of university academic life through workshops, seminars, and individual assistance. Workshop topics include Time Management, Reading Textbooks, study strategies, Outlining and Taking Class Notes.

- **Supplemental Instruction (SI) Program.** The CAA SI Program targets traditionally difficult courses and integrates “how to learn” with “what to learn,” focusing on study skills. SI is available to students enrolled in the SI-designated sections of specific courses.
- **Tutorial Program.** The Tutorial Program provides individual tutorial assistance for all core courses and for many departmental courses in the areas of mathematics, science, business, and foreign languages.
- **Writing Lab Program.** The Writing Program provides assistance with papers and writing assignments. Software packages and grammar-style programs are available to help students compose and revise drafts and to help with proofreading and correcting errors in papers.
- **Living Learning Experience.** The Living Learning Program expands learning beyond the classrooms into the residence halls. It comprises four components: (1) faculty involvement, (2) tutorial assistance, (3) educational/enrichment programs, and (4) computer labs.
- **Standardized Examination Program.** The CAA provides computer programs as well as videos that give tips, strategies, techniques and opportunities for practice on professional exams such as GMAT, GRE, LSAT, MCAT and Praxis.

The CAA vision is threefold:

- To deliver the range of academic support services each CAU student needs to succeed in her or his collegial endeavors.
- To reach each CAU student who needs such services so that she or he can persevere to graduate and/or to meet her or his postsecondary goals.
- To provide academic support in a climate of respect for the individual, including sensitivity for cultural, linguistic, and learning styles diversity.

The provision of integrated instructional support through the various components of the Center is its major strength. The services are rendered by competent, professional, dedicated staff in a pleasant environment conducive to learning.

TESTING AND PLACEMENT

Clark Atlanta University has implemented student outcomes assessment as part of its efforts to improve and maintain the quality of academic programs. The assessments are designed to determine student academic achievement in general education and in the academic major, as well as to measure changes in students’ attitudes and values. Student participation in the assessment process is mandatory.

Beginning with the student’s entry into the University, the results of tests taken on campus or prior to arrival are used to place students in the appropriate mathematics courses and to make other important course placement decisions. At mid-point in their matriculation, students are required to take examinations that determine progress in certain areas, such as student learning outcomes in general education. Near the completion of their studies, students are assessed on learning outcomes in the major field of study. The information gained from student assessments will assist the University in providing quality programs and support services and will help students make choices regarding support services they may need to be successful.

THE CORE CURRICULUM

The Core Curriculum is the foundation of all baccalaureate degree programs at Clark Atlanta University. It is designed to provide the requisite skills and common base of knowledge essential to the needs of educated people in a pluralistic society. Study in the core curriculum is intended also to stimulate students’ curiosity in areas other than their chosen professions and to provide inspiration for their further intellectual development.

Sixteen (16) key categories of learning are addressed through the Clark Atlanta University Core Curriculum:

Communication Skills	Historical Understanding
Quantitative Skills	Literature and Fine Arts
Research and Library Skills	Societal Institutions and Behavior
Critical Thinking	Language and Culture
Computer Literacy	Service and Leadership
Philosophy and Values	Global and International
Religious and Cultural Heritage	Awareness/Understanding
Scientific Literacy	Physical Fitness
Lifelong Learning	

COURSE DESCRIPTIONS

COMPUTER LITERACY

3 credits

CCIS 100: Information Technology and Computer Applications.

This introductory core curriculum course deals with fundamentals, current trends, and issues of information technology; emphasizes computer concepts, computer applications, online interaction/World Wide navigation; and library research.

ENGLISH COMPOSITION

6 credits

CENG 105 and 106: English Composition I and II.

A one-year course emphasizing development of college-level writing skills. In CENG 105, students write multiparagraph essays, learning the importance of thesis, topic sentence and paragraph development, along with how purpose and audience control the focus of the idea. During CENG 106, students continue to work on multiparagraph themes, including the persuasive essay and the research paper. A minimum grade of “C” is required for each course. *CENG 105 is prerequisite to CENG 106.* These courses may not be taken simultaneously. A writing proficiency examination is administered as a requirement for exiting CENG 106.

FOREIGN LANGUAGE/CULTURE.**6 credits**

Two courses in the same Foreign Language at the Intermediate (200) level. Courses emphasize communication proficiency using the multimedia approach (Language in Action) and history and culture of the societies in which the language is spoken. A one-hour per week laboratory is required.

HISTORY**CHIS 201 and 202: The United States, Africa and the World I and II. 6 credits**

A one-year course focusing on the historical foundations and the complex evolutions over time of our modern world. CHIS 201 begins with the African origins of humankind and then examines the development of selected civilizations up to 1815. CHIS 202 places strong emphasis on the United States and its emergence as a world power. Other topics include colonialism, independence movements, feminism, labor movements and world war. In some programs, CHIS 211 and 212 may be substituted.

HUMANITIES**3 credits****One of the following courses:****CART 150: Art Appreciation.****3 credits**

Designed to provide students understanding and appreciation of the art forms of the world as well as knowledge of the social and intellectual influences affecting artistic forms. Lectures, discussions and visual aids are utilized to survey painting, sculptures, architecture and other forms of art from different cultures.

CHUM 228: Interdisciplinary Humanities I.**3 credits**

This course focuses on the diversity of cultural experiences primarily in the United States. The class uses readings from a wide variety of disciplines, from anthropology and sociology to literature, philosophy, religion, and art. Students will learn to think critically in this class through writing short papers and classroom discussion. This section concentrates on the issues of myth and the making of history, the natural and unnatural, identity, individual and community and religion and belief systems.

CHUM 230: Interdisciplinary Humanities II.**3 credits**

This course focuses on the diversity of cultural experiences primarily in the United States. The class uses readings from a wide variety of disciplines, from anthropology and sociology to literature, philosophy, religion, and art. Students will learn to think critically in this class through writing short papers and classroom discussion. This section concentrates on the issues of education, work and economy, state and nationalism, social change, and pop culture.

CMUS 120: Music Appreciation.**3 credits**

The course provides experiences in critical listening skills and introduces musical elements, forms, and Western historical periods from a multicultural perspective. Introduces the major musical eras and composers with an emphasis on aural perception of works. Includes the multifaceted musical contributions of African-American and diverse ethnic cultures of the world. No musical background or training is assumed or required. Students may substitute CMUS World Music.

CSTA 252: Theater Appreciation.**3 credits**

The course examines how theater functions as an art form through the exploration of the interrelationships of the audience, performer and space. Designed to study the nature of the theater experience by analyzing principles and practices that govern contemporary theater. Attendance at several professional theatrical performances may be required. literature

LITERATURE**3 credits****One of the following courses:****CENG 201: World Literature I.****3 credits**

Selected world masterpieces, with emphasis on literary texts from various cultures around the world. Introduces concepts and vocabulary required for reading, analyzing and interpreting literature. CENG 201 explores literature from the beginnings to the Renaissance. *Prerequisite: "C" or above in CENG 105 and 106.*

CENG 202: World Literature II.**3 credits**

Explores literature from the Renaissance to the present. *Prerequisite: "C" or above in CENG 105 and 106.*

MATHEMATICS**6/8 credits****Two courses from the following sequences (Departments should specify required sequence):****CMAT 103: Algebra I.****3 credits**

Basic concepts of arithmetic and algebra, the real numbers, first degree equations of one variable, inequalities, exponents, polynomials, factoring, algebraic fractions, coordinate geometry and linear systems, rational exponents and radicals, quadratic equations.

CMAT 104: Algebra II. **3 credits**
Linear models, polynomial and rational models, exponential and logarithmic models, mathematics of finance, systems of linear equations and matrices, linear programming.

CMAT 105: Pre-Calculus I. **3 credits**
Fundamentals of algebra for study in analytic geometry and calculus. Concepts include the real numbers system, basic algebra, equations and inequalities of first and second degree, and functions and their graphs. *Prerequisites: Department approval and at least two (2) years of high school mathematics, including algebra, or departmental placement.*

CMAT 106: Pre-Calculus II. **3 credits**
Fundamentals of trigonometry for study in analytic geometry and calculus. Concepts include trigonometry, systems of equations and inequalities, conic sections, and sequences and series. *Prerequisite: CMAT 105, or departmental placement.*

CMAT 108: Combined Pre-Calculus **6 credits**
This course emphasizes problem solving in mathematics. It will focus on concepts necessary to solve a variety of problems in algebra and trigonometry and enable the student to undertake a successful study of calculus, statistics or other intermediate level courses in mathematics.

CMAT 111: Calculus I. **4 credits**
Real numbers, functions, limits, derivatives, definite integrals and the applications of these topics. *Prerequisite: Proper placement score or CMAT 106 or CMAT 108.*

CMAT 112: Calculus II. **4 credits**
Topics covered include techniques of integration with applications to volume and surface area of solids of revolution and centers of mass, parametric equations, polar coordinates, improper integrals, and infinite series. *Prerequisite: CMAT 111.*

CMAT 209: Calculus and Analytic Geometry I. **3 credits**
Integrated course in analytic geometry and calculus designed for students in economics, business administration, and biology. The course provides students with the skills needed to study limits, functions, and differentiation. This course meets five days per week. *Prerequisites: CMAT 105, or departmental approval. This course is intended for Business majors.*

CMAT 210: Calculus and Analytic Geometry II. **3 credits**
Differentiation and integration of transcendental functions, definite integral, indefinite integral, area under curves, area between two curves, and differentiation of multivariable functions. This course meets five (5) days per week. *Prerequisite: CMAT 209. This course is intended for Business majors.*

PHILOSOPHY/RELIGION **3 credits**
One course from the following Philosophy/Religion Options:

CPHI 105: Critical Thinking. **3 credits**
Course focuses on the development of intellectual skills for all areas of study and on organization of ideas, identification of common errors in reasoning, and critical analysis of speeches and articles.

CPHI 221: Introduction to Philosophy. **3 credits**
Course focuses on basic issues studied by philosophers. The topics covered include the nature of freedom, the rational foundations for atheism, human existence and meaning, the nature of knowledge and issues in aesthetics.

CPHI 231: Ethics and Human Values. **3 credits**
Course provides detailed analysis of selected moral philosophers. Various approaches to value theory in conjunction with specific contemporary ethical issues are examined.

CREL 101: The Biblical Heritage. **3 credits**
The study of the literature of the Bible and its influence on the shaping of Western culture. Modern biblical scholarship is used to examine selected readings from the Old and New Testaments for their contributions to the understanding of human existence.

CREL 103 or 104: African-American Religious Experiences. **3 credits each**
CREL 103 provides analysis of the origin, development and social significance of African-American religious beliefs and practices from a historical perspective. CREL 104 emphasizes the contemporary period, including the latest developments in black liberation theologies.

CREL 211: Introduction to Religious Studies. **3 credits**
Introduction to the study of religion in a variety of contexts: historical, social, psychological, scientific, philosophical, artistic, and literary. Readings include representative works from the past and present.

CREL 250: Comparative Religion. **3 credits**
Course offers a comparative survey of selected religious traditions from the East and West, including traditional African religions, Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity and Islam.

CREL 251: Religious Ethics. **3 credits**
Course examines major ethical issues confronting contemporary society and considers appropriate ethical responses to issues from a religious perspective. Topics include sexual ethics, abortion, racism, sexism, the ethics of war (especially nuclear war), capital punishment, genetic engineering, euthanasia, and professional ethics.

PHYSICAL EDUCATION**1 credit****One course from any CPED 101 or 102 offerings:****CPED 101 AND 102: Physical Education.****1 credit**

These courses develop recreational skills and abilities for current and future participation in leisure time activities and provide a rationale for a physically fit lifestyle. Activities include badminton, volleyball, basketball, beginning swimming, tennis, modern dance, jazz exercise, softball, individual fitness programs, and varsity athletics.

The following courses/activity may serve as a substitute for the physical education requirement:

MSC 110: Orientation: The Military Role in Perspective.**1 credit**

Introduction to the Army ROTC program. Examines the need for military forces in society, the national security organization, and the Army's role in American defense strategy as well as provides a rationale for a physically fit lifestyle and an opportunity to learn appropriate behavior for selected activities to promote fitness.

NS 110/111: Naval Science Drill.

Leadership laboratory taken by all Midshipmen. Students receive a grade of "P" for satisfactory completion. Naval lab is taken by all Naval ROTC Midshipmen. Students participate in close order drill, physical training, military ceremonies and leadership training. Students are placed in leadership positions and evaluated on their development as a leader.

PSYCHOLOGY**3 credits****One course from the following:****CPSY 211: General Psychology.****3 credits**

Course includes basic psychological concepts and methodology and surveys major research areas, including the nervous system, perception, learning, motivation, development and personality with emphasis on the influences of gender and culture.

CPSY 218: Human Growth and Development.**3 credits**

Course includes examination of the issues, theories, and research on the cognitive, social, personality, and physical development of humans throughout the life span, with emphasis on the influences of gender and culture.

CPSY 301: Educational Psychology.**3 credits**

For prospective teachers: a survey of the basic principles, theories, and techniques of applying psychological theory to the learning process. Students identify common problems teachers confront in the classroom and apply course material to typical classroom situations.

SCIENCE**6/8 credits****Two courses from the following sequences (Department should specify sequence):****CBIO 101: Biological Science.****3 lecture hours**

A basic course in the biological sciences for nonscience majors. Topics include basic concepts of life and living organisms, their organization from atoms to organisms directed specifically toward the human being. Functioning and some disorders of various systems in the human body are taught.

CPHY 102: Physical Science.**4 lecture hours**

A basic course in the physical sciences for nonscience majors that covers basic concepts and topics of physics such as motion, space sciences, chemical process, conservation of energy, properties of heat, electricity and light. Three (3) lecture hours and one (1) two-hour laboratory per week.

CBIO 111 and 112: General Biology I and II.**4 credits each**

CBIO 111 provides an introduction to the basic principles of biology covering cells, organisms, and genetics. Topics covered include the cell surface, the role of the nucleus in cell division and regulation. Cell chemistry concepts of molecular biology, mitosis and meiosis, and alteration of generations receive special attention. CBIO 112 examines fundamental principles, concepts and facts of specific areas of biology, such as development, behavior, population biology and ecology. Covers developmental biology (growth and differentiation) and organismal physiology (nervous, hormonal, muscular, circulatory, excretory), and emphasis on regulation at the level of the organism. *Prerequisite: CBIO 111. Both courses require three (3) lecture hours and one (1) three-hour laboratory per week.*

CCHE 111 and 112: General Chemistry I and II.**4 credits each**

CCHE 111 covers fundamental theories and laws, chemical calculations, equations, period classification of the elements, structure of matter and ionization. CCHE 112 involves the study of chemical and ionic equilibria, nuclear chemistry, the chemistry of the metallic elements, and elementary qualitative analysis of cations and anions. Both courses require three (3) lecture hours and six (6) laboratory hours per week.

CPHY 111 and 112: General and Modern Physics.**4 credits each**

CPHY 111 introduces basic physics concepts of mechanics, heat, and sound, with emphasis on applications in broad areas such as chemistry and biology. *Prerequisite: three (3) units of high school mathematics, including algebra and trigonometry.* CPHY 112 introduces students to basic principles in the physics of electricity, magnetism, optics, and atomic physics. *Prerequisite: CPHY 111. Both courses require three (3) lecture hours and one (1) three-hour lecture-laboratory per week.*

SOCIAL SCIENCE

3 credits

One course from the following approved Social Science Options:

CSOC 105: Culture and Society.

3 credits

The course explores social forces that affect behavior and values. Students consider, among others, such issues as male/female relationships within institutions and society, racial and sexual inequality and the interaction between culture and institutions.

CPSC 106: Politics and Global Issues.

3 credits

The course introduces students to the discipline of political science and surveys the various fields of political science—comparative politics, political theory and international relations. Emphasis also lies with training students to use technology and to enhance skills of critical thinking, writing, and speaking.

CECO 107: Introduction to Economics.

3 credits

A one-semester survey course designed to introduce students to the fundamental theories and concepts of economics. Topics covered include demand and supply analysis, the function of markets in the allocation of resources, measuring economic activities in the private as well as the public sectors, problems such as unemployment, inflation, income distribution and poverty, and domestic and international financial institutions and the working of global market systems.

SPEECH

CSTA 101: Fundamentals of Speech.

3 credits

Introduces students to fundamental principles of effective oral communication as it relates to the professional world, focusing on audience analysis, interpersonal skills, effective listening techniques, and the preparation and delivery of oral presentations.

FIRST-YEAR SEMINAR

CGED 100 and 101: First-Year Student Seminar I and II. 1 credit each

A two-semester requirement for first-year students and for transfer students with twenty-eight (28) or fewer credit hours. The seminars are provided to assist students in making transition to successful postsecondary study and to obtain the necessary academic and personal reinforcements to meet the myriad demands of University life and to persist to graduation.

TYPICAL PROGRAM OF STUDY

FRESHMAN YEAR

First Semester: 16-18 hours

CENG 105	English Composition I (3) Social Science Requirement (3)
CMAT 103	Algebra I (3), or CMAT 105 Precalculus I (3), or CMAT 111 Calculus I (4) or CMAT 209 (4)
CSTA 101	Fundamentals of Speech (3)
CBIO 101	Biological Science (3), or CBIO 111 General Biology (4), or CCHE 111 General Chemistry (4) or CPHY 111 General and Modern Physics (4)

CGED 100 First-Year Seminar I (1)

Second Semester: 16-18 hours

CENG 106	English Composition II (3) Psychology Requirement (3)
CMAT 104	Algebra II (3), or CMAT 106 Precalculus II (3), or CMAT 112 Calculus II (4) or CMAT 210 (4)
CCIS 100	Information Technology and Computer Application (3)
CPHY 102	Physical Science (3), or CBIO 112 General Biology (4), or CCHE 112 General Chemistry (4) or CPHY 112 General and Modern Physics (4)
CGED 101	First-Year Seminar II (1)

SOPHOMORE YEAR

First Semester: 10 hours core study + major work

CENG 201/2	World Literature I or II (3)
CHIS 201	U.S., Africa and the World I (3) Foreign Language Requirement (3) Physical Education Requirement (1)

Second Semester: 9 hours core study + major area work

CHIS 202	U.S., Africa and the World II (3) Humanities Requirement (3) Foreign Language Requirement (3)
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JUNIOR YEAR

First Semester: 3 hours core study + major area work

CPHI/CREL	Philosophy/Religion Requirement (3)
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ENROLLMENT SUPPORT SERVICES AND STUDENT RETENTION

The Office of Enrollment Support Services coordinates services designed to improve the quality of academic and administrative services offered to undergraduate students. Four major areas addressed by the unit are (1) overseeing a university wide academic advisement program, (2) monitoring and tracking the academic progress of students, (3) orchestrating early intervention strategies to address students needs and challenges, and (4) managing the transfer evaluation process of potential transfer students. Special emphases are placed on the following populations of students: academically "at risk," nontraditional, students with disabilities, and athletes.

The services include:

- **Academic Advisement.** Activities include coordinating advisement workshops for faculty advisors, assigning academic advisors to first-year students (freshmen and transfers), entering courses for first-year students, reviewing academic records for overload approvals, and advising undeclared majors.

- **Transfer Student Evaluations.** Services include reviewing academic records from previously attended colleges and universities to ascertain transferable credits within the core curriculum, serving as liaison between academic departments and transfer students, and conducting initial orientation session to introduce transfer students to the registration process.
- **Retention Alert.** Provides services to first-year students who are conditionally admitted to increase the likelihood of academic success during the first year of enrollment. Students are referred to the appropriate unit for assistance when necessary. The Office also conducted weekly seminars with the primary purpose of monitoring the progress of each student participating. Notification of lack of satisfactory academic progress and review of appeals are coordinated by the Office of Enrollment Support Services and Student Retention.

HONORS PROGRAM

The Honors Program is designed for students whose high school accomplishments indicate superior intellectual ability, motivation, and openness of mind. To encourage these students in inquiry, creative thinking, and high scholarship, the Program emphasizes breadth and depth of knowledge by nurturing intellectual independence. Class discussion, question and answer sessions, organized debates, student-initiated research projects, and presentations by groups and individuals help Honors Program students become self-directed. Students are encouraged to develop their personalities and to pursue nonacademic interests.

Program Admission and Retention. Admission to the Honors Program is determined by student interest; scores from SAT/ACT examinations; high school transcripts; and strong teacher recommendations. Students must maintain a cumulative grade point average of at least 3.25.

Graduation Requirements. Honors Program students take at least eleven (11) Honors Program courses and write and defend a senior thesis project in their major field or across two or three academic disciplines. Nonscience majors must complete three (3) colloquia in addition to the eleven (11) courses and senior thesis. Science and engineering majors must take two (2) colloquia in addition to the eleven (11) courses and senior thesis.

HONORS PROGRAM COURSES

Following are descriptions of Honors Program course offerings. An “H” after the course number indicates an Honors section of the course.

CHON 100H and 102H: Freshman Honors Seminar. 1 credit each
Exploration of topics regarding adjustment to the demands of University life. Special attention is devoted to problems peculiar to Honors Program students. Satisfies requirement for First-Year Student Seminar.

CBIO 111H and 112H: General Biology (Science Majors). 4 credits each
CBIO 111: Introduction to the basic principles of biology, covering cells, organisms and genetics. CBIO 112: Fundamental principles, concepts, and facts of specific areas in biology. Three (3) lecture hours and three (3) laboratory hours per week.

CCHE 111H and 112H: General Chemistry. 4 credits each
CCHE 111: Fundamental theories and laws, chemical calculations, equations, periodic classification of the elements, structure of matter, and ionization. CCHE 112: Study of chemical and ionic equilibria, nuclear chemistry, chemistry of the metallic elements, and elementary qualitative analysis of cations and anions. Three (3) lecture hours and six (6) laboratory hours per week.

CECO 304H: Contemporary Economic Problems. 3 credits
A survey and application of economic theories, principles, and concepts. Emphasis is on identification of major issues affecting the American political economy, particularly those having significance for the economic well-being of black and other Third-World people. Satisfies core requirement for social science.

CENG 105H and 106H: English Composition. 3 credits each
Both courses examine ideas and systems of traditional and contemporary writers. CENG 105 includes basic research techniques. CENG 106 focuses on the development of a critical research project. Includes class discussion, debate, and individual and group projects designed to develop critical faculties. Satisfies General Education core requirement for English Composition.

CENG 201H or 202H: Introduction to World Literature. 3 credits
Readings are drawn from the ancient, medieval, Renaissance, and modern worlds. Works from several cultures and periods suggest ways in which cultures and periods shape the self. Satisfies General Education core requirement for literature.

CHIS 201H and 202H: United States, World and African History. 3 credits each
A one-year thematic course which provides an opportunity to analyze historical methodology and theories from a global perspective in relationship to social, economic, political and geographic factors. The past is examined in regard to understanding the present and predicting future events. Focus is on interaction between the continental peoples of Africa, North and South America, Asia and Europe. Satisfies General Education core requirement in history.

CHUM 209H: Cross Cultural Humanities. 3 credits
Study of social, religious, and literary movements and the individuals who have contributed to the cultural development of modern day society. Satisfies General Education core requirement for humanities.

CHON 390H: Independent Study. 1-6 credits
Students identify a problem, issue or topic, outside the major, to be explored in depth under the supervision of a teacher with expertise in the selected area. Credit hours may not exceed three (3) hours per semester, and cannot exceed six (6) hours during undergraduate tenure.

CHON 490H: Senior Thesis. 2 credits
Application of research methods to students' major area of concentration. They identify a research topic from their major courses, develop a research design, and complete the senior thesis under the guidance of an instructor.

CMAT 111H and 112H: Calculus I and II. 4 credits each
CMAT 111H incorporates mathematical research in calculus principles. CMAT 112H extends the mathematical research component and introduces the concept of continuity of a function of one variable, differentiation and integration of an algebraic function, and applications of the calculus to elementary problems in natural sciences and engineering.

CMAT 211H: Calculus III. 4 credits
Continuation of CMAT112 and includes three dimensional analytic geometry, partial derivatives, multiple integral, vector calculus and their applications.
Prerequisite: CMAT 112.

CMAT 212H: Differential Equations. 3 credits
Definition and classification of differential equations. Techniques for first order nonlinear equation, linear equations with constant and variable coefficients, methods of undetermined coefficients, variation of parameters, Cauchy-Euler equations, and other methods for solving nonlinear equations, series solutions.
Prerequisites: CMAT 112 or CMAT 210.

CMAT 214H: Linear Algebra. 3 credits
Introduction to linear algebra. Topics include vectors, matrices, linear equations, determinants, vector spaces with an inner product. *Prerequisites: CMAT 105 and CMAT 106, or equivalent.*

CPHI 105H: Critical Thinking. 3 credits
Development of intellectual skills for all areas of study. Focuses on organization of ideas, identification of common errors in reasoning, and critical analysis of editorials, speeches and articles.

CPHI 262H: Science, Technology, and Human Values. 3 credits
Exploration of fundamental value questions and dilemmas associated with training and research in the sciences. Covers applications of science to technology and industry. Satisfies General Education core requirement for religion or philosophy.

CPHI 362H: Social and Political Philosophy. 3 credits
Examination of philosophical assumptions underlying different political systems. Satisfies General Education core requirement for religion or philosophy.

CSCJ 215H: Introduction to Sociology. 3 credits
Basic concepts and principles of human society. Satisfies General Education core requirement for social science.

CPSY 211H: General Psychology. 3 credits
Survey of the history, basic principles, and major areas of research in psychology, including contributions made by African-Americans. Satisfies General Education core requirement.

HONORS PROGRAM COLLOQUIA

CCOL 104H: The American Black Woman. 2 credits
Exploration of the multidimensional nature of life of black women in North America from 1619 to the present. This colloquium provides knowledge and understanding of how black women's lives have been shaped by American systems.

CCOL 106H: Themes in Fiction of the American Diaspora. 2 credits
Identification and analysis of significant themes in the literature of Africa and the African Diaspora (that is, for purposes of this colloquium, the Americas where the Atlantic slave trade dominated).

CCOL 112H: Moral Problems in Contemporary Society. 2 credits
Consideration of current issues in biology and medicine which require ethical decisions.

CCOL 200H: College Campus Culture. 2 credits
Exploration of the social, emotional and intellectual behaviors which are transmitted and formed throughout college matriculation.

CCOL 202H: Humanities: Contemporary Music. 2 credits
Music appreciation and analysis of contemporary music, with emphasis on classical, folk, and black forms.

CCOL 202H: Contemporary Existentialist Thinking. 2 credits
Current trends of atheistic and theistic existentialist philosophies.

CCOL 205H: Southern Writers. 2 credits
Study of fiction, form, folk, and fact in representative works by and about Southern writers, with concentration on nineteenth- and twentieth-century works.

CCOL 302H: Dynamics of Leadership. 2 credits
Opportunity to explore leadership qualities and styles.

CCOL 402H: Black Self-Concepts.**2 credits**

The aspirations, accomplishments, and progress of African-Americans against the historical background of W.E.B. DuBois' *Souls of Black Folk*.

TRIO PROGRAMS

TRIO Programs are federally funded programs designed to identify and assist students who may experience difficulty in obtaining a college education due to financial hardship or insufficient academic preparation, or who are potentially first-generation college students. The goal is to increase the number of disadvantaged students who graduate from college. TRIO Programs provide classroom instruction, tutoring, study skills, academic advising and personal counseling to students. Eligible students receive the support necessary to reach their maximum capability throughout their middle and high school matriculation. All programs include cultural and academic activities.

- **Educational Talent Search (ETS).** ETS serves 1200 students from target schools located in southeast Atlanta and Cobb, Coweta, and Troup Counties (grades 6-12). Middle school participants meet with ETS staff twice a month and high school students meet once a month during school hours. ETS participants enter the program in middle school and remain in the program until graduation from high school. In addition to academic counseling, participants visit college campuses, receive assistance in filling out admission and financial aid forms and receive fee waivers for the SAT or ACT and participating college admission fees. The Educational Talent Search Re-entry Program assists adults who want to earn a high school diploma (GED), technical school certificate or a college degree.
- **The Upward Bound Program.** Based at Clark Atlanta University, Upward Bound serves 100 inner-city high school participants (grades 9-12) from the target schools (Crim, North Atlanta, South Atlanta and Southside). The program is divided into two components (1) the academic year and (2) a six-week summer residential program. During the academic year, participants meet at CAU on Saturdays and after school where they receive classroom instruction, tutoring, test prep and study skills. Throughout both components, participants receive services designed to develop academic skills while motivating them to earn a high school diploma. Participants who complete high school also achieve the privilege of participating in the Bridge Program and earn six hours of transferable college credit at no cost to the student. The overall objective is earning a postsecondary degree.
- **The Upward Bound Math/Science Center.** A college prep program, the Math/Science Center provides services for 58 participants who reside in six contiguous states (Alabama, Florida, Georgia, North Carolina, South

Carolina and Tennessee). During the academic year, participants return to Atlanta for workshops and seminars. In addition, the Program Manager visits participants at their home school to evaluate progress in achieving their IEP (Individualized Educational Plan). In addition, the Center provides a six-week residential summer program where students conduct research and receive classroom instruction in the core subjects. Participants who complete high school also achieve the privilege of participating in the Bridge Program and earn six hours of transferable college credit at no cost to the student. *The participants must have an interest and plan to earn a college degree in mathematics or science.*

ACADEMIC STRUCTURE UNDERGRADUATE PROGRAMS

Schools	Departments	Degrees/Majors
School of Arts and Sciences	Allied Health Professions	B.S., Allied Health/Medical Tech ¹ B.S., Community Health Education ¹ B.S., Community Health/Health Care Management ¹ B.S., Health Information Systems ¹
	Art	B.A., Art B.A., Fashion Design and Merchandising
	Biology	B.S., Biology B.S./M.S., Biological Science
	Chemistry	B.A., General Science Education ¹ B.S., Chemistry B.S./M.S., Chemistry
	Computer and Information Science	B.S., Computer Science B.S., Computer Information Systems B.S./M.S., Computer Science
	Engineering	B.S., Engineering ²
	Engineering (Dual Degree)	B.S., Chemistry; Computer Science; Physics
	English	B.A., English B.A., English Education ¹
	Foreign Languages	B.A., French B.A., French Education ¹ B.A., Spanish B.A., Spanish Education ¹
	History	B.A., History B.A., History Education ¹
	Mass Media Arts	B.A., Mass Media Arts

Schools	Departments	Degrees/Majors
	Mathematical Sciences	B.A., Mathematics Education ¹ B.S., Mathematics B.S./M.S., Mathematics B.S./M.S.T., Mathematics ¹
	Music	B.A., Music B.A., Music Education ¹
	Physics	B.S., Physics B.S./M.S., Physics
	Political Science	B.A., Political Science
	Psychology	B.A., Psychology
	Religion and Philosophy	B.A., Philosophy B.A., Religion B.A., Religion/M.A. Education B.A., Religion/M.P.A. B.A., Religion/M.S.W.
	Sociology and Criminal Justice	B.A., Criminal Justice B.A., Sociology
	Speech Communication and Theatre Arts	B.A., Speech Communication B.A., Theatre Arts
School of Business Administration		B.A., Business Administration
	Accounting	B.A., Accounting B.A./M.A., Accounting
	Economics	B.A., Economics
School of Education	Curriculum	B.A., Early Childhood Education B.A., Educational Studies B.A., Middle Grades Education ¹ B.A., Health and Physical Education ¹ B.A., Secondary Education ¹
School of Social Work	Social Work (Undergraduate Program)	B.S.W., Social Work

¹Denotes programs which are scheduled to be phased-out by May 2007.

²Denotes programs which are scheduled to be phased-out by May 2008.

THE CURRICULUM

Education at the University is based on a willingness to depart from traditional patterns when change is necessary and when new approaches to learning advance the ideals of high academic standards and freedom of choice for students. Further, the University strives to instill an understanding of humanity and the environment, a desire to contribute to society, and a determination to improve the quality of life locally, nationally, and internationally.

ORGANIZATION OF THE CURRICULUM

The traditional academic disciplines are maintained by the University. Learning is further enriched by emphasizing interrelationships among the disciplines. For administrative purposes and to facilitate interdivisional and interdepartmental efforts, divisions, departments, and programs are organized into four schools and Undergraduate Studies, as illustrated below. Full descriptions of programs listed under particular departments may be found in the department's section of the catalog.

SCHOOL OF ARTS AND SCIENCES

The School of Arts and Sciences is organized by Divisions—Humanities; Natural Sciences and Mathematics; Social Sciences; and Communication Arts.

Division of Humanities

Department of Art
Department of English
Department of Foreign Languages
Department of History
Department of Music
Department of Religion and Philosophy

Division of Natural Sciences and Mathematics

Department of Biological Sciences and
Boston Early Medical School Selection Program
Department of Chemistry
Preprofessional Program in Pharmacy
Department of Allied Health Professions
Community Health Education Program
Health Information Management
Medical Technology Program (Dual Degree)
Department of Mathematical Sciences
Department of Computer Science
Department of Engineering
Department of Physics

Division of Social Sciences

Department of Political Science
Department of Psychology
Department of Sociology and Criminal Justice

Division of Communication Arts

Department of Mass Media Arts
Department of Speech and Theater Arts

SCHOOL OF BUSINESS ADMINISTRATION

Department of Accounting
Department of Decision Sciences
Department of Economics
Department of Management
Department of Marketing

SCHOOL OF EDUCATION

Department of Curriculum

WHITNEY M. YOUNG, JR. SCHOOL OF SOCIAL WORK

Undergraduate Program in Social Work

SCHOOL OF LIBRARY AND INFORMATION STUDIES

SCHOOL OF ARTS AND SCIENCES

OFFICE OF THE DEAN

Dean Sage Hall, Room 103

Telephone: 404-880-6770/6774

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

The Division of Natural and Mathematical Sciences offers instructional programs for students with potential for science, engineering and health careers with opportunities for rigorous learning and research experiences necessary for productive careers in teaching and/or research and which prepare them also for more advanced study in their fields of interest; tutorial assistance and standardized testing experience; a strong science curriculum; and interdisciplinary studies. Specifically, programs in this area are designed to develop students' capacities for scientific and analytical work and to ensure that all majors are well prepared for their chosen career fields. Within the Division, accelerated BS/MS degree programs are offered in Biology, Chemistry, Computer and Information Science, Mathematics and Physics. Descriptions of these programs are provided under the respective departmental headings.

The Division of Social Sciences provides the knowledge, skills, tools and sensitivities to recognize, resolve or ameliorate problems caused by the increasing pace of social and political change. Specifically, departments and programs are concerned with the institutions and functions of human society and political and social aspects of interpersonal relationships.

The Division of the Humanities serves as a catalyst to all areas and departments within the School. In addition, it assumes leadership for the cultural life of the University, both on and off campus. Academically, this division encompasses the disciplines concerned with human thought and culture. Studies in the humanities improve and enhance the implementation of ideas and creative expression.

The Division of Communication Arts enables students to examine the mass media's impact on social, economic, political, and cultural aspects of society. Through courses which explore the nature, influence, and potential of media, the Division provides students a critical and technical understanding of media which can apply in their everyday lives. The curriculum prepares students for careers in the mass media as well as in entertainment, politics, personnel management, advertising, education, business, public relations, public service, speech arts and civil service.

Undergraduate Programs of Study

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

BACHELOR OF ARTS

Art	Philosophy
Criminal Justice	Political Science
English	Psychology
English Education ^{1*}	Religion
Fashion Design/Merchandising	Sociology
French	Spanish
French Education ^{1*}	Spanish Education ^{1*}
General Science Education ^{1*}	Speech Communication
History	Theatre Arts
History Education ^{1*}	
Mass Media Arts	
Mathematics Education ^{1*}	
Music	
Music Education ^{1*}	

BACHELOR OF SCIENCE

Allied Health/Medical Technology ¹	Health Information Systems ¹
Biology	Mathematics
Chemistry	Physics
Community Health Education ¹	
Community Health/Health Care Management ¹	
Computer Information Systems	
Computer Science	
Engineering ²	
Engineering (Dual Degree)	

BACHELOR OF SCIENCE/MASTER OF SCIENCE (B.S./M.S.)

Biological Science
Chemistry
Computer Science
Mathematics
Physics

ACCELERATED DUAL-DEGREE PROGRAMS

Mathematics (B.S./M.S.T) ¹
Religion (B.A./M.A. Education; B.A./M.P.A.; B.A./M.S.W.)

¹Denotes programs which are scheduled to be phased-out by May 2007.
²Denotes programs which are scheduled to be phased-out by May 2008.
*Certification offered through School of Education.

DIVISION OF HUMANITIES

The Division of Humanities includes the Departments of Art, English, History, Foreign Languages, Music, and Religion and Philosophy. Each department offers majors which prepare students to help design and influence human values and behavior. Upon graduation, humanities majors can pursue careers as philosophers, teachers, writers, artists, choreographers, linguists, composers, and filmmakers, among other choices.

The Undergraduate Humanities Course Series

In partial fulfillment of the University core requirements, students may select one course in the Undergraduate Humanities Course Series. The courses described below are interdisciplinary, although history and/or philosophy are the focal areas for each course.

HUMANITIES COURSE DESCRIPTIONS

CHUM 228: Interdisciplinary Humanities I. 3 credits

This course focuses on the diversity of cultural experiences primarily in the United States. The class will use readings from a variety of disciplines, from anthropology and sociology to literature, philosophy, religion, and art. Students will learn to think critically in this class through writing short papers and classroom discussion. This section concentrates on the issues of myth and the making of history, the natural and the unnatural, identity, individual and community, and religion and belief systems.

CHUM 230: Interdisciplinary Humanities II. 3 credits

This course focuses on the diversity of cultural experiences primarily in the United States. The class will use readings from a wide variety of disciplines, from anthropology and sociology to literature, philosophy, religion, and art. Students will learn to think critically in this class through writing short papers and classroom discussion. This section concentrates on the issues of education, work and economy, state and nationalism, social change, and pop culture.

Division of Humanities
DEPARTMENT OF ART
Park Street Music and Art Complex
Telephone: 404-880-8122

While contributing to the cultural enrichment of the University community, the Art Department promotes the creative development of students whose interests and talents lead them toward careers in the visual arts, fashion design, and fashion merchandising. The art and fashion curriculum is designed to encourage intellectual development and growth as well as to develop marketable skills. The department offers instruction leading to the Bachelor of Arts degree in art

for students planning to pursue advanced work in art and the Bachelor of Arts degree in Fashion Design/Merchandizing for students wishing to enter the apparel industry. Concentrations are available in photography, graphic design/illustration, sculpture, painting, printmaking, and fashion design/merchandizing. Students may select from programs in general studio art or advertising design in the visual arts. Fashion students follow courses of study that concentrate in either Fashion Design or Fashion Merchandising.

In addition to offering degree programs, the Art department sponsors visiting artists, designers, and industry professionals. The department produces an annual drawing exhibit, a senior art exhibition, and an annual fashion show.

DEGREE REQUIREMENTS

Department Core Requirements

In addition to the University General Education requirements, students pursuing the degree of Bachelor of Arts in Art must take specific courses listed below.

Bachelor of Arts in Art

CART 115	Two-Dimensional Design
CART 119	Theory of Color
SART 121*	Painting I
SART 131*	Sculpture I, or
CART 381	Three-Dimensional Design
SART 141 and 142*	History of Art I and II
CART 201 and 202	Drawing I and II
SART 211*	Life Drawing
CART 217	Printmaking
CART 492	Portfolio

Art majors must also take eight (8) electives, chosen with faculty advisement, from the list below. Three of these electives must be related closely to a specific area of interest (concentration).

SART 140*	Introduction to African-American Art
CART 215	Typography and Layout
SART 221*	Painting II
SART 231*	Sculpture II
CART 275	Photography
SART 312*	African Art
SART 313*	History of Modern Art
CART 315	Illustration
CART 317	Printmaking II
CART 320	Typography and Layout II
CART 321	Graphic Design

CART 351	Basic Rendering Techniques
CART 375	Photography II
CART 379	Computer Graphics
CART 413	African Fabric Design
CART 416	Illustration II
CART 422	Graphic Design II
CART 444	Seminar in Twentieth-Century Art
CART 464	Desktop Publishing
CART 488	Internship

In addition to the University General Education requirements, students pursuing the degree Bachelor of Arts in Fashion Design/Merchandising must take specific courses listed below.

Bachelor of Arts in Fashion Design/Merchandising

CART 115	Two-Dimensional Design
CART 119	Theory of Color
CART 201	Drawing
CFAS 210	Principles of Fashion Apparel
CFAS 220	History of Costume
CFAS 230	Textiles
CFAS 240	Basic Construction Techniques
CFAS 250	Visual Merchandising
CFAS 310	Flat Pattern
CFAS 320	Draping
CFAS 313	Principles of Retailing
CFAS 314	Principles of Fashion Marketing
CFAS 420	Fashion Show Production
CFAS 480	Internship

Minors in Art

The minor in art requires:

CART 115	Two-Dimensional Design
CART 150	Art Appreciation
CART 201	Drawing
CART 381	Three-Dimensional Design
Electives:	Three art courses of the student's choice

*Offered at Spelman College

ART COURSE DESCRIPTIONS

CART 115: Two-Dimensional Design. 3 credits
Studio problems in basic design explore the elements and principles of applied design theory.

CART 119: Theory of Color. 3 credits
Studio problems that cover the properties and effects of light and color. Exploration of basic color organizations and principles.

CART 150: Art Appreciation. 3 credits
Designed to provide students understanding and appreciation of the art forms in the world. Lectures, discussions and visual aids are utilized to survey the painting, sculpture, architecture and other forms of art from different cultures.

CART 201: Drawing I. 3 credits
Introduction to perceptual drawing skills. Focus is on the translation of three-dimensional forms to a two-dimensional surface.

CART 202: Drawing II. 3 credits
Continuation of CART 201. Emphasizes perceptual drawing skills. Students are also introduced to a variety of materials. *Prerequisite: CART 201.*

CART 215: Typography and Layout. 3 credits
Introduction to the study of letterforms, including a study of type faces and letter-spacing composition and their application to the design of visual communication materials. *Prerequisites: CART 115 and CART 119 or permission of instructor.*

CART 217: Printmaking I. 3 credits
Introduction to hand printmaking. Stresses creativity, experimentation, and development of skill and craftsmanship in printing procedures. *Prerequisite: CART 115, 119, 201 or permission of instructor.*

CART 275: Photography I. 3 credits
Basic photography skills for students with little prior knowledge of photography. Students are introduced to the basics of camera handling and image composition. One requirement of the course is a camera with a manually adjustable shutter speed control and aperture dial.

CART 315: Illustration I. 3 credits
Basic illustration conceptualization. Develops students' professional illustration techniques and processes. *Prerequisites: CART 201 and CART 202 or permission of instructor.*

CART 317: Printmaking II. 3 credits
Continuation of CART 217. Students introduced to intermediate printmaking concepts. *Prerequisites: CART 115, 119, 201, and 217.*

CART 320: Typography and Layout II. 3 credits
Continuation of CART 215. Assignments incorporate the use of type in applied materials, such as magazine layouts, book jackets, and record covers. *Prerequisite: CART 215 or permission of instructor.*

CART 321: Graphic Design I. 3 credits
Investigation of applied problems in visual communication. Study of design principles, production methods, and presentation. *Prerequisite: CART 115, 119, 215 or permission of instructor.*

CART 351: Basic Rendering Techniques. 3 credits
Instruction in rendering medical illustrations through the use of a variety of media.

CART 375: Photography II. 3 credits
Continuation of CART 275. Students are required to form a personal vision through directed assignments. *Prerequisite: CART 275 or permission of instructor.*

CART 379: Computer Graphics. 3 credits
Covers basic computer graphics imaging utilizing graphics software for visual communication. *Prerequisite: CART 115, 119, 201, or permission of instructor.*

CART 381: Three-Dimensional Design. 3 credits
Materials, methodology, principles of design, and basic concepts applicable to the execution of projects dealing with three-dimensional form.

CART 413: African Fabric Design. 3 credits
Focuses on analysis of African fabric designs in terms of their patterns and social functions. Emphasis is on the appropriate use of African fabric design for fashion and commercial art design.

CART 444: Seminar In Twentieth-Century Art. 3 credits
Investigates topics pertinent to the studio artist. Focus is on the impact of recent art history on the work of contemporary artists.

CART 464: Desktop Publishing. 3 credits
Introduces the student to the use of desktop publishing software. *Prerequisite: CART 215 and CART 321 or permission of instructor.*

CART 448 through 479: Directed Studies. **variable credits**

Research and advanced production techniques in a field of the student's special interest. Directed studies taken after completion of the course sequence available in the field of interest. Students may register for directed studies under the following course titles and numbers:

CART 451	Illustration
CART 452	Typography and Layout
CART 453	Printmaking (Silkscreen)
CART 456	Photography
CART 457	Printmaking (Intaglio)
CART 460	Printmaking (Lithography)
CART 461	Three-Dimensional Design
CART 462	Graphic Design
CART 466	Rendering Techniques
CART 479	Computer Graphics

CART 488: Internship. **3 credits**

On-the-job training in the work world. Students can qualify for an internship after the freshman year. *Prerequisite: permission of department chairperson.*

CART 492: Portfolio. **3 credits**

Capstone course for senior art majors. Includes preparation for portfolio presentation, job searches, interview techniques, oral presentations and organizing exhibitions. *Prerequisite: permission of department chairperson.*

FASHION DESIGN/MERCHANDISING COURSE DESCRIPTIONS

CFAS-210: Principles of Fashion Apparel. **3 credits**

Principles of fashion design and fashion merchandising. *Prerequisites: CART 115 and 119.*

CFAS 220: History of Costume. **3 credits**

Chronological study of costumes from ancient Egyptian to 20th-century styles. Emphasis on culture, art form, and climates are related to the cause and effect of costumes in each period. *Prerequisites: CART 115 and 119.*

CFAS 230: Textiles. **3 credits**

Study of fibers, yarns, and weaves, fancy weaves, finishes and dyes. Students develop a familiarity with the application of fabrics in the apparel field. *Prerequisites: CART 115 and 119.*

CFAS 240: Basic Construction Techniques. **3 credits**

Fosters the development of professional skills and techniques required for apparel construction. *Prerequisites: CART 115 and 119.*

CFAS 250. Visual Merchandising. **3 credits**

Facets of visual merchandising including the make-up of a Visual Merchandising department and the associated aspects of visual identity. *Prerequisites: CART 115 and 119.*

CFAS 310: Flat Pattern. **3 credits**

Fundamentals of basic principles of flat patternmaking are covered, including slopers for collars, sleeves, bodices, skirts, and pants. *Prerequisite: CFAS 240 or permission of instructor.*

CFAS 313: Principles of Retailing. **3 credits**

Study of retail industry, emphasizing the interdependence of functional operations of stores, types of merchandising, and the interrelationship of the major facets of the industry and its markets. *Prerequisites: CFAS 210, 220 and 250.*

CFAS 314: Principles of Fashion Marketing. **3 credits**

Comprehensive study integrating all phases of fashion marketing channels. Emphasis on the scope and importance of each phase and the necessity of identifying target markets and developing appropriate strategies. *Prerequisites: CFAS 210.*

CFAS 320: Draping. **3 credits**

The execution of a design from working sketch to a finished garment using draping techniques of fabric on the dress form. *Prerequisite: CFAS 310 or permission of instructor.*

CFAS 350: Fashion Accessory Design. **3 credits**

A capsulated overview of the field that identifies the industry's major components, products and processors, manufacturers and designers, retailers and promoters. *Prerequisites: CFAS 210, 220 and 240.*

CFAS 401 and 402: Fashion Buying and Merchandising I and II. **3 credits each**

One-year study of the principles of fashion merchandising. Examines budgeting, marketing objectives, volume and profit, merchandise assortment planning, expenditure control, and inventory management. Case studies highlight problems of the fashion marketplace. *Prerequisites: CMAT 103 and 104, CFAS 313, and 314.*

CFAS 410: Fashion Design Studio. **3 credits**

A comprehensive course that allows students to apply skills in the development of a line of merchandise incorporating patternmaking, apparel construction and portfolio preparation. *Prerequisite: CART 115, 119, 201, CFAS 240, 310.*

CFAS 420: Fashion Show Production. **3 credits**

Involves the production of a full-scale fashion show featuring student designs and methods of promotion.

CFAS 480: Internship.**3 – 6 variable credits**

Student participation in a supervised fashion industry work experience to increase professional skills. Open only to majors.

SAMPLE PLANS OF STUDY

The following outlines illustrate ways in which courses may be arranged for degrees in art, the advertising concentration, and fashion design/merchandising.

BACHELOR OF ARTS IN ART (122 HOURS)**FIRST YEAR****First Semester: 16 hours**

CART 115	Two-Dimensional Design (3)
CBIO 101	Biological Science (3)
CENG 105	English Composition I (3)
CMAT 103	Algebra I (3)
CGED 100	First-Year Seminar I (1)
	Social Science Requirement (3)

Second Semester: 16 hours

CART 119	Theory of Color (3)
CPHY 102	Physical Science (3)
CENG 106	English Composition II (3)
CMAT 104	Algebra II (3)
CCIS 100	Information Technology and Computer Application (3)
CGED 101	First-Year Seminar II (1)

SOPHOMORE YEAR**First Semester: 15 hours**

CART 201	Drawing I (3)
CART 217	Printmaking (3)
CENG 201/2	World Literature I or II (3)
CHIS 201	U.S., Africa and the World I (3)
CSTA 101	Fundamentals of Speech (3)

Second Semester: 17 hours

CART 202	Drawing II (3)
CART 215	Typography and Layout (3)
SART 121*	Painting I (Spelman) (4)
CHIS 202	U.S., Africa and the World II (3)
CPHI/CREL	Philosophy/Religion Requirement (3)
CPED 101/2	Physical Education Requirement (1)

* Offered at Spelman College

JUNIOR YEAR**First Semester: 17 hours**

CART 321	Graphic Design I (3)
CART 315	Illustration (3)
SART 211*	Life Drawing I (Spelman) (4)
SART 141*	World Art History I (Spelman) (4)
	Humanities Requirement (3)

Second Semester: 17 hours

SART 131*	Sculpture (Spelman) (4)
SART 142*	World Art History II (Spelman) (4)
CART 379	Computer Graphics (3)
CART 275	Photography (3)
CPSY 211	General Psychology (3)

SENIOR YEAR**First Semester: 12 hours**

CART 464	Desktop Publishing (3)
	Foreign Language Requirement I (3)
	Art Elective (3)
	Elective (3)

Second Semester: 12 hours

CART 492	Portfolio (3)
	Foreign Language Requirement II (3)
	Art Elective (3)
	Art Elective (3)

Advertising Design Concentration

The advertising design concentration student completes the program of study by taking existing classes from the Art department, Mass Media Arts, and the School of Business. The following is a sample program of study for the four-year degree.

FRESHMAN YEAR

CART 115	Two-Dimensional Design (3)
CART 119	Theory of Color (3)
CBIO 101	Biological Science (3)
CPHY 102	Physical Science (3)
CENG 105	English Composition (3)
CENG 106	English Composition II (3)
CMAT 103	Algebra I (3)
CMAT 104	Algebra II (3)
CGED 100	First-Year Seminar I (1)
CGED 101	First-Year Seminar II (1)
CSOC	Social Science Requirement (3)
CCIS 100	Information Technology and Computer Application (3)

SOPHOMORE YEAR

CART 201	Drawing I (3)
CART 202	Drawing II (3)
CART 217	Printmaking I (3)
CART 215	Typography and Layout (3)
CENG 201/202	World Literature (3)
SART 121*	Painting (Spelman) (4)
CHIS 201	U.S., Africa and the World (3)
CHIS 202	U.S., Africa and the World (3)
CSTA 101	Fundamentals of Speech (3)
CPHI/REL	Philosophy/Religion Requirement (3)
CPED 101/2	Physical Education Requirement (1)

JUNIOR YEAR

CART 321	Graphic Design I (3)
SART 131*	Sculpture (Spelman) (4)
CART 379	Computer Graphics (3)
CART 142	World Art History II (Spelman) (4)
SART 211*	Life Drawing (Spelman) (4)
CART 275	Photography I (3)
SART 141*	World Art History (Spelman) (4)
CART	Elective (3)
CHUM	Humanities Requirement (3)
CPSY 211	General Psychology (3)

SENIOR YEAR

CART 464	Desktop Publishing (3)
CART 492	Portfolio (3)
Foreign Language Requirement I (3)	Foreign Language Requirement II (3)
CART Elective (3)	CART Elective (3)
CART Elective (3)	CART Elective (3)
CART Elective (3)	Elective (3)

Existing Courses for Concentration in Advertising Design

CART 215	Typography & Layout I
CART275	Photography I
CART 321	Graphic Design I
CART 379	Computer Graphics
CART 464	Desktop Publishing
CART 480	Internship
CBUS 335	Principles of Marketing
CBUS 336	Consumer Behavior
CBUS 431	Principles of Advertising
CBUS 480	Entrepreneurship and Enterprise
CMMA 201	Survey of Media and Society
CMMA 301	News Editing I (copywriting)
CMMA 338	Media Advertising and Sales

BACHELOR OF ARTS IN FASHION DESIGN AND MERCHANDISING (123)**FRESHMAN YEAR****First Semester: 16 hours**

CART 115	Two-Dimensional Design (3)
CBIO 101	Biological Science (3)
CENG 105	English Composition I (3)
CMAT103	Algebra I (3)
CGED 100	First-Year Seminar I (1) Social Science Requirement (3)

Second Semester: 16 hours

CART 119	Theory of Color (3)
CPHY 102	Physical Science (3)
CENG 106	English Composition II (3)
CMAT 104	Algebra II (3)
CCIS 100	Information Technology and Computer Application (3)
CGED 101	First-Year Seminar II (1)

SOPHOMORE YEAR**First Semester: 15 hours**

CART 201	Drawing (3)
CFAS 210	Principles of Fashion Apparel (3)
CFAS 220	History of Costume (3)
CENG 201	World Literature I (3)
CSTA 101	Fundamentals of Speech (3)

Second Semester: 16 hours

CFAS 230-F	Textiles (3)
CFAS 240-F	Basic Construction Techniques (3)
CPSY 211	General Psychology (3)
CPHI/CREL	Philosophy/Religion Requirement (3)
CHUM	Humanities Requirement (3)
CPED 101/2	Physical Education Requirement (1)

JUNIOR YEAR**First Semester: 15 hours**

CFAS-F 310	Flat Pattern (3)
CFAS-F 313	Principles of Retailing (3) Fashion Design/Merchandising Elective (3)
CHIS-201	U.S., Africa and the World I (3) Foreign Language Requirement I (3)

Second Semester: 15 hours

CFAS-F 314	Principles of Fashion Marketing (3)
CFAS-F 320	Draping (3)
CFAS-F 420	Fashion Accessories (3)
CHIS 202	U.S., Africa and the World II (3)
	Foreign Language Requirement (3)

SENIOR YEAR**First Semester: 15 hours**

CFAS-F 480	Internship (3)
	Fashion Design/Merchandising Elective (3)
	Fashion Design/Merchandising Elective (3)
	Elective (3)
	Elective (3)

Second Semester: 15 hours

	Fashion Design/Merchandising Elective (3)
	Fashion Design/Merchandising Elective (3)
	Fashion Design/Merchandising Elective (3)
	Elective (3)
	Elective (3)

Division of Humanities**DEPARTMENT OF ENGLISH****Haven-Warren Hall, Room 100****Telephone: 404-880-8169****(Effective Spring 2005 Teacher Certification and B.A. in English Education, Discontinued)**

The mission of the Department of English is to prepare students to demonstrate mastery of the English language and to interpret and appreciate the human condition through the study of literature (poetry, fiction, drama and the essay). The department's mission supports the mission of the University in that it seeks to prepare students to become "productive and creative students who excel in their chosen careers and who become responsible citizens in their communities and the world." Thus, the department expects its students, specifically majors, to engage in research that will contribute to the body of knowledge about the use of the English language and the critical interpretation of literary texts. With information and skills, English majors are expected to strive for and achieve excellence and to devote their lives to enhancing humanity. In addition to its service role, the Department of English offers courses leading to a Bachelor of Arts degree in English. The department, in conjunction with the School of Education, also prepares students for teacher certification in the State of Georgia.

To support its mission, the Department of English is committed to providing an academic environment that will promote the following objectives:

1. To create strategies for students to achieve competency in reading, writing and speaking standard English;
2. To provide opportunities for students to enhance their knowledge of literary masterpieces of English and American literature;
3. To assist students in cultivating an awareness of and a responsiveness to the literatures of diverse cultures, such as African-American, Asian, Caribbean and Native American;
4. To assist students in their development of analytical and critical skills;
5. To teach students the importance of the role of literature and language in their development of self and career;
6. To foster an understanding within students of the virtues of self-discipline, responsibility, leadership, and social justice;
7. To provide opportunities for students to do research in the areas of writing, linguistics, and literature;
8. To provide opportunities for students to share their research through participation in forums, seminars, and publications.

DEGREE REQUIREMENTS

In addition to satisfying the University's core curriculum, all English majors must complete the following requirements in order to obtain the Bachelor of Arts degree in English: (1) four semesters of one foreign language; (2) two semesters of world literature, English 201 and 202 for English majors; (3) three semesters of seminar, English 231, 331, and 431; (4) the English Comprehensive Examination; and, (5) a senior thesis. In addition, English majors must take the following courses:

BACHELOR OF ARTS IN ENGLISH**Required Courses**

CENG 210	Literary Forms
CENG 311	Advanced Grammar and Composition
CENG 313	Survey of Major British Writers I
CENG 314	Survey of Major British Writers II
CENG 315	Survey of Major United States Writers I
CENG 316	Survey of Major United States Writers II
CENG 409	Shakespeare
CENG 459	African-American Literature I
CENG 460	African-American Literature II

Electives: Five courses total from the two groups listed below:**Group I (three courses)**

CENG 320	Renaissance Literature
CENG 321	The Romantic Period
CENG 322	The Victorian Period

CENG 417	Methods of Teaching English in the Secondary Schools
CENG 419	Linguistics
CENG 461	Modern Literature
CENG463	Medieval English Literature
CENG 466	Restoration and Eighteenth-Century Literature

Group II (two courses)

CENG 318	Colloquium
CENG 350	Technical Writing
CENG 357	Folk Literature
CENG 358	Southern Fiction
CENG 367	Baldwin
CENG 397	Independent Study and Research
CENG 412	Creative Writing
CENG413	Autobiography and Biography
CENG 468	Internship

CERTIFICATION IN TEACHER EDUCATION

In conjunction with the School of Education, English majors may take courses necessary for secondary school teacher certification. Plans of study are available from the Curriculum Department in the School of Education.

COURSE DESCRIPTIONS

CENG 231, 331 and 431: Seminar. **3 credits each**
 Opportunities for majors to acquire career preparation and additional academic enrichment. Required of all majors each year except Freshman year.

CENG 201 and 202: Introduction to World Literature I and II (Offered each semester for English Majors) **3 credits each**
 Selected world masterpieces, with emphasis on Western civilization and historical, literary, and philosophical antecedents of twentieth-century United States culture. Introduces concepts and vocabulary required for reading, analyzing, and interpreting literature. CENG 201 explores literature from the beginnings to the Renaissance, and CENG 202, the Renaissance to the present. *Prerequisite: "C" or above in CENG 105 and CENG 106.*

CENG 210: Literary Forms. **3 credits**
 Introduction to the techniques of reading literature and writing about literature. English 210 includes the study of genre, rhetorical and literary devices, literary research and documentation. *Prerequisite to other English major courses.*

CENG 311: Advanced Grammar and Composition. **3 credits**
 An advanced course in expository, descriptive, persuasive, and narrative writing, with emphasis on grammar, punctuation, and mechanics.

CENG 313 and 314: Survey of Major British Writers I and II. **3 credits each**
 A study of authors whose lives, writings, and philosophies represent major stages in the literature of Great Britain. CENG 313 covers early British literature through the Renaissance; CENG 314 covers the Restoration to the present. CENG 313 includes writers such as Chaucer, Shakespeare, and Milton; CENG 314 includes writers from Dryden to Eliot.

CENG 315 and 316: Survey of Major United States Writers I and II. **3 credits each**
 A chronological study of major writers in the United States from the eighteenth century to the present. CENG 315 explores early American writers, including Wheatley, Emerson, Irving, Poe, and Hawthorne. CENG 316 covers the literature from 1865 to the present; Whitman, Frost, Wright, Faulkner, Brooks and Morrison are included.

CENG 318: Colloquium. **3 credits**
 An exploration of selected authors and literary works depending on the interests of faculty and students in the department.

CENG 320: Renaissance Literature. **3 credits**
 A survey of major genres, authors, and social and philosophical changes in sixteenth century England. Included are writers such as Wyatt, Spenser, Marlowe, Kyd, Bacon, Donne, and Johnson.

CENG 321: The Romantic Period. **3 credits**
 A study of general characteristics of the period and its intellectual and cultural focus. Wordsworth, Coleridge, Byron, Shelley, and Keats are some of the authors included.

CENG 322: The Victorian Period. **3 credits**
 A study of major essayists, novelists, playwrights, and poets from 1832 to 1901.

CENG 350: Technical Writing. **3 credits**
 An emphasis on oral and written skills for technical communication. English 350 covers the basic forms of technical writing, including reports, abstracts, letters, and illustrations. *Prerequisite: grade of "C" or better in CENG 105, and CENG 106.*

CENG 357: Folk Literature. **3 credits**
 An introduction to folklore, emphasizing folk literature and the comparison of various ethnic groups. Both oral and written literature are studied, including riddles, nursery rhymes, fairy tales, superstitions, legends, and popular sayings.

CENG 358: Southern Fiction and Folk Literature. 3 credits
A study of representative works of southern writers, with concentration on nineteenth- and twentieth-century works by and about southerners. Emphasis is on creative works published after the Civil War.

CENG 397: Independent Study and Research. 3 credits
An opportunity for all majors to conduct guided research on an author, era, or issue in literary studies. Depending on faculty availability, students may combine these aspects to reflect their particular interests.

CENG 409: Shakespeare. 3 credits
A study of representative plays, including histories, tragedies, romances and comedies.

CENG 412: Creative Writing. 3 credits
An opportunity for the novice and the experienced creative writer to develop imaginative expression in poetry, fiction, and drama. The course introduces students to the means of publication and competition.

CENG 413: Autobiography and Biography. 3 credits
An interdisciplinary complement to previous or simultaneous study in literature, history, and culture. Focus is on the development of autobiography and biography as genres in the United States.

CENG 417: Methods of Teaching English in Secondary Schools. 3 credits
A study of recent trends in methodology and materials used in the teaching of composition and literature. CENG 417 is designed especially for prospective English teachers.

CENG 418: History of the English Language. 3 credits
An introduction to the study of language; the nature and function of language; and the historical changes in English phonology, morphology, grammar, and vocabulary from the beginnings of the language to the modern period.

CENG 419: Linguistics. 3 credits
A survey of the matter and methods of modern linguistics, with units on the nature of language, linguistics, phonology, morphology and grammar.

CENG 459 and 460: African-American Literature I and II. 3 credits each
A survey of African and African-American literature, with emphasis on the historical evolution and treatment of representative poetry, tales, short stories, and novels. CENG 459 covers colonial African-American literature to the Harlem Renaissance; CENG 460 covers the period from the Harlem Renaissance to the present.

CENG 461: Modern Literature. 3 credits
An examination of selected twentieth-century writers. CENG 461 emphasizes readings and discussions of significant works from Africa, Britain, Canada, India, Russia, the United States, and the Caribbean.

CENG 463: Medieval English Literature. 3 credits
A study of representative works from the Old and Middle English periods with special emphasis on Beowulf and Chaucer.

CENG 466: Restoration and Eighteenth-Century Literature. 3 credits
A study of English literature during the Restoration Period and the Augustan Age, with concentration on drama, poetry, the novel, and the essay. Works by Swift, Pope, Johnson, Fielding, Dryden, and selected minor writers are included.

CENG 467: Baldwin. 3 credits
An examination of the major essays, selected novels, and short stories of James Baldwin. The course explores significant influences and Baldwin's own understanding of himself as artist, black man, and United States citizen.

CENG 468: Internship. 3 credits
An opportunity for junior and senior English majors to do supervised career-related internships on or off campus. Students must discuss plans for internships with the chair of the Department of English prior to enrollment.

Sample Semester Schedules for the Bachelor's Degree in English

The following outline illustrates ways in which courses may be arranged for degrees in English. These are suggested models, not mandatory ones. Although the models reflect a four-year plan, some students may require four and one-half or five years to complete the degree.

BACHELOR OF ARTS IN ENGLISH (126 HOURS)

FRESHMAN YEAR

First Semester: 14 hours

CBIO 101	Biological Science (3)
CGED 100	First-Year Seminar I (1)
CCIS 100	Information Technology and Computer Application (3)
CENG 105	English Composition I (3)
CMAT 103	Elementary Algebra (3), or
CMAT 105	Precalculus I (3)
CPED 101/102	Physical Education Requirement (1)

Second Semester: 16 hours

CPHY 102	Physical Science (3)
CGED 101	First-Year Seminar II (1)
CENG 106	English Composition II (3)
CMAT 104	Algebra and Applications (3), or
CMAT 106	Precalculus II (3)
CSTA 101	Fundamentals of Speech (3)
	Social Science Requirement (3)

SOPHOMORE YEAR**First Semester: 14 hours**

CENG 210	Literary Forms (3)
CENG 201	Introduction to World Literature I (for English majors) (3)
CENG 313	Survey of Major British Writers I (3)
CENG 331	Seminar (2)
	Foreign Language Requirement (3)

Second Semester: 15 hours

CENG 202	Introduction to World Literature II (for English majors) (3)
CENG 314	Survey of Major British Writers II (3)
CHIS 205	Survey of United States History (3)
	Foreign Language Requirement (3)
CPhi/REL	Philosophy/Religion Requirement (3)

JUNIOR YEAR**First Semester: 17 hours**

CENG 311	Advanced Grammar and Composition (3)
CENG 315	Survey of Major United States Writers I (3)
CENG 409	Shakespeare (3)
CENG 331	Seminar (2)
CHIS 201	U.S., Africa and the World I (3)
	Foreign Language requirement [300 level or above] (3)

Second Semester: 18 hours

CENG 316	Survey of Major United States Writers II (3)
CENG 418	History of the English Language (3)
	English elective (3)
CHIS 202	U.S., Africa and the World II (3)
	Foreign Language requirement [300 level or above] (3)
	Humanities requirement (3)

SENIOR YEAR**First Semester: 17 hours**

CENG 459	African-American Literature I (3)
CENG 431	Seminar (2)
	English elective (3)
	English elective (3)
	Elective (3)
	Elective (3)

Second Semester: 15 hours

CENG 460	African-American Literature II (3)
CPSY 211	General Psychology (3)
	Elective (3)
	Elective (3)
	English Elective (3)

BACHELOR OF ARTS IN ENGLISH FOR CERTIFICATION (132 HOURS)**FRESHMAN YEAR****First Semester: 17 hours**

CBIO 101	Biological Science (3)
CGED 100	First-Year Seminar I (1)
CCIS 100	Information Technology and Computer Application (3)
CENG 105	English Composition I (3)
CMAT 103 or 105	Algebra I, or Precalculus I (3)
CSTA 101	Fundamentals of Speech (3)
CPED 101/102	Physical Education Requirement (1)

Second Semester: 16 hours

CPHY 102	Physical Science (3)
CGED 101	First-Year Seminar II (1)
CENG 106	English Composition II (3)
CMAT 104 or 106	Algebra II, or Precalculus II (3)
PHI/REL	Philosophy/Religion Requirement (3)
	Humanities Requirement (3)

SOPHOMORE YEAR**First Semester: 17 hours**

CENG 210	Literary Forms (3)
CENG 201	Introduction to World Literature I (for English majors) (3)
CENG 313	Survey of Major British Writers I (3)
CENG 231	Seminar (2)
	Foreign Language Requirement (3)
CHIS 201	U.S., Africa and the World I (3)

Second Semester: 18 hours

CENG 202	Introduction to World Literature II (for English majors) (3)
CENG 314	Survey of Major British Writers II (for English majors) (3)
CENG 311	Advanced Grammar and Composition (3)
CHIS 202	U.S., Africa and the World II (3)
CENG 315	Survey of Major United States Writers I (3)
	Foreign Language Requirement (3)

JUNIOR YEAR**First Semester: 17 hours**

CEDC 211	Foundations of Education (3)
	Social Science Requirement (3)
CENG 331	Seminar (2)
CENG 459	African-American Literature I (3)
CEDC 425	Orientation to Special Education (3)
	Foreign Language requirement [300 level or above] (3)

Second Semester: 18 hours

CENG 316	Survey of Major United States Writers II (3)
CENG 418	History of the English Language (3)
CENG 460	African-American Literature II (3)
CEDC 301	Educational Psychology (3)
	English Elective (3)
	Foreign Language requirement [300 level or above] (3)

SENIOR YEAR**First Semester: 17 hours**

CEDC 262	Media/Computer-Assisted Instruction (0)
CEDC 415	Methods of Teaching Reading (3)
CEDC 443	High School Curriculum and Methods (3)
CENG 417	Methods of Teaching English in Secondary Schools (3)
CENG 431	Seminar (2)
CENG 419	Linguistics (3)
	Humanities requirement (3)

Second Semester: 12 hours

CEDC 451	School and Society (3)
CEDC 448	Student Teaching in the High School (9)

Division of Humanities**DEPARTMENT OF FOREIGN LANGUAGES****Sage-Bacote Hall, Room 325****Telephone: 404-880-8546****(Effective Spring 2005 Teacher Certification and B.A. in French Education and Spanish Education, Discontinued)**

The Department of Foreign Languages provides an international dimension to the curriculum and sees its mission as follows: 1) to expose all students, freshman through doctoral candidates, to the values and products of other cultures; 2) to instill in them habits of intellectual discipline so necessary in the acquisition of foreign languages; 3) to help them gain a functional and useful proficiency in the language; 4) to provide the students with curricular content and innovations which connect them to the larger world; and 5) to help them develop a sense of global consciousness needed to assume key leadership roles in an increasingly diverse world.

The Department offers the bachelor of arts degree in French and Spanish in preparation for various careers in teaching, foreign service, international corporations, consulting, communication, publishing, law enforcement, legal and medical fields, interpreting and translating, just to mention a few examples. Three areas of concentration are available: one with the general courses, one with the education courses required for teacher certification, and one with a minor in international business. With the approval of the department, students may also arrange other interdisciplinary majors.

The Department also offers minor concentrations in Chinese, French, and Spanish to students who wish to accelerate (eighteen hours) their understanding of a particular area of foreign language study.

Through the Office of Study Abroad, students may travel and study in a country where their major language is spoken. Both semester and yearlong programs are especially recommended for students during their junior year in college. Students who enter with superior preparation as evidenced by scores on the placement examination may begin their major language requirements in the freshman year. Liberal arts majors are encouraged to complete a four-course sequence in a second foreign language.

The University requires that all undergraduates complete two courses in the same foreign language at the second-year language course sequence (201 and 202). The Department will assist students in enrolling in one of the four levels (101, 102, 201 or 202) according to their proficiency, as determined by placement tests administered by the CAU Undergraduate Testing Center. Students enrolled in the first-year language course sequence (101-102) receive no credit toward completion of the general core requirement; however, these courses may be counted as electives for graduation.

DEGREE REQUIREMENTS: FRENCH

In addition to the University General Education requirements, students take specific courses for each degree, as listed below.

Bachelor of Arts in French

CFLF 307 or 308	Business French
CFLF 311, 312	Survey of French Literature
CFLF 331	French Pronunciation and Phonetics
CFLF 332	French Conversation
CFLF 341, 342	Advanced French Grammar and Composition
CFLF 419	Introduction to Linguistics
CFLF 431	Civilization of Francophone Africa
CFLF 434	Afro-French Novel
CFLF 447, 448	French Civilization
CFLF 480	Senior Conference
CFLF	French (Electives)

Bachelor of Arts in French Education

CFLF 311, 312	Survey of French Literature
CFLF 331	French Pronunciation and Phonetics
CFLF 332	French Conversation
CFLF 341, 342	Advanced French Grammar and Composition
CFLF 419	Introduction to Linguistics
CFLF 431	Civilization of Francophone Africa
CFLF 434	Afro-French Novel
CFLF 447, 448	French Civilization
CFLF 451	Methods of Teaching Foreign Languages: K-12
CFLF 480	Senior Conference
CFLF	French (Electives)

French Education majors must also take additional courses in the School of Education.

Bachelor of Arts in French with International Business Minor

CFLF 307, 308	Business French
CFLF 332	French Conversation
CFLF 341 or 342	Advanced French Grammar and Composition
CFLF 431	Civilization of Francophone Africa
CFLF 434	Afro-French Novel
CFLF 447, 448	French Civilization
CFLF 480	Senior Conference
CFLF	French (Electives)

Students must also take additional courses in the School of Business Administration.

FRENCH MINOR

The minor in French consists of eighteen (18) hours. The following courses are required: CFLF 201: Intermediate French and CFLF 202: Intermediate French. Students must also complete four three-credit courses taken from the following French language offerings at the 300 and 400 levels, with the Department's advisement.

CFLF 307 or 308	Business French
CFLF 332	French Conversation
CFLF 341 or 342	Advanced French Grammar and Composition
CFLF 355 or 356	Intensive Reading
CFLF 431	Civilization of Francophone Africa
CFLF 434	Afro-French Novel
CFLF 447 or 448	French Civilization

FRENCH COURSE DESCRIPTIONS

CFLF 101/102: Elementary French.

3 credits each

Allows the student to acquire a basic level of communication in French and a familiarity with a variety of Francophone cultures through the utilization of the language in context. A variety of media, including audio, video and the Internet will be employed to complement the textbook. Classes meet three (3) hours per week and an additional hour per week of laboratory work is required. *Prerequisites: None for Elementary French 101; CFLF 101 for Elementary French 102.*

CFLF 201/202: Intermediate French.

3 credits each

Allows the student to build on the knowledge and skills acquired in elementary French, with emphasis placed on communication proficiency and the forging of a strong linguistic base. In addition to the variety of media utilized in elementary French, a significant number of more authentic cultural artifacts (literary texts, newspaper articles, films) will be introduced throughout the semester. Classes meet three (3) hours per week and an additional hour per week of laboratory work is required. *Prerequisites: CFLF 102 or equivalent for Intermediate French 201; CFLF 201 or equivalent for Intermediate French 202.*

CFLF 307/308: Business French.

3 credits each

This course is an introduction to business in France and in Francophone countries. It covers business vocabulary, government requirements for business, letter writing, transportation, insurance, accounting, and labor relations. It also seeks to expand on students' communicative and productive skills acquired in the Intermediate French language sequence. Conducted entirely in French. *Prerequisite: CFLF 202 or Instructor's approval.*

CFLF 311/312: Survey of French Literature. 3 credits

This course will be a cursory treatment of the essential works of French literature in prose, poetry, theatre and philosophical thought. Particular emphasis will be placed upon the literary movements from the Middle Ages to the present, which had a social as well as political impact on France and the rest of the world. *Prerequisite: CFLF 202.*

CFLF 331: French Pronunciation and Phonetics. 3 credits

This course treats the proper pronunciation of French and the perfecting of a near-native French diction through the aid of phonetic transcription and authentic French videos and audio texts. *Prerequisite: CFLF 202.*

CFLF 332: French Conversation. 3 credits

This course deals with improving listening comprehension and oral expression by forcing the student to enhance his/her vocabulary through copious readings, viewing videos and discussing cultural topics. Emphasis will also be placed on writing. *Prerequisite: CFLF 202.*

CFLF 341/342: Advanced French Grammar. 3 credits

This is a third-year course designed to enhance students' proficiency in spoken and written French and to examine the most difficult idiomatic and literary expressions of the language. Frequent written and oral exercises will include themes, translations, reports on assigned subjects and compositions. *Prerequisite: CFLF 202.*

CFLF 355/356: Intensive Reading in French Literature. 3 credits each

This course teaches techniques in literary analysis of various genres of French literature. Works of the twentieth century will be of primary concern. Student is required to have a general mastery of the French language and culture. This course is recommended for students who plan to do graduate work in French. *Prerequisite: CFLF 341/342 or approval of instructor.*

CFLF 419: Introduction to Linguistics. 3 credits

This is an introduction to the scientific study of language with focus on analysis and description of language. Topics include language acquisition, writing systems, sound systems, meaning, and language change in society.

CFLF 431: Civilization of Francophone Africa. 3 credits

This course treats the history of the French-speaking peoples of Africa from the colonial period until the present. It will explore the geographical, political and social issues facing black Africa, even through the transitory post-colonial period, in preparation for in-depth study of the literature and cultures. *Prerequisite: CFLF 332 or 341.* (Recommended for majors and those students interested in studying abroad in Africa)

CFLF 434: Afro-French Novel. 3 credits

This course will trace the evolution of the African and Caribbean novel of French expression from its inception to the present. It will also treat other outside literary influences, such as the Harlem Renaissance, surrealism and the negritude movement, which significantly impacted the development of this dynamic literary genre. *Prerequisite: CFLF 431 or approval of instructor.* (Recommended for students interested in studying abroad in Francophone Africa)

CFLF 440/441: Directed Study. 3 credits

This course is designed to allow majors to do more in-depth study and investigation of special areas of interest or to improve their language proficiency. The student works under the close supervision of a professor who will prescribe a plan-of-action (which must be approved by the department chair in advance) to be followed. Student must be able to work independently on the Internet.

CFLF 447/448: French Civilization. 3 credits each

This course treats the history of France from its origin to the present. It will delve into the social and political institutions and explore their impact on contemporary French society. It will also provide a cursory view of artistic—architectural, musical and literary—as well as philosophical movements throughout the Ages.

CFLF 451: Methods of Teaching Foreign Languages: K-12. 3 credits

Introduction to the theories of child language acquisition; background of foreign language instruction, K-12; rationale for proficiency-oriented instruction in elementary, middle, and secondary grades; development of materials; assessment of second language proficiency in listening, speaking, writing, and reading; techniques for promoting cultural/global awareness; integration of language study into the curriculum; observation in foreign language classes.

CFLF 453: French Literature: 1800-1850. 3 credits

Study of the origins, development, and triumph of the Romantic Movement in France via the analysis of literary, historical, and critical texts. We will look in particular at the literary theories and manifestos, which contributed to and influenced the literary production of this period, and the manner in which such texts reveal the interaction between artistic expression and socio-political reality. By looking at more contemporary versions of these revolutionary modes of expression – in popular as well as “high” art – we will try to assess the legacy of this important movement.

CFLF 454: French Prose: 1850-1900. 3 credits

Study of the progressive dominance of the novel as a literary genre in the modern period. Special attention will be given to the influence of science – which begins to acquire unprecedented authority at this point in history – on literary production–, in key works of the so-called “Realist” and “Naturalist” movements. Perhaps even more important, we will observe how the objectives and discourse of science come to define literary criticism—writing on writing. Students will be required to analyze not only a number of literary texts of the period, but the analyses of such texts: is there such a thing as objective value in art?

CFLF 480: Senior Conference in French.**3 credits**

This is a final-year directed independent study designed to explore and remedy specific areas of weakness of prospective graduates. Different assessment tools will be used to enhance the students' content knowledge and productive skills in the target language to meet the University and ACTFL standards.

CFLF 484/485: Travel-Study Seminar.**3 credits each**

Travel and independent study in a foreign country under the guidance of responsible faculty members. Strongly recommended for majors and minors.

DEGREE REQUIREMENTS: SPANISH

In addition to the University General Education requirements, students take specific courses for each degree as listed below.

Bachelor of Arts in Spanish

CFLS 303	Pronunciation and Phonetics
CFLS 304	Spanish Conversation
CFLS 307 or 308	Business Spanish
CFLS 325, 326	Survey of Peninsular Literature
CFLS 327, 328	Survey of Latin American Literature
CFLS 391, 392	Advanced Spanish Grammar and Composition
CFLS 415	Survey of Peninsular Civilization
CFLS 416	Survey of Latin American Civilization
CFLS 419	Introduction to Linguistics
CFLS 447 or 448	Afro-Hispanic Literature
CFLS 480	Senior Conference in Spanish
CFLS	Spanish (Electives)

Bachelor of Arts in Spanish Education

CFLS 303	Pronunciation and Phonetics
CFLS 304	Spanish Conversation
CFLS 325, 326	Survey of Peninsular Literature
CFLS 391, 392	Advanced Spanish Grammar and Composition
CFLS 415	Survey of Peninsular Civilization
CFLS 416	Survey of Latin American Civilization
CFLS 419	Introduction to Linguistics
CFLS 447 or 448	Afro-Hispanic Literature
CFLS 451	Methods of Teaching Foreign Languages: K-12
CFLS 480	Senior Conference in Spanish
CFLS	Spanish (Electives)

Spanish Education majors must also take additional courses in the School of Education.

Bachelor of Arts in Spanish with International Business Minor

CFLS 304	Spanish Conversation
CFLS 307, 308	Business Spanish
CFLS 351 or 352	Composition and Translation
CFLS 391	Advanced Spanish Grammar and Composition
CFLS 415	Survey of Peninsular Civilization
CFLS 416	Survey of Latin American Civilization
CFLS 480	Senior Conference in Spanish
CFLS	Spanish (Electives)

Students must also take additional courses in the School of Business Administration.

SPANISH MINOR

The minor in Spanish consists of eighteen (18) hours. The following courses are required: CFLS 201: Intermediate Spanish and CFLS 202: Intermediate Spanish. Students must also complete four three-credit courses taken from the following Spanish language offerings at the 300 and 400 levels, with the Department's advisement.

CFLS 304	Spanish Conversation
CFLS 307 or 308	Business Spanish
CFLS 335 or 336	Intensive Readings
CFLS 351 or 352	Composition and Translation
CFLS 391 or 392	Advanced Spanish Grammar and Composition
CFLS 415	Survey of Peninsular Civilization
CFLS 416	Survey of Latin American Civilization

SPANISH COURSE DESCRIPTIONS**CFLS 101/102: Elementary Spanish.****3 credits each**

Allows the student to acquire a basic level of communication in Spanish and a familiarity with a variety of Spanish-speaking cultures through the utilization of the language in context. A variety of media, including audio, video and the Internet will be employed to complement the textbook. Classes meet three (3) hours per week and an additional hour per week of laboratory work is required. *Prerequisites: None for Elementary Spanish 101; CFLS 101 for Elementary Spanish 102.*

CFLS 201/202: Intermediate Spanish.**3 credits each**

Allows the student to build on the knowledge and skills acquired in elementary Spanish, with emphasis placed on communication proficiency and the forging of a strong linguistic base. In addition to the variety of media utilized in elementary Spanish, a significant number of more authentic cultural artifacts (literary texts, newspaper articles, films) will be introduced throughout the semester. Classes meet three (3) hours per week and an additional hour per week of laboratory work is required. *Prerequisites: CFLS 102 or equivalent for Intermediate Spanish 201; CFLS 201 or equivalent for Intermediate Spanish 202.*

CFLS 303: Spanish Pronunciation and Phonetics. **3 credits**

This course treats the proper pronunciation of Spanish and the perfecting of a near-native Spanish diction through the aid of phonetic transcription and authentic Spanish videos and audio texts. *Prerequisite: CFLS 202.*

CFLS 304: Spanish Conversation. **3 credits**

This course deals with improving listening comprehension and oral expression by forcing the student to enhance his/her vocabulary through copious readings, viewing videos and discussing cultural topics. Emphasis will also be placed on writing. *Prerequisite: CFLS 202.*

CFLS 307: Business Spanish. **3 credits**

The course is designed to introduce students to basic business concepts while providing fundamental terminology and usage in Spanish. Students will acquire the rudiments of some functional areas of business, examine the protocol of business environments, read and analyze commercial texts. Sensitivity to and appreciation of cultural content and differences in the Hispanic business world are also integral parts of instruction. Conducted entirely in Spanish. *Prerequisite: CFLS 202.*

CFLS 308: Business Spanish. **3 credits**

This course is a continuation of CFLS 307. It emphasizes the practical application of the concepts taught previously, practice in carrying out typical business transactions in Spanish, and writing business documents in Spanish. Translations and case analysis of the experiences of actual business entities in the Hispanic world are also integral parts of instruction. Conducted entirely in Spanish. *Prerequisites: CFLS 202 and/or CFLS 307.*

CFLS 315: Latin American Civilization. **3 credits**

This course treats the geography, history, institutions, and cultural development of the Latin-American world. *Prerequisite: CFLS 304 or equivalent.*

CFLS 325/326: Survey of Peninsular Literature. **3 credits each**

Study of the outstanding works of major authors and the major literary movements. The first half of these two-part series covers the Middle Ages to the Golden Age. The second half covers the seventeenth century to the present. *Prerequisite: CFLS 304 or equivalent.*

CFLS 327/328: Survey of Latin American Literature. **3 credits each**

Study of the representative works of Latin American literature, including Afro-Hispanic literature. The first half of these two-part series covers the pre-Hispanic, colonial and independence eras. The second half covers post independence period to the present. *Prerequisite: CFLS 304 or equivalent.*

CFLS 335: Intensive Readings. **3 credits**

Survey of grammar with emphasis on improving and reinforcing reading skills. *Prerequisite: CFLS 304 or approval of instructor.*

CFLS 336: Intensive Readings. **3 credits**

Continuation of CFLS 335, involving reading and analysis of increasingly difficult texts from different fields. *Prerequisite: CFLS 335 or approval of instructor.*

CFLS 351/352: Composition and Translation. **3 credits each**

Advanced problems in grammar and syntax, written exercises, and free composition. Features instruction in writing different genres and modifying writing style to accommodate specific audiences. Includes instruction in stylistic features of writing that distinguish Spanish from English. Conducted in Spanish. *Prerequisite: CFLS 304 or 335.*

CFLS 353: Spanish Literature of the Middle Ages. **3 credits**

Introduction to the Spanish people through their literature of the twelfth, thirteenth, and fourteenth centuries. The selections studied illustrate national traits, or major facets of the Spanish people. Through reading these works, students become better acquainted with the evolution of Spanish literature and the people.

CFLS 354: Literature of the Golden Age. **3 credits**

Analysis of conditions, which produced the Golden Age, with emphasis on the life and thought of Cervantes. Readings from the Quixote and *Novelas Ejemplares*.

CFLS 391/392: Advanced Spanish Grammar and Composition. **3 credits each**

Instruction in advanced grammatical problems and stylistics, emphasizing the mastery of the use of nouns, pronouns, adjectives, adverbs, prepositions, and conjunctions. Also includes instruction in the formation of simple and complex sentence structures. Conducted in Spanish. *Prerequisite: CFLS 202 or equivalent.*

CFLS 411: Latin American Literature. **3 credits**

Main trends of Spanish-American literature from the colonial to the contemporary period. Includes lectures, commentaries, and class discussion. *Prerequisite: CFLS 315.*

CFLS 415: Survey of Peninsular Civilization. **3 credits**

This course treats the history of Spain from its origin to the present. It will delve into the social and political institutions and explore their impact on contemporary Spanish society. It will also provide a cursory view of artistic—architectural, musical and literary—as well as philosophical movements throughout the Ages. Conducted in Spanish. *Prerequisite: CFLS 304 or equivalent.*

CFLS 416: Survey of Latin American Civilization. **3 credits**

Study of the political, economic, and cultural history of Latin America from pre-Columbian times to the present. Special emphasis is on the role of black Latin America in the development of Latin American civilization. *Prerequisite: CFLS 304 or equivalent.*

CFLS 419: Introduction to Linguistics.**3 credits**

This is an introduction to the scientific study of language with focus on the analysis and description of language. Topics include language acquisition, writing systems, sound systems, meaning, and language change in society.

CFLS 422: Romanticism.**3 credits**

Literary investigation of the Romantic Movements in Spain. Topics include the theories regarding foreign influences on the development of Spanish Romanticism, versus indigenous Spanish Romanticism. Important precursors and major authors are studied.

CFLS 425: Modernism.**3 credits**

Intensive study of the major modernist writers of Latin America and selected modernist authors of Spain. Special focus on a comparative study of the parallel and divergent developments of modernism in Spain and Latin America, paying special attention to the contributions of Ruben Dario.

CFLS 440/441: Directed Study.**3 credits**

This course is designed to allow majors to do more in-depth study and investigation of special areas of interest or to improve their language proficiency. The student works under the close supervision of a professor who will prescribe a plan-of-action (which must be approved by the department chair in advance) to be followed. Student must be able to work independently on the Internet.

CFLS 447/448: Afro-Hispanic Literature.**3 credits**

This is an historical and cultural overview of the African Diaspora in Latin America, with special emphasis on the development of the Afro-Hispanic literary canon. A variety of literary forms will be treated and will include poetry, the novel, short stories, critical essays and other narrative materials. There will also be an articulation around three components: slavery, *negrista* and neo-*negrista* movements, and will allow students to discuss the question of the Black Diaspora and the literary treatment of race and identity and other key concepts. *Prerequisite: CFLS 304 or approval of instructor.* (Recommended for students interested in studying abroad in Latin America)

CFLS 451: Methods of Teaching Foreign Languages: K-12.**3 credits**

Introduction to the theories of foreign language acquisition; background of foreign language instruction, K-12; rationale for proficiency-oriented instruction in elementary, middle, and secondary grades; development of materials; assessment of second language proficiency in listening, speaking writing, and reading; techniques for promoting cultural/global awareness; integration of language study into the curriculum; observation in foreign language classes.

CFLS 461: Explicacion de Textos.**3 credits**

This is an in-depth course in literary analysis that aims to prepare students for close textual reading and writing. It treats detailed critical analysis of selected passages with references to biographical elements, sources of origins, literary meaning, authenticity, and aesthetic qualities. Students produce oral and written reports in Spanish. Conducted in Spanish. *Prerequisite: CFLS 351 or 391.*

CFLS 480: Senior Conference in Spanish.**3 credits**

This is a final-year directed independent study designed to explore and remedy specific areas of weakness of prospective graduates. Different assessment tools will be used to enhance the students' content knowledge and productive skills in the target language to meet both the University and ACTFL standards.

CFLS 484/485: Travel Study Seminar.**3 credits each**

Travel and independent study in a foreign country under the guidance of responsible faculty members. Strongly recommended for majors and minors.

CHINESE MINOR

The Chinese Minor consists of eighteen (18) semester hours. The following courses are required: CFLC 201: Intermediate Chinese and CFLC 202: Intermediate Chinese. Students must also complete four three-credit courses from the following list, with the Department's advisement.

CFLC 301/302	Advanced Chinese (Level III)
SHIS 241	Survey of Traditional China and Japan (offered at Spelman College)
SHIS 343	Modern Chinese History (offered at Spelman College)
CFLC 441	Chinese Culture and Civilization
CFLC 440	Directed Study
CFLC 480	Modern China Through Film and Literature

CHINESE COURSE DESCRIPTIONS**CFLC 101/102: Beginning Chinese (Level I).****3 credits each**

Introduces students to Chinese (Mandarin) phonetic and writing system and basic conversational skills through a multimedia approach, emphasizing communication proficiency. Classes meet three (3) hours per week, and an additional hour of laboratory per week is required.

CFLC 201/202: Intermediate Chinese (Level II).**3 credits each**

Continued emphasis on the four language skills—listening, speaking, reading, and writing through the multimedia approach. Classes meet three (3) hours per week, and an additional hour of laboratory per week is required.

CFLC 301/302: Advanced Chinese (Level III).**3 credits each**

Emphasis on topic-oriented conversation, listening comprehension, short compositions and reading comprehension through the multimedia approach.

CFLC 440: Directed Study.**3 credits**

Special interest areas for in-depth study under the supervision of an instructor. The supervising instructor in consultation with the department chair must approve all special study projects in advance.

CFLC 441: Chinese Culture and Civilization.**3 credits**

Study of various aspects of Chinese culture (including history, philosophy and religion) as reflected in family life, language, literature, art, etc. Conducted in English.

CFLC 480: Modern China Through Film and Literature.**3 credits**

Introduces students to modern China, including its social, economical, and political changes, through film and literature. Conducted in English.

SAMPLE PLANS OF STUDY

The following outlines illustrate ways in which courses may be arranged for degrees in modern foreign languages. These are suggested study plans, not mandatory ones.

BACHELOR OF ARTS IN FRENCH (126 HOURS)**FRESHMAN YEAR****First Semester: 17 hours**

CFLF 201	Intermediate French I (3)
CENG 105	English Composition I (3)
CSOC 105	Culture and Society (3)
CMAT 103	Algebra I (3)
CSTA 101	Fundamentals of Speech (3)
CGED 100	First-Year Seminar I (1)
CPED 101	Physical Education Requirement (1)

Second Semester: 16 hours

CFLF 202	Intermediate French II (3)
CENG 106	English Composition II (3)
CMAT 104	Algebra II (3)
CCIS 100	Information Technology and Computer Applications (3)
CPSY 211	General Psychology (3)
CGED 101	First-Year Seminar II (1)

SOPHOMORE YEAR**First Semester: 18 hours**

CFLF 331	French Pronunciation and Phonetics (3)
CFLF 341	Advanced French Grammar and Composition (3)
CENG 201 or 202	World Literature (3)
CHIS 201	U.S., Africa and the World I (3)
CBIO 101	Biological Science (3)
CART 150	Art Appreciation (3)

Second Semester: 15 hours

CFLF 332	French Conversation (3)
CFLF 342	Advanced French Grammar and Composition (3)
CHIS 202	U.S., Africa and the World II (3)
CPHY 102	Physical Science (3)
CFLF 307 or 308	Business French (3)

JUNIOR YEAR**First Semester: 15 hours**

CFLF 311	Survey of French Literature (3)
CFLF 447	French Civilization (3)
CPhi 105	Critical Thinking (3)
CFLF	French Elective (3)
	Second Foreign Language Elective (3)

Second Semester: 15 hours

CFLF 312	Survey of French Literature (3)
CFLF 448	French Civilization (3)
CFLF	French Elective (3)
	French Elective (3)
	Second Foreign Language Elective (3)

SUMMER: Foreign Internship and/or study**SENIOR YEAR****First Semester: 15 hours**

CFLF 419	Introduction to Linguistics (3)
CFLF 431	Civilization of Francophone Africa (3)
CFLF 480	Senior Conference in French (3)
CFLF	French Elective (3)
	Second Foreign Language Elective (3)

Second Semester: 15 hours

CFLF 434	Afro-French Novel (3)
CFLF	French Elective (3)
	French Elective (3)
	French Elective (3)
	Second Foreign Language Elective (3)

BACHELOR OF ARTS IN FRENCH EDUCATION (127 HOURS)

FRESHMAN YEAR

First Semester: 17 hours

CFLF 201	Intermediate French I (3)
CENG 105	English Composition (3)
CMAT 103	Algebra I (3)
CSOC 105	Culture and Society (3)
CSTA 101	Fundamentals of Speech (3)
CPED 101	Physical Education (1)
CGED 100	First-Year Seminar I (1)

Second Semester: 16 hours

CFLF 202	Intermediate French II (3)
CENG 106	English Composition (3)
CMAT 104	Algebra II (3)
CCIS 100	Information Technology and Computer Applications (3)
CPSY 211	General Psychology (3)
CGED 101	First-Year Seminar II (1)

SOPHOMORE YEAR

First Semester: 15 hours

CFLF 331	French Pronunciation and Phonetics (3)
CFLF 341	Advanced French Grammar and Composition (3)
CENG 201 or 202	World Literature (3)
CBIO 101	Biological Science (3)
CHIS 201	U.S., Africa and World I (3)
CEDC 212	Pre-Professional Seminar (0)

Second Semester: 16 hours

CFLF 332	French Conversation (3)
CFLF 342	Advanced French Grammar and Composition (3)
CPHY 102	Physical Science (3)
CART 150	Art Appreciation (3)
CHIS 202	U.S., Africa and World II (3)
CSEC 219	Practicum I (1)

JUNIOR YEAR

First Semester: 18 hours

CFLF 311	Survey of French Literature (3)
CFLF 431	Civilization of Francophone Africa (3)
CFLF 447	French Civilization (3)
CPHI 105	Critical Thinking (3)
CEDF 211	Foundations of Education (3) The Urban Reality
CEDC 262	Educational Technology (2)
CSEC 319	Practicum II (1)

Second Semester: 16 hours

CFLF 312	Survey of French Literature (3)
CFLF 448	French Civilization (3)
CFLF 434	Afro-French Novel (3)
CEDC 308	Multicultural Education (3)
CCPS 398	Adolescent Psychology (3)
CSEC 320	Practicum III (1)

SUMMER: Foreign Internship and/or Study

SENIOR YEAR

First Semester: 16 hours

CFLF 419	Introduction to Linguistics (3)
CEDS 425	Introduction to Exceptional Students Education (3)
CEDC 443	High School Curriculum and Methods (3)
CFLF 451	Methods of Teaching Foreign Languages: K-12 (3)
CFLF 480	Senior Conference in French (3)
CSEC 419	Practicum IV (1)

Second Semester: 13 hours

CEDU 448	Student Teaching in the High School (13) OR
CEDU 449	Student Teaching P-12 (13)

BACHELOR OF ARTS IN FRENCH WITH INTERNATIONAL BUSINESS MINOR (126 HOURS)

FRESHMAN YEAR

First Semester: 17 hours

CBIO 101	Biological Science (3)
CENG 105	English Composition I (3)
CSOC 105	Culture and Society (3)
CMAT 103	Algebra I (3)
CSTA 101	Fundamentals of Speech (3)
CGED 100	First-Year Seminar I (1)
CPED 101	Physical Education (1)

Second Semester: 16 hours

CPHY 102	Physical Science (3)
CENG 106	English Composition II (3)
CMAT 104	Algebra II (3)
CCIS 100	Information Technology and Computer Applications (3)
CPSY 211	General Psychology (3)
CGED 101	First-Year Seminar II (1)

SOPHOMORE YEAR

First Semester: 18 hours

CFLF 201	Intermediate French I (3)
CBUS 207	Principles of Accounting I (3)
CECO 251	Principles of Economics (3)
CENG 201 or 202	World Literature (3)
CHIS 201	U.S., Africa and the World I (3)
CART 150	Art Appreciation (3)

Second Semester: 15 hours

CFLF 202	Intermediate French II (3)
CBUS 208	Principles of Accounting II (3)
CECO 252	Microeconomics (3)
CPHI 105	Critical Thinking (3)
CHIS 202	U.S., Africa and the World II (3)

JUNIOR YEAR

First Semester: 15 hours

CFLF 307	Business French (3)
CFLF 341	Advanced French Grammar and Composition (3)
CFLF 447	French Civilization (3)
CECO 335	International Trade (3)
CBUS 335	Principles of Marketing (3)

SUMMER: Foreign Internship and /or study

Second Semester: 15 hours

CFLF 308	Business French (3)
CFLF 332	French Conversation (3)
CFLF 448	French Civilization (3)
CBUS 337	Introduction to International Business Management (3)
CFLF	French Elective (3)

SENIOR YEAR

First Semester: 15 hours

CFLF 431	Civilization of Francophone Africa (3)
CFLF 480	Senior Conference in French (3)
CBUS 423	International Finance Management (3)
CFLF	French Elective (3)
CFLF	French Elective (3)

Second Semester: 15 hours

CFLF 434	Afro-French Novel (3)
CBUS 422	International Marketing (3)
	Free Elective (3)
	Free Elective (3)
	Free Elective (3)

BACHELOR OF ARTS IN SPANISH (126 HOURS)

FRESHMAN YEAR

First Semester: 17 hours

CFLS 201	Intermediate Spanish I (3)
CENG 105	English Composition I (3)
CSOC 105	Culture and Society (3)
CMAT 103	Algebra I (3)
CSTA 101	Fundamentals of Speech (3)
CGED 100	First-Year Seminar I (1)
CPED 101	Physical Education (1)

Second Semester: 16 hours

CFLS 202	Intermediate Spanish II (3)
CENG 106	English Composition II (3)
CMAT 104	Algebra II (3)
CCIS 100	Information Technology and Computer Applications (3)
CPSY 211	General Psychology (3)
CGED 101	First-Year Seminar II (1)

SOPHOMORE YEAR

First Semester: 18 hours

CFLS 303	Spanish Pronunciation and Phonetics (3)
CFLS 391	Advanced Grammar and Composition (3)
CENG 201 or 202	World Literature (3)
CHIS 201	U.S., Africa and the World I (3)
CBIO 101	Biological Science (3)
CART 150	Art Appreciation (3)

Second Semester: 15 hours

CFLS 304	Spanish Conversation (3)
CFLS 392	Advanced Grammar and Composition (3)
CHIS 202	U.S., Africa and the World II (3)
CPHY 102	Physical Science (3)
CFLS 307 or 308	Business Spanish (3)

JUNIOR YEAR

First Semester: 15 hours

CFLS 325	Survey of Peninsular Literature (3)
CFLS 327	Survey of Latin American Literature (3)
CPHI 105	Critical Thinking (3)
CFLS	Spanish Elective (3)
	Second Foreign Language Elective (3)

Second Semester: 15 hours

CFLS 326	Survey of Peninsular Literature (3)
CFLS 328	Survey of Latin American Literature (3)
CFLS	Spanish Elective (3)
CFLS	Spanish Elective (3)
	Second Foreign Language Elective (3)

SUMMER: Foreign Internship and or travel**SENIOR YEAR****First Semester: 15 hours**

CFLS 415	Survey of Peninsular Civilization (3)
CFLS 419	Introduction to Linguistics (3)
CFLS 447	Afro-Hispanic Literature (3)
CFLS 480	Senior Conference in Spanish (3)
	Second Foreign Language Elective (3)

Second Semester: 15 hours

CFLS 416	Survey of Latin American Civilization (3)
CFLS	Spanish Elective (3)
CFLS	Spanish Elective (3)
CFLS	Spanish Elective (3)
	Second Foreign Language Elective (3)

BACHELOR OF ARTS IN SPANISH EDUCATION (127 HOURS)**FRESHMAN YEAR****First Semester: 17 hours**

CFLS 201	Intermediate Spanish I (3)
CENG 105	English Composition I (3)
CSOC 105	Culture and Society (3)
CMAT 103	Algebra I (3)
CSTA 101	Fundamentals of Speech (3)
CPED 101	Physical education (1)
CGED 100	First-Year Seminar I (1)

Second Semester: 16 hours

CFLS 202	Intermediate Spanish II (3)
CENG 106	English Composition II (3)
CMAT 104	Algebra II (3)
CCIS 100	Information Technology and Computer Applications (3)
CPSY 211	General Psychology (3)
CGED 101	First-Year Seminar II (1)

SOPHOMORE YEAR**First Semester: 15 hours**

CFLS 303	Spanish Pronunciation and Phonetics (3)
CFLS 391	Advanced Spanish Grammar and Composition (3)
CENG 201 or 202	World Literature (3)
CBIO 101	Biological Science (3)
CHIS 201	U.S., Africa and the World I (3)
CEDC 212	Pre-Professional Seminar (0)

Second Semester: 16 hours

CFLS 304	Spanish Conversation (3)
CFLS 392	Advanced Spanish Grammar and Composition (3)
CPHY 102	Physical Science (3)
CART 150	Art Appreciation (3)
CHIS 202	U.S., Africa and the World II (3)
CSEC 219	Practicum I (1)

JUNIOR YEAR**First Semester: 18 hours**

CFLS 325	Survey of Peninsular Literature (3)
CFLS 415	Survey of Peninsular Civilization (3)
CPHI 105	Critical Thinking (3)
CEDF 211	Foundations of Education (3)
	The Urban reality
CEDC 262	Educational Technology (2)
CSEC 319	Practicum II (1)
CFLS	Spanish Elective (3)

Second Semester: 16 hours

CFLS 326	Survey of Peninsular Literature (3)
CFLS 416	Survey of Latin American Civilization (3)
CFLS 448	Afro-Hispanic Literature (3)
CFLS 308	Multicultural Education (3)
CPS 398	Adolescent Psychology (3)
CSEC 320	Practicum III (1)

SUMMER: Foreign Internship and/or study**SENIOR YEAR****First Semester: 16 hours**

CFLS 419	Introduction to Linguistics (3)
CEDS 425	Introduction to Exceptional Students Education (3)
CEDC 443	High School Curriculum and Methods (3)
CFLS 451	Methods of Teaching Foreign Languages: K-12 (3)
CFLS 480	Senior Conference in Spanish (3)
CSEC 419	Practicum IV (1)

Second Semester: 13 hours

- CEDC 448 Student Teaching in the High School (13)
OR
CEDC 449 Student Teaching P-12 (13)

**BACHELOR OF ARTS IN SPANISH WITH
INTERNATIONAL BUSINESS MINOR (126 HOURS)****FRESHMAN YEAR****First Semester: 17 hours**

- CBIO 101 Biological Science (3)
CENG 105 English Composition I (3)
CSOC 105 Culture and Society (3)
CMAT 103 Algebra I (3)
CSTA 101 Fundamentals of Speech (3)
CGED 100 First-Year Seminar I (1)
CPED 101 Physical Education (1)

Second Semester: 16 hours

- CPHY 102 Physical Science (3)
CENG 106 English Composition II (3)
CMAT 104 Algebra II (3)
CCIS 100 Information Technology and Computer Applications (3)
CPSY 211 General Psychology (3)
CGED 101 First-Year Seminar II (1)

SOPHOMORE YEAR**First Semester: 18 hours**

- CFLS 201 Intermediate Spanish I (3)
CBUS 207 Principles of Accounting I (3)
CECO 251 Principles of Economics (3)
CENG 201 or 202 World Literature (3)
CHIS 201 U.S., Africa and the World I (3)
CART 150 Art Appreciation (3)

Second Semester: 15 hours

- CFLS 202 Intermediate Spanish II (3)
CBUS 208 Principles of Accounting II (3)
CECO 252 Microeconomics (3)
CPHI 105 Critical Thinking (3)
CHIS 202 U.S., Africa and the World II (3)

JUNIOR YEAR**First Semester: 15 hours**

- CFLS 304 Spanish Conversation (3)
CFLS 307 Business Spanish (3)
CFLS 415 Survey of Peninsular Civilization (3)
CBUS 335 Principles of Marketing (3)
CECO 335 International Trade (3)

Second Semester: 15 hours

- CFLS 391 Advanced Spanish Gram. & Comp. (3)
CFLS 308 Business Spanish (3)
CFLS 416 Survey of Latin American Civilization (3)
CBUS 337 Introduction to International Business Management (3)
CFLS Spanish Elective (3)

SUMMER: Foreign Internship and/or study**SENIOR YEAR****First Semester: 15 hours**

- CFLS 351 Composition and Translation (3)
CFLS 480 Senior Conference in Spanish (3)
CBUS 423 International Finance Management (3)
CFLS Spanish Elective (3)
CFLS Spanish Elective (3)

Second Semester: 15 hours

- CFLS 448 Afro-Hispanic Literature (3)
CBUS 422 International Marketing (3)
Free Elective (3)
Free Elective (3)
Free Elective (3)

Division of Humanities
DEPARTMENT OF HISTORY
McPheeters-Dennis Hall, Room 27
Telephone: 404-880-8243/8239

(Effective Spring 2005 Teacher Certification and B.A. in History Education, Discontinued)

STATEMENT OF PURPOSE

The Department of History serves as a center for historical study by providing a core base of knowledge of past events and by fostering an environment to examine the significance of those events on the human experience. The department provides undergraduate and graduate training in history as well as general education and honors courses for nonmajors. Students may matriculate toward a Bachelor of Arts degree with a concentration in history or choose to minor in the field.

The department collaborates with other departments and schools within the University. In particular, it cooperates with the School of Education in the preparation of history teachers for the public schools. The department is a key component of the African-American and Africana Women's Studies Program and cooperates with other disciplines in the humanities and social sciences. To train historians and to enhance the historical knowledge of students in other disciplines, the department teaches the skills essential to analysis and interpretation of the past. In addition, the department teaches students to think critically, to make sound judgment, and to develop strong oral and written communication skills. Curriculum emphasis focuses on understanding and appreciating global issues, a diversity of cultures and our shared humanity. Classroom instruction is complemented by internships, study abroad opportunities and various other research projects that utilize the University's rich African-American archives and special collections. The department desires to produce distinguished historians and new approaches to the study of the past. It focuses on specific problems and teaches students systematic methods of inquiry and analysis.

History is a key component of liberal arts education and a solid foundation for professional opportunities in many diverse fields. History majors and minors are prepared for careers in law, archives management, education, government and business and industry. The department sponsors a chapter of Phi Alpha Theta, the international history honor's club.

DEGREE REQUIREMENTS

In addition to the University General Education requirements, students take specific courses for the degree as listed below:

CHIS 211	United States History to 1877
CHIS 212	United States History Since 1877
CHIS 319	African-American History to 1865

CHIS 320	African-American History Since 1865
CHIS 350	African History to 1800
CHIS 351	African History Since 1800
CHIS 403	Historical Methods
CHIS 404	Early Modern Europe
CHIS 405	Modern Europe since 1815
	History elective (One upper-division course)
	History elective (Four courses)
	Foreign language (One course beyond General Education requirements)
	Two upper-division courses from American Government, Economics, Sociology, or Anthropology
CHIS 490	Senior Seminar
CHIS 491	Special Topics in History

CERTIFICATION IN HISTORY EDUCATION

In conjunction with the School of Education, history majors may take courses necessary for secondary school teacher certification. Plans of study are available from the Curriculum Department in the School of Education.

HISTORY COURSE DESCRIPTIONS

CHIS 201/202: United States, Africa and the World. 3 credits each

These courses focus on the historical foundations and the complex evolutions over time of our modern world. CHIS 201 begins with the African origins of humankind and then examines the development of selected civilizations up to 1815. CHIS 202 places strong emphasis on the United States and its emergence as a world power. Other topics include colonialism, independence movements, feminism, labor movements and world war.

CHIS 211 and 212: History of the United States. 3 credits each

Covers the social, political, and economic development of American life and institutions with special emphasis on the development of American nationality. The first semester covers the period from 1492 to 1865; the second, the period from 1865 to the present.

CHIS 317: Civil War and Reconstruction. 3 credits

Critical examination of economic, social, and political causes of the Civil War. Relates the social changes growing out of the war and the Reconstruction period to the present.

CHIS 319: African-American History to 1865. 3 credits

Examination and analysis of the experience of African-Americans from the African beginnings to 1865, including the development of North American racism, the experience of slavery, sectionalism, the Civil War, and Reconstruction.

CHIS 320: African-American History Since 1865. 3 credits

Examination and analysis of the experiences of African-Americans from the Post-Reconstruction period to the present. Major topics include segregation, urban life, the civil rights movement, and black contributions to American culture and society.

CHIS 350: History of Africa to 1800. 3 credits

Historical survey of Africa before colonialism, especially geography, culture, and politics.

CHIS 351: History of Africa Since 1800. 3 credits

Historical survey of Africa from colonialism to the present. Special emphasis on independence movements.

CHIS 355: United States in the Twentieth Century. 3 credits

Historical analysis of the United States as a world power. Emphasizes aspects of the American experience in economics, politics, social arrangements, and ideals.

CHIS 360: American Social and Intellectual History. 3 credits

Study of the effect which ideas and intellectual currents have on social life in modern America. Evaluation of thinkers of America's recent past and their impact on the daily life of the country.

CHIS 403: Historical Methods. 3 credits

Study of the sources utilized by historians in their attempts to re-create the past. Research papers are required.

CHIS 404: Early Modern Europe: 1500-1815. 3 credits

Analysis of factors which produced modern European civilization. Topics include the Renaissance, the Reformation, the scientific revolution, the Enlightenment, and the rise of nationalism.

CHIS 405: Modern Europe Since 1815. 3 credits

Study of the social and political upheavals of the nineteenth century. Covers industrialization, nationalism, democracy, and the mass movements represented by socialism and fascism.

CHIS 422: History of Georgia. 3 credits

Survey of the history of Georgia from colonial times to the present. Of particular significance to prospective teachers in elementary and secondary education.

CHIS 433: History of Urban America. 3 credits

Development of modern urban institutions in chronological and comparative contexts. Focuses on themes such as community structure and organization, patterns of delivery of urban goods and services, and formal and informal government structure. Overreaching the institutional framework is a study of the ways in which urban growth and political, economic, and institutional change affect public policy.

CHIS 450: The Jim Crow South. 3 credits

An examination of racial segregation as practiced in the southern region of the United States from Reconstruction through the 1950s. Students analyze historical readings and document oral accounts of African-Americans who experienced segregation.

CHIS 480/483: Independent Study. 3 credits each

A program of reading, research, and writing in which students engage in a critical examination of one or more selected topics under the guidance of the instructor.

CHIS 490: Senior Seminar. 3 credits

A required research and writing course for seniors where students utilize primary sources and complete a major paper integrating the various historical themes and interpretations introduced in earlier courses.

CHIS 491: Special Topics in Contemporary History. 3 credits

A study of the major forces and ideas as well as social, political and economic developments in contemporary history. Special thematic emphasis may vary from one semester to the next.

BACHELOR OF ARTS IN HISTORY (124 HOURS)

SAMPLE PLAN OF STUDY

The following outline illustrates how courses may be arranged for the degree in history. This is a suggested study plan, not a mandatory one.

FRESHMAN YEAR

First Semester: 17 hours

CBIO 101	Biological Science (3)
CGED 100	First-Year Seminar I (1)
CENG 105	English Composition I (3)
CMAT 103	Algebra I (3)
CHIS 201	U.S., Africa and the World I (3)
CPED 101/102	Physical Education Requirement (1)
CSTA 101	Fundamentals of Speech (3)

Second Semester: 16 hours

CPHY 102	Physical Science (3)
CGED 101	First-Year Seminar II (1)
CCIS 100	Information Technology and Computer Application (3)
CENG 106	English Composition II (3)
CMAT 104	Algebra II (3)
CHIS 202	U.S., Africa and the World II (3)

SOPHOMORE YEAR**First Semester: 15 hours**

CENG 201/202	World Literature I or II (3)
CHIS 211	History of the United States to 1865 (3)
CHIS 350	African History to 1800 (3)
PHI/REL	Philosophy/Religion Requirement (3)
	Foreign Language Requirement (3)

Second Semester: 15 hours

CHIS 212	History of the United States Since 1865 (3)
CHIS 351	African History Since 1800 (3)
CPSY 211	General Psychology (3)
	Foreign Language Requirement (3)
	Social Science Requirement (3)

JUNIOR YEAR**First Semester: 15 hours**

CHIS 319	African-American History to 1877 (3)
CHIS 403	Historical Methods (3)
CHIS 404	Early Modern Europe: 1500-1815 (3)
	Humanities Requirement (3)
	Foreign Language Elective [300 level] (3)

Second Semester: 15 hours

CHIS 320	African-American History Since 1877 (3)
CHIS 405	Modern Europe Since 1815 (3)
CPSC 219	American Government and Politics (3)
	History elective (upper-division course) (3)
	Elective (3)

SENIOR YEAR**First Semester: 15 hours**

	American History elective (3)
	History elective (3)
	Elective (3)
	Elective (3)
	One upper-division course from American Government Economics, Sociology, or Anthropology (3)

Second Semester: 15 hours

	Non-Western History elective (3)
	History elective (3)
	Elective (3)
	Elective (3)
	One upper-division course from American Government Economics, Sociology, or Anthropology (3)

Division of Humanities**DEPARTMENT OF MUSIC****Park Street Music and Art Complex****Telephone: 404-880-8211****(Effective Spring 2005 Teacher Certification and B.A. in Music Education, Discontinued)**

The Department of Music provides intensive professional training in music performance and music teacher education for its students—thus preparing them for a broad range of musical careers. It also prepares music students for successful postbaccalaureate studies leading to graduate degrees through the doctorate. Nonmusic majors are offered several courses that enhance their undergraduate experience. The department also offers opportunities for nonmusic majors to participate in its excellent performing ensembles. These performing organizations serve to broaden the cultural experience of the entire University community and the metropolitan Atlanta area.

Participation in the University Choir, University Bands, AUC Orchestra and Jazz Orchestra is available to all University students. Membership in these ensembles, however, is selected by audition.

DEGREE REQUIREMENTS

The Department offers curricula leading to the Bachelor of Arts in Music and the Bachelor of Arts in Music Education degrees. Students pursuing degrees in Music Education should be aware that additional courses in professional education and music education are required for completion of the degree and certification.

Prospective music majors and minors are accepted into the department by a Performance Audition before members of the music faculty. A successful Performance Audition is a prerequisite for acceptance as a music major/minor. The audition is also necessary for music scholarship consideration.

Upon entering the music program, students must take a diagnostic examination in music theory to determine whether they should begin with Fundamentals of Music (CMUS 101) or Music Theory I (CMUS 201). Other requirements for majors/minors are as follows:

Each semester in residence, majors and minors must enroll in applied music, performance seminar (vocal and piano students), and the musical ensemble of their major performance area. Music Education majors (instrumental track) must enroll in University Band (marching and concert), Philharmonic Society, or AUC Orchestra during each semester in residence with the exception of the semester for student teaching. Music Education majors are encouraged to experience a variety of ensembles while satisfying a minimum of seven semesters in the primary ensemble. Instrumental performance majors may enroll in Jazz Orchestra with permission from the instructor, but must also enroll in University Band (marching and concert) or University Orchestra for a minimum of four semesters. Piano majors should enroll in Philharmonic Society (choir) for a minimum of four semesters and elect other ensembles for the additional four semesters if they qualify for membership. Students should refer to the Music Department Handbook for further details regarding these policies.

Music majors and minors must enroll in Music Seminar and perform once each semester in residence. Music Education majors do not enroll during the semester of preservice teaching.

All students must perform an applied jury examination before members of the music faculty in their primary medium at the end of each semester.

Music majors and minors must enroll in piano class (maximum of four semesters) or applied piano until they can successfully complete the piano proficiency examination. In addition to the University General Education requirements, students take specific courses for each degree, as listed below.

BACHELOR OF ARTS IN MUSIC

CMUS 105 and 106	Elementary Sight Singing and Ear Training
CMUS 107A – 408B	Applied Music
CMUS 110A – 413B	Ensemble (Orchestra, Choir, Band/Jazz Orchestra)
CMUS 114A – 414B/01	Performance Seminar: Piano*
CMUS 114A – 414B/02	Performance Seminar: Voice **
CMUS 115A – 415B	Music Seminar
CMUS 117A – 217B	Piano Class
CMUS 119	World Music
CMUS 201 and 202	Music Theory I
CMUS 205 and 206	Advanced Sight Singing and Ear Training
CMUS 208	Music Technology
CMUS 216	Introduction to Music Literature
CMUS 301 and 302	Music Theory II
CMUS 303	Counterpoint
CMUS 304	Form and Analysis
CMUS 316 and 317	Music History and Literature

CMUS 320	Afro-American Music
CMUS 403	Orchestration and Arranging
CMUS 404	Conducting
CMUS 417	Senior Project or
CMUS 425	Senior Recital
	Electives

* Piano majors must take Performance Seminar simultaneously with Applied Piano during each semester of residence. Piano majors in Music Education are only required to take four semesters.

**Voice majors must take Performance Seminar simultaneously with Applied Voice during each semester of residence. Voice majors in Music Education are only required to take four semesters. Freshman voice majors may be advised to take CMUS 118 (Voice Class) in lieu of Applied Voice during the first semester of residence.

BACHELOR OF ARTS IN MUSIC EDUCATION

The Department of Music offers a degree in Music Education in conjunction with the School of Education. In addition to most of the courses listed above, music education majors must take the following additional courses in music:

CMUS 109 (sec 1)	Instrumental Class/Strings (Instrumental track only)
CMUS 109 (sec 2)	Instrumental Class/Woodwinds (Instrumental track only)
CMUS 109 (sec 3)	Instrumental Class/Brass (Instrumental track only)
CMUS 109 (sec 4)	Instrumental Class/Percussion (Instrumental track only)
CMUS 221	Elementary Music Methods and Practicum
CMUS 308	Vocal Pedagogy (instrumental track only)
CMUS 321	Secondary Music Methods and Practicum
CMUS 323	Band Organization Methods and Practicum OR
CMUS 324	Choral Organization Methods and Practicum
CMUS 404 (sec 1)	Choral Conducting and Literature OR
CMUS 404 (sec 2)	Instrumental Conducting and Literature
CMUS 448	Preservice Teaching

Music Education students must also take the following professional education courses from the School of Education. Completion of these courses will certify students to teach music in grades P-12

Professional Education courses: P-12

CEDF 211	Foundations of Education
CEDC 262	Instructional Technology
CCPS 301	Educational Psychology (satisfies the general core)
CEDS 425	Exceptional Children

THE MUSIC MINOR

The minor in music is designed primarily for students who have interest and proficiency in music but choose to major in other disciplines. Students who delay the decision to begin a minor beyond the freshman year may be admitted only with departmental approval. The minor requires the following courses:

CMUS 105 and 106	Elementary Sight Singing and Ear Training (4)
CMUS 107 – 208/114-214	Applied Music and Performance Seminar (piano, voice) (8)
CMUS 115A – 415B	Music Seminar
CMUS 117A – 117B	Piano Class (2)
CMUS 201 and 202	Music Theory I (6)

Note: Music Theory and Sight Singing and Ear Training are one-year courses. Sight Singing and Ear Training is the lab component of the Music Theory course and should always be taken in conjunction with it. The minor consists of one course in Music Theory with Sight Singing and Ear Training lab; two semesters of piano; and two years of Applied Music. Music minors should also participate in the appropriate music ensemble and are encouraged to take World Music CMUS 119 for the Humanities core requirement.

MUSIC COURSE DESCRIPTIONS

CMUS 101: Fundamentals of Music. 2 credits

Preparatory course in the rudiments of music theory, open to nonmajors, but required of music majors and minors who fail to pass the diagnostic examination in Theory. The course familiarizes students with scale patterns, key signatures, the staff, clef reading, notation symbols, rhythm, meter, intervals and music terminology. Music technology is used throughout the course. This course does not count toward music degree credit.

CMUS 105 and 106: Elementary Sight Singing and Ear Training. 2 credits each

Tools for aural recognition, music reading, and melodic, harmonic and rhythmic dictation. This course must be taken at the same time as Music Theory I (CMUS 201/202). *Prerequisite:* Passing score on the Music Theory diagnostic exam or completion of Fundamentals of Music course (CMUS 101) with a grade of “C” or better.

CMUS 107 and 108 – 407 and 408: Applied Music. 1 credit each

Weekly private instruction for music majors and minors. Instruction in flute, oboe, English horn, clarinet, bassoon, saxophone, trumpet, cornet, trombone, French horn, baritone horn or euphonium, tuba, violin, viola, cello, double bass, percussion instruments, piano, organ, and voice. Voice majors or minors with limited previous voice study may be required to begin with Voice Class (CMUS 118).

Nonmajors must obtain permission from the music department before registering for Applied Music. *Nonmajors will be considered on the basis of specific University ensemble needs and/or space availability.*

CMUS 109: Instrumental Class (Method classes that train the instrumental music education major to perform functionally on string, woodwind, brass and percussion instruments. They also include methodologies for teaching these instruments to students.)

Section 1: String Class. 1 credit
Study of a string instrument to the extent that the student can demonstrate knowledge of fundamentals on the instrument. Includes the study of a limited repertoire for the instrument and pedagogical principles for teaching the instruments to students.

Section 2: Woodwind Class. 1 credit
Study of the flute, oboe, clarinet, saxophone, and bassoon to the extent that students can demonstrate knowledge of fundamentals through performance. Includes the study of a limited repertoire for these instruments and pedagogical principles for teaching the instruments to students.

Section 3: Brass Class. 1 credit
Study of the trumpet, trombone, French horn and tuba to the extent that students can demonstrate knowledge of fundamentals through performance. Includes the study of a limited repertoire for these instruments and pedagogical principles for teaching the instruments to students.

Section 4: Percussion Class. 1 credit
Study of rhythm drills, rhythmic dictation and technical proficiency in the use of all percussion instruments of the band and orchestra. Includes the study of a limited repertoire for principal percussion instruments and pedagogical principles for teaching the instruments to students.

CMUS 110 – 410: University Orchestra. 1 credit
A consortium orchestra of students from the Atlanta University Center. Major orchestral works performed. The orchestra performs several times during the school year. Open to all CAU students by audition and permission of the director. Required each semester for string majors; music education string majors must enroll for seven semesters.

CMUS 111 – 411: University Choir/Philharmonic Society. 1 credit
Choral ensembles that perform a wide range of various musical styles and major choral works. Open to all CAU students by audition and permission of the director. Performs music throughout the school year: seasonal concerts, convocations, baccalaureate, commencement and other on- and off-campus functions. Required each semester for all vocal majors (7 semesters for music education vocal majors).

CMUS 112 – 412: University Bands. **1 credit**
Marching and concert bands that perform wind ensemble music from a broad range of standard band repertoire. Open to all CAU students by audition and permission of the director. The bands provide music throughout the school year at football games, basketball games, seasonal concerts, convocations, approved parades, commencement and other on- and off-campus functions. Required 7 semesters for music education majors (instrumental track). Instrumental majors (not in music education) must enroll in an instrumental ensemble for eight semesters) and are required to enroll in University Band for a minimum of 4 semesters.

CMUS 113 – 413: Jazz Orchestra. **1 credit**
Performing jazz ensemble that performs a wide range of jazz repertoire from the 1930s to the present. Emphasizes instruction and performance in improvisational style. Open to all CAU students by audition and permission of the director.

CMUS 114A and 114B – 414A and 414B: **1 credit each**
Performance Seminar.
Section 1: Piano.
Focuses on the development of complete musicianship for the pianist. Topics include but are not limited to public performance, technique, piano repertoire, keyboard performers and discographies, accompanying, and pedagogy. Required each semester for music majors and minors with an applied concentration in piano. Music education majors must enroll for 4 semesters. Must be taken in conjunction with Applied Piano.

Section 2: Voice.
Provides opportunities for performance before peers and focuses on familiarity with vocal literature, technique, diction, stage decorum and pedagogy. Required each semester for music majors and minors with an applied concentration in voice performance. Music education majors must enroll for 4 semesters. Must be taken in conjunction with Applied Voice.

CMUS 115A and 115B – 415A and 415B: Music Seminar. **0 credit**
Provides opportunities for formal and informal discussions on topics and problems in theory, musicology - including world music, music education, music literature, and music careers. Faculty, guest artists/consultants, and students make presentations. Enrollment, attendance and performance required of all music majors and minors during each semester of residence. Music education majors are not required to enroll during the semester of preservice teaching.

CMUS 116-416: Handbell Ensemble. **1 credit**
A small ensemble that performs a broad repertoire of handbell literature. Open by audition to students (music majors/minors or nonmajors) who have had previous handbell experience in elementary, middle, high school, church or those who can read music and are willing to learn handbell techniques. Meets twice weekly for one hour. Opportunities for concert performance throughout the year.

CMUS 117A and 117B, 217A and 217B: Piano Class. **1 credit**
A four-semester course sequence that provides functional keyboard skills for the nonpiano music major/minor for satisfying the Piano Proficiency Exam. The examination may be taken in any semester during which the student feels prepared to pass the proficiency requirements. Open to nonmajors by approval of the instructor. Prerequisite: Passing score on the Music Theory Diagnostic Exam or completion of Fundamentals of Music course (CMUS 101) with a grade of “C” or better.

CMUS 118: Voice Class. **1 credit**
Basic principles and methods of vocal performance focusing on tone production, diction, breathing and vocal repertoire. May be required in the first semester of entry into the music program for voice performance majors or minors who have limited vocal study and/or vocal skills. Open to nonmajors by approval of the instructor.

CMUS 119: World Music. **3 credits**
Focuses on music of representative world cultures and develops an understanding of musical style, aesthetic viewpoints, and the function that music fulfills in diverse societies. Students will encounter not only new musical expressions, but also the philosophies and world views that accompany the music. No previous musical experience or prerequisites are required. Satisfies the Humanities Core Requirement for all students. Required for all music majors.

CMUS 120: Music Appreciation. **3 credits**
Provides experiences in critical listening skills and introduces musical elements, forms, and Western historical periods from a multicultural perspective. Introduces the major musical eras and composers with an emphasis on aural perception of works. Includes the multifaceted musical contributions of African-American and diverse ethnic cultures of the world. No musical background or training is assumed or required. Enables the nonmusic major to satisfy the Humanities Core Curriculum requirement.

CMUS 201 and 202: Music Theory I. **3 credits each**
Initial two of a four-semester course sequence that involves theoretical study in the harmonic, melodic and rhythmic materials of the common practice period. Music technology is infused throughout the course. Prerequisite: Passing score on the Music Theory Diagnostic Exam or completion of Fundamentals of Music course (CMUS 101) with a grade of “C” or better.

CMUS 204: Basic Conducting. **2 credits**
Fundamentals of conducting, baton techniques, musical interpretation, and score preparation for instrumental and choral ensembles. Techniques are studied in a practical laboratory setting.

CMUS 205 and 206: Advanced Sight Singing and Ear Training.1 credit each

Practical study in melodic, harmonic, rhythmic dictation and a continuation of functional application in reading music at sight. Should be taken concurrently with Music Theory II (CMUS 301/302). *Prerequisite: MUS 106 with a grade of "C" or better.*

CMUS 208: Music Technology. 1 credit

An introduction to computers, electronic keyboards and their uses in classroom music programs. Basic categories of music software and their role in music education will be explored in a hands-on approach.

CMUS 216: Introduction to Music Literature. 3 credits

Introduction to composers and their works from the Baroque era to the present. Features significant musical compositions and their influences on Western civilization. Required for music majors and minors with the exception of music education majors.

CMUS 221: Elementary Music Methods and Practicum. 3 credits

Elementary methods and teaching techniques for music education majors. The course focuses on classroom management, appropriate literature for elementary students, current research in teaching/learning, national and state standards for music education, the use of technology in the classroom, and multicultural materials for all learners. Weekly field experience represents an integral part of the course.

CMUS 232: Survey of Music Industry. 3 credits

An overview of the business and technical side of the music entertainment industry. Features guest lecturers from the music industry world. Open to nonmusic majors with the consent of the instructor.

CMUS 301 and 302: Music Theory II. 3 credits each

The third and fourth courses of a two-year Music Theory sequence. Focuses on advanced theoretical concepts, continuing developments of the common practice era, chromatic harmony, 20th century practices, and style analysis. Music technology is infused throughout the course. *Prerequisite: CMUS 202 or permission of the instructor based on previous cognate studies.*

CMUS 303: Counterpoint. 3 credits

Study of contrapuntal works from the 17th and 18th centuries, primarily in the style of J.S. Bach. Contrapuntal devices after Bach's era are also included. *Prerequisite: grade of "C" or better in CMUS 301 and 302.* Not required for music education majors.

CMUS 304: Form and Analysis. 2 credits

Analysis of small and large musical forms of the Baroque, Classical, Romantic and Twentieth-century periods. Students are expected to utilize their creative abilities in composing short pieces using the various musical forms. Music technology is infused throughout the course. *Prerequisite: grade of "C" or better in CMUS 301 and 302.*

CMUS 305: Jazz Theory. 3 credits

Theoretical aspects of jazz including its harmonic and formal characteristics. Focusing on analysis, aural recognition, transpositions, articulations, chord substitutions, altered chords, scales and modes.

CMUS 306: Vocal Diction I. 1 credit

Must be taken concurrently with applied voice instruction. Familiarization with and application of the phonetic structures of the English and Italian languages and the use of the International Phonetic Alphabet as a basic tool for pronunciation in singing. *Prerequisite: music major status or permission of instructor.*

CMUS 307: Vocal Diction II. 1 credit

Must be taken concurrently with applied voice instruction. Familiarization with and application of the phonetic structures of the German and the French languages and the use of the International Phonetic Alphabet as a basic tool for pronunciation in singing. *Prerequisite: music major status or permission of instructor.*

CMUS 308: Vocal Pedagogy. 1 credit

This course presents an overview of how the voice works. Areas of study include the care of the voice, group teaching techniques and corrective strategies for vocal problems commonly encountered in the classroom or choral ensemble. This course will provide instrumentalists with the knowledge and skills needed to work with singers at all levels. For the instrumental track music education major.

CMUS 316 and 317: Music History and Literature I & II. 3 credits each

Survey of Western art music from the Middle Ages to the present. Emphasis on major style periods, composers, significant music literature, and multiple listening experiences with analytical approaches. Music technology is infused throughout the courses. *Prerequisites: CMUS 203, 204, 205, and 206.*

CMUS 318: Jazz History. 3 credits

Exploration of jazz idioms from African antecedents through African-American contributions, past and present. Stylistic contributions of many jazz musicians are studied. Open to nonmajors with the consent of the instructor.

CMUS 320: Afro-American Music. 3 credits

Survey of the musical contributions of African-Americans from their African roots to modern day America. Includes the sociological and historical factors that impact the music and the musicians. Open to nonmajors with the consent of the instructor.

CMUS 321: Secondary Music Methods and Practicum. 3 credits
Principles, philosophies, national and state standards of music education for the middle and high school learner, including special needs and exceptional students. Emphasis on classroom management, effective teaching techniques, current methodologies, and appropriate literature and materials for secondary general music. Includes the use of technology in the classroom and multicultural materials. Weekly field experience represents an integral part of the course. For music education majors.

CMUS 322: Methods and Materials of Teaching Music. 3 credits
Designed to develop musicianship skills and teaching techniques needed by classroom teachers to direct music activities effectively in the elementary classroom. Music fundamentals, classroom instruments, and teaching materials are introduced through active participation in music activities. Intended for education majors. *Prerequisite: junior standing.*

CMUS 323: Band Organization, Methods and Practicum. 3 credits
Practical approaches for the prospective band director to develop, organize and manage the total school instrumental program at all levels. Emphasis on rehearsal methods, marching and concert band techniques, classroom management, appropriate band literature for all levels, and festival preparation and repertoire. Designed for instrumental music education majors. Field experience represents an integral part of this course.

CMUS 324: Choral Organization, Methods and Practicum. 3 credits
Techniques for developing, organizing and managing the school choral program at all levels. Emphasis on choral pedagogy and style, small and large ensembles, tone production, appropriate choral repertoire for all levels, classroom management, rehearsal methods and choral festival preparation. Designed for vocal music education majors. Field experiences represent an integral part of this course. For music education majors. *Prerequisite: CMUS 221.*

CMUS 325: Jazz Orchestra Organization and Methods. 2 credits
Practical approaches for developing and managing a school jazz orchestra program. Includes rehearsal techniques, jazz styles, appropriate repertoire, and programming. Intended for the instrumental music education major. Field experiences represent an integral part of this course

CMUS 326: Organ Improvisation and Service Playing. 3 credits
Techniques for improvisation, transposition, and accompanying in the church service setting. Includes hymn introductions, modulatory interludes, free hymn accompaniments, the organ voluntary, and the organ combined with other instruments. Designed for those interested in church music as a career.

CMUS 327: Music Business Seminar. 1 credit
Includes discussions on the legal, practical and procedural problems encountered in the music business. Focuses on contracts, unions, videos, films, and management with frequent contribution by guest lecturers.

CMUS 328: Jazz Ensemble Workshop. 1 credit
Faculty supervised “jam sessions” designed to help performers find their own style in an improvisatory small group jazz setting.

CMUS 402: Introduction to Composition. 1 credit
Study of beginning level compositional techniques and an emphasis on original writing and improvisation by students.

CMUS 403: Orchestration and Arranging. 2 credits
Focuses on the unique performance capabilities of the instruments of the orchestra including instrument ranges, transpositions and timbres. Study of practical scoring and arranging techniques for the orchestra, band, and choral ensembles. Required for teacher certification in Georgia.

CMUS 404/01: Choral Conducting and Literature. 2 credits
Rehearsal, interpretative, conducting techniques, methods and literature for choral organizations at all levels: elementary through high school. Designed for vocal music education majors. Some field experience included as part of the course. *Prerequisite: CMUS 204.*

CMUS 404/02: Instrumental Conducting and Literature. 2 credits
Rehearsal, interpretative, conducting techniques, methods and literature for instrumental organizations at all levels: elementary through high school. Designed for instrumental music education majors. Some field experience included as part of the course. *Prerequisite: CMUS 204.*

CMUS 405: Jazz Composition and Arranging. 3 credits
Methods of composing and arranging in a jazz medium with attention to the differing styles in instrumental and vocal combinations.

CMUS 406: Composition. 3 credits
An analytical approach to the music of major composers. Class projects will include original compositions and improvisations by students utilizing techniques discovered in the compositional techniques of past and contemporary composers. Music technology is infused throughout the course.

CMUS 417: Senior Project. 1 credit
A specialized project or research paper required in lieu of a Senior Recital. *Prerequisite: recommendation by applied teacher with approval by department chair.*

CMUS 425: Senior Recital.**1 credit**

The capstone public recital for the senior music major in voice or instrument. Required for all majors as a partial fulfillment of degree requirements. Recital must include repertoire from 45 to 60 minutes in length and be approved by the department faculty in a prerecital hearing.

CMUS 448: Pre-service Teaching.**12 credits**

Supervised student teaching at an approved site. Music majors pursue in-depth ten to twelve weeks of working with students under the supervision of a state certified music teacher and a college supervisor with music education experience. Prior to the in-depth practica, the student spends two-four weeks in observing and working with children at various grade levels in general music and band/choral/handbell ensemble classes. Student teachers are required to attend campus-based seminars once per week and other teaching-related workshops and activities. *Prerequisite: completion of all required major and professional education courses and successful pass on the PRAXIS examinations (general and music).*

CMUS 480: Independent Study.**0-6 credits**

Directed reading in specific subject area, a research project or a combination of the two. Designed to meet the specific and individual course needs of students in the senior year. Must be implemented in conjunction with a faculty member who oversees the agreed upon study. Prerequisite: approval of department chair.

SAMPLE PLANS OF STUDY

The following outlines delineate ways in which courses may be arranged for a degree in Music. These outlines represent suggested-rather than mandatory-plans of study.

BACHELOR OF ARTS IN MUSIC (128 HOURS)**FRESHMAN YEAR****First Semester: 17 hours**

CGED 100	First-Year Seminar I (1)
CENG 105	English Composition I (3)
CMAT 103	Algebra I (3)
CCIS 100	Information Technology and Computer Application (3)
MSOC 105	Culture and Society (3)
CMUS 101	Fundamentals of Music (2)
CMUS 107	Applied Music (1)
CMUS	Ensemble (1)
CMUS 115A	Music Seminar (0)

Second Semester: 17 hours

CGED 101	First-Year Seminar II (1)
CENG 106	English Composition II (3)
CMAT 104	Algebra II (3)

CSTA 101	Fundamentals of Speech (3)
CMUS 119	World Music (3)
CMUS 216	Introduction to Music Literature (2)
CMUS 108	Applied Music (1)
CMUS	Ensemble (1)
CMUS 115B	Music Seminar (0)

SOPHOMORE YEAR**First Semester: 17 hours**

CMUS 201	Music Theory I (3)
CMUS 105	Elementary Sight Singing and Ear Training (2)
CMUS 117A	Piano Class (1)
CMUS	Ensemble (1)
CMUS 207	Applied Music (1)
CMUS 215A	Music Seminar (0)
CBIO 101	Biological Science (3)
CFL201	Foreign Language I (3)
CENG 201/2	World Literature I or II (3)

Second Semester: 18 hours

CPHY 102	Physical Science (3)
CFL 202	Foreign Language II (3)
CHIS 201	U.S. Africa and the World I (3)
CPED 101/2	Physical Education (1)
CMUS 202	Music Theory I (3)
CMUS 106	Elementary Sight Singing and Ear Training (2)
CMUS 117B	Piano Class (1)
CMUS	Ensemble (1)
CMUS 208	Applied Music (1)
CMUS 215B	Music Seminar (0)

JUNIOR YEAR**First Semester: 17 hours**

CMUS 316	Music History and Literature (3)
CMUS 301	Music Theory II (3)
CMUS 205	Advanced Sight Singing and Ear Training (2)
CMUS 307	Applied Music (1)
CMUS 315A	Music Seminar (0)
CMUS	Ensemble (1)
CPSY 211	General Psychology (3)
CMUS 304	Form and Analysis (3)
CMUS 217A	Piano Class (1)

Second Semester: 17 hours

CMUS 317	Music History and Literature (3)
CMUS 302	Music Theory II (3)

CMUS 206	Advanced Sight Singing and Ear Training (2)
CMUS 315B	Music Seminar (0)
CMUS 308	Applied Music (1)
CMUS	Ensemble (1)
CHIS 202	U.S. Africa and the World II (3)
CMUS 4063	Composition (3)
CMUS 217B	Piano Class (1)

SENIOR YEAR

First Semester: 13 hours

CMUS 320	Afro-American Music (3)
CMUS 403	Orchestration and arranging (2)
CMUS 404	Conducting (3)
CMUS 407	Applied Music (1)
CMUS	Ensemble (1)
CMUS 415A	Music Seminar (0)
	Electives (3 hours)

Second Semester: 13 hours

CMUS 408	Applied Music (1)
CMUS	Ensemble (1)
CMUS 425	Senior Recital (1)
CMUS 402	Introduction to Composition (1)
CPHI 421	Philosophy of African Continent (3)
CMUS 415B	Music Seminar (0)
	Electives (6 hours)

BACHELOR OF ARTS IN MUSIC EDUCATION (136 HOURS)

FRESHMAN YEAR (Vocal Track used for sample plan)

First Semester: 17 hours

CGED 100	First-Year Seminar I (1)
CENG 105	English Composition I (3)
CMAT 103	Algebra I (3)
CMUS 105	Elementary Sightsinging (2)
CMUS 201	Music Theory I (3)
CMUS 107	Applied Music (1)
CMUS 114A	Voice Seminar (1)
CMUS	Ensemble (1)
CMUS 115A	Music Seminar (0)
CMUS 117A	Piano Class (1)
CPED 101	Physical Education (1)

Second Semester: 17 hours

CGED 101	First-Year Seminar II (1)
CENG 106	English Composition II (3)

CMAT 104	Algebra II (3)
CMUS 106	Elementary Sightsinging (2)
CMUS 202	Music Theory I (3)
CMUS 117B	Piano Class (1)
CMUS 208	Music Technology (1)
CMUS 108	Applied Music (1)
CMUS 114B	Voice Seminar (1)
CMUS	Ensemble (1)
CMUS 115B	Music Seminar (0)

SOPHOMORE YEAR

First Semester: 18 hours

CMUS 301	Music Theory II (3)
CMUS 205	Advanced Sight Singing and Ear Training (1)
CMUS 217A	Piano Class (1)
CMUS	Ensemble (1)
CMUS 207	Applied Music (1)
CMUS 214A	Voice Seminar (1)
CMUS 215A	Music Seminar (0)
CFL 201	Foreign Language I (3)
CENG 201/2	World Literature I or II (3)
CPHY 102	Physical Science (3)
CMUS 306	Vocal Diction I (1)

Second Semester: 18 hours

CMUS 221	Elementary Music Methods (3)
	Foreign Language II (3)
CMUS 204	Basic Conducting (2)
CMUS 302	Music Theory II (3)
CMUS 206	Advanced Sight Singing and Ear Training (1)
CMUS 217B	Piano Class (1)
CMUS	Ensemble (1)
CMUS 215B	Music Seminar (0)
CMUS 208	Applied Music (1)
CMUS 214B	Voice Seminar (1)
CMUS 304	Form and Analysis (2)

JUNIOR YEAR

First Semester: 18 hours

EDF 211	Foundations of Education (3)
CMUS 316	Music History and Literature (3)
CMUS 321	Secondary Music Methods (3)
CHIS 201	U.S. Africa and the World I (3)
CMUS 307	Applied Music (1)
CMUS 315A	Music Seminar (0)

CMUS	Ensemble (1)
CSTA 101	Fundamentals of Speech (3)
CMUS 307	Vocal Diction II (1)

Second Semester: 18 hours

CMUS 317	Music History and Literature (3)
EDC 262	Instructional Technology (3)
CMUS 323	Choral Methods (3)
CMUS 315B	Music Seminar (0)
CMUS 308	Applied Music (1)
CMUS	Ensemble (1)
CPhi 221	Introduction to Philosophy (3)
CMUS 403	Orchestration and Arranging (2)
CMUS 404	Choral Conducting and Literature (2)

SENIOR YEAR

First Semester: 18 hours **

CCPS 301	Educational Psychology (3)
CEDS 425	Exceptional Children (3)
CMUS 119	World Music (3)
CSOC 105	Culture and Society (3)
CMUS 407	Applied Music (1)
CMUS	Ensemble (1)
CMUS 415A	Music Seminar (0)
CMUS 320	Afro-American Music (3)
CMUS 425	Senior Recital (1)

Second Semester: 17 hours

CMUS 448	Preservice Teaching (12)
	Total 136 credit hours

** To reduce the heavy load during the first semester of the senior year, students may elect to enroll in some core/professional education courses during summers before the senior year. Freshman students should strive to pass the diagnostic theory test so that they will not have to take CMUS 101: Fundamentals of Music during their first semester. Students who take CMUS 101 will have to delay the music theory sequence (Music Theory I; Sight-singing/Ear-training I; Piano Class) until the sophomore year.

Division of Humanities
DEPARTMENT OF RELIGION AND PHILOSOPHY
McPheeters-Dennis Hall, Room 36
Telephone: 404-880-8262

The Department of Religion and Philosophy acquaints students with a variety of religious traditions and philosophical perspectives by offering courses emphasizing critical, comparative, ethical, historical, and interdisciplinary inquiries. Focuses primarily on the Judeo-Christian tradition, particularly the African-American aspect.

Majors are offered in religion, philosophy, religion and philosophy, interdepartmental studies and the Accelerated Interdisciplinary Degree Program. The first two areas are suggested for students intending to pursue graduate study in religion or philosophy. The third is for students interested in pre-seminary studies for traditional church ministries, while the fourth offers preparation for church-related careers. Students may design interdisciplinary majors in fields such as religion and communications, religion and music, and religion and business administration. Interdepartmental majors in other areas may also be arranged.

The department offers an Accelerated Interdisciplinary Degree Program (AIDP). It is a five-year program designed for academically advanced and highly motivated students to pursue a Bachelor's degree in Religion and Philosophy and a Master's degree in Education, Social Work, or Public Administration. For information, contact the Department of Religion and Philosophy.

Particular courses of study followed by individual majors (fifteen [15] courses) are determined in consultation with the department's faculty and are designed with the major's interests and objectives in mind. The fifteen (15) courses required for an interdisciplinary major consist of eight (8) religion and philosophy courses and seven (7) in other disciplines.

COURSE RECOMMENDATIONS

The Department of Religion and Philosophy does not hold students accountable for a common core of departmental courses. It does recommend, however, the following courses for majors:

CPhi 221	Introduction to Philosophy (3)
CPhi 231	Ethics and Human Values (3)
CPhi 241	Philosophy of Religion (3)
CPhi 331 and 332	History of Western Philosophy (6)
CREL 241 and 242	American Religious Tradition (6)
CREL 250	Comparative Religion (3)
CREL 351 and 352	History of Christian Thought (6)
CREL 435	Contemporary Religious Thought (3)

All students must satisfy the University's core curriculum.

PHILOSOPHY COURSE DESCRIPTIONS

CPHI 105: Critical Thinking. **3 credits**
Development of intellectual skills for all areas of study. Focuses on organization of ideas, identification of common errors in reasoning, and critical analysis of editorials, speeches and articles.

CPHI 221: Introduction to Philosophy. **3 credits**
Basic issues studied by philosophers. Topics include the nature of freedom, the rational foundations for atheism, human existence and meaning, the nature of knowledge, and issues in aesthetics.

CPHI 231: Ethics and Human Values. **3 credits**
Detailed analysis of selected moral philosophers. Various approaches to value theory in conjunction with specific contemporary ethical issues are examined.

CPHI 241: Philosophy of Religion. **3 credits**
Critical examination of selected contemporary and classical issues of religion. Typical topics include proofs for the existence of God, the problem of evil, the nature of religious experience, and the reliability of religious truth claims.

CPHI 251: Business Ethics. **3 credits**
Consideration of ethical questions in business practices including corporate responsibility, conflict of interest, employee rights, colonialism and imperialism, truth in advertising, environmental protection, preferential hiring, affirmative action, and Marxist versus capitalist views on economic justice.

CPHI 254: Media Ethics. **3 credits**
Value questions arising in conjunction with mass media. Discussions of the pervasive influence of the media, together with the aims and restrictions that are, or ought to be, imposed on the media. Topics include the nature of various media, value assumptions in news selection and programming, minorities and the media, the influence of television on children, the rights and responsibilities of journalists, and violence and the media.

CPHI 262: Science, Technology, and Human Values. **3 credits**
Exploration of fundamental value questions and dilemmas associated with training and research in the sciences. Covers applications of science to technology and industry.

CPHI 331 and 332: History of Western Philosophy: Africa to Present. **3 credits each**
Two-semester survey of the major figures in Western philosophy, beginning with the antecedents to Greek philosophy in Africa. CPHI 331 covers the period of origin through Greek and Medieval thought. CPHI 332 includes modern and contemporary philosophers. Students may take either course independently or both in sequence.

CPHI 353: Representative Problems of Philosophy. **3 credits**
Classic philosophical problems explored in more depth than is possible at the introductory level. Students are encouraged to engage in out-of-class research and independent thought.

CPHI 362: Social and Political Philosophy. **3 credits**
Examination of philosophical assumptions underlying different political systems. Topics include the nature of social existence, freedom, rights, and the individual and society.

CPHI 401 and 402: Off-campus Study. **3 credits each**
For students who wish to take courses at institutions outside the Atlanta University Center or to study abroad as part of their major program.

CPHI 411: Islamic Philosophy. **3 credits**
Chief ideas, arguments, and general philosophical concerns of selected thinkers and schools of thought in the Islamic philosophical tradition. Centers on specific historical figures and philosophic and religious traditions, including Islamic mysticism.

CPHI 421: Philosophies of the African Continent. **3 credits**
Examination of the diversity of African philosophical thought. Intellectual traditions from both north and sub-Saharan Africa are studied.

CPHI 431: African-American Philosophy. **3 credits**
Introduction of personalities representative of the African-American philosophical tradition. Insight into the general character of this tradition and its distinctive style of philosophizing. Also emphasizes issues in social philosophy, ethics, and religion.

CPHI 451 through 454: Special Topics in Philosophy. **3 credits each**
Upper-division students explore issues with present-day philosophical significance. Open to majors and nonmajors.

CPHI 482/483: Independent Study. **1-3 credits**
Development of analytical and interpretive skills. In consultation with an instructor, upper-division students may select an appropriate subject to explore. Independent study requires extensive reading and written work.

CPHI 484 through 487: Para-Curricular Study in Philosophy. **1-3 credits**
On-the-job training. Students, with approval from their advisor, may select internships in line with their prospective career choices.

RELIGION COURSE DESCRIPTIONS

CREL 101: The Biblical Heritage. 3 credits

The literature of the Bible and its influence on the shaping of Western culture. Modern biblical scholarship used to examine selected readings from the Old and New Testaments for their contributions to the understanding of human existence.

CREL 103 and 104: African-American Religious Experiences. 3 credits each

Analysis of the origin, development, and social significance of African-American religious beliefs and practices from an historical perspective. CREL 104 emphasizes the contemporary period, including the latest developments in black liberation theologies. Students may take either course independently or both in sequence.

CREL 211: Introduction to Religious Studies. 3 credits

Introduction to the study of religion in a variety of contexts: historical, social, psychological, scientific, philosophical, artistic, and literary. Readings include representative works from the past and the present.

CREL 241 and 242: American Religious Tradition. 3 credits each

Historical approach to the American religious tradition as inclusive of cultural and ethnic diversity. CREL 241 extends into the late nineteenth century and includes topics such as American Indian tribal religions, the Great Awakening, Wesleyan evangelicalism, religious freedom, slavery and Christianity, and the rise of black churches and movements. CREL 242 focuses on the twentieth century, examining media evangelism, the rise of cults, the church and human rights issues, ecumenism and the burgeoning of Eastern religions, such as African traditional religions in America. Students may take either course independently or both in sequence.

CREL 250: Comparative Religion. 3 credits

Comparative survey of selected religious traditions from the East and West, including traditional African religions, Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam.

CREL 251: Religious Ethics. 3 credits

Examination of major ethical issues confronting contemporary society. Also considers appropriate ethical responses to issues from a religious perspective. Topics include sexual ethics, abortion, racism, sexism, the ethics of war (especially nuclear war), capital punishment, genetic engineering, euthanasia, and professional ethics.

CREL 351 and 352: History of Christian Thought. 3 credits each

Development of Christian thought from the early church to the present. CREL 351 covers early and Medieval thinkers in Africa and Europe, including late Medieval male and female mystics, and concludes with the Protestant Reformers. CREL 352 examines major Christian thinkers of the modern period, including the latest developments in black and feminist theology. Students may take either course independently or both in sequence.

CREL 361: Culture and Religion. 3 credits

Study of structure, function, and influence of religion from a cultural perspective. Drawing from recent sociological and anthropological literature, explores the origin, significance, and relation of religion to culture.

CREL 362: Psychology of Religion. 3 credits

Examination of the major aspects of religious experience by means of psychological study. Entails critical discussions and analyses of traditional and contemporary psychological theories as these apply to evaluating the impact of religious experiences.

CREL 375 and 376: Religion and the Media. 3 credits each

Historical and philosophical interpretation of religion in the media, including religious drama, evangelism, and other art forms. CREL 375 focuses on theory, CREL 376 on media techniques. Students may take either course independently or both in sequence.

CREL 383: Religions of Africa. 3 credits

Study of representative religious traditions of Africa, including African tribal religions and adaptations of non-indigenous ones.

CREL 401/402: Off-Campus Study. 3 credits each

For students who wish to take courses at institutions outside of the Atlanta University Center or to study abroad as part of their major program.

CREL 435: Contemporary Religious Thought. 3 credits

New developments in Western religious thought, with emphasis on critical examination of representative religious thinkers and movements of the present century. Topics include rethinking of the concept of God; the rise of ethical relativism, pluralism, and secularism; and new forms of theology, such as process, black theology, feminist, and metaphorical theologies.

CREL 451 through 454: Special Topics in Religion. 3 credits

Upper-division students explore current issues and thinkers in religion and ethics in the context of professional concerns and life situations. Topics such as religion and sexuality, world missions, religious motifs in the arts, liberation theology, and religion and politics are treated. May be repeated for credit under a different topic. Open to majors and nonmajors.

CREL 482/483: Independent Study. 1-3 credits

Development of analytical and interpretive skills. Upper-division students, in consultation with an instructor, select an appropriate subject. Independent Study requires extensive reading and written work.

CREL 484 through 487: Internship. 1-3 credits

Credit for experience gained through on-the-job training. Students, in consultation with their advisors, may select an internship in line with prospective career choices.

SAMPLE PLANS OF STUDY

The following outlines illustrate ways in which courses may be arranged for degrees in religion and philosophy. These are suggested study plans, not mandatory ones.

BACHELOR OF ARTS IN PHILOSOPHY (123 HOURS)

FRESHMAN YEAR

First Semester: 17 hours

CBIO 101	Biological Science (3)
CGED 100	First-Year Seminar I (1)
CENG 105	English Composition I (3)
CMAT 103	Algebra I (3)
CSTA 101	Fundamentals of Speech (3)
CCIS 100	Information Technology and Computer Application (3)
CPED 101/102	Physical Education Requirement (1)

Second Semester: 16 hours

CPHY 102	Physical Science (3)
CGED 101	First-Year Seminar II (1)
CENG 106	English Composition II (3)
CMAT 104	Algebra II (3)
	Social Science Requirement (3)
	Elective (3)

SOPHOMORE YEAR

First Semester: 15 hours

CENG 201/202	World Literature I or II (3)
CHIS 201	U.S., Africa and the World I (3)
CPSY 211	General Psychology (3)
CREL 101	Biblical Heritage (3)
CFL 201	Foreign Language Requirement (3)

Second Semester: 15 hours

CHIS 202	U.S., Africa and the World II (3)
CPHI 221	Introduction to Philosophy (3)
CFL 202	Foreign Language Requirement (3)
	Humanities Requirement (3)
	Elective (3)

JUNIOR YEAR

First Semester: 15 hours

CMMA 201	Survey of Media and Society (3)
CPHI 231	Ethics and Human Value (3)
CPHI 241	Philosophy of Religion (3)
CPHI 331	History of Western Philosophy: Africa to Present (3)
CREL 250	Comparative Religion (3)

Second Semester: 15 hours

CPHI 332	History of Western Philosophy: Africa to Present (3)
CPHI 353	Representative Problems of Philosophy (3)
PHI 362	Social and Political Philosophy (3)
CPHI 375	Existentialism and Phenomenology (3)
	Elective (3)

SENIOR YEAR

First Semester: 15 hours

CPHI 411	Islamic Philosophy (3)
CPHI 421	Philosophies of the African Continent (3)
CPHI 431	African-American Philosophy (3)
CPHI 484	Para-Curricular Study in Philosophy (3)
	Elective (3)

Second Semester: 15 hours

CPHI 452	Special Topics in Philosophy (3)
CPHI 480	Independent Study (3)
CPHI 485	Para-Curricular Study in Philosophy (3)
CREL 435	Contemporary Religious Thought (3)
	Elective (3)

BACHELOR OF ARTS IN RELIGION (125 HOURS)

FRESHMAN YEAR

First Semester: 17 hours

CBIO 101	Biological Science (3)
CGED 100	First-Year Seminar I (1)
CENG 105	English Composition I (3)
CMAT 103	Algebra I (3)
CSTA 101	Fundamentals of Speech (3)
CCIS 100	Information Technology and Computer Application (3)
CPED 101/102	Physical Education Requirement (1)

Second Semester: 16 hours

CPHY 102	Physical Science (3)
CGED 101	First-Year Seminar II (1)
CENG 106	English Composition II (3)
CMAT 104	Algebra II (3)
CREL 101	Biblical Heritage (3)
	Social Science Requirement (3)

SOPHOMORE YEAR

First Semester: 15 hours

CENG 201/202	World Literature I or II (3)
CHIS 201	U.S., Africa and the World I (3)
CPSY 211	General Psychology (3)
CREL 103	African-American Religious Experiences (3)
CFL 201	Foreign Language Requirement (3)

Second Semester: 17 hours

CHIS 202	U.S., Africa and the World II (3)
CREL 104	African-American Religious Experiences (3)
CREL 211	Introduction to Religious Studies (3)
CPHI 105	Critical Thinking (3) Elective (2)
CFL 202	Foreign Language Requirement (3)

JUNIOR YEAR

First Semester: 15 hours

CPHI 221	Introduction to Philosophy (3)
CREL 241	American Religious Tradition (3)
CREL 250	Comparative Religion (3)
CREL 351	History of Christian Thought (3)
CMMA 201	Survey of Media and Society (3)

Second Semester: 15 hours

CPHI 241	Philosophy of Religion (3)
CREL 242	American Religious Tradition (3)
CREL 251	Religious Ethics (3)
CREL 352	History of Christian Thought (3) Elective (3)

SENIOR YEAR

First Semester: 15 hours

CREL 361	Culture and Religion (3)
CREL 362	Psychology of Religion (3)
CREL 435	Contemporary Religious Thought (3) Humanities Requirement (3) Elective (3)

Second Semester: 15 hours

CPHI 431	African-American Philosophy (3)
CREL 383	Religions of Africa (3)
CREL 451	Special Topics in Religion (3) Elective (3) Elective (3)

ACCELERATED INTERDISCIPLINARY DEGREE PROGRAM

The Accelerated Interdisciplinary Degree Program is designed to:

- Recruit and train exceptional students to become scholars in religion, Social Work, Education, and Public Administration;
- Offer highly motivated students an opportunity to gain an accelerated bachelor's and master's degree in five years;
- Reward deserving students with tuition incentives and scholarships;
- Provide specialized training for students entering church-related careers through internships and cooperative education;
- Increase integration and collaboration between religious education across the nation to help offset the increasing secularism of our colleges, universities and world.

ADMISSION REQUIREMENTS

The Department of Religion and Philosophy offers beginning undergraduate students with academically advanced records entrance into the Accelerated Interdisciplinary Degree Program. Beginning students must have:

- A minimum cumulative G.P.A. of 3.0
- A minimum composite SAT score of 950, ACT score of 26
- Satisfied all general education requirements for a Religion and Philosophy major with a minimum of 3.0 G.P.A. (122 hrs.)
- Completed core requirements for a graduate program in one of three specialized areas: Educational Leadership, Social Work or Public Administration.
- Taken the G.R.E. before matriculation in a graduate program
- Completed an undergraduate course in American Government if they choose to pursue the B.A./M.P.A.

Upon completion of all requirements, the students will receive two degrees: Bachelor of Arts in Religion and a master's degree in their respective specialized area.

INDIVIDUALIZED EDUCATIONAL PLAN

The coordinator of the program, the chairperson of the department, and the dean of the school in which the graduate degree is awarded will develop an educational plan for each student. Development of the plan is based on the skills, abilities and desires of the student, who is paired with a faculty mentor in the student's area of specialization. The coordinator will serve as mentor and counselor for the program. Students' academic performance will be monitored closely to assure that students maintain a 3.0 grade point average. Students who fall below this average or choose to discontinue the accelerated program will be required to pursue the traditional four-year Bachelor of Arts degree in Religion and Philosophy. A student who discontinues the accelerated program will receive the bachelor's degree upon completion of all requirements and will not be required to repay any financial assistance received, but will no longer receive financial assistance from the program. Students must complete G.R.E. requirements by the end of their third year.

During the fourth year, students will be eligible to apply for graduate courses. They will satisfy the graduate residency requirement and engage in graduate studies during the fourth and fifth years. In order to receive the two degrees, students will have completed 122 hours of undergraduate course work required by the Department of Religion and Philosophy and all requirements for the respective graduate program. (See Graduate Catalog.)

The program offers participants access to a variety of world-renowned scholars who serve as consultants, visiting lecturers, seminar and workshop instructors, and support for students. The students will inherit much from these relationships as well as from practical work experiences through internships and cooperative education related to their respective disciplines. Although undergraduate students will not be required to do internships the mentoring program will allow some informal internship opportunities.

ACCELERATED INTERDISCIPLINARY DEGREE PROGRAM IN RELIGION AND PHILOSOPHY (122 CREDIT HOURS)

FRESHMAN YEAR

First semester: 16 hours

CGED 100	First-Year Seminar (1)
CENG 105	English Composition (3)
CMAT 103	Algebra I (3)
CBIO 101	Biological Science (3)
CSTA 101	Fundamentals of Speech (3)
CPHI 105	Critical Thinking (3)

Second Semester: 17 hours

CGED 101	First-Year Seminar (1)
CENG 105	English Composition (3)
CMAT 104	Algebra II (3)
CPHY 102	Physical Education (1)
CREL 101	Biblical Heritage (3)
CCIS 100	Information Technology and Computer Application (3)
CPHY 102	Physical Science (3)

Summer: 6 hours

CREL 211	Introduction to Religious Studies (3)
CREL 103	African-American Religious Experience (3)

SOPHOMORE YEAR

First Semester: 18 hours

CENG 201	World Literature (3)
CPSY 211	General Psychology (3)
CFL 201	Foreign Language Requirement (3)
CHIS 201	U.S., Africa and the World (3)
CREL 104	African-American Religious Experience (3)
CREL 251	Religious Ethics (3)

Second Semester: 18 hours

CFL 202	Foreign Language Requirement (3)
CHIS 202	U.S., Africa and the World (3)
	Elective (3)
	Humanities Option (3)
CSOC 105	Culture and Society (3)
	Elective (3)

Summer: 6 hours

	Concentration Elective (3)
CREL 383	Religions of Africa (3)

JUNIOR YEAR

First Semester: 18 hours

CREL 242	American Religious Experience (3)
CREL 250	Comparative Religion (3)
CREL 375	Religion and Media (3)
CREL 362	Psychology of Religion (3)
	Elective (3)
	Elective (3)

Second Semester: 18 hours

CPHI 431	African-American Philosophy (3)
CREL 451	Special Topics in Religion (3)
CREL 351	History of Christian Thought (3)
	Elective Concentration (3)
	Elective Concentration (3)
CPHI 231	Ethics and Human Values (3)

Summer: 5 hours

CREL	Independent Study (2)
	Concentration Elective (3)

Suggested Electives

CPHI 221	Introduction to Philosophy
CPHI 362	Social and Political Philosophy
CPHI 421	African Philosophy

DIVISION OF COMMUNICATION ARTS

The Division of Communication Arts consists of the Department of Mass Media Arts and the Department of Speech Communication and Theater Arts. The Department of Mass Media Arts offers a major in Mass Media Arts in which the student may specialize in one of three (3) areas of concentration: Journalism, Public Relations or Radio-Television-Film. The Department of Speech Communication and Theater Arts offers two majors, one in Speech Communication and one in Theater Arts.

The Division of Communication Arts uses WCLK-FM radio station, a television production studio, and CAU-TV, a cable television channel serving the metropolitan Atlanta area, as training laboratories for its majors.

Division of Communications
DEPARTMENT OF MASS MEDIA ARTS
Robert W. Woodruff Library, Lower Level
Telephone: 404-880-8304

STATEMENT OF PURPOSE

The Department of Mass Media Arts prepares students for careers in journalism, public relations, radio, television, film and multimedia. The department offers courses which prepare its majors as competent communicators in written and oral presentations for jobs in the media as well as for graduate and professional studies. In addition, the department provides experiences designed to develop students to their fullest potential in human interaction and in critical thinking.

With such skills, students are able to analyze and process information and create award-winning productions and presentations based on the highest professional standards while applying general principles of management. Graduates are prepared to provide professional and ethical leadership that influences and shapes the attitudes and opinions of society.

The Department of Mass Media Arts constantly reviews trends in the media industries and recognizes that students need to be prepared to move forward in the 21st century in their understanding and use of media technology. To accomplish this, training laboratories are provided to enhance the students' abilities in their course work and to assist in practical, hands-on, interactive experiences. Communication leadership skills are stressed throughout matriculation.

DEGREE REQUIREMENTS

All students in the Division of Communication Arts must fulfill the following requirements:

- (1) Earn a grade of "C" or better in ENG 105 and 106 to enroll in major courses and have earned a grade of "C" or better in all major and cognate courses, including general electives, to meet graduation requirements.

- (2) Have a minimum overall cumulative grade point average of 2.0; have a minimum cumulative average of 2.0 in the major; and have a minimum of 2.0 grade point average in core requirements.
- (3) Be able to type accurately at the speed of at least thirty (30) words per minute.

MASS MEDIA ARTS CORE COURSES

Students who major in the Department of Mass Media Arts are required to take the following core courses:

CMMA 200	Writing and Reporting
CMMA 201	Survey of Media and Society
CMMA 315	Mass Communication Research Methods
CMMA 425	Communication Law
CMMA 490	Media Seminar

Typical Freshman Year Courses for All Concentrations

First Semester: 17 hours

CENG 105	English Composition I (3)
CBIO 101	Biological Science (3)
CGED 100	First-Year Seminar I (1)
CMAT 103	Algebra I (3)
CSTA 101	Fundamentals of Speech (3)
CSCJ 105	Culture and Society (3)
CPED 101	Physical Education (1)

Second Semester: 16 hours

CENG 106	English Composition II (3)
CPHY 102	Physical Science (3)
	Physical Science Lab (0)
CGED 101	First-Year Seminar II (1)
CCIS 100	Information Technology and Computer Application (3)
CMAT 104	Algebra II (3)
CHIS 201	U.S. Africa, and The World I (3)

JOURNALISM CONCENTRATION (126 Credit Hours)

SOPHOMORE YEAR

First Semester: 15 hours

CMMA 200	Basic News Writing and Reporting (3)
CMMA 201	Survey of Media and Society (3)
CENG 201/202	World Literature I or II (3)

CHIS 202 U.S., Africa and the World II (3)
Foreign Language Requirement (3) (200-level or above)
Foreign Language Lab (0)
MMA Writing Examination (0)

Second Semester: 15 hours

CMMA 202 Advanced News Writing and Reporting (3)
CMMA 315 Mass Communication Research Methods (3)
CPSY 211 General Psychology (3)
Foreign Language Requirement (3) (200-level or above)
Foreign Language Lab (0)
Religion or Philosophy Elective (3)

JUNIOR YEAR

First Semester: 18 hours

CMMA 301 News Editing I (3)
CHIS 313 Photojournalism (3)
CHIS 319 African-American History to 1865 (3)
CECO 251 Principles of Macroeconomics and Lab (3)
Humanities Elective (3)
CBED 221 Introduction to Word Processing (3) OR
CBED 225 Introduction to Keyboarding (3)

Second Semester: 18 hours

CMMA 302 News Editing II (3)
CMMA 350 Interpretative Reporting (3)
CMMA Electives (3)
General Elective (3)
CHIS 320 African-American History Since 1865 (3)
CECO 252 Principles of Microeconomics (3)

SENIOR YEAR

First Semester: 15 hours

CMMA 425 Communication Law (3)
CMMA 361 Newspaper Production (3)
CMMA Elective (3)
CPSC 336 Current World Problems (3)
General electives (3)

Second Semester: 12 hours

CMMA 490 Media Seminar (3)**
CPSC 322 International Relations (3)
CPSC 420 Politics of Africa (3)
General elective (3)

MMA Electives for Students in Journalism Concentration (Choose 2):

CMMA 310 Public Opinion and Propaganda (3)
CMMA 320 History of Journalism (3)
CMMA 325 Editorial and Critical Writing (3)
CMMA 331 International Journalism (3)
CMMA 352 Feature Writing (3)
CMMA 422 Philosophy and Ethics of Mass Communication (3)
CMMA 486 Media Arts Co-op (6)**
CMMA 487 Media Arts Studies (3)
CMMA-J 488 Directed Study (3)**
CMMA-J 489 Internship (3)**

**Student must be a senior in the major before enrolling in these courses.
A grade of "C" or better is required in all Major and Cognate courses,
including general electives.

Total hours to graduate = 126 hours

PUBLIC RELATIONS CONCENTRATION (126 Credit Hours)

SOPHOMORE YEAR

First Semester: 15 hours

CMMA 200 Basic News Writing and Reporting (3)
CMMA 201 Survey of Media and Society (3)
CENG 201/202 World Literature I or II (3)
CHIS 202 U.S., Africa and the World II (3)
Foreign Language Requirement (3) (200 level or above)
Foreign Language Lab (0)
MMA Writing Examination (Required exam; no course credit)

Second Semester: 15 hours

CMMA 202 Advanced News Writing and Reporting (3)
CMMA 315 Mass Communication Research Methods (3)
CHIS 202 U.S., Africa and the World II (3)
CPSY 211 General Psychology (3)
Foreign Language Requirement (3)
Foreign Language Lab (0)
Religion or Philosophy Elective (3)

JUNIOR YEAR

First Semester: 18 hours

CMMA 307 PR Principles, Practice and Theory (3)
CMMA 310 Public Opinion and Propaganda (3)
CBUS 340 Principles of Management (3)
CHIS 319 African-American History to 1865 (3)
Humanities Requirement (3)
Political Science Elective (3)

Second Semester: 18 hours

CMMA 318	PR Media Development and Copy Editing (3)
CMMA 418	PR Research and Evaluation (3)
CSTA 404	Organizational Communication (3)
CBUS 335	Principles of Marketing (3)
CHIS 320	African-American History Since 1865 (3)
	General Elective (3)

SENIOR YEAR**First Semester: 15 hours**

CMMA 485	PR Campaigns (3)**
CMMA 338	Media Advertising and Sales (3)
CMMA 425	Communication Law (3)
CECO 250	Economics (3)
	General Elective (3)

Second Semester: 12 hours

CMMA 490	Media Seminar (3)**
CSTA 304	Business and Professional Speech (3)
CMMA	Elective (3)
	General Elective (3)

MMA Electives for Students in Public Relations Concentration (Choose 1)

CMMA 203	Writing for Radio-TV-Film (3)
CMMA 301	News Editing I (3)
CMMA 313	Photojournalism (3)
CMMA 361	Newspaper Production (3)
CMMA 422	Philosophy and Ethics of Mass Communications (3)
CMMA 462	Media Arts and Design (3)
CMMA 486	Mass Media Arts Co-op (3)**
CMMA 487	Media Arts Studies (3)
CMMA-P 488	Directed Study (3)**
CMMA-P 489	Internship (3)**

**Student must be a senior in the major before enrolling in these courses.
A grade of "C" or better is required in all Major and Cognate courses,
including general electives.

Total hours to graduate = 126 hours

RADIO-TELEVISION-FILM CONCENTRATION (126 Credit Hours)**SOPHOMORE YEAR****First Semester: 15 hours**

CMMA 200	Basic News Writing and Reporting (3)
CMMA 201	Survey of Media and Society (3)

CENG 201/202	World Literature I or II (3)
CHIS-202	U.S., Africa and The World II (3)
	Foreign Language Requirement (3) (*200-level or above)
	Foreign Language Lab (0)
	MMA Writing Examination (Required; no course credit)

Second Semester: 15 hours

CMMA 203	Writing for Radio-Television-Film (3)
CMMA 315	Mass Communication Research Methods (3)
CPSY 211	General Psychology (3)
	Foreign Language Requirement (3) (*200-level or above)
	Foreign Language Lab (0)
	Religion or Philosophy Elective (3)

JUNIOR YEAR**First Semester: 18 hours**

CMMA 308	Introduction to Radio-Television-Film (3)
CMMA	Elective (3)
CHIS 319	African-American History to 1865 (3)
	Humanities Elective (3)
CBUS 209	Accounting for Non-Business Majors (3)
CSCJ 218	Contemporary Social Problems (3)
	OR
CSCJ 215	Introduction to Sociology (3)

Second Semester: 18 hours

CMMA 348	Fundamentals of Television Production (3)
CMMA	Elective (3)
CHIS 320	African-American History Since 1865 (3)
CPSC 221	State and Local Government (3)
CECO 250	Contemporary Economic Issues
	General Elective (3)

SENIOR YEAR**First Semester: 15 hours**

CMMA	Requirement (Part I) (3) ***
CMMA 425	Communication Law (3)
CBUS 335	Principles of Marketing (3)
	General Elective (3)

Second Semester: 12 hours

CMMA 490	Media Seminar (3)
CMMA	Requirement (Part II) (3)
	General elective (3)
	General elective (3)

MMA Electives for Students in Radio-Television-Film Concentration (Choose 4)

CMMA 305	African-American Images in the Media (3)
CMMA 306	History and Criticism of Film (3)
CMMA 310	Public Opinion and Propaganda (3)
CMMA 327	History and Development of Radio and TV (3)
CMMA 334	Broadcast Journalism and Editing (3)
CMMA 338	Media Advertising and Sales (3)
CMMA 422	Philosophy and Ethics of Mass Communications (3)
CMMA 438	Media Advertising and Sales (3)
CMMA 475	Radio Programming and Production I (3)***
CMMA 476	Radio Programming and Production II (3)***
CMMA 477	Advanced Television Production and Directing I (3)***
CMMA 478	Advanced Television Production and Directing II (3)***
CMMA 479	Cinematography I (3)***
CMMA 480	Cinematography II (3)***
CMMA 486	Mass Media Arts Co-op**
CMMA 487	Media Arts Studies (3)
CMMA-R 488	Directed Study (3)**
CMMA-R 489	Internship (3)**

**Student must be a senior before enrolling in these courses.

***Student must choose two according to the specific concentration.

A grade of "C" or better is required in all Major and Cognate courses, including general electives.

Total hours to graduate = 126 hours

MASS MEDIA COURSE DESCRIPTIONS**CMMA 200: Basic News Writing and Reporting. 3 credits**

A lecture and laboratory course which emphasizes writing various types of news stories for print and broadcast media. *Prerequisites: English Composition I and English Composition II with a grade of "C" or better.* Either semester.

CMMA 201: Survey of Media and Society. 3 credits

A comprehensive examination of the historic foundations and current status of the mass media. Emphasis will be placed on social and economic controls as well as the impact and influence of the mass media in today's society. *Prerequisites: English Composition I and English Composition II with grades of "C" or better.* Either semester.

CMMA 315: Mass Communication Research Methods. 3 credits

An introduction to quantitative and qualitative research methods and procedures used to study issues and problems in mass communication. This course covers sampling, research design, observation and measurement, statistics, data analysis, documentation/reporting formats, and execution strategies/tools. *Prerequisites: Survey of Media and Society; Basic News Writing and Reporting; Permission of Instructor.* Either semester.

CMMA 425: Communication Law. 3 credits

Study of various laws affecting American media. Concepts of freedom of speech and press, specific laws and alternative interpretations of those laws, federal regulatory agencies' rights in news and advertising, libel, slander, copyrights, and invasion of privacy. *Prerequisites: Survey of Media and Society; Advanced News Writing and Reporting or Writing for Radio-Television-Film.* Either semester.

CMMA 490: Media Seminar. 3 credits

This course for graduating seniors provides students with an opportunity to apply theories and techniques to practical experiences in their areas of concentration. It is a research seminar. Seniors must successfully complete an approved final project that will be presented both orally and in writing to be judged by a jury of faculty in the department. In consultation with their advisers, students may select a topic for their research during the first semester. Research projects should reflect the career of academic interests of the students. *Prerequisite: Graduating senior.* Either semester.

JOURNALISM COURSE DESCRIPTIONS**CMMA 202: Advanced News Writing and Reporting. 3 credits**

A lecture and laboratory course with emphasis on writing various types of news stories. The course is designed for students concentrating in journalism or public relations. Students will be required to publish articles in an approved periodical. *Prerequisite: Basic News Writing and Reporting; Survey of Media and Society.* Second semester.

CMMA 301: News Editing I. 3 credits

A practical course that uses simulated news copy and wire service stories to give students training in theory and practice of copy editing, headline writing, page design, and picture sizing and cropping. *Prerequisite: Advanced News Writing and Reporting.* First semester.

CMMA 302: News Editing II. 3 credits

An advanced practical course that uses simulated news copy and wire service stories to give students training in the theory and practice of copy editing, headline writing, page design, and picture sizing and cropping. *Prerequisite: News Editing I.* Second semester.

CMMA 313: Photojournalism. 3 credits

This course emphasizes communicative effects of pictures and proper selection and display of photographs. Students must supply their own 35mm cameras. *Prerequisites: Advanced News Writing and Reporting; Survey of Media and Society.* Either semester.

CMMA 320: History of Journalism. 3 credits

A concentrated lecture-discussion course in an historical context. The growth of American journalism is traced, including the contributions of African-Americans, Hispanics, Native Americans and Asians. Students identify major personalities and examine socioeconomic factors affecting journalism in the United States. *Prerequisites: Survey of Media and Society; Advanced News Writing and Reporting or Writing for Radio-Television-Film.* Either semester.

CMMA 325: Editorial and Critical Writing. 3 credits

A lecture-discussion and writing course which concentrates on the writing of editorials, book and film reviews, and columns. The critical and analytical approaches of selected major national and international newspapers are examined. *Prerequisites: News Editing I; Survey of Media and Society.* Either semester

CMMA 331: International Journalism. 3 credits

This course studies the foreign media and provides instruction in techniques and skills needed to write for foreign and/or international organizations. *Prerequisites: Survey of Media and Society; Advanced News Writing and Reporting or Writing for Radio-Television-Film.* Either semester

CMMA 350: Interpretative Reporting. 3 credits

An advanced writing course which focuses on developing the student's analytical skills and news writing skills for coverage of such governmental bodies as the schools, courts, and city, county, and state agencies. Students will be assigned to cover actual news events and be given instruction in how to analyze the cause of news events through interviewing and the persistent searching of records. Students will be required to publish articles in an approved periodical. *Prerequisites: Survey of Media and Society; News Editing I.* Second semester.

CMMA 352: Feature Writing. 3 credits

A lecture and laboratory course which focuses on developing skills in researching, organizing, and writing all types of feature stories for newspapers and magazines. Students are required to publish articles in an approved periodical. *Prerequisites: News Editing I; Survey of Media and Society.* First semester.

CMMA 361: Newspaper Production. 3 credits

This course offers a thorough understanding of principles and skills involved in producing a newspaper or magazine. It combines theory with production activities. Students will be taught the organization of a newspaper and its functions as well as headline writing, copy editing, and layout and design. *Prerequisites: Survey of Media and Society; News Editing I.* First semester.

CMMA 422: Philosophy and Ethics of Mass Communications. 3 credits

This course is based on the philosophical assumptions embodied in mass communications systems around the world. A lecture-discussion method is used. *Prerequisites: Advanced News Writing and Reporting or Writing for Radio-TV-Film; Survey of Media and Society.* Either semester

CMMA 486: Mass Media Arts Co-operative. 3 credits

Juniors and seniors are allowed to work full time off-campus (with University supervision) in journalism, public relations, radio, television, or film for credit. *Prerequisite: Permission of Department Chairperson.* Either semester.

CMMA 487: Media Arts Studies. 3 credits

Special course which allows students to focus and study current media themes, applications, trends, etc. Course content varies. *Prerequisite: permission of Department Chairperson.* Either semester.

CMMA-J 488: Directed Study. 3 credits

A project designed by the student and a journalism faculty member who works with the student to meet specific and individual needs. Directed study requires extensive reading and written work from the student. *Prerequisites: Junior or senior status and permission of Instructor.* Either semester.

CMMA-J 489: Internship.

Part-time placement in professional media facilities in Atlanta and other cities. Emphasis on learning overall business structure and developing skills for entry-level decision-making positions. *Prerequisites: Senior status in major and permission of Instructor.* Either semester.

PUBLIC RELATIONS COURSE DESCRIPTIONS

CMMA 307: PR Principles, Practices and Theory. 3 credits

An introductory concept course that surveys the principles, theories, strategies, techniques and practices of the public relations profession. *Prerequisites: Advanced News Writing and Reporting or Writing for Radio-TV-Film; Survey of Media and Society.* Either semester.

CMMA 310: Public Opinion and Propaganda. 3 credits

This course is an introduction to the nature of public opinion and propaganda from an historical perspective that spans cultures and contemporary world societies. Emphasis is placed on the use and abuse of persuasive communication techniques and the economic, political, social, and cultural interrelationships which determine the role of mass media in human affairs. *Prerequisite: Advanced News Writing and Reporting or Writing for Radio-TV-Film; Survey of Media and Society; Permission of Instructor.* First semester.

CMMA 318: PR Media Development and Copy Editing. 3 credits

Covers public relations techniques for the dissemination of messages to multiple groups across internal and external organizational print, electronic, and audiovisual media. This course focuses on practical skills for editing copy and implementing media strategies. *Prerequisite: PR Principles, Practices and Theory; Advanced News Writing and Reporting.* Second semester.

CMMA 338: Media Advertising and Sales. 3 credits

This introductory course surveys the basic processes, strategies, and techniques for producing, selling, and evaluating advertising. Emphasis is placed on consumer and marketing research, media advertising, campaigns, marketing plans, media ratings, audience analysis, and media buying plans. *Prerequisite: Advanced News Writing and Reporting or Writing for Radio-TV-Film; Survey of Media and Society; Permission of Instructor.* First semester.

CMMA 418: PR Research and Evaluation. 3 credits

This course is designed to help students develop the essential research and analytical skills for the planning, execution and evaluation of action programs that address communication problems and issues faced by organizations and institutions. *Prerequisites: Advanced News Writing, PR Principles, Practices and Theory; Mass Communication Research.* Second semester.

CMMA 462: Media Arts and Design. 3 credits

This course offers students an opportunity to develop basic desk-top publishing skills in page design, layout, and other graphic elements necessary for public relations and advertising campaigns. *Prerequisite: PR Media Development and Copy Editing.* Second semester.

CMMA 485: Public Relations Campaigns. 3 credits

In this seminar, students analyze contemporary issues and problems faced by public relations professionals. Students develop special public relations campaigns for social "cause" organizations, and acquire entry-level professional skills in public relations through practical experience. *Prerequisites: PR Media Development and Copy Editing; PR Research and Evaluation.* Either semester.

CMMA 488: Directed Study. 3 credits

A project designed by the student and a public relations faculty member who agrees to work with the student to meet specific and individual needs. Directed study requires extensive reading and written work from the student. *Prerequisites: Senior status in major and permission of instructor.* Either semester.

CMMA 489: Internship. 3 credits

Part-time placement in professional media facilities in Atlanta and other cities. Emphasis is on learning overall business structure and developing skills for entry-level decision-making positions. *Prerequisites: Senior status in major and permission of instructor.* Either semester.

RADIO-TELEVISION-FILM COURSE DESCRIPTIONS

CMMA 203: Writing for Radio-Television-Film. 3 credits

A lecture and laboratory course which examines the basic characteristics of radio, television and film and their effect on the writer. Students examine format requirements for various kinds of scripts. To demonstrate their understanding of the subject, students write scripts for commercials, features, talk shows, game shows, children's programs, documentaries, and comedies. *Prerequisite: Basic News Writing and Reporting; Survey of Media and Society.* Second semester.

CMMA 305: African-American Images in the Media. 3 credits

This course will explore the characterization and interpretation of the image of African-Americans in film and television and attempts to qualify their value as a catalyst for social, political, and cultural change. This course will also assess the dynamics of basic thought propagated through negative imagery in films, television, and other media. *Prerequisite: Writing for Radio-Television-Film.* First semester.

CMMA 306: History and Criticism of Film. 3 credits

Historic and aesthetic contributions of famous films, filmmakers and film critics examined. Particular subjects include the psychological effects of editing techniques and Russian and French cinema. There is a special emphasis on African-American and Third-World films. *Prerequisite: Writing for Radio-Television-Film.* First semester.

CMMA 308: Introduction to Radio-Television-Film. 3 credits

This course will familiarize students with the organizations, equipment and terminologies typically utilized in radio, television, and film. Operational procedures, FCC regulations, and styles of writing applicable to broadcasting and film are introduced. *Prerequisites: Writing for Radio-TV-Film.* Either semester.

CMMA 327: History and Development of Radio and Television. 3 credits

This course traces the growth and early development of radio and television from the earliest technological innovations to modern day. Lectures and discussions review how programming, social trends, and technology interplay to impact society. *Prerequisite: Introduction to Radio-Television-Film.* Either semester.

CMMA 334: Broadcast Journalism and Editing. 3 credits

This lecture-laboratory course is oriented to radio and television broadcasting. Emphasis is on gathering, analyzing, writing, editing and presenting news. Studio and on-location tapings are required. *Prerequisite: Introduction to Radio-Television-Film.* Second semester.

CMMA 348: Fundamentals of Television Production. 3 credits

Designed to introduce students to basic principles of effective studio and location television production. The student will be taught operation of selected production equipment and how to make creative and aesthetic decisions regarding programming. *Prerequisite: Introduction to Radio-Television-Film.* Second semester.

CMMA 475 & 476: Radio Programming and Production I & II. 3 credits each

Organization and operation of commercial and noncommercial radio stations inclusive of staffing, formats, promotion, and programming. The student receives training as a producer, performer and writer. *Prerequisites: Survey of Media and Society; Broadcast Journalism and Editing.* First and second semesters, senior year.

CMMA 477 & 478: Adv. Television Production and Directing I & II. 3 credits each

Hands-on experience in producing, directing, and editing will be emphasized. The student will be required to utilize production skills by working on various class projects and cable productions. *Prerequisites: Survey of Media and Society; Fundamentals of Television.* First and second semesters, senior year.

CMMA 479 and 480: Cinematography I & II. 3 credits each

Beginning filmmaking courses with emphasis on use of basic motion picture cameras, editing techniques and script preparation. Cinematography II students utilize knowledge gained in Cinematography I. Special emphasis is placed on 16mm-film production with the completion of a short film as a course requirement. *Prerequisites: History and Criticism of Film; Survey of Media and Society.* First and second semesters, senior year.

CMMA-R 488: Directed Study. 3 credits

A project designed by the student and a radio-television-film faculty member who agrees to work with the student to meet specific and individual needs. Directed study requires extensive reading and written work from the student. *Prerequisites: Senior status in major and permission from the Instructor.* Either semester.

CMMA-R 489: Internship. 3 credits

Part-time placement in professional media facilities in Atlanta and other cities. Emphasis is on learning overall business structure and developing skills for entry-level decision-making positions. *Prerequisites: Senior status in major and permission of Instructor.* Either semester.

Division of Communication Arts

DEPARTMENT OF SPEECH COMMUNICATION AND THEATRE ARTS

Communication Arts Center

Robert W. Woodruff Library, Lower Level

Telephone: 404-880-8304

To participate more fully in the global community and marketplace, students must communicate successfully with people in a variety of settings. Communication skills are directly related to the students' personal and professional success. The programs of the Department of Speech Communication and Theatre Arts seek to enlighten and prepare students for further employment by providing a forum for students to engage in discourse that is intellectually empowering and rich in knowledge. This will serve them well in the new millennium.

MISSION AND GOALS

The Curriculum in the Department of Speech Communication and Theater Arts is designed to educate and train students in the strategies of verbal, nonverbal, and written communication. Both speech communication and theater arts majors are provided quality instruction in theoretical and practical concepts to aid in the understanding of the communication process.

Students majoring in speech communication complete a liberal arts program that provides a foundation for them to acquire a general knowledge of theoretical concepts and their application in the fields of public address, rhetoric, organizational communication and communication management. In addition, they master and demonstrate proficiency in the usage of oral and written communication and understand the usage of interpersonal communication constructs in various contexts and situations.

The Theater Arts program provides the student with a liberal arts education that leads to a Bachelor of Arts degree. Majors devote a portion of their theater studies to an examination of the history of theater, the role of theatre in society, and the relationship of theatre to other disciplines. All areas of theater – acting, movement, technical and literary studies – are integral parts of the theater program. Educated in the use of oral and written communication, theater majors have an appreciation for the theater as an art form.

CURRICULUM

The curriculum in the Department of Speech Communication and Theater Arts is designed to educate and train students in the strategic use of verbal, nonverbal, and written communication. Majors in speech communication take courses to prepare themselves for careers in areas such as corporate communication,

communication education, government and politics. Theater arts majors are prepared for careers in theatrical directing, theater and film performance, technical theater production, play and script writing, and theater management. Both speech communication and theater majors are provided quality instruction in theoretical and practical concepts to aid in the understanding of the communication process.

Departmental courses prepare all students, regardless of major, for graduate and professional studies as specialists in oral and written communication and provide them with a foundation to manage communications. Students from other programs may elect to minor in either speech communication or theater arts.

Since communication skills are directly related to personal and professional success, all students who enter Clark Atlanta University receive instruction in the fundamentals of speech as a General Education requirement. Students who seek careers in other areas such as business, education, politics, and law find departmental courses of critical importance.

DEGREE REQUIREMENTS

All students in the Department of Speech Communication and Theater Arts must fulfill the following requirements: Earn a grade of “C” or better in all major/required and elective speech communication and theater courses and have a minimum cumulative grade point average of 2.0 or better. Students completing a minor in speech communication and theater arts should meet with the department chair to develop their minor concentration of six courses.

SPEECH COMMUNICATION AND THEATRE ARTS (STA) REQUIRED COURSES

CSTA 252	Theater Appreciation (Theater Majors only)
CSTA 200	Oral and Written Presentation Skills
CSTA 201	Voice and Diction
CSTA 311	African-American Communication
CSTA 490	Speech Communication and Theater Arts Seminar
MMA 201	Survey of Media and Society

SPEECH COMMUNICATION COURSE DESCRIPTIONS

CSTA 101. Fundamentals of Speech. **3 credits**
Introduces students to fundamental principles of effective oral communication as it relates to the professional world, focusing on audience analysis, interpersonal skills, effective listening techniques, and the preparation and delivery of oral presentations. All semesters.

CSTA 200: Oral and Written Presentation Skills. **3 credits**
Designed to integrate oral and written communication skills. Emphasis is on principles of logic, organization of data, establishment of personal style, principles of research and investigation of purposes of various techniques of expression. *Prerequisites: CSTA 101; CENG 105 and 106.* First Semester.

CSTA 201: Voice and Diction. **3 credits**
Emphasis is on speech and vocal analysis by using the International Phonetic Alphabet (IPA). Introduces the student to techniques for speech improvement. *Prerequisite: None.* All semesters.

CSTA 211: Communication Theory and Rhetoric. **3 credits**
Establishes theoretical frameworks to examine communication in interpersonal, small group, mass communication, and organizational communication contexts. Students will apply knowledge of theoretical concepts to facilitate understanding of the communication process and communication phenomenon. *Prerequisite: CSTA 201.* Second semester.

CSTA 213: Public Address. **3 credits**
Advanced course; offers experience in the composition, delivery, and criticism of public speeches. *Prerequisite: CSTA 101; Permission.* Second Semester.

CSTA-H 218: Concepts in Human Communication. **3 credits**
Explores communication theory and the group learning process. Incorporates theories from nonverbal communication, small group communication, persuasion, attitude study, and public speaking. Satisfies General Education core requirement for speech for honors program. *Prerequisite: Instructor's permission.* Either semester.

CSTA 301: The Rhetoric of Persuasion. **3 credits**
Concentrates on analysis and understanding of the art of persuasion with applications of various theories of persuasion to the interpersonal communication process. *Prerequisite: CSTA 101; Permission.* First semester.

CSTA 302: Speech for the Classroom Teacher. **3 credits**
Advanced course in the principles of oral communication with emphasis on the development of skills for effective organization and oral presentation of instructional materials. *Permission.* First semester.

CSTA 303: Argumentation and Debate. **3 credits**
Introduction to theories and practices of formal public debate. *Prerequisites: CSTA 213, CSTA 200 and 201.* First semester.

CSTA 304: Business and Professional Speech. 3 credits
Examination of theories and techniques of effective speaking and listening, interviewing, group discussions, reporting in conferences and meetings; and business speeches to inform and persuade. *Prerequisites:* CSTA 101, CSTA 200; CSTA 201 and CSTA 213 for majors in speech communication; CSTA-C 101 and permission of the instructor for other concentration areas. All semesters.

CSTA 305: Interpersonal Communication. 3 credits
Study of the psychology of the communication process. Students become familiar with ways of intentionally communicating ideas to others; processes for interpreting motives of speakers; environmental or cultural conditions influencing communication; and ways of functioning in a group, as either group leader or member. First semester.

CSTA 306: Speech for Radio/Stage/TV/Film. 3 credits
Study of speaking techniques for the broadcast media and the performing arts, with emphasis on voice quality, flexibility, projection, articulation, and standards of good diction. *Prerequisites:* CSTA101, CSTA C200 & CSTA C201. Either semester.

CSTA 307: Special Topics. 3 credits
Designed to investigate issues and topics in speech communication and theater arts, and or related fields. May be repeated up to six hours. *Prerequisite:* Junior or Senior Status; Permission. Either semester.

CSTA 311: African-American Communication. 3 credits
Interdisciplinary approach to the study of communication systems used by African-Americans. Course examines the relationships that exist among language, culture, politics and economics. *Prerequisites:* CSTA 101; CSTA 200 & CSTA 201. First semester.

CSTA 402: Intercultural Communication. 3 credits
Designed to examine the role of communication in the creation and transmission of cultural consciousness, knowledge, tradition, and practice. First semester

CSTA 404: Organizational Communication. 3 credits
Introduces students to the field of organizational communication and theories that have influenced its development as an approach to studying communication concepts. Course explores topics such as organizational culture and climate, superior-subordinate communication, leadership, conflict management, and group decision-making processes. Either semester.

CSTA 482: Directed Study. 3 credits
Speech communication majors, in consultation with an instructor, develop specialized research projects on topics of interest to critically examine communication issues. *Prerequisites:* Junior or senior status and permission of the instructor. Either semester.

CSTA 489: Internship. 3 credits
Offers students an opportunity to work part-time in professional facilities, with emphasis on learning overall business structure and development toward entry-level, decision-making positions. *Prerequisites:* junior or senior status and permission of the instructor. Either semester.

CSTA 490: Speech Communication and Theater Arts Seminar. 3 credits
Provides students with opportunity to apply theories and techniques to practical experiences in their areas of concentration. It is a skill seminar for graduating seniors. Research projects should reflect the career or academic interests of the students. *Prerequisite:* Senior status. Either semester.

THEATER ARTS COURSE DESCRIPTIONS

CSTA 103: Fundamentals of Theater and Dance Movement. 1 credit
Study of the basic principles and forms of movement for dance and theater. Second semester.

CSTA 251: Oral Interpretation. 3 credits
Study and presentation of poetry, prose, drama and various literary forms with emphasis on voice and diction, imagery, phrasing, and characterization necessary to interpret text. *Prerequisite:* CSTA 201. First semester.

CSTA 252: Theater Appreciation. 3 credits
Course examines how theater functions as an art form through the exploration of the interrelationships of the audience, performer and space. Designed to study the nature of the theater experience by analyzing principles and practices that govern contemporary theater. Attendance at several professional theatrical performances may be required. Either semester.

CSTA 254: Acting I. 3 credits
Provides fundamentals of techniques of acting, character analysis, creative pantomime, mime, voice and diction. Students participate in lecture/laboratory sessions and rehearsals when in performance. *Prerequisite* CSTA 201. First semester.

CSTA 255: Stagecraft. 3 credits
Survey of the working knowledge of the basic materials, processes, and equipment for the fabrication, assembly, painting, rigging, and installation of contemporary stage scenery and properties. First semester.

CSTA 316: Dramaturgy and Criticism. 3 credits
Designed to offer students an in-depth study of selected works and performances around which analytical approaches to dramatic literature and performances evolve. First semester.

CSTA 321: Lighting and Design. **3 credits**
Introduction to theories, techniques and art of the stage electrician and lighting designer. *Prerequisite: CSTA 255.* Either semester.

CSTA 351: Development of Drama I. **3 credits**
Study of the origins and development of drama through the survey of principal plays, playwrights, and theater arts through the ages. Encourages and aids students in developing appreciation for drama and theater as art forms and as factors in the changing civilizations of the world. *Prerequisite: CSTA 251.* First semester.

CSTA 352: Development of Drama II. **3 credits**
Continuation of CSTA 351. *Prerequisite: CSTA 351.* Second semester.

CSTA 353: Play Production Methods. **3 credits**
Approach to understanding the fundamental principles of preparing a play for public presentation. First semester.

CSTA 354: Acting II. **3 credits**
Advanced study of acting techniques required to perform plays written in verse, traditional and nontraditional prose. Students will examine acting as a craft, through selected materials and a critical study of styles and techniques. *Prerequisite: CSTA 254.* Second semester.

CSTA 410: Costume Design. **3 credits**
Study of the costume designer's role in the design process that is involved in creating effective costumes for the contemporary stage. *Prerequisite: Junior/Senior status.* Either semester.

CSTA 452: Theater Arts Management. **3 credits**
Study of the theatrical producing and managing in contemporary American theater. Providing historical background and current practice, methods used in professional managerial systems. *Prerequisites: Senior standing and permission of instructor.* Second semester

CSTA 453: Directing: Play and Script Analysis. **3 credits**
Advanced analysis and directing of plays and scripts, including various directing techniques and theories. Students must select an approved, one-act play or short script, prepare a prompt book, and direct for public performance. *Prerequisites, CSTA 352, CSTA 353, and CSTA 354.* Second semester.

CSTA 454: Children's Theater. **3 credits**
History of the development and function of children's theater. Also explores the approaches to and mounting of a performance for youth. Course meets the general education and community service requirement. Second semester.

CSTA 455: Entertainment Law. **3 credits**
Course assists students in recognizing and examining issues and pitfalls, which affect the client. Explores business management issues and legal principles of agencies, partnerships, contract law, labor law, and libel. *Prerequisite: Senior status.* Both semesters.

CSTA 456: African-American Theater. **3 credits**
Study of plays, playwrights and contributions of African-Americans to the theater. First semester.

CSTA 482: Directed Study. **3 credits**
Theater arts majors, in consultation with an instructor, develop specialized research projects on topics of interest, and critically examine theater-and communication-related issues. *Prerequisites: Junior or senior status and permission of the instructor.* Either semester.

CSTA 489: Internship. **3 credits**
Offers students an opportunity to work part-time in professional facilities. Emphasis is on learning overall business structure and development toward entry-level, decision-making positions. *Prerequisites: junior or senior status and permission of the instructor.* Either semester.

CSTA 490: Speech Communication and Theater Arts Seminar. **3 credits**
Application of theories and techniques to practical experiences in the student's area of concentration. Research projects should reflect the academic and career interest of the student. *Prerequisites: Senior standing.* Either semester

SPEECH COMMUNICATION CURRICULUM

RECOMMENDED PROGRAM OUTLINE

FRESHMAN YEAR

First Semester: 14 hours

CENG 105	English Composition I (3)
CBIO 101	Biological Science (3)
CGED 100	First-Year Seminar I (1)
CMAT 103/105	Algebra I or Precalculus I (3)
CSTA 101	Fundamentals of Speech (3)
CPED	Physical Education (1)

Second Semester: 13 hours

CENG 106	English Composition II (3)
CGED 101	First-Year Seminar II (1)
CCIS 100	Information Technology and Computer Application (3)
CMAT 104/106	Algebra II or Precalculus II (3)
CPHY 102	Physical Science (3)

SOPHOMORE YEAR

First Semester: 18 hours

CENG 201/202	World Literature I or II (3)
CHIS 201	U.S., Africa and the World I (3)
CSTA 200	Oral and Written Presentation Skills (3)
CMMA 201	Survey of Media and Society (3)
	Humanities requirement (3)
CFL_ 201	*Foreign Language Requirement (3)

Second Semester: 18 hours

CHIS 202	U.S., Africa and the World II (3)
CSTA 201	Voice and Diction (3)
CSTA 211	Communication Theory and Rhetoric (3)
	Social Science Course (3)
	Religion Course (3) OR
	Philosophy Course (3)
CFL_ 202	*Foreign Language Requirement (3)

JUNIOR YEAR

First Semester: 18 hours

CSTA 311	African-American Communication (3)
CSTA 301	The Rhetoric of Persuasion (3)
CSTA	Elective (3)
	General Elective (3)
CPSY 211	General Psychology (3)
CSTA 306	Speech for Radio/TV/Film (3)

Second Semester: 15 hours

CSTA 304	Business and Professional Speech (3)
CSTA 305	Interpersonal Communication (3)
	General Elective (3)
CSTA OR	
CMMA	Elective (3)
CMMA 315	Research Course (3) or approved substitute

SENIOR YEAR

First Semester: 15 hours

CSTA 404	Organizational Communication (3)
CMMA 425	Communication Law (3)
CSTA 490	Speech Communication and Theater Arts Seminar (3)
CMMA 455	Entertainment Law (3)
	General Electives (3)

Second Semester: 15 hours

CSTA 482	Directed Study (3) OR
CSTA 489	Internship (3 credit hours)
CSTA	Elective (3)
	Two General Electives (6)
CSTA	Elective (3)

*Refer to General Education Requirements.

Note: General electives should be selected based upon area(s) of interest and relevance to future academic and/or professional goals (see recommended list of general electives), with assistance from the faculty advisor. All general electives (200 + level or higher) will be taken in areas outside the Division of Communication Arts.

THEATER ARTS CURRICULUM

Recommended Program Outline

FRESHMAN YEAR

First Semester: 16 hours

CENG 105	English Composition I (3)
CBIO 101	Biological Science (3)
CGED 100	First-Year Seminar I (1)
CMAT 103	Algebra I (3)
CSTA 101	Fundamentals of Speech (3)
CSTA 252	Theatre Appreciation (3)

Second Semester: 17 hours

CENG 106	English Composition II (3)
CPHY 102	Physical Science (3)
CGED 101	First-Year Seminar II (1)
CCIS 100	Information Technology and Computer Application (3)
CMAT 104	Algebra II (3)
	Social Science Requirement (3)
CPED	Physical Education (1) OR
CSTA 103	Fundamentals of Theater/Dance Movement (1)

SOPHOMORE YEAR

First Semester: 18 hours

CENG 201/2	World Literature I or II (3)
CHIS 201	U.S., Africa and the World I (3)
CSTA 200	Oral and Written Presentation Skills (3)
	Humanities requirement (3)
CFL_ 201	*Foreign Language Requirement (3)
CMMA 201	Survey of Media and Society (3)

Second Semester: 18 hours

CHIS 202	U.S., Africa and the World II (3)
CSTA 201	Voice and Diction (3)
CSTA 251	Oral Interpretation (3)
CSTA 255	Stagecraft (3)
CFL_	*Foreign Language Requirement (3)
CPHI/CREL	Philosophy/Religion Requirement (3)

JUNIOR YEAR**First Semester: 18 hours**

CSTA 254	Acting I (3)
CSTA 311	African-American Communication (3)
CSTA 321	Lighting and Design (3)
CSTA 353	Play Production Methods (3)
CPSY	Psychology (3)
	General Elective (3)

Second Semester: 15 hours

CSTA 354	Acting II (3)
CSTA 316	Dramaturgy and Criticism (3)
CSTA 352	Development of Drama II (3)
CSTA 455	Entertainment Law (3)
	General Elective (3)

SENIOR YEAR**First Semester: 12 hours**

CSTA 410	Costume Design (3)
CSTA 454	Children's Theater (3)
CSTA 456	African-American Theater (3)
CSTA 490	Speech Communication and Theater Arts Seminar (3)

Second Semester: 15 hours

CSTA 452	Theater Arts Management (3)
CSTA 453	Directing: Play and Script Analysis (3)
CSTA 455	Entertainment Law (3)
	General Elective (3)
CSTA 482	Directed Study (3) OR
CSTA 489	Internship (3 credit hours)

*Refer to General Education Requirements.

Note: General electives should be selected based upon area(s) of interest and relevance to future academic and/or professional goals (see recommended list of general electives), with assistance from the faculty advisor. All general electives (200 + level or higher) will be taken in areas outside the Division of Communication Arts.

**DIVISION OF NATURAL SCIENCES
AND MATHEMATICS**

The Division of Natural Sciences and Mathematics coordinates the programs of the Departments of Allied Health Professions, Biology, Chemistry, Computer Science, Engineering, Mathematics, and Physics, and provides interdisciplinary and interdepartmental major sequences to students interested in science, engineering, and health careers. It also manages and monitors the Dual Degree, Computer Science and Information, and Pre-Pharmacy and Pharmacy Programs, and provides courses for departments outside both the Division and the institution. Several scholarships are available for programs within the Division.

Division of Natural Sciences and Mathematics**ALLIED HEALTH PROFESSIONS**

V.W. Henderson Center, Room 121

Telephone: 404-880-8118

The Department of Allied Health Professions grants the following baccalaureate degrees:* Community Health Education, Medical Technology, Community Health Education/Health Care Management, and Health Information Management. The curriculum is divided into two parts: the freshman and sophomore years are composed of core requirements while the junior and senior years consist of professional and elective courses that lead to graduation.

The following agencies accredit programs in the department: The National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), Commission on the Accreditation of Allied Health Educational Programs (CAAHEP), and the American Health Information Management Association's (AHIMA) Council on Accreditation.

BACHELOR OF SCIENCE IN HEALTH INFORMATION MANAGEMENT (HIM) (FORMERLY MEDICAL RECORD ADMINISTRATION)*

The Health Information Management Program is designed primarily for students who intend to pursue careers as health information management specialists, who work in clinics, hospitals, insurance companies, law firms, educational institutions, consulting firms, computer companies, state and federal agencies.

ACCREDITATION STATUS

The HIM program is accredited by the American Health Information Management Association (AHIMA), Council on Accreditation (COA), and the Commission on Accreditation of Allied Health Educational Programs (CAAHEP).

*Enrollment in each of the degree programs is discontinued effective Spring 2004. The Health Information Management, Community Health Education/Health Care Management, Community Health Education, and Medical Technology Dual Degree will be phased-out by May 2007.

NATIONAL REGISTRATION EXAMINATION

Graduation from the degree program qualifies a student to take the National Registration Examination of the American Health Information Management Association (HIM). Completion of the examination authorizes an individual to use the title Registered Record Administrator (RRA). Postbaccalaureate students are qualified to take the National Registration Examination after the certificate of completion of the HIM program has been awarded.

BACHELOR OF SCIENCE IN COMMUNITY HEALTH EDUCATION/HEALTH CARE MANAGEMENT

Health education is a discipline or field in public health that has, as its major focus, the engagement of any combination of learning experiences designed to bring about voluntary social and behavioral changes to achieve and sustain health. Community Health Education is a multidisciplinary practice that enables individuals, families, groups, organizations, and communities to incorporate behaviors and attitudes that are conducive to health behavior.

The Community Health Education Program at Clark Atlanta University serves to prepare students for entry-level positions at local, state and federal health care and health-related agencies. Duties may often include designing, implementing and evaluating educational programs and policies that pertain to community and public health. The program also provides excellent preparation for graduate studies in public health, health administration and policy, and other health professions and various areas in the field of education.

The curriculum is centered in the Seven Areas of Competency required to become credentialed as a Certified Health Education Specialist. Special emphasis is placed on issues pertaining to minority and disadvantaged individuals' health. The Internship and Directed Study courses during the senior year provide students with excellent clinical and practice experiences.

Students enrolled in the Community Health Education/Health Care Management Program are required to take certain courses, which are replacements for some of the courses listed for Community Health Education majors. These courses adequately prepare the student for entry-level jobs in health care management.

The Department of Allied Health at Clark Atlanta University, in collaboration with the Tuskegee University School of Nursing and Allied Health, offers a Medical Technology Dual-Degree Curriculum. This curriculum is divided into two parts: the freshman and sophomore years, plus two summers, are spent at

Clark Atlanta University on preprofessional courses; the junior and senior years, plus two summers at Tuskegee University, are devoted to the professional courses and clinical rotation. Upon completion of this curriculum, the student will be awarded two degrees: Bachelor of Science in Allied Health from Clark Atlanta University and Bachelor of Science in Medical Technology from Tuskegee University.

ALLIED HEALTH PROFESSIONS COURSE DESCRIPTIONS

Note: All courses except those with clinical experiences and certain Health Information Management courses are open to nonmajors.

CAHP 110: Drug Abuse. 3 credits
Examination of social and psychological factors of abuse. Students examine the nature of drugs and their effects to fill gaps in their knowledge and to consider improvements of society's approach to the problem.

CAHP 113: Nutrition and Metabolism. 3 credits
Essentials of an adequate diet throughout the life cycle are discussed as well as the metabolic occurrences of the vitamins and minerals in normal and abnormal states in the body. *Prerequisites: CBIO 111 and 112.*

CAHP 221: Introduction to Allied Health Professions. 1 credit
Orientation to the allied health professions through discussion groups, observations, and field trips. University programs and career options are discussed. Students also explore the health team concept and the relationship of community agencies to health maintenance.

CAHP 230: Anatomy and Physiology. 4 credits
The human body and its functions. Includes integration of cellular and anatomic structures with functioning of various body systems. This course requires clinical applications; it is specifically designed for students majoring in the allied health professions. Two (2) lecture hours and four (4) laboratory hours per week.

CAHP 301: Maternal and Child Health. 3 credits
Explores the practice of fertility-control methodology and selective technology. Emphasizes the importance of recognition and understanding of maternal, adolescent and child health services, and the individuality of the recipients of family planning services. Issues and controversies in fertility control, with an overview of the sexually active population. Analyzes changes in sexual behavior, precipitating causes, and societal reaction to these as they affect all ages. Other areas covered are the legal rights of the child and the unborn child, and the study of laws related to fertility control, particularly as they affect the delivery of family planning services.

CAHP 305: Health Law. **3 credits**
Study of health law for allied health professionals and health care professionals, with emphasis on principles of law and release of information.

CAHP 308/CUSW 416: Social Work Practices with the Aged. **3 credits**
Application of sociological theory and methods of the study of aging in society. Students explore the impact of urbanization on the aged and the experiences of the aged in social institutions. *Prerequisite: CAHP 241.*

CAHP 309: Medical Terminology. **3 credits**
Definitive study of word elements, word construction, derivations, and meanings of medical terms.

CAHP 313: Health Care Delivery Systems. **3 credits**
Analysis of traditional and nontraditional health care facilities, their organization patterns, accreditation standards, legal requirements and special documentation needs. Site visits/report required.

CAHP 341: Intro. to Health Education. **3 credits**
Introduces students to the practice and profession of Health Education. The historical philosophies and early theoretical frameworks of the profession will be presented in order to prepare students for the second course in the series of health education. Work settings and areas of specialization will be discussed.

CAHP 349: Introduction to Health Information Administration I. **3 credits**
Introduction to Health Information Administration; includes origin, use, contents, format, management of content and forms design and control, filing methods, indexes and registers, microfilming and records management. *Prerequisite: CBUS 340.*

CAHP 350: Health Information Management II. **3 credits**
Study and practice of the medical record sciences, accreditation, registration and certification of various facilities, such as acute care, ambulatory care, long-term care, HMOs, hospice programs and mental health facilities. An overview of an organization's computer applications, quality assurance. *Prerequisite: CAHP 349.*

CAHP 352: Health Data Management. **3 credits**
Analysis of data collection, retrieval, and use. Computation of health care statistical data. *Prerequisites: CAHP 221, 313, 350, 309; Corequisites: AHP 354 and CPSY/CBUS 313.*

CAHP 353: Directed Practice I. **2 credits**
Introduction to medical record practices in health care facilities. Students provided opportunities to relate to and apply medical record procedure and knowledge. Practice sites included in on-campus laboratory and health care facilities. *Corequisites: CAHP 303, 305, 309, 349, and 349L*

AHP 354: Pathophysiology. **3 credits**
Acquaints the student with the changes that occur in the diseased state. Lectures and laboratory specimens are utilized to explain the general concepts of disease, terminology, etiology, diagnostic procedures, prognosis, treatment and prevention. Also the type of diseases and the way they affect the specific body systems. *Prerequisite or corequisites: CAHP 309 and 230.*

CAHP 356: Directed Practice II. **2 credits**
Continuation of Directed Practice I. Students are provided opportunities to relate and apply additional classroom knowledge and practices in a clinical setting. *Corequisites: CAHP 350, 350L, 352, 354 and 356.* Eight (8) hours a week for fourteen (14) weeks.

CAHP 358: Nosology. **3 credits**
Study of standardized systems for the identification and classification of disease processes and specialized medical nomenclature. *Prerequisites: CAHP 221, CAHP 313, CAHP 309, and CAHP 349; Corequisite: CAHP 350 and 354.*

CAHP 400: Health Care Administration. **3 credits**
A study of the macro level of health care organization and the micro level of administrative office management in the context of present and future health information technology. *Prerequisite: Principles of Management (CBUS 340).*

CAHP 402: Health Care Management. **3 credits**
Application of management techniques to the administration of health care facilities. Discussions cover various administrative management elements of the health care systems, approaches to decision making, establishment of management objectives and techniques, and management of complex and normative organizations.

CAHP 404: Approaches to Planning in Health Care. **3 credits**
Principal theories and methodologies of the planning process. Students analyze the impact of regionalism on health care and examine specific interpretations and applications of comprehensive health planning legislation.

CAHP 420: Interdisciplinary Health Sciences Seminar. **1 credit**
Team health care delivery and the role of each team member. Mandatory for all students in the health professions.

CAHP 426: Epidemiology. **4 credits**
Description and analysis of theoretical concepts, approaches, and structures germane to epidemiology in particular and to science in general. Also includes application of basic measurements and the study of design and methodologies appropriate to populations. *Prerequisite: Statistics.*

CAHP 437: Health Finance. 3 credits

Study of accounting practices as they relate to the health care business, with emphasis on analysis of financial statements and budgets. *Prerequisite: CBUS 340.*

CAHP 439: Quality Assurance and Risk Management. 2 credits

Study of Quality Assurance and Risk Management in relation to the present health care systems, with emphasis on joint commission standards. *Prerequisites: CAHP 351 and 352.*

CAHP 440: Health Information Systems Project. 3 credits

Study and application of computer systems to health information. Medical records applications on microcomputers, hospital visits for systems analysis and online computers. *Prerequisites: CAHP 350, 439, CCIS 100 or equivalent.*

CAHP 442: Health Education Methods. 3 credits

Effective teaching techniques to communicate health information to groups of various ages, socioeconomic levels, and cultures. Also provides experience in oral presentation and the use of resource materials for education. Community health and social service agency personnel conduct classes throughout the semester.

CAHP 443: Directed Practice III. 2 credits

Continuation of Directed Practice II. Application of additional health record technical functions; reinforcement of experiences gained in nonhospital settings utilized. *Prerequisite: CAHP 442; corequisites: CAHP 402 and 440.* Eight (8) hours a week for fourteen (14) weeks.

CAHP 450: Administrative Internship. 3 credits

Administrative assignments in health record departments of hospitals accredited by the Joint Commission on the Accreditation of Hospitals, under the direction of a registered record administrator. Includes pre- and postseminars. *Prerequisites: completion of all General Education courses, support course work, and health record courses with a minimum grade of "C."* Forty (40) hours a week for four (4) consecutive weeks.

CAHP 480: Directed Study 3 credits

On-site clinical work matched to degree requirements. Uses research projects to illustrate the methods of planning, implementation and evaluation of clinical studies. *Prerequisite: CAHP 426.*

CAHP 488: Internship. 4 credits

Designed to integrate classroom knowledge with practical experiences at a health care-related agency.

BACHELOR OF SCIENCE DEGREE IN HEALTH INFORMATION MANAGEMENT (131 CREDIT HOURS)

FRESHMAN YEAR

First Semester: 18 hours

CHIS 211	History of the United States (3)
CBIO 111	General Biology (4)
CENG 105	English Composition I (3)
CSTA 101	Fundamentals of Speech (3)
CPED	Physical Education Requirement (1)
CMAT 105	Pre-Calculus I (3)
CGED 100	First-Year Seminar I (1)

Second Semester: 17 hours

CHIS 212	History of the United States (3)
CBIO 112	General Biology (4)
CENG 106	English Composition II (3)
CMAT 106	Pre-Calculus II (3)
CPSY 211	General Psychology (3)
CGED 101	First-Year Seminar II (1)

SOPHOMORE YEAR

First Semester: 17 hours

CAHP 230	Anatomy and Physiology (4)
CENG 201/202	World Literature I or II (3)
CAHP 211	Introduction to Allied Health (1)
CBED 221	Word Processing Concept (3)
CHUM	Humanities Requirement (3)
CFL 201	Foreign Language Requirement (3)

Second Semester: 17 hours

CECO 107	Introduction to Economics (3) or
CPSC 106	Politics and Global Issues (3)
CBIO 233	Microbiology (4)
CCHE 111	General Chemistry (4)
CCIS 100	Introduction to Computers or (3)
CCIS 100	Information Technology and Computer Application (3)
CFL 202	Foreign Language Requirement (3)

JUNIOR YEAR

First Semester: 17 hours

CAHP 309	Medical Terminology (3)
CAHP 313	Health Care Delivery System (3)
CAHP 305	Health Law (3)

CAHP 349 Health Information Management I (3)
CBUS 340 Principles of Management (3)
CAHP 353 Directed Practice I (2)

Second Semester: 17 hours

CBUS 313 Statistics I (3)
CAHP 352 Health Data Management (3)
CAHP 354 Pathophysiology (3)
CAHP 350 Health Information Management II (3)
CAHP 356 Directed Practice II (2)
CAHP 358 Nosology (3)

SENIOR YEAR

First Semester: 13 hours

CAHP 426 Epidemiology (4)
CAHP 437 Health Finance (3)
CAHP 439 QA/Risk Management (3)
CAHP 443 Directed Practice III (2)
CAHP 420 Interdisciplinary Health Sciences Seminar (1)

Second Semester: 15 hours

CAHP 440 Health Information Systems Project (3)
CPHI 231 Ethics and Human Values (3)
CBED 325 Business Communications (3)
CAHP 400 Health Care Administration (3)
CAHP 450 Administrative Internship (3)

**BACHELOR OF SCIENCE DEGREE IN
COMMUNITY HEALTH EDUCATION (126 CREDIT HOURS)**

FRESHMAN YEAR

First Semester: 17 hours

CBIO 111 General Biology (4)
CGED 100 First-Year Seminar I (1)
CHIS 211 History of the United States (3)
CENG 105 English Composition I (3)
CSTA 101 Fundamentals of Speech (3)
CMAT 105 Pre-Calculus I (3)

Second Semester: 17 hours

CBIO 112 General Biology (4)
CGED 101 First-Year Seminar II (1)

CCIS 100 Information Technology and Computer Application (3)
CHIS 212 History of the United States (3)
CENG 106 English Composition II (3)
CMAT 106 Pre-Calculus II (3)

SOPHOMORE YEAR

First Semester: 17 hours

CAHP 113 Nutrition (3)
CAHP 221 Introduction to Allied Health (1)
CENG 201/202 World Literature I or II (3)
CPSY 211 General Psychology (3)
CSCJ Social Science Requirement (3)
CCHE 111 General Chemistry (4)

Second Semester: 14 hours

CAHP 110 Drug Abuse (3)
CHUM Humanities requirement (3)
CPHI/CREL Philosophy/Religion Requirement (3)
CMAT 111 Calculus I (4)
CPED Physical Education Requirement (1)

JUNIOR YEAR

First Semester: 15 hours

CUSW 416 Social Work Practices with the Aged (3)
CAHP 305 Health Law (3)
CAHP 309 Medical Terminology (3)
CEDU/CPSY 301 Educational Psychology (3)
CFL 201 Foreign Language Requirement (3)

Second Semester: 16 hours

CAHP 354 Pathophysiology (3)
CAHP 230 Anatomy and Physiology (4)
CAHP 400 Health Care Administration (3)
CAHP 301 Maternal/Family Planning (3)
CFL 202 Foreign Language Requirement (3)

SENIOR YEAR

First Semester: 15 hours

CAHP 420 Interdisciplinary Health Sciences Seminar (1)
CAHP 426 Epidemiology (4)
CAHP 488 Internship (4)
CBUS 313 Statistics (3)
CAHP 341 Introduction to Health Education (3)

Second Semester: 15 hours

CAHP 404	Health Care Planning (3)
CAHP 442	Health Education Methods (3)
CAHP 480	Directed Study (3)
CPSY 358	Human Sexuality (3)
CEDC 308	Multicultural Education (3)

**BACHELOR OF SCIENCE DEGREE IN COMMUNITY HEALTH
EDUCATION/HEALTH CARE MANAGEMENT (128 CREDIT HOURS)****FRESHMAN YEAR****First Semester: 18 hours**

CBIO 111	General Biology I (4)
CGED 100	First-Year Seminar I (1)
CHIS 211	History of the United States (3)
CENG 105	English Composition I (3)
CSTA 101	Fundamentals of Speech (3)
CMAT105	Pre-Calculus I (3)
CPED 101	Physical Education (1)

Second Semester: 17 hours

CBIO 112	General Biology II (4)
CGED 101	First-Year Seminar II (1)
CCIS 100	Information Technology and Computer Application (3)
CHIS 212	History of the United States (3)
CENG 106	English Composition II (3)
CMAT 106	Pre-Calculus II (3)

SOPHOMORE YEAR**First Semester: 16 hours**

CAHP 113	Nutrition (3)
CAHP 221	Introduction to Allied Health (1)
CENG 201/202	World Literature I or II (3)
CPSY 211	General Psychology (3)
CBUS 207	Principles of Accounting I (3)
CFL 201	Foreign Language (3)

Second Semester: 15 hours

CAHP 110	Drug Abuse (3)
CHUM	Humanities requirement (3)
CBUS 208	Principles of Accounting II (3)
CFL 202	Foreign Language (3)
CSCJ	Social Science Requirement (3)

JUNIOR YEAR**First Semester: 15 hours**

CBUS 340	Principles of Management (3)
CBUS 313	Statistics (3)
CAHP 305	Health Law (3)
CAHP 309	Medical Terminology (3)
CBUS 325	Business Communication (3)

Second Semester: 16 hours

CAHP 354	Pathophysiology (3)
CSCJ 308	Medical Sociology (3)
CECO 251	Macroeconomics (3)
CAHP 230	Anatomy and Physiology (4)
CAHP 400	Health Care Administration (3)

SENIOR YEAR**First Semester: 14 hours**

CAHP 420	Interdisciplinary Health Sciences Seminar (1)
CAHP 426	Epidemiology (4)
CAHP 437	Health Care Finance (3)
CPSY 318	Organizational Psychology (3)
CAHP 480	Directed Study (3)

Second Semester: 13 hours

CAHP 404	Health Care Planning (3)
CBUS 372	Personnel Management (3)
CAHP 488	Internship (4)
CREL/CPHI	Religion/Philosophy (3)

Division of Natural Sciences and Mathematics**DEPARTMENT OF BIOLOGICAL SCIENCES****Thomas W. Cole, Jr.****Research Center for Science and Technology, Suite 4005****Telephone: 404-880-6790**

The Department of Biological Sciences guides students in critical thinking and independent investigation of all areas of biology. The department's overriding goal is to help students appreciate biology as an evolving product of human endeavor. Specialization in several areas is available through the department and its close relationship with other biology departments in the AUC.

Biology courses are designed for students who desire to major in biology in preparation for graduate study, to work in the biological profession, or to earn a teaching certificate in biology. Majors also have the prerequisite courses necessary to enter a health professional school—medicine, dentistry, optometry, osteopathy, veterinary medicine, or podiatry.

SPECIAL PROGRAM

Boston Early Medical School Selection Program. Sophomore students are eligible to apply for early admission to Boston University Medical School. Students selected must maintain a 3.0 grade point average during the junior and senior years to be admitted to the Boston University Medical School. The senior year is spent in a combined undergraduate/medical school curriculum. Students receive the Bachelor of Science degree from Clark Atlanta University at the end of the senior year. Boston University pays the difference in tuition between Clark Atlanta and Boston University.

DEGREE REQUIREMENTS

The Bachelor of Science in Biology degree requires the following courses in addition to the University General Education requirements:

CBIO 111 and 112	General Biology I and II
CBIO 312	Genetics
CBIO 375	Cell and Molecular Biology
CBIO 478	Cell Biology Laboratory
CBIO 480	Research in Biology or
CBIO 482	Seminar in Biology
CBIO 491 and 492	Biochemistry I and II
or	
CBIO 390	Introductory to Biochemistry
and	
CBIO 400 level	Biology Elective
CCHE 111 and 112	General Chemistry I and II
CCHE 231 and 232	Organic Chemistry I and II
CMAT 105 and 106	Pre-Calculus I and II, or
CMAT 111 and 112	Calculus I and II
CPHY 111 and 112	General and Modern Physics I and II

Four (4) additional biology courses of the student's choice are required. Biology majors are encouraged to complete Mathematics through Calculus II and to take a course in Physical Chemistry in preparation for graduate studies. In addition, the Department requires a minimum grade of "C" in each science course taken for a biology major.

In conjunction with the School of Education, biology majors may take courses necessary for secondary school teacher certification. Plans of study for these majors are completed with advisors.

BIOLOGY COURSE DESCRIPTIONS

CBIO 101: Biological Science. **3 credits**
A basic course in biological science for nonscience majors. Topics include basic concepts of life and living organisms, their organization from atoms to organisms directed specifically toward the human being. Functioning and some disorders of various systems in the human body are taught. Three (3) lecture hours.

CBIO 111: General Biology I. **4 credits**
Introduction of the basic principles of biology, covering cells, cell organelles, and genetics. The cell surface, the role of plastid and mitochondria in energetics, and the role of the nucleus in cell division and regulation are given special emphasis. Also included are cell chemistry, concepts of molecular biology, mitosis and meiosis. Three (3) lecture hours and a three-hour laboratory per week.

CBIO 112: General Biology II. **4 credits**
Fundamental principles, concepts, and facts of specific areas in biology, such as development, behavior, population biology, and ecology. Covers organismal physiology (nervous, hormonal, muscular, circulatory, excretory), with emphasis on regulation at the level of the organism. Three (3) lecture hours and a three-hour laboratory per week. *Prerequisite: CBIO 111.*

CBIO 233: Microbiology. **4 credits**
The study of microorganisms with emphasis on bacteria and viruses, physiology and metabolism of bacteria, bacterial growth, metabolic regulation, genetics of bacteria, genetic resistance to antibiotics, survey of the major groups of bacteria and viruses, and diseases of bacteria and viruses. Three (3) lecture hours and a three-hour laboratory required per week. *Prerequisite: CBIO 111 and 112 and CCHE 111.*

CBIO 251: Vertebrate Anatomy and Embryology. **4 credits**
Comparative study of the structures, functions and the ontogenesis of the vertebrates. Structural origin and mechanisms of development are stressed. Three (3) lecture hours and a three-hour laboratory required per week. *Prerequisites: CBIO 111 and 112.*

CBIO 255: Invertebrate Zoology. **4 credits**
Consideration of the morphology, physiology, phylogeny, and ecology of major invertebrate phyla. Laboratory work includes practical anatomy and physiology of indigenous and exotic species. Three (3) lecture hours and a three-hour laboratory required per week. *Prerequisites: CBIO 111 and 112.*

CBIO 261: Environmental Biology. **4 credits**
Study of current problems of society as related to the environment. Addresses selected problems related to water pollution, conservation, and populations. Students explore basic principles of ecology and their application to ecological problems. The impact of problems and their solutions is stressed. Three (3) lecture hours and a three-hour laboratory required per week. *Prerequisites: CBIO 111 and 112.*

CBIO 300: Histology. **4 credits**
Laboratory course dealing with the microscopic and ultramicroscopic anatomy of mammalian tissues and organs with emphasis on relating structure to function. Two (2) lecture hours and a four-hour laboratory required per week. *Prerequisites:* CBIO 111, and 112 and CCHE 111 and 112.

CBIO 312: Genetics I. **4 credits**
The science of genetics, including the chromosomal basis of inheritance, meiosis, Mendelian genetics, linkage, human genetics, cytogenetics, DNA replication, chromosome structure, quantitative genetics, molecular genetics, gene function, gene regulation and bacterial genetics. Three (3) lecture hours and a two-hour recitation period required per week. *Prerequisites:* CBIO 111, and 112 and CCHE 111 and 112.

CBIO 331: Plant Morphology. **4 credits**
Lecture/laboratory course emphasizing the structure and diversity of vascular and nonvascular plants. The laboratory emphasizes microscopy and plant microtechniques. Three (3) lecture hours and three laboratory hours required per week. *Prerequisites:* CBIO 111, and 112 and CCHE 111 and 112.

CBIO 375: Cell and Molecular Biology. **3 credits**
Study of the origin and structure of cell organelles and comparative and integrated presentation of the fundamental physiochemical mechanisms associated with the living cell. Three (3) lecture hours per week. *Prerequisites:* CBIO 111 and 112; CCHE 111 and 112.

CBIO 390: Introduction to Biochemistry. **3 credits**
Survey of basic principles of biochemistry and molecular biology, emphasizing broad understanding of chemical and biological events in living systems. The course emphasizes the major biologically important topics including sugars, amino acids, peptides, nucleic acids, lipids, enzymes, cofactors, vitamins, hormones and the operation of metabolic pathways. *Prerequisites:* CBIO 111 and 112, CCHE 111, 112, 231 and 232.

CBIO 471: Plant Physiology. **4 credits**
Lecture/laboratory course emphasizing the water relations, photosynthesis, nitrogen metabolism, and hormones of vascular plants. Three (3) lecture hours and four (4) laboratory hours required per week. *Prerequisites:* CBIO 111, and 112 and CCHE 111 and 112. *Recommended:* CBIO 331.

CBIO 476: Human Physiology. **4 credits**
Study of functions of the various tissues, organs, and organ systems of humans, with emphasis on the mechanisms, the cause and effect of hormonal actions, neurotransmission, cardiovascular control and muscle contraction. Three (3) lecture hours and one hour of recitation required per week. *Prerequisites:* CBIO 111 and 112; CCHE 111 and 112.

CBIO 478: Cell Biology Laboratory. **3 credits**
Introduction to experimental design, laboratory procedures, and instrumentation. Cell culture, cell growth kinetics, enzyme purification and kinetics, bacterial genetics studies, virus isolation and replication, column chromatography, protein synthesis and isolation of cell organelles. Two (2) 2.5-hour laboratories required per week. *Prerequisites:* CBIO 111, 112, and 312 and CCHE 111, 112, 231, 232, corequisite CBIO 375.

CBIO 480: Research in Biology. **Variable credit (1-4)**
Independent, faculty-supervised laboratory investigation on topics of special interest. Students present periodic reports. Course may be repeated. *Prerequisite:* Permission of department chair and faculty supervisor.

CBIO 482: Seminar in Biology. **1 credit**
Students present scientific seminars on a subtopic of a specific theme. Students are required to make an oral presentation on the selected topic and submit a written paper. One (1) lecture hour per week.

CBIO 491: Biochemistry. **4 credits**
Structure and function of proteins, nucleic acids, carbohydrates, and lipids. Three (3) lecture hours and one hour of recitation required per week. *Prerequisites:* CBIO 111, and 112 and CCHE 231, and 232.

CBIO 492: Biochemistry. **4 credits**
Intermediary metabolism and the control mechanisms involved. DNA replication and introductory recombination. Three (3) lecture hours and one recitation hour required per week. *Prerequisites:* CBIO 111, 112, 491 and CCHE 231, and 232.

SAMPLE PLAN OF STUDY

The following outline illustrates a way in which courses can be arranged for a degree in biology. This is a suggested study plan, not a mandatory one. Alternative plans are available from your advisor. NOTE: A Mathematics placement test determines the beginning math course. The department highly recommends that students a) take calculus in the sophomore year, if not taken in the freshmen year and b) reserve selected sophomore General Education courses for the senior year.

BACHELOR OF SCIENCE IN BIOLOGY (122 HOURS)

FRESHMAN YEAR First Semester: 15 hours

CBIO 111	General Biology I (4)
CCHE 111	General Chemistry I (4)
CMAT 105	Pre-Calculus I (3)
CGED 100	First-Year Seminar I (1)
CENG 105	English Composition I (3)

Second Semester: 16 hours

CBIO 112	General Biology II (4)
CCHE 112	General Chemistry (4)
CMAT 106	Pre-Calculus II (3)
CGED 101	First-Year Seminar II (1)
CENG 106	English Composition II (3)
CPED 101/102	Physical Education Requirement (1)

SOPHOMORE YEAR**First Semester: 18 hours**

CBIO	Biology Elective (4)
CMAT	Calculus (4)
CCHE 231	Organic Chemistry I (4)
CPHI 105	Critical Thinking (3)
CCIS 100	Information Technology and Computer Application (3)

Second Semester: 17 hours

CBIO	Biology Elective (4)
CCHE 232	Organic Chemistry II (4)
CHIS 202	U.S., Africa and the World II (3)
CENG 201/202	World Literature I or II (3)
CSTA 101	Fundamentals of Speech (3)

JUNIOR YEAR**First Semester: 17 hours**

CBIO 312	Genetics (4)
CPHY 111	General and Modern Physics I (4)
CPSY 211	General Psychology (3)
	Humanities Requirement (3)
CFL 201	Foreign Language Requirement (3)

Second Semester: 16-17 hours

CBIO 375	Cell and Molecular Biology (3)
CBIO 480	Biology Elective (3-4)
CPHY 112	General and Modern Physics II (4)
CSCJ 105	Culture and Society (3)
CFL 202	Foreign Language Requirement (3)

SENIOR YEAR**First Semester: 15 hours**

CBIO 478	Cell Biology Laboratory (3)
CBIO 491	Biochemistry I (4)
CBIO	Biology Elective (4)
CBIO	General Elective (3)
CBIO 482	Seminar in Biology (1)

Second Semester: 12 hours

CBIO 480	Research in Biology (2)
CBIO 492	Biochemistry II (4)
	General Elective (3)
	U.S., Africa and the World (3)

ACCELERATED B.S./M.S. DEGREE PROGRAM

The Department of Biological Sciences offers beginning undergraduate students with superior records entrance to the Five-Year B.S./M.S. Degree Program. Students may be chosen based on their academic achievement in secondary school. To be eligible for selection—beginning undergraduate students must have a minimum cumulative high school grade point average of 3.5 and a minimum composite Scholastic Assessment Test (SAT) score of 1100 or a minimum ACT score of 25. Participants are selected from eligible applicants through an extensive screening process conducted by departmental faculty.

Students selected must satisfy all University general education requirements for undergraduates, the requisite major and cognate courses for the bachelor's degree and at least twenty-four (24) semester hours of graduate course work in the major field. Students pursue advanced course work and research during their fourth year of enrollment. Summer research opportunities are provided and may be required depending on the nature of the students' research project.

Academic progress is monitored continuously. Students must maintain a cumulative GPA of 3.25 or better. After successful completion of the third year, students must apply for admission to the graduate program. Graduate admission may be provided upon recommendation of the department chair and approval of the School Dean.

During the fourth year, students may begin taking graduate course work while completing undergraduate degree requirements. The maximum credit hour load for undergraduate study shall be in effect through the fourth year of study. Students are engaged in graduate study exclusively during the fifth year, at which time the maximum credit hour load for graduate study shall be 9 hours. During the fifth year students satisfy the graduate residence requirement.

In order to receive the B.S. and M.S. degrees in Biology, students must complete at least fifty-four (54) semester hours of course work in Biology, at least twenty-four (24) of which must be at the graduate level. Students must complete and successfully defend an acceptable thesis. Students must apply for candidacy for each degree at the times specified in the University catalogues. Upon completion of the prescribed course of study, students receive two degrees—the Bachelor of Science and the Master of Science.

At any point during the students' participation in this program, they may elect, or be required because of academic performance, to pursue the traditional four-year bachelor's degree program. In such cases the bachelor's degree may be awarded once the undergraduate degree requirements are satisfied.

SAMPLE STUDY PLAN

Listed below is the sequenced curriculum designed to facilitate the acquisition of skills and knowledge required for this program.

FIVE-YEAR B.S./M.S. DEGREE BIOLOGICAL SCIENCES (152 SEMESTER HOURS)

FRESHMAN YEAR

First Semester: 16 hours

CBIO 111	General Biology I (4)
CCHE 111	General Chemistry I (4)
CMAT 111	Calculus I (4)
CGED 100	First-Year Seminar I (1)
CENG 105	English Composition I (3)

Second Semester: 17 hours

CBIO 112	General Biology II (4)
CCHE 112	General Chemistry (4)
CMAT 112	Calculus II (4)
CGED 101	First-Year Seminar II (1)
CENG 106	English Composition II (3)
CPED 101	Physical Education (1)

SOPHOMORE YEAR

First Semester: 17 hours

CBIO 312	Genetics (3)
CPHY 111	General Physics (4)
CCHE 231	Organic Chemistry (4) General Education Core (6)

Second Semester: 18 hours

CBIO 375	Cell Biology (3)
CPHY 112	General Physics II (4)
CBIO 223	Microbiology (4)
CCHE 232	Organic Chemistry (4) General Education Core (3)

SUMMER: Research (noncredit)

JUNIOR YEAR

First Semester: 16 hours

CBIO 491	Biochemistry (4)
CBIO 375	Cell and Molecular Biology (3)
CBIO 415	Physical Chemistry for Biologists (3) General Education Core (6)

Second Semester: 17 hours

CBIO 492	Biochemistry (4) General Education Core (9) Biology Elective (4)
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SUMMER: Research on campus
General Education Core (9)

SENIOR YEAR

First Semester: 18 hours

CBIO 480	Research in Biology (2)
CBIO 504	Molecular Genetics (3)
CBIO 509	Laboratory Methods and Techniques (3)
CBIO 511	Protein Biochemistry (3)
CBIO	Biology Elective (4) Elective (3)

Second Semester: 16 hours

CBIO	Research in Biology (2)
CBIO 501	Seminar in Biology (1)
CBIO 506	Cell Biology (3)
CBIO 512	Intermediary Metabolism (3)
CBIO	Biology Elective (4) Elective (3)

SUMMER: Thesis Research (3)

FIFTH YEAR

First Semester: 9 hours

CBIO 501	Biology Seminar (0) Advanced Courses (3) Research (6)
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Second Semester: 9 hours

CBIO 502	Seminar (0) Biostatistics (3) Research (6)
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See Graduate Catalog for graduate course descriptions.

Division of Natural Sciences and Mathematics**DEPARTMENT OF CHEMISTRY**

Thomas W. Cole, Jr. Research Center for Science and Technology,
Room 2025, Telephone: 404-880-6850

(Effective Spring 2005 Teacher Certification and B.A. in General Science Education, Discontinued)

The Department of Chemistry's course offerings are designed for students seeking to major in chemistry in preparation for graduate study or work in the chemical professions, for students who desire a teaching certificate in chemistry, and for students in biology, physics, mathematics, engineering, and the health sciences. The department also provides the requisite preprofessional courses for careers in medicine, dentistry, nursing, medical technology, pharmacy, and engineering.

In conjunction with the Southern School of Pharmacy of Mercer University, the department offers a dual degree in chemistry and pharmacy—the Bachelor of Science in chemistry from the University and the Doctor of Pharmacy from Mercer University. This program conforms to the requirements of the American Council on Pharmaceutical Education and consists of professional study. The preprofessional program in pharmacy allows students to pursue a dual degree by following the basic required curriculum as outlined. Students may also take the prepharmacy curriculum without expectation of a dual degree if they wish to obtain the pharmacy degree at an institution other than Mercer University. Students enrolled in pharmacy programs at Mercer University are responsible to Mercer for all tuition and fees.

DEGREE REQUIREMENTS

In addition to the University General Education requirements, students take specific courses for each degree, as listed below.

Bachelor of Science in Chemistry

CBIO 111 and 112	General Biology I and II
CCHE 111 and 112	General Chemistry I and II
CCHE 211	Analytical Chemistry I
CCHE 212 or 412	Analytical Chemistry II or Instrumental Methods
CCHE 231 and 232	Organic Chemistry I and II
CCHE 341 and 342	Physical Chemistry I and II
CCHE 421	Inorganic Chemistry
CCHE 431	Advanced Organic Chemistry
CCHE 432	Methods of Structure Determination
CCHE 480	Special Topics in Chemistry
CMAT 111	Calculus I
CMAT 112	Calculus II
CMAT 211	Calculus III
CMAT 212	Differential Equations I
CPHY 111 and 112	General and Modern Physics I and II

Students must complete all chemistry courses with a grade of "C," or better.

Bachelor of Arts in General Science Education/Chemistry

CCHE 111 and 112	General Chemistry I and II
CCHE 231 and 232	Organic Chemistry I and II
CCHE 211 and 212	Analytical Chemistry I and II

See School of Education for required professional education courses.

BACHELOR OF SCIENCE IN CHEMISTRY (CLARK ATLANTA UNIVERSITY) AND DOCTOR OF PHARMACY (SOUTHERN SCHOOL OF PHARMACY, MERCER UNIVERSITY)

CCHE 111 and 112	General Chemistry I and II
CCHE 211 and 212	Analytical Chemistry I and II
CCHE 231 and 232	Organic Chemistry I and II

In addition, one advanced chemistry course at CAU or a substitute at Mercer University approved by the undergraduate advisor is required. One additional approved semester of mathematics, typically CMAT 111, is also required. CCHE 211 and 212 must be taken at CAU.

Pre-pharmacy students who do not wish to obtain the dual degree in chemistry from CAU and Mercer University need not take the following General Education courses:

CCIS 101	Information Technology and Computer Application (3)
CPED 101/102	Physical Education Requirement (1)
CPSY 211	General Psychology (3)
CFL 201/202	Foreign Language Requirement (6)
CPHI/CREL	Philosophy/Religion Requirement (3)

BACHELOR OF SCIENCE IN CHEMISTRY (CLARK ATLANTA UNIVERSITY) AND BACHELOR OF CHEMICAL ENGINEERING (FROM DDEP INSTITUTION)

CCHE 111 and 112	General Chemistry I and II
CCHE 211	Analytical Chemistry I
CCHE 212 or 412	Analytical Chemistry II or Instrumental Methods
CCHE 231 and 232	Organic Chemistry I and II
CCHE 341 and 342	Physical Chemistry I and II

Six additional credit hours in chemistry or chemical engineering approved by the University and the Department of Chemistry are also required.

The Minor in Chemistry

The minor in chemistry consists of the following six courses:

CCHE 111 and 112	General Chemistry I and II
CCHE 211 and 212	Analytical Chemistry I and II
CCHE 231 and 232	Organic Chemistry I and II

SAMPLE PLAN OF STUDY

The following outlines a proposed four-year sequence of courses for the Bachelor of Science degree in Chemistry. This sequence is suggested, not mandatory. If the student is not prepared to take calculus in his/her first year, he/she should arrange a revised course sequence in consultation with an advisor.

BACHELOR OF SCIENCE IN CHEMISTRY (131 HOURS)

FRESHMAN YEAR

First Semester: 17 hours

CCHE 111	General Chemistry I (4)
CBIO 111	General Biology I (4)
CMAT 111	Calculus I (4)
CENG 105	English Composition I (3)
CGED 100	First-Year Seminar I (1)
CPED 101/102	Physical Education Requirement (1)

Second Semester: 16 hours

CCHE 112	General Chemistry II (4)
CBIO 112	General Biology II (4)
CMAT 112	Calculus II (4)
CGED 101	First-Year Seminar II (1)
CENG 106	English Composition II (3)

SOPHOMORE YEAR

First Semester: 18 hours

CCHE 231	Organic Chemistry I (4)
CMAT 211	Calculus III (4)
CPHY 111	General Physics I (4)
CENG 201/202	World Literature I or II (3)
CHIS 201	U.S., Africa and the World I (3)

Second Semester: 17 hours

CCHE 232	Organic Chemistry II (4)
CMAT 212	Differential Equations (3)
CPHY 112	General Physics II (4)
CCIS 105	Structured Programming (3)
CHIS 202	U.S., Africa and the World II (3)

JUNIOR YEAR

First Semester: 17 hours

CCHE 211	Analytical Chemistry I (4)
CCHE 341	Physical Chemistry I (4)
CFL 201	Foreign Language Requirement (3)
CPHI/CREL	Philosophy/Religion Requirement (3)
CCHE 380	Chemistry Seminar (Required; no credits)
CSCJ 105	Culture and Society (3)

Second Semester: 14 hours

CCHE 342	Physical Chemistry II (4)
CFL 202	Foreign Language Requirement (3)
CSTA 101	Fundamentals of Speech (3)
CPSY 211	General Psychology (3)
CCHE 381	Chemistry Seminar (1)

SENIOR YEAR

First Semester: 17 hours

CCHE 421	Inorganic Chemistry (3)
CCHE 431	Advanced Organic Chemistry (4)
CCHE 480	Special Topics in Chemistry (4)
CCHE	Research in Chemistry Area (3)
CCHE 481	Chemistry Seminar (Required; no credit)
CCHE	Advanced Course or Core Course (3)

Second Semester: 15 hours

CCHE 412	Instrumental Methods with Lab (4)
CCHE 432	Methods of Structure Determination (4)
CCHE 400	Undergraduate Research in Chemistry (3)
CCHE 482	Chemistry Seminar (1)
CHUM	Humanities Requirement (3)

ACCELERATED B.S./M.S. DEGREE PROGRAM

The Department of Chemistry offers undergraduate students of superior ability entrance to the 5-Year B.S./M.S. Program. Students are chosen based on their academic achievement in secondary school. Students must have a minimum cumulative high school grade point average of 3.25 and a minimum composite Scholastic Assessment Test (SAT) score of 900 or a minimum ACT score of 22.

Students in the program must satisfy all University general education requirements for undergraduates, the requisite major and cognate courses for the bachelor's degree and at least twenty-four (24) semester hours of graduate course work in the major field. Students undertake advanced course work and research during their fourth year of enrollment. Summer research opportunities are provided and may be required, depending on the nature of the students' research projects.

Academic progress is monitored throughout. Students must maintain a cumulative 3.0 ("B") or better grade point average. After successful completion of the third year, students may be admitted to the graduate program. Graduate admission will depend upon the recommendation of the department chair and approval of the School Dean.

During the fourth year, students may begin graduate course work while completing the undergraduate degree requirements. Students are engaged in graduate study exclusively during the fifth year, at which time they satisfy the graduate residence requirement.

In order to receive the B.S. and M.S. degrees in Chemistry, students must complete at least fifty-four (54) semester hours of course work in Chemistry, at least twenty-four (24) of these at the graduate level. Students must complete and defend an acceptable thesis. Students must apply for candidacy for each degree at the times specified in the University catalogues. Upon completion of the prescribed course of study, students receive two degrees, the Bachelor of Science and the Master of Science.

At any point during the student's participation in this program, he/she may elect, or be required because of academic performance, to pursue the traditional four-year bachelor's degree program. In such cases, the bachelor's degree will be awarded once the undergraduate degree requirements are satisfied.

Listed below is the sequenced curriculum designed to facilitate the acquisition of skills and knowledge required for this program.

5-YEAR B.S./M.S. DEGREE PROGRAM IN CHEMISTRY (151 SEMESTER HOURS)

First Semester: 17 hours

CCHE 111	General Chemistry I (4)
CBIO 111	General Biology I (4)
CMAT 111	Calculus I (4)
CENG 105	English Composition I (3)
CGED 100	First-Year Seminar I (1)
CPED 101/102	Physical Education Requirement (1)

Second Semester: 16 hours

CCHE 112	General Chemistry II (4)
CBIO 112	General Biology II (4)
CMAT 112	Calculus II (4)
CGED 101	First-Year Seminar II (1)
CENG 106	English Composition II (3)

SOPHOMORE YEAR

First Semester: 18 hours

CCHE 231	Organic Chemistry I (4)
CMAT 211	Calculus III (4)
CPHY 121	Physics I (4)
CENG 201/202	World Literature I or II (3)
CHIS 201	U.S., Africa and the World I (3)

Second Semester: 17 hours

CCHE 232	Organic Chemistry II (4)
CMAT 212	Differential Equations (3)
CPHY 122	Physics II (4)
CCIS 105	Structured Programming (3)
CHIS 202	U.S., Africa and the World II (3)

JUNIOR YEAR

First Semester: 17 hours

CCHE 211	Analytical Chemistry I (4)
CCHE 341	Physical Chemistry I (4)
CFLG 201	German or Other Foreign Language (3)
CPHI/CREL	Philosophy/Religion Requirement (3)
CCHE 381	Chemistry Seminar (Required; no credit)
CSCJ 101	Culture and Society (3)

Second Semester: 17 hours

CCHE 342	Physical Chemistry II (4)
CFLG 202	German or Other Foreign Language (3)
CSTA 101	Fundamentals of Speech (3)
CPSY 211	General Psychology (3)
CCHE 382	Chemistry Seminar (1)
CSCJ 105	Culture and Society (3)

SENIOR YEAR

First Semester: 17 hours

CCHE 421	Inorganic Chemistry (3)
CCHE 432	Advanced Organic Chemistry I (4)
CCHE 480	Special Topics in Chemistry (4)
CCHE	Chemistry Core Course or Advanced Course (3)
CCHE 400	Undergraduate Research (3)
CCHE 481	Chemistry Seminar (0)

Second Semester: 17 hours

CCHE 412	Instrumental Methods with Lab (4)
CCHE 432	Methods of Structure Determination (4)
CCHE	Advanced Course or Core Course (3)
CCHE 400	Undergraduate Research (3)
CHUM	Humanities Requirement (3)

SUMMER SENIOR YEAR

CCHE Research in Chemistry (3-6)

FIFTH YEAR

First Semester: 9 hours

CCHE Core Course/CHE Area Course (3)
CCHE Core Course/CHE Area Course (3)
CCHE Research in Chemistry Area (3)

Second Semester: 9 hours

CCHE Core Course/CHE Area Course (3)
CCHE Core Course/CHE Area Course (3)
CCHE Core Course/CHE Area Course (3)

TOTAL HOURS SUMMER AND FIFTH YEAR 21-24

See Graduate Catalog for B.S./M.S. degree graduate course descriptions.

ADVANCED COURSE OFFERINGS

CCHE 421 Inorganic Chemistry (3)
CCHE 451/452 Biochemistry (3)
CCHE 431 Advanced Organic Chemistry (3)
CCHE 432 Methods of Structure Determination (3)
CCHE 441 Mathematical Methods in Chemistry (3)

CHEMISTRY GRADUATE CORE COURSES

Physical Chemistry

CCHE 541 Thermodynamics (3)
CCHE 542 Quantum Chemistry (3)

Biochemistry

CCHE 551 Biochemistry
CCHE 552 Biochemistry

Industrial Chemistry

CCHE 531 Topics in Industrial Chemistry (3)
CCHE 562 Scale-Up for Chemists (3)

Organic Chemistry

CCHE 531 Mechanistic Organic Chemistry (3)
CCHE 532 Organic Synthesis (3)

Inorganic Chemistry

CCHE 521 Advanced Inorganic Chemistry (3)

Polymer Chemistry

CCHE 571 Introduction to Polymer Chemistry (3)
CCHE 572 Techniques in Polymer Chemistry (3)
CCHE 573 Physical Polymer Science (3)

COURSE DESCRIPTIONS

CCHE 111 and 112: General Chemistry I and II. 4 credits each

CCHE 111: This is the introductory course in college chemistry. The topics covered in this course include: stoichiometry, atomic structure, molecular structure and bonding and gas laws. Three hours of lecture, three hours of laboratory and three hours of recitation are required. (4 credit hours) CCHE 112: This is the continuation of Chemistry 111. The topics covered in this course include: kinetics, equilibria, thermodynamics, and electrochemistry. Three hours of lecture, three hours of laboratory and three hours of recitation are required. (4 credit hours) *Prerequisite: General Chemistry I.*

CCHE 211 and 212: Analytical Chemistry I and II. 4 credits each

CCHE 211: 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 [3] lecture hours and six [6] laboratory hours per week are required.) *Prerequisites: CCHE 111 and 112.* CCHE 212: Second half of the analytical chemistry sequence. Focuses on 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 [3] lecture hours and six [6] laboratory hours per week are required.) *Prerequisite: CCHE 211.*

CCHE 231 and 232: Organic Chemistry I and II. 4 credits each

CCHE 231: This is an introduction of the chemistry of carbon. The topics covered include: bonding, molecular structure, reaction mechanisms and spectroscopy. Studies are the properties of aliphatic and aromatic compounds. (Three [3] lecture hours, three [3] laboratory hours and one and one-half [1.5] recitation hours per week are required.) *Prerequisites: CCHE 111 and 112.* CCHE 232: *This is a continuation of CCHE 231.* The topics covered include: bonding, molecular structure, reaction mechanisms and spectroscopy. Studies are the properties of aliphatic and aromatic compounds which include proteins, carbohydrates, drugs and biomolecules. Three [3] lecture hours, three [3] laboratory hours, and one and one-half (1.5) recitation hours per week are required. *Prerequisites: CCHE 231.*

CCHE 341 AND 342: Physical Chemistry I and II. 4 credits each

CCHE 341: Study of the laws and theories of chemical phenomena, including elementary thermodynamics, the gaseous, liquid, and solid state, equilibria, and chemical kinetics (rates of chemical reactions, and kinetics of complex reactions, and some molecular reaction dynamics). (Three [3] lecture hours per week.) *Prerequisites: CCHE 211; CPHY 111 and 112; CMAT 111, 112, 211, and 212.* CCHE 342: Elementary quantum mechanics, molecular reaction dynamics (activated complex theory and dynamics of molecular collisions) and the application of elementary quantum mechanics to atomic and molecular structure and spectroscopy. (Three [3] lecture hours per week) *Prerequisites: CCHE 211; CPHY 111 and 112; CMAT 111, 112, 211, and 212.*

CCHE 341L/342L: Physical Chemistry I & II Laboratory/Recitation. 2 credits

Laboratory investigations in physical chemistry. Experiments carried out include coverage of five major areas of physical chemistry: thermodynamics, spectroscopy, kinetics, quantum mechanics, and statistical mechanics. (One [1] laboratory credit each, four [4] laboratory/recitation hours per week are required.)

CCHE 381 AND 382: Junior-level Chemistry Seminar I & II. 1 credit total

This is a one-hour lecture/seminar course. One year of the course generates one hour of credit.

CCHE 412: Instrumental Methods. 4 credits

A lecture and laboratory course covering the theory, design, practical uses and applications of typical spectroscopic and chromatographic instrumentation. Particular focus is on the application of the instrumentation for chemical analysis. (Three [3] lecture hours and six [6] laboratory hours per week are required.) (This course is numbered 512 for graduate students.) *Prerequisites: CCHE 211, 341, and 342.*

CCHE 421: Inorganic Chemistry. 3 credits

This is an introduction to the descriptive chemistry of the elements. The topics covered in this course include: Brønsted and Lewis acids and bases, electronic and molecular structure and coordination chemistry. (Three [3] lecture hours with laboratory each week are required.) *Prerequisites: CCHE 341 and 342.*

CCHE 431 AND 432: Advanced Organic Chemistry I & II. 4 credits each

CCHE 431: Advanced Organic Chemistry I. This course is a study of the advanced topics in carbon chemistry. The topics covered include: Critical evaluation of modern organic theory mechanisms and rearrangements. It also includes a detailed study of important organic reactions and their application to selected laboratory experiments. (Three [3] lecture hours and one [1] laboratory hour per week are required.) *Prerequisites: CCHE 231 and 232.*

CCHE 432: Methods of Structure Determination. 4 credits

This course covers the theory and techniques used in the determination of the structure of organic compounds. The topics covered include separation techniques as well as the use of UV/VIS, IR, NMR, ESR, Raman and mass spectroscopy to elucidate structures of organic compounds. (Three [3] lecture hours and one [1] laboratory hour per week are required.) *Prerequisite: CCHE 431.*

CHE 441: Mathematical Methods in Chemistry. 3 credits

A study of the mathematical methods used in physical chemistry, including applications of linear algebra and differential equations. (Three [3] lecture hours per week) *Prerequisites: CCHE 341 and 342.*

CCHE 451 and 452: Biochemistry. 3 credits each

CCHE 451 (dual numbering with C BIO 491): Introduction to the structure and function of biological molecules, proteins, carbohydrates, lipids and nucleic acids. (Three [3] lecture hours per week) *Prerequisites: CCHE 231 and 232; C BIO 111 and 112.* CCHE 452 (dual numbering with C BIO 492): Basic metabolic pathways governing the function of cells and tissues (intermediary metabolism). Fundamentals of enzymatic catalysis, including kinetics and mechanism. (Three [3] lecture hours per week.) *Prerequisites: CCHE 231 and 232; C BIO 111 and 112.*

CCHE 480: Special Topics in Chemistry. 4 credits

Detailed study of a series of advanced topics in any area of chemistry. Students undertake independent projects. (Three [3] lecture hours per week with required laboratory)

CCHE 481 AND 482: Senior-level Chemistry Seminar I & II. 1 credit total

This is a one-hour lecture/seminar course. One year of the course generates one hour of credit.

Division of Natural Sciences and Mathematics**DEPARTMENT OF COMPUTER AND INFORMATION SCIENCE**

**Thomas W. Cole, Jr. Science Research Center for Science and Technology
Room 1027, Telephone: 404-880-6951**

The Department of Computer and Information Science (CIS) offers degree programs leading to B.S., M.S. and B.S/M.S. degrees in Computer Science and Computer Information Systems. The B.S. programs provide a balanced practical and theoretical approach to the study of software and hardware, an approach that includes the latest advances in these two areas. The curriculum emphasizes the development of problem-solving skills applied to real-world problems. The CIS Department's academic and research activities are strengthened via several major funded initiatives. These projects provide opportunities for student participation in research/design efforts and related laboratory work. The department has linkages with several research institutions, government research laboratories, and industries that facilitate student summer internships, job placement, and doctoral studies.

The CIS Department's academic and research activities are strengthened via several major funded initiatives: (a) the NSF Computing Science Research Laboratory (CSRL); (b) The Army Center of Excellence in Information Sciences (ACEIS); (c) The Army-CECOM Center of Excellence in Electronic Sensor/Combat; and (d) The ONR PRISM-D Program. These projects provide opportunities for student participation in research/design efforts and related laboratory work. The department has linkages with several research institutions, government research laboratories and industries to facilitate student summer internships, job placement, and doctoral studies.

The research and academic computing facilities include: (a) two PC electronic classrooms with 55 computers; (b) a graduate research laboratory with 20+ Sun Sparc stations, 2 Sun Ultra Enterprise four-processor servers, and 8 Silicon Graphics workstations; (c) a networking/database laboratory with a cluster of IBM computers and a Fore ASX-200 Asynchronous Transfer Mode switch; (d) a Web-based technology software development laboratory; (e) a signal processing and reconfigurable logic laboratory; (f) a LINUX laboratory, and (g) a supercomputer laboratory shared with physics and engineering that houses an 8-node IBM SP1, an 18-node IBM SP2, a Cray EL92, a Cray J916, and a Silicon Graphics Onyx Reality Engine. In addition, every faculty member has a computer on his/her desk. The department also has Internet facilities.

BACHELOR OF SCIENCE DEGREE PROGRAMS

The B.S. degree programs are:

- Bachelor of Science in Computer Science
- Bachelor of Science in Computer and Information Systems

BACHELOR OF SCIENCE IN COMPUTER SCIENCE (137 HOURS)

DEGREE REQUIREMENTS

The degree requires a minimum of one hundred thirty-seven (137) semester hours, including sixty-three (63) in CCIS and an appropriate research/design project course, CCIS 493, leading to an acceptable technical report and a presentation of its contents. The following outline describes the B.S. degree requirements and suggests a way in which courses can be arranged for pursuing the degree:

FRESHMAN YEAR

First Semester: 17 hours

CCIS 100	Information Technology/Computer Applications (3)
CCIS 101	Computer Science: An Overview (3)
CGED 100	First-Year Seminar I (1)
CMAT 111	Calculus I (4)
CENG 105	English Composition I (3)
	Humanities Requirement (3)

Second Semester: 17 hours

CCIS 105	Problem Solving/Intro. to Java (3)
CCIS 105L	Problem Solving Lab (0)
CCIS 121	Introduction to Computer Systems (3)
CGED 101	First-Year Seminar II (1)
CMAT112	Calculus II (4)
CENG 106	English Composition II (3)
CSTA 101	Fundamentals of Speech (3)

SOPHOMORE YEAR

First Semester: 16 hours

CCIS 106	Java Programming (3)
CCIS 106L	Java Programming Lab (0)
CMAT 214	Linear Algebra (3)
MAT 311	Mathematical Logic (3)
CFL _ 201	Foreign Language Requirement (3)
CPHY 121	Physics I (3)
CPHY 121L	Physics I Lab (1)

Second Semester: 17 hours

CCIS 123	Data Structures (3)
CCIS 123L	Data Structures Lab (0)
CCIS 200	Structured Programming (3)
CCIS 200L	Structured Programming Lab (0)
CCIS 227	Deductive System Software (3)
CFL_ 202	Foreign Language Requirement (3)
CPHY 122	Physics II (3)
CPHY 122L	Physics II Lab (1)
CPED 101/102	Physical Education Requirement (1)

JUNIOR YEAR

First Semester: 16 hours

CCIS 400+	CIS Elective (3)
CCIS 476	Programming Languages and Compilers (3)
CCIS 471	Introduction to Computer Algorithms (3)
CHIS 201/211	History Requirement (3)
CPHY 123	Physics III (3)
CPHY 123L	Physics III Lab (1)

Second Semester: 18 hours

CCIS 321	Introduction to Software Methodologies (3)
CCIS 472	Computer Architecture (3)
CCIS 301	Computer Systems Software (3)
CHIS 202/212	History Requirement (3)
CENG 201/202	World Literature I or II (3)
CMAT 321	Probability and Statistics (3)

SENIOR YEAR

First Semester: 18 hours

CCIS 529	Web Design/Development (3)
CCIS 400+	CIS Elective (3)
CPSY 211	General Psychology (3)
CCIS 474	Introduction to Database (3)
CCIS 475	Introduction to Artificial Intelligence (3)
CCIS 511	Data Communications (3)

Second Semester: 18 hours

CCIS 400+	CIS Elective
CCIS 400+	CIS Elective
CCIS 473	Introduction to Operating Systems (3)
	Social Science Requirement (3)
	Philosophy/Religion Requirement (3)
CCIS 493	Design Project (3)

BACHELOR OF SCIENCE IN COMPUTER AND INFORMATION SYSTEMS (134 hours)

Requires a minimum of one hundred thirty-four (134) semester hours, including sixty (60) in CIS and a research/design course, leading to an acceptable technical report and presentation of its contents. The following outline describes the B.S. degree requirements for the B.S. in Computer and Information Systems, and suggests a way in which courses can be arranged for pursuing the degree:

FRESHMAN YEAR

First Semester: 17 hours

CCIS 100	Information Technology/Software Applications (3)
CCIS 101	Computer Science: An Overview (3)
CGED 100	First-Year Seminar I (1)
CMAT 111	Calculus I (4)
CENG 105	English Composition I (3)
	Humanities Requirement (3)

Second Semester: 17 hours

CCIS 105	Problem Solving/Intro to Java (3)
CCIS 105L	Problem Solving Lab (0)
CCIS 121	Introduction to Computer Systems (3)
CGED 101	First-Year Seminar II (1)
CMAT 112	Calculus II (4)
CENG 106	English Composition II (3)
CSTA 101	Fundamentals of Speech (3)

SOPHOMORE YEAR

First Semester: 16/17 hours

CCIS 106	Java Programming (3)
CCIS 106L	Java Programming Lab (0)
CMAT 214	Linear Algebra (3)
MAT 311	Mathematical Logic (3)
CFL_ 201	Foreign Language Requirement (3)
	Science Requirement I (3/4)

Second Semester: 16/17 hours

CCIS 123	Data Structures (3)
CCIS 123L	Data Structures Lab (0)
CCIS 200	Structured Programming (3)
CCIS 200L	Structured Programming Lab (0)
CCIS 227	Deductive System Software (3)
CFL_ 202	Foreign Language Requirement (3)
	Science Requirement II (3/4)
CPED 101/102	Physical Education Requirement (1)

JUNIOR YEAR

First Semester: 15 hours

CBUS 340	Principles of Management (3)
CCIS 476	Programming Languages and Compilers (3)
CCIS 471	Introduction to Computer Algorithms (3)
CBUS 207	Principles of Accounting I (3)
CHIS 201/211	History Requirement (3)

Second Semester: 18 hours

CCIS 321	Introduction to Software Methodologies (3)
CCIS 472	Computer Architecture (3)
CCIS 301	Computer Systems Software (3)
CHIS 202/212	History Requirement (3)
CENG 201/202	World Literature I or II (3)
CMAT 321	Probability and Statistics (3)

SENIOR YEAR

First Semester: 18 hours

CCIS 529	Web Design/Development (3)
CCIS 400+	CIS Elective (3)
CPSY 211	General Psychology (3)
CCIS 474	Introduction to Database (3)
CCIS 475	Introduction to Artificial Intelligence (3)
CECO 107	Introduction to Economics (3)

Second Semester: 18 hours

CCIS 482	Introduction to Information Systems (3)
CCIS 400+	CIS Elective (3)
CCIS 473	Introduction to Operating Systems (3) Philosophy/Religion Requirement (3)
CCIS 400+	CIS Elective (3)
CCIS 493	Design Project (3)

ACCELERATED B.S./M.S. DEGREE PROGRAM

The Department of Computer and Information Science offers the opportunity for beginning undergraduate students with superior records to enter the Five-Year B.S./M.S. Degree Program. Students may be chosen for this program based on their academic achievement in secondary school. To be eligible for selection, beginning undergraduate students must have a minimum cumulative high school grade point average of 3.25 and a minimum composite Scholastic Assessment Test (SAT) score of 1000 or a minimum ACT score of 24. Participants are selected for this program from eligible applicants through an extensive screening process conducted by the departmental faculty.

Students must satisfy all University general education requirements for undergraduates, the requisite major and cognate courses for the bachelor's degree and at least twenty-four (24) semester hours of graduate course work in the major field. Students pursue advanced course work and research during their fourth year of enrollment. Summer research opportunities are provided and may be required depending on the nature of the students' research project. Students' academic progress is monitored continuously. Students must maintain a cumulative "B" or better average in course work to continue in this program. After successful completion of the third year, students must apply for admission to the graduate program. Graduate admission may be provided upon the recommendation of the departmental chairperson and approval of the School Dean.

During the fourth year, students may begin graduate course work while completing undergraduate degree requirements. The maximum credit hour load for undergraduate study shall obtain through the fourth year of study. Students are engaged in graduate study exclusively during the fifth year at which time the maximum credit hour load for graduate study shall obtain. During the fifth year students satisfy the graduate residence requirement.

In order to receive the B.S. and M.S. degrees in Computer and Information Systems, students must complete at least eighty-one (81) semester hours of course work in the major field. At least twenty-four (24) of these must be at the graduate level. Student must complete an acceptable thesis. Students must apply for candidacy for each degree at the times specified in the University Catalogues. Upon completion of the above course of study, students will receive two degrees—the Bachelor of Science and the Master of Science.

At any point during the students' participation in this program, they may elect, or be required because of academic performance, to pursue the traditional four-year bachelor's degree program. In such cases the bachelor's degree may be awarded once the undergraduate degree requirements are satisfied.

Listed below is the sequenced curriculum designed to facilitate the acquisition of skills and knowledge required for this program.

5-YEAR B.S./M.S. DEGREE IN COMPUTER SCIENCE (161)**FRESHMAN YEAR****First Semester: 17 hours**

CCIS 100	Information Technology/Software Applications (3)
CCIS 101	Computer Science: An Overview (3)
CGED 100	First-Year Seminar I (1)
CMAT 111	Calculus I (4)
CENG 105	English Composition I (3) Humanities Requirement (3)

Second Semester: 17 hours

CCIS 105	Problem Solving/Intro. to Java (3)
CCIS 105L	Problem Solving Lab (0)
CCIS 121	Introduction to Computer Systems (3)
CGED 101	First-Year Seminar II (1)
CMAT 112	Calculus II (4)
CENG 106	English Composition II (3)
CSTA 101	Fundamentals of Speech (3)

SOPHOMORE YEAR**First Semester: 16 hours**

CCIS 106	Java Programming (3)
CCIS 106L	Java Programming Lab (0)
CMAT 214	Linear Algebra (3)
MAT 311	Mathematical Logic (3)
CFL_ 201	Foreign Language Requirement (3)
CPHY 121	Physics I (3)
CPHY 121L	Physics I Lab (1)

Second Semester: 17 hours

CCIS 123	Data Structures (3)
CCIS 123L	Data Structures Lab (0)
CCIS 200	Structured Programming (3)
CCIS 200L	Structured Programming Lab (0)
CCIS 227	Deductive System Software (3)
CFL_ 202	Foreign Language Requirement (3)

CPHY 122	Physics II (3)
CPHY 122L	Physics II Lab (1)
CPED 101/102	Physical Education Requirement (1)

JUNIOR YEAR

First Semester: 16 hours

CCIS 400+	CIS Elective (3)
CCIS 476	Programming Languages and Compilers (3)
CCIS 471	Introduction to Computer Algorithms (3)
CHIS 201/211	History Requirement (3)
CPHY 123	Physics III (3)
CPHY 123L	Physics III Lab (1)

Second Semester: 18 hours

CCIS 321	Introduction to Software Methodologies (3)
CCIS 472	Computer Architecture (3)
CCIS 301	Computer Systems Software (3)
CHIS 202/212	History Requirement (3)
CENG 201/202	World Literature I or II (3)
CMAT 321	Probability and Statistics (3)

SENIOR YEAR

First Semester: 18 hours

CCIS 529	Web Design/Development (3)
CCIS 400+	CIS Elective (3)
CPSY 211	General Psychology (3)
CCIS 474	Introduction to Database (3)
CCIS 475	Introduction to Artificial Intelligence (3)
CCIS 511	Data Communications (3)

Second Semester: 18 hours

CCIS 400+	CIS Elective
CCIS 400+	CIS Elective
CCIS 473	Introduction to Operating Systems (3)
	Social Science Requirement (3)
	Philosophy/Religion Requirement (3)
CCIS 493	Design Project (3)

FIFTH-YEAR

First Semester: 12 hours

CCIS 671	Algorithms Design and Analysis (3)
CCIS 672	Computer Organization (3)
CCIS 691	Software Engineering (3)
CCIS 500+	CIS Elective (3)

Second Semester: 12 hours

CCIS 674	Data Base Design (3)
CCIS 675	Artificial Intelligence (3)
CCIS 500+	CIS Elective (3)
CCIS 821	Thesis (3)

MINOR IN COMPUTER SCIENCE

Completing 18 semester hours from the following may fulfill the minor requirements:

CCIS 101	Computer Science: An Overview (3)
CCIS 106	Java Programming (3)
CCIS 121	Introduction to Computer Systems (3)
CCIS 123	Data Structures (3)
CCIS 474	Introduction to Data Base (3)
CCIS 400+	
CIS	Elective (3)

If the student has not had any prior programming experience, then CCIS 105 Problem Solving/Introduction to Java will also be required as a prerequisite to CCIS 106.

*The CIS Electives may be any 400 or 500 level courses except CCIS 500, CCIS 503 and any CIS projects class.

COURSE DESCRIPTIONS

CCIS 100: Information Technology and Computer Application. 3 credits

A hands-on introduction to personal computer concepts and productivity applications. Computer concepts include basic architecture, the Internet, and windows. Productivity applications include word processing, spreadsheets, presentation graphics, and relational database usage.

CCIS 101: Computer Science: An Overview. 4 credits

An introductory course providing a theoretical overview of the primary topics in Computer Science including hardware concepts, operating systems, programming, data structures, database systems, artificial intelligence, complexity theory, and a discussion of ethics.

CCIS 103: Scientific Programming. 3 credits

An introduction to programming concepts for biology, chemistry, engineering, mathematics, and physics majors. The classroom utilizes a procedural pseudocode, while the associated recitations require hands-on programming in FORTRAN and Visual BASIC. *Corequisite 103R.*

CCIS 103R: Scientific Programming Recitation. **0 credits**
A hands-on guided programming experience in developing FORTRAN and Visual BASIC programs. (Must be taken while completing CCIS 103) *Corequisite: CCIS 103.*

CCIS 104: Business Programming. **3 credits**
An introduction to programming concepts for business majors. The classroom utilizes a procedural pseudocode, while the associated recitations require hands-on programming in COBOL and Visual BASIC. *Corequisite: CCIS 104R.*

CCIS 104R: Business Programming Recitation. **0 credits**
A hands-on guided programming experience in developing COBOL and Visual BASIC programs. (Must be taken while completing CCIS 104.) *Corequisite: CCIS 104.*

CCIS 105: Programming Problem Solving. **3 credits**
An introduction to the fundamental concepts of problem solving focusing on programming oriented solutions in a language independent environment. Students are encouraged to be enrolled in or to have already completed Mat 111, Calculus I. Guided Laboratory is required. *Corequisites: CCIS 101, CCIS 105L*

CCIS 105L: Problem Solving Laboratory. **0 credits**
A hands-on guided problem-solving experience that supplements CCIS 105. *Corequisite: CCIS 105.*

CCIS 106: Java Programming. **3 credits**
A continuation of CIS 105 utilizing the Java programming language. Guided Laboratory is required. *Prerequisite: CCIS 105, Corequisite: CCIS 106L.*

CCIS 106L: Java Programming Laboratory. **0 credits**
A hands-on guided programming experience in developing Java programs. *Corequisite: CCIS 106*

CCIS 121: Introduction to Computer Systems. **3 credits**
Introductory study of logical organization of computer systems. Topics include input-output processing, memory and processor structures and basic logic circuit design. Assembly language programming will be emphasized. *Prerequisite: CCIS 101.*

CCIS 123: Data Structures. **3 credits**
Introductory study of data structures, including record, file, linked structures, lists, stacks, queues, graphs and trees. Guided laboratory is required. *Prerequisite: CIS 106, Corequisite: CCIS 123L.*

CCIS 123L: Data Structures Laboratory. **0 credits**
A hands-on guided development programming experience using Java to implement aspects of the study of data structures. *Corequisite: CCIS 123.*

CCIS 200: Advanced Programming. **3 credits**
A continuation of CCIS 106 emphasizing advanced Java programming concepts and an introduction to procedural concepts utilizing the C language. Guided laboratory. *Prerequisite: CCIS 106, Corequisite: CCIS 200L.*

CCIS 200L: Advanced Programming Laboratory. **0 credits**
A hands-on guided development programming experience using Java and C. *Corequisite: CCIS 200.*

CCIS 227: Deductive Systems. **3 credits**
An introductory study of prepositional and predicate systems, including topics such as standard forms, resolution principle and refutation algorithms, with specific reference to applications in Computer Science. *Prerequisite: CMAT 311.*

CCIS 301: Computer Systems Software. **3 credits**
Study of basic concepts of computer software systems, including operating systems, language translators, utilities, linkers and loaders. Concepts will be reinforced via programming projects using Assembler Code. *Prerequisite: CCIS 476.*

CCIS 321: Introduction to Software Engineering. **3 credits**
Introductory study of large software development issues, including requirements analysis, specification, design, testing and maintenance. *Prerequisites: CCIS 123 and CCIS 200, Corequisite: CCIS 474.*

CCIS 471: Introduction to Computer Algorithms. **3 credits**
Introductory study of algorithm design, using appropriate data structures. Topics include algorithms for sorting, searching and graph traversals and complexity issues. *Prerequisites: CCIS 123, CCIS 200.*

CCIS 472: Introduction to Computer Architecture. **3 credits**
Study of logical organization of computer hardware and functional components. *Prerequisites: CCIS 121, CCIS 123, CCIS 200.*

CCIS 473: Introduction to Operating Systems. **3 credits**
Study of basic operating systems concepts, including multiprogramming, resource management and implementation. *Prerequisites: CCIS 123, CCIS 200.*

CCIS 474: Introduction to Database Systems. **3 credits**
Study of basic concepts of databases, including various models, query processing and other topics of interest. *Prerequisites: CCIS 123, CCIS 200.*

CCIS 475: Introduction to Artificial Intelligence. **3 credits**
Introductory study of intelligent problem solving and search algorithms, inference systems, machine intelligence and knowledge organization. *Prerequisites: CCIS 123, CCIS 200.*

CCIS 476: Programming Languages and Compilers. 3 credits

An overview of syntactic and semantic aspects of programming languages, including basic concepts of parsing, translation, and execution of procedural languages.
Prerequisites: CCIS 123, CCIS 200.

CCIS 482: Introduction to Computer Information Systems. 3 credits

Study of methodologies for designing and implementing management information systems with emphasis on system development, implementation and evaluation.
Prerequisite: CCIS 123, CCIS 200.

CCIS 490: Practical Training. 3 credits

Training with industry and government laboratories via internship and cooperative education programs. To receive credit for this course, a student must complete at the equivalent of 6 months of full-time employment with the same employer, receive a satisfactory performance rating from the employer, and write a paper describing in reasonable detail the work environment, activities, responsibilities involved, and knowledge and experience gained from the employment.
Prerequisite: Consent of the department.

CCIS 491: Information Systems Research/Design Project. 3 credits

Prerequisite: Consent of department.

CCIS 492: Database Research/Design Project. 3 credits

Prerequisite: Consent of department

CCIS 493: Systems Software/Hardware Research/Design Project. 3 credits

Prerequisite: Consent of department.

CCIS 494: Software Engineering Research/Design Project. 3 credits

Prerequisite: Consent of department.

CCIS 495: Artificial Intelligence Research/Design Project. 3 credits

Prerequisite: Consent of department.

CCIS 499: Senior Design Project. 3 credits

A one-semester course culminating in a design project acceptable to the department. This course will be managed by a collection of faculty members offering a variety of project environments for the students. *Prerequisites: Consent of Advising Professor.*

Division of Natural Sciences and Mathematics

DEPARTMENT OF ENGINEERING

**Thomas W. Cole, Jr. Research Center for Science and Technology
Room 3037, Telephone: 404-880-6738**

In May 1994, the Clark Atlanta University Board of Trustees approved a B.S. in Engineering degree program with concentrations in chemical, civil, electrical and mechanical engineering. This engineering program addresses the underrepresentation of African Americans in the four engineering fields by exposing undergraduate students to detailed engineering instruction coupled with experiments and research experience in state-of-the-art laboratories. It will also promote an applied research orientation thus facilitating the technology transfer of basic scientific discoveries to products and services. The program's interdisciplinary and multidisciplinary curriculum is designed to provide students with a strong background in the physical sciences and mathematics, proficiency in oral and written communications and a thorough foundation in fundamental engineering principles.

The goals and objectives of the Engineering Department are to produce industrial and scientific leaders and researchers capable of identifying, addressing, and solving technical problems which will not only benefit society but will also regain the nation's preeminence in science and technology. The Department has linkages with several research institutions, government research laboratories, and industries to facilitate summer undergraduate research experience.

The engineering degree program is an expansion of options of the existing Dual Degree in Engineering Program (DDEP). The offering of a B.S. in Engineering degree is an evolutionary step that builds upon the many years of experience gained with the DDEP since 1969.

The CAU Department of Engineering Undergraduate Program

The CAU Department of Engineering offers the Engineering degree for students admitted to the Department of Engineering Degree Program prior to AY 2004. The CAU Department of Engineering will be phased out at the end of Academic Year 2007-08. Effective Fall 2004, students can only be admitted to the Dual-Degree Engineering Program.

Details of the course schedules and course descriptions for the CAU Department of Engineering four (4)-year engineering degree program with course options in chemical, civil, electrical and mechanical engineering are given below for those students who entered the CAU Department of Engineering.

The Dual-Degree Engineering Program (DDEP): Effective Fall 2004

Any student wishing to obtain a degree in engineering effective Fall 2004 must do so through the Dual-Degree Engineering Program. Matriculating students can:

Declare a major in physics, chemistry or Computer and Information Sciences and follow the course schedule for the DDEP for the major. After completing the three (3)-year course requirements for the designated major, students then transfer to one of eleven *DDEP institutions for two years to pursue a designated engineering degree in a field of their choice such as computer, industrial, architectural, civil, mechanical or chemical. Students will receive a B.S. degree from CAU in their major (physics, chemistry, computer and information sciences) and a bachelor's degree in engineering from the DDEP institution upon completion of the approved requirements at both institutions. Students in the Dual-Degree Engineering Program should consult the DDEP section of this catalogue. Effective Fall 2004, students will only be admitted to the DDEP.

*DDEP institutions: Georgia Institute of Technology; Auburn University; Boston University; Clarkson University; North Carolina A&T State University; Rensselaer Polytechnic Institute; Rochester Institute of Technology; University of Alabama-Huntsville; University of Florida-Gainesville; University of Michigan-Ann Arbor; University of Missouri-Rolla.

ENGINEERING B.S. DEGREE COURSE DESCRIPTIONS

Courses Common to all Concentrations (Chemical, Civil, Electrical and Mechanical)

CEGR 101: Introduction to Engineering. **3 credits**
Introduction to the engineering profession and various branches of engineering utilizing audio-visual material, lectures by visiting professionals and trips to plants and factories, emphasis on professionalism and ethics, engineering solutions, representation of technical information, engineering estimations and approximations, dimensions, units and conversions with introduction to statistics, mechanics, electrical theory and engineering economics. *Prerequisite: CMAT 105.*

CEGR 102: Introduction to Engineering Design. **2 credits**
Introduction to engineering design process and design concepts; applications to design problems in the various branches of engineering; practical design assignments. *Prerequisite: CMAT 105.*

CEGR 110: Engineering Graphics. **3 credits**
Introduction to engineering graphics and visual communication including freehand sketching, engineering design processes, 2D/3D and solid CAD models, development and interpretation of drawings, projection standards and specifications for product realization. *Prerequisite: CMAT 105.*

CEGR 201: Electrical Circuit Analysis. **3 credits**
This course is designed to enable students to analyze basic circuits and to understand more advanced circuits that have circuit elements such as resistors, capacitors, inductors, voltage and current sources (using Kirchoff's laws, mesh and nodal analysis, network theorems to DC and AC circuits and also by computer simulation using PSPICE software). *Prerequisites: CMAT 112, CPHY 122.*

CEGR 211: Engineering Statics. **3 credits**
Study of the elements of statics in two and three dimensions using vector algebra, laws of equilibrium applied to particles, rigid bodies and structures, friction, centroids. *Prerequisites: CMAT 112, CPHY 121*

CEGR 314: Mathematics for Engineers. **3 credits**
Application of mathematical techniques to various engineering problems including numerical methods for solving nonlinear problems. *Prerequisites: CMAT 112, 212.*

CEGR 320: Engineering Thermodynamics. **3 credits**
Fundamentals of engineering thermodynamics, phases of matter (especially water) and their thermodynamic properties, equilibrium, entropy, reversibility and irreversibility, conservation of energy, the second law of thermodynamics, introduction to thermodynamic cycles. *Prerequisites: CMAT 112, CPHY 121.*

CEGR 490: Engineering Project. **3 credits**
Capstone engineering projects where students utilize their engineering knowledge to independently solve a design problem under faculty supervision. Written and oral reports are required. *Prerequisite: CEGR 476.*

CEGR 499: Engineering Seminar. **1 credit**
A series of seminars in chemical, civil, electrical and mechanical engineering for effective presentations; discussions involve analytical, experimental and industrial problems.

COURSE DESCRIPTIONS FOR CHEMICAL ENGINEERING OPTION

CEGR 315: Instrumental Methods. **3 credits**
Exposure to the principles and laboratory applications of instrumentation for physical, chemical and surface characterization of materials. Topics covered include gas chromatography/mass spectrometry (GC/MS), inductively coupled plasma spectrometry (ICP), Fourier transform infrared (FTIR) spectroscopy, thermoanalysis techniques (TGA, DTA, SCA, TMA, etc.), x-ray diffraction (XRD), scanning electron microscopy (SEM), surface area, pore volume and pore size distribution measurements. *Prerequisite: CCHE 231.*

CEGR 330: Introduction to Materials. **4 credits**
Introduction to the fundamentals of materials. Topics include material structure (atomic bonding, crystalline structures, imperfections); diffusion, phase diagrams, mechanical behavior (stress versus strain, elastic and plastic deformations, hardness and creep), failure analysis and prevention (impact energy, fracture toughness and fatigue); and the selection of materials and appropriate performance indices. *Prerequisites: CCHE 111, CPHY 121.*

CEGR 362: Chemical Process Principles. **3 credits**
Study of material and energy balances with emphasis on steady- and unsteady-state physical and chemical processes. Engineering problem analysis, material balances for single and multiphase systems, energy balances for nonreactive and reactive processes, gas behavior, thermodynamic properties, thermophysical and thermochemical concepts are covered. *Prerequisites: CCHE 112, CMAT 112.*

CEGR 363: Kinetics and Reactor Design. **3 credits**
Fundamentals of chemical reaction engineering, stoichiometry, rate laws, kinetics, and mechanisms of homogeneous and heterogeneous reactions, analysis of rate data, diffusion limitations, design of industrial reactors are emphasized. *Prerequisites: CEGR 320, 362, CCHE 341.*

CEGR 366: Fluid Mechanics. **3 credits**
Fundamentals of fluid mechanics including fluid properties, statics and dynamics of ideal and real fluids (equations of fluid motion), dimensional analysis and similitude, laminar and turbulent flows, boundary layers, turbomachinery, flow visualization and measurements are covered. *Prerequisites: CEGR 314, 320.*

CEGR 462: Unit Operations Lab. **3 credits**
Laboratory experiments on unit operations used in chemical and biochemical processes are conducted. Stagewise operations, reactions, diffusion processes, momentum flow, and heat and mass transfer for typical chemical engineering operations are emphasized. Experiments include chemical rate reactions, continuous distillation, solid-liquid extraction, filtration, heat transfer and process control. *Prerequisites: CEGR 363, 482.*

CEGR 475CH: Process Design and Control. **3 credits**
Study of the operation of large-scale computer systems for steady-state simulation of chemical processes, dynamics of chemical processes and theory of control techniques. *Prerequisites: CEGR 314, 363.*

CEGR 476CH: Plant Design and Economics. **3 credits**
Application of concepts of unit operations, reactor design, economics and process control and the recognition of the economic, environmental, and ethical implications involved in the design of chemical processes and plants are covered. Process design development, flowsheeting, software use in process design, cost estimation, profitability analysis, optimum design strategies, material selection, and report writing and presentation are emphasized. *Prerequisites: CEGR 363, 475CH.*

CEGR 482: Heat and Mass Transfer. **3 credits**
Fundamental principles and applications of energy and mass transfer, analysis of chemical engineering processes and operations involving heat and mass transfer are covered. *Prerequisites: CEGR 320, 366.*

CEGR 483: Separation Process. **3 credits**
Principles of stagewise operations such as distillation, extraction, drying, absorption, adsorption, filtration, membrane separation, crystallization and other chemical engineering separation processes are covered. *Prerequisites: CEGR 320, 362.*

COURSE DESCRIPTIONS FOR CIVIL ENGINEERING OPTION

CEGR 251: Mechanics of Materials. **3 credits**
Definition and analysis of stress, strain and deformation; mechanical behavior of engineering materials; applications to axially loaded members, torsion of circular shafts and bending of beams; introduction to simple plasticity and buckling of columns. *Prerequisite: CEGR 211.*

CEGR 311: Engineering Dynamics. **3 credits**
Kinematics of rectilinear and curvilinear motion of particles, kinematics of rigid bodies in plane motion, kinetics (work and energy relations, impulse and momentum principles) of particles, systems of particles, and rigid bodies in plane motion. *Prerequisite: CEGR 211.*

CEGR 330: Introduction to Materials. **4 credits**
Introduction to the fundamentals of materials. Topics include material structure (atomic bonding, crystalline structures, imperfections); diffusion, phase diagrams, mechanical behavior (stress versus strain, elastic and plastic deformations, hardness and creep), failure analysis and prevention (impact energy, fracture toughness and fatigue); and the selection of materials and appropriate performance indices. *Prerequisites: CCHE 111, CPHY 121.*

CEGR 361: Engineering Geology/Survey. **3 credits**
Study of the geologic environment of man and human aspects of geologic hazards (flooding, earthquake, volcanic eruption), waste disposal and environmental health, geological resources, elementary plane surveying (leveling, distance measurements and angle measurement). Introduction to advanced spatial data collection and analysis methods such as GIS, GPS, photogrammetry and satellite remote sensing. *Prerequisite: CMAT 111.*

CEGR 366: Fluid Mechanics. **3 credits**
Fundamentals of fluid mechanics including fluid properties, statics and dynamics of ideal and real fluids (equations of fluid motion), dimensional analysis and similitude, laminar and turbulent flows, boundary layers, flow measurement, turbomachinery, experiments on flow visualization and measurement. *Prerequisites: CEGR 314, 320.*

CEGR 371: Structural Analysis. **3 credits**
Introduction to the analysis of basic structural forms such as beams, trusses, and frames, which are found in bridges and buildings. Classical deflection techniques such as direct integration, virtual work and moment-area; and indeterminate analysis techniques such as the force; slope deflection and moment distribution methods are used to determine forces and deflections in elastic structures. Influence lines for determinate beams and trusses. Matrix methods of structural analysis and computer programs are introduced and directly applied in the solution of analysis and design problems. Approximate analysis techniques are used to check the general accuracy of computer-based results. *Prerequisite: CEGR 251.*

CEGR 461: Geotechnical Engineering. **3 credits**
Study of soil formation, classification, physical and mechanical properties, compaction, bearing capacity, earth pressures, consolidation and shear strength. Emphasis on design methods for foundations and earth structures. Activities include site investigations to determine soil properties for design. *Prerequisites: CEGR 251, 361.*

CEGR 475CE: Steel Design. **3 credits**
Introduction to structural design, loads on structures, basic philosophy of planning and concepts in structural steel design, principles of behavior of tension and compression members, beams, beam-columns, and connections with application to the design of elementary structures using load and resistance factor design specifications. *Prerequisite: CEGR 371.*

CEGR 476CE: Concrete Design. **3 credits**
Design of beams, columns, and slabs in reinforced concrete structures. Topics include properties of reinforced concrete materials; design of beams and slabs for flexure and shear; anchorage of reinforcement and deflection; design of columns for axial force, bending and shear; and use of ultimate strength design methods. *Prerequisite: CEGR 371.*

CEGR 481: Environmental Engineering. **3 credits**
Introduction to environmental engineering, with emphasis on water supply and treatment, sewer design, wastewater treatment, air pollution control, and solid waste management. Students will also be exposed to pertinent environmental laws and policies, and environmental impact assessments. *Prerequisite: CEGR 366.*

CEGR 485: Transportation Engineering. **3 credits**
Planning, design and operation of transportation systems with emphasis on multimodal transportation techniques and unified system engineering theories to analyze large-scale transportation problems. Topics include Intelligent Vehicle Highway systems (IVHS). Activities include hands-on experiments with computer models in transportation operations and planning, and analyzing interactions between transportation infrastructure and environmental engineering planning. *Prerequisite: CEGR 361.*

COURSE DESCRIPTIONS FOR ELECTRICAL ENGINEERING OPTION

CEGR 252: Digital Computer Logic Design. **3 credits**
Introduction to the design of basic digital electronic (computer) systems by applying the fundamental principles in digital logic design including definition of computer functions, switches, combinational logic circuits, Boolean function, K-maps, multiplexer, decoders, sequential logic circuits, flip flops, counters, memory. *Prerequisites: CCIS 100, 103, CEGR 201.*

CEGR 311: Engineering Dynamics. **3 credits**
Kinematics of rectilinear and curvilinear motion of particles, kinematics of rigid bodies in plane motion, kinetics (work and energy relations, impulse and momentum principles) of particles, systems of particles, and rigid bodies in plane motion. *Prerequisite: CEGR 211.*

CEGR 332: Materials and Devices. **4 credits**
Basic processes and technologies that govern the use of semiconductor devices, material properties and their relation to device designs and applications. *Prerequisites: CPHY 121, 122, 123, CEGR 201, 354.*

CEGR 354: Electronics. **4 credits**
Introduction to design of integrated circuits, including characteristics of diodes and transistors, and their application in amplifiers and switching circuits; developing techniques for the analysis of active linear electronic circuits: analysis and design of linear and nonlinear circuits. *Prerequisites: CMAT 112, CPHY 122, CEGR 201.*

CEGR 364: Signals and Systems. **3 credits**
Discrete-time and continuous-time systems; difference and differential equations, LTI systems, convolution, Fourier analysis. *Prerequisites: CEGR 201, CMAT 212, CEGR 314.*

CEGR 365: Electromagnetism. **3 credits**
Electromagnetic field theory as summarized in Maxwell's equations in integral and differential forms for simple media and its application to electrostatics, magnetostatics and electromagnetostatics, introduction to plane waves and its interaction with smooth surfaces, transmission lines and antenna. *Prerequisites: CMAT 112, CPHY 122, CEGR 201.*

CEGR 474: Digital Signal Processing. **3 credits**
Discrete-time Fourier Transform, z-Transform, sampling theory, Zero-pole analysis of systems, signal flow graphs, FIR and IIR filter design. *Prerequisite: CEGR 364.*

CEGR 475E 1: Wireless Communications. **3 credits**
To study the concept of "wireless communications" with emphasis on frequency reuse techniques, path loss model, modulation techniques, CDMA, and FDMA techniques. *Prerequisites: CEGR 314, 364.*

CEGR 475E 2: VLSI Design. **3 credits**
Basic design techniques necessary to assess and verify CMOS designs; application of contemporary CMOS logic, circuit, design and processing technology. *Prerequisites: CEGR 252, 332, 354.*

CEGR 476E: Antenna Design. **3 credits**
Introduction to fundamental principles of antenna theory and applications to design and measurement of antenna systems. *Prerequisites: CEGR 314, 354, 365.*

CEGR 477: Power Systems and Controls. **3 credits**
Study of the basic concepts of power generation, control theory, transformation, transmission and use; transient analysis, network reduction techniques; and load flow problems. Both the transfer and state-variable approach will be introduced. *Prerequisites: CEGR 314, 364.*

CEGR 478: Communications. **3 credits**
Study of the fundamentals of modern digital communication systems and evaluation of their performance on realistic channel models. *Prerequisites: CEGR 314, 364.*

COURSE DESCRIPTIONS FOR MECHANICAL ENGINEERING OPTION

CEGR 251: Mechanics of Materials. **3 credits**
Definition and analysis of stress, strain and deformation; mechanical behavior of engineering materials; applications to axially loaded members, torsion of circular shafts and bending of beams; introduction to simple plasticity and buckling of columns. *Prerequisite: CEGR 211.*

CEGR 311: Engineering Dynamics. **3 credits**
Kinematics of rectilinear and curvilinear motion of particles, kinematics of rigid bodies in plane motion, kinetics (work and energy relations, impulse and momentum principles) of particles, systems of particles, and rigid bodies in plane motion. *Prerequisite: CEGR 211.*

CEGR 330: Introduction to Materials. **4 credits**
Introduction to the fundamentals of materials. Topics include material structure (atomic bonding, crystalline structures, imperfections); diffusion, phase diagrams, mechanical behavior (stress versus strain, elastic and plastic deformations, hardness and creep), failure analysis and prevention (impact energy, fracture toughness and fatigue); and the selection of materials and appropriate performance indices. *Prerequisites: C CHE 111, CPHY 121.*

CEGR 366: Fluid Mechanics. **3 credits**
Fundamentals of fluid mechanics including fluid properties, statics and dynamics of ideal and real fluids (equations of fluid motion), dimensional analysis and similitude, laminar and turbulent flows, boundary layers, flow measurement, turbomachinery, experiments on flow visualization and measurement. *Prerequisites: CEGR 314, 320.*

CEGR 381: Manufacturing Engineering and Technology. **3 credits**
Fundamentals of modern manufacturing techniques and their implications for product design and industrial applications; dimensional accuracy and tolerancing, bulk and sheet deformation processes, solidification processes, mechanical removal processes, design and planning of manufacturing systems and processes. *Prerequisite: CEGR 211.*

CEGR 382: Kinematics of Machines. **3 credits**
Introduction to different types of mechanism, application of kinematic principles to mechanisms, position, velocity and acceleration analyses of linkages using complex algebra and graphical methods, fundamentals of gears and gear trains, introduction to cam design. *Prerequisite: CEGR 311.*

CEGR 475M: Mechanical Components Design. **3 credits**
Application of the design process in the creation and selection of mechanical components including fasteners, springs, bearings, gears and shafts subjected to static and fatigue loading. Emphasis on material selection aspects based on failure theory and deformation. *Prerequisite: CEGR 251.*

CEGR 476M: Mechanical Systems Design. **3 credits**
Assembly of components into systems design, application of design process to fasteners, springs, belts, bearings, clutches, brakes, shafts, gears, and other elements common to mechanical engineering systems. *Prerequisites: CEGR 382, CEGR 475M.*

CEGR 486: Heat Transfer and Lab.**3 credits**

Theories of thermal conduction, convection and radiation and their application to engineering systems using analytical and computational methods, experimental verification of theories of heat transfer (instrumentation, measurement and interpretation of results). *Prerequisites: CEGR 320, 366.*

CEGR 487: Thermodynamics II.**3 credits**

Review of thermodynamic concepts and principles, vapor cycles for power generation and refrigeration, thermodynamic relations, thermodynamic behavior of real gases, application of psychrometry to air-conditioning, thermodynamics of chemical reactions, chemical equilibrium, introduction to one-dimensional compressible flow. *Prerequisite: CEGR 320.*

CEGR 488: Vibrations and Controls.**3 credits**

Free vibration of undamped and damped, single-degree-of-freedom systems, forced vibration of damped, single-degree-of-freedom systems (rotating unbalance, transmissibility, vibration measurement), vibration of undamped, two degree-of-freedom systems (dynamic vibration absorber), introduction to automatic control of dynamic systems (basic feed forward and feedback techniques, simple hydraulic servo and its modifications, electric position servo, Laplace transformation, transfer functions, stability study). *Prerequisites: CEGR 311, 314.*

SAMPLE PLAN OF STUDY

The following outlines illustrate ways in which courses may be arranged for the Bachelor of Science Degree in Engineering. These are suggested study plans, not mandatory ones.

B.S. IN ENGINEERING (139 HOURS)**FRESHMAN YEAR****First Semester: 18 hours**

CMAT 111	Calculus I (4)
CCIS 103	Scientific Programming (3)
CEGR 101	Introduction to Engineering (3)
CGED 100	First-Year Seminar I (1)
CSTA 101	Fundamentals of Speech (3)
CENG 105	English Composition I (3)
CPED 101/102	Physical Education Requirement (1)

Second Semester: 17 hours

CMAT 112	Calculus II (4)
CENG 106	English Composition II (3)
CGED 101	First-Year Seminar II (1)

CEGR 110	Engineering Graphics (3)
CPHY 121	Physics I (4)
CEGR 102	Introduction to Engineering Design (2)

SOPHOMORE YEAR**First Semester: 18 hours**

CMAT 211	Calculus III (4)
CPHY 122	Physics II (4)
CCHE 111	General Chemistry I (4)
CEGR 211	Engineering Statics (3)
	Humanities (3)

Second Semester: 18 hours

CMAT 212	Differential Equations I (3)
CPHY 123	Physics III (4)
CCHE 112	General Chemistry II (4)
CEGR 201	Electrical Circuit Analysis (4)
CEGR 251	Mechanics of Materials (3)

JUNIOR YEAR**First Semester: 18 hours**

CEGR 314	Mathematics for Engineers (3)
CEGR 311	Engineering Dynamics (3)
CHIS 201	U.S., Africa and the World I (3)
CEGR 320	Engineering Thermodynamics (3)
CFL 201	Foreign Language (3)
	Major Specific Technical Elective (3)

Second Semester: 19 hours

CEGR 330	Introduction to Materials (3)
	Major Specific Technical Elective (3)
CENG 201/202	World Literature I or II (3)
CFL 202	Foreign Language Requirement (3)
CHIS 202	U.S., Africa and the World II (3)

SENIOR YEAR**First Semester: 16 hours**

CPSY 211	General Psychology (3)
CEGR 499	Engineering Seminar (1)
	Major Specific Engineering Design I (3)
	Major Specific Technical Elective (3)
CECO 250	Social Science (Economics) (3)

Second Semester: 15 hours

CMAT 321	Probability and Statistics (3)
CPhi/CREL	Philosophy/Religion (3)
CEGR 490	Engineering Project (3)
	Major Specific Engineering Design II (3)
	Major Specific Technical Elective (3)

B.S. IN ENGINEERING**CIVIL ENGINEERING OPTION (139 HOURS)****FRESHMAN YEAR****First Semester: 18 hours**

CMAT 111	Calculus I (4)
CCIS 103	Scientific Programming (3)
CGED 100	First-Year Seminar I (1)
CSTA101	Fundamentals of Speech (3)
CENG 105	English Composition I (3)
CPED 101/102	Physical Education Requirement (1)
CEGR 101	Introduction to Engineering (3)

Second Semester: 17 hours

CMAT 112	Calculus II (4)
CENG 106	English Composition II (3)
CGED 101	First-Year Seminar II (1)
CPHY 121	Physics I (4)
CEGR 102	Introduction to Engineering Design (2)
CEGR 110	Engineering Graphics (3)

SOPHOMORE YEAR**First Semester: 18 hours**

CMAT 211	Calculus III (4)
CPHY 122	Physics II (4)
CCHE 111	General Chemistry I (4)
CEGR 211	Engineering Statics (3)
	Humanities Requirement (3)

Second Semester: 18 hours

CMAT 212	Differential Equations I (3)
CPHY 123	Physics III (4)
CCHE 112	General Chemistry II (4)
CEGR 201	Electrical Circuit Analysis (4)
CEGR 251	Mechanics of Materials (3)

JUNIOR YEAR**First Semester: 18 hours**

CHIS 201	U.S., Africa and the World I (3)
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CEGR 314	Mathematics for Engineers (3)
CEGR 311	Engineering Dynamics (3)
CEGR 320	Engineering Thermodynamics (3)
CEGR 361	Engineering Geology/Survey (3)
CFL 201	Foreign Language Requirement (3)

Second Semester: 19 hours

CENG 201/202	World Literature I or II (3)
CHIS 202	U.S., Africa and the World II (3)
CEGR 330	Introduction to Materials (4)
CEGR 366	Fluid Mechanics (3)
CEGR 371	Structural Analysis (3)
CFL 202	Foreign Language Requirement (3)

SENIOR YEAR**First Semester: 16 hours**

CPSY 211	General Psychology (3)
CECO 250	Social Science (Economics) (3)
CEGR 475CE	Steel Design (3)
CEGR 476CE	Concrete Design (3)
CEGR 481	Environmental Engineering (3)
CEGR 499	Engineering Seminar (1)

Second Semester: 15 hours

CMAT 321	Probability and Statistics (3)
CPhi/CREL	Philosophy/Religion Requirement (3)
CEGR 461	Geotechnical Engineering (3)
CEGR 485	Transportation Engineering (3)
CEGR 490	Engineering Project (3)

B.S. IN ENGINEERING**MECHANICAL ENGINEERING OPTION (139 HOURS)****FRESHMAN YEAR****First Semester: 18 hours**

CMAT 111	Calculus I (4)
CCIS 103	Scientific Programming (3)
CGED 100	First-Year Seminar I (1)
CSTA 101	Fundamentals of Speech (3)
CENG 105	English Composition I (3)
CPED 101/102	Physical Education Requirement (1)
CEGR 101	Introduction to Engineering (3)

Second Semester: 17 hours

CMAT 112	Calculus II (4)
CENG 106	English Composition II (3)
CGED 101	First-Year Seminar II (1)
CPHY 121	Physics I (4)
CEGR 102	Introduction to Engineering Design (2)
CEGR 110	Engineering Graphics (3)

SOPHOMORE YEAR**First Semester: 18 hours**

CMAT 211	Calculus III (4)
CPHY 122	Physics II (4)
CCHE 111	General Chemistry I (4)
CEGR 211	Engineering Statics (3)
	Humanities Requirement (3)

Second Semester: 18 hours

CMAT 212	Differential Equations I (3)
CPHY 123	Physics III (4)
CCHE 112	General Chemistry II (4)
CEGR 201	Electrical Circuit Analysis (4)
CEGR 251	Mechanics of Materials (3)

JUNIOR YEAR**First Semester: 18 hours**

CHIS 201	U.S., Africa and the World I (3)
CEGR 311	Engineering Dynamics (3)
CEGR 314	Mathematics for Engineers (3)
CEGR 320	Engineering Thermodynamics (3)
CEGR 381	Manufacturing Technology (3)
CFL 201	Foreign Language Requirement (3)

Second Semester: 19 hours

CENG 201/202	World Literature I or II (3)
CHIS 202	U.S., Africa and the World II (3)
CEGR 330	Introduction to Materials (4)
CEGR 366	Fluid Mechanics (3)
CEGR 382	Kinematics of Machines (3)
CFL 202	Foreign Language Requirement (3)

SENIOR YEAR**First Semester: 16 hours**

CPSY 211	General Psychology (3)
CECO 250	Social Science (Economics) (3)
CEGR 475ME	Mechanical Components Design (3)
CEGR 486	Heat Transfer and Lab (3)

CEGR 487	Thermodynamics II (3)
CEGR 499	Engineering Seminar (1)

Second Semester: 15 hours

CMAT 321	Probability and Statistics (3)
CPHI/CREL	Philosophy/Religion Requirement (3)
CEGR 476	Mechanical Systems Design (3)
CEGR 488	Vibrations and Controls (3)
CEGR 490	Engineering Project (3)

B.S. IN ENGINEERING**ELECTRICAL ENGINEERING OPTION (139 HOURS)****FRESHMAN YEAR****First Semester: 18 hours**

CMAT 111	Calculus I (4)
CCIS 103	Scientific Programming (4)
CGED 100	First-Year Seminar I (1)
CSTA 101	Fundamentals of Speech (3)
CENG 105	English Composition I (3)
CPED 101/102	Physical Education Requirement (1)
CEGR 101	Introduction to Engineering (3)

Second Semester: 17 hours

CMAT 112	Calculus II (4)
CENG 106	English Composition II (3)
CGED 101	First-Year Seminar II (1)
CPHY 121	Physics I (4)
CEGR 102	Introduction to Engineering Design (2)
CEGR 110	Engineering Graphics (3)

SOPHOMORE YEAR**First Semester: 18 hours**

CMAT 211	Calculus III (4)
CPHY 122	Physics II (4)
CCHE 111	General Chemistry I (4)
CEGR 211	Engineering Statics (3)
	Humanities Requirement (3)

Second Semester: 18 hours

CMAT 212	Differential Equations I (3)
CPHY 123	Physics III (4)
CCHE 112	General Chemistry II (4)
CEGR 201	Electrical Circuit Analysis (4)
CEGR 252	Computer Logic Design (3)

JUNIOR YEAR

First Semester: 18 hours

CHIS 201	U.S., Africa and the World I (3)
CEGR 311	Engineering Dynamics (3)
CEGR 314	Mathematics for Engineers (3)
CEGR 320	Engineering Thermodynamics (3)
CEGR 354	Electronics (3)
CFL 201	Foreign Language (3)

Second Semester: 19 hours

CENG 201/202	World Literature I or II (3)
CHIS 202	U.S., Africa and the World II (3)
CEGR 332	Materials and Devices (4)
CEGR 364	Signal and Systems (3)
CEGR 365	Electromagnetism (3)
CFL 202	Foreign Language (3)

SENIOR YEAR

First Semester: 16 hours

CPSY 211	General Psychology (3)
CECO 250	Social Science (Economics) (3)
CEGR 474	Digital Signal Processing (3)
CEGR 475E	Wireless Communication (I) (3)
CEGR 475E	VLSI Design (II) (3)
CEGR 477	Power Systems and Controls (3)
CEGR 499	Engineering Seminar (1)

Second Semester: 15 hours

CMAT 321	Probability and Statistics (3)
CPHI/CREL	Philosophy/Religion (3)
CEGR 476E	Antenna Design (3)
CEGR 478	Communications (3)
CEGR 490	Engineering Project (3)

B.S. IN ENGINEERING

CHEMICAL ENGINEERING OPTION (140 HOURS)

FRESHMAN YEAR

First Semester: 18 hours

CMAT 111	Calculus I (4)
CCIS 103	Scientific Programming (3)
CGED 100	First-Year Seminar I (1)
CCHE 111	General Chemistry I (4)
CENG 105	English Composition I (3)
CEGR 101	Introduction to Engineering (3)

Second Semester: 17 hours

CMAT 112	Calculus II (4)
CENG 106	English Composition II (3)
CGED 101	First-Year Seminar II (1)
CCHE 112	General Chemistry II (3)
CPED 101/102	Physical Education (1)
CEGR 102	Introduction to Engineering Design (2)
CEGR 110	Engineering Graphics (3)

SOPHOMORE YEAR

First Semester: 19 hours

CSTA 101	Fundamentals of Speech (3)
CMAT 211	Calculus III (4)
CCHE 231	Organic Chemistry I (4)
CCHE 341	Physical Chemistry I (4)
CPHY 121	Physics I (4)

Second Semester: 17 hours

CMAT 212	Differential Equations I (3)
CPHY 122	Physics II (4)
CEGR 201	Electrical Circuit Analysis (4)
CEGR 211	Engineering Statics (3)
	Humanities (3)

JUNIOR YEAR

First Semester: 18 hours

CHIS 201	U.S., Africa and the World I (3)
CEGR 314	Mathematics for Engineers (3)
CEGR 315	Instrumental Methods (3)
CEGR 320	Engineering Thermodynamics (3)
CEGR 362	Chemical Process Principles (3)
CFL 201	Foreign Language (3)

Second Semester: 19 hours

CENG 201/202	World Literature I or II (3)
CHIS 202	U.S., Africa and the World II (3)
CEGR 330	Introduction to Materials (4)
CEGR 363	Kinetics and Reactor Design (3)
CEGR 366	Fluid Mechanics (3)
CFL 202	Foreign Language (3)

SENIOR YEAR

First Semester: 16 hours

CPSY 211	General Psychology (3)
CECO 250	Social Science (Economics) (3)
CEGR 475H	Process Design and Control (3)
CEGR 482	Heat and Mass Transfer (3)
CEGR 483	Separation Processes (3)
CEGR 499	Engineering Seminar (1)

Spring Semester: 15 hours

CMAT 321	Probability and Statistics (3)
CPHI/CREL	Philosophy/Religion Requirement (3)
CEGR 476H	Plant Design and Economics (3)
CEGR 462	Unit Operations Lab (3)
CEGR 490	Engineering Project (3)

Division of Natural Sciences and Mathematics

DEPARTMENT OF MATHEMATICAL SCIENCES

McPheeters-Dennis Hall, Room 138

Telephone 404-880-8199

(Effective Spring 2005 Teacher Certification and B.A. in Math Education, Discontinued)

The Department of Mathematical Sciences offers programs of study leading to the Bachelor of Arts in Mathematics, Bachelor of Science in Mathematics, Bachelor of Science/Master of Science in Mathematics (B.S./M.S.), Master of Science in Mathematics, Master of Science in Teaching Mathematics, and Bachelor of Science/Master of Science in Teaching Mathematics (B.S./M.S.T.). A degree in mathematics opens many doors in graduate schools, industry and government.

The undergraduate programs of study in the Department serve several types of students: those who need only the General Education core requirements in mathematics; those who require a mathematics background for specialization in the physical or behavioral sciences; those interested in teaching mathematics at the secondary school level, and those preparing for graduate study or employment in industry or government. The minimum number of credit hours in mathematics above the General Education requirements is 30, of which 18 should be at the junior and/or senior level.

The Department awards the J.J. Dennis Endowed Scholarship to qualified, distinguished juniors and seniors majoring in mathematics. Scholarship recipients must maintain cumulative grade point averages of at least 3.0 overall and 3.25 in mathematics courses.

DEPARTMENTAL PURPOSE AND GOALS

The Department of Mathematical Sciences has as its central mission unlocking the doors to mathematical excellence, fulfilling the mathematical needs for all students, and altering perceptions that have traditionally prevented minority students from attaining high levels of achievement in mathematics.

THE GOALS OF THE DEPARTMENT ARE:

1. To inspire all students to reach high levels of achievement in mathematics.
2. To infuse into the mathematics curriculum an appreciation of the mathematical contributions made by different societies, worldwide, past and present.
3. To instill in each student the confidence that he/she can be developed to reach high achievement in mathematics, if the student has the desire and believes he/she can, and puts forth the necessary effort.
4. To develop in each student the ability to understand the meaning and purpose of a mathematical proof, to learn how to learn mathematics, to read mathematics textbooks and literature with understanding and pleasure and to study and work independently and in groups.
5. To prepare each mathematics major for a career as a mathematician in a nonprofit agency, business, government or industry; as a mathematics teacher in elementary or secondary school, or in a two-year or four-year college; or for entering a doctoral program in mathematics.
6. To provide the necessary mathematical foundations for the study and learning of the mathematics-based sciences.

DEGREE REQUIREMENTS

In each degree program, majors must earn a grade of "C" or better in all required courses beyond the General Education requirements. This stipulation applies to mathematics courses and to cognates, which the Department requires students to take in other departments. Each degree requires, in addition to the University General Education courses, specific mathematics courses as listed below.

ALL MATHEMATICS MAJORS

CMAT 111	Calculus I
CMAT 112	Calculus II
CMAT 211	Calculus III
CMAT 212	Differential Equations
CMAT 214	Linear Algebra
CMAT 311	Mathematical Logic

CMAT 321	Mathematical Probability and Statistics I
CMAT 325	Modern Algebra I
CMAT 421	Advanced Calculus I
CCIS 101	Computer Science: An Overview
CCIS 103	Scientific Programming

Bachelor of Science in Mathematics (B.S.)

CMAT 322	Mathematical Probability and Statistics II
CMAT 423	Introduction to Complex Variables
CMAT 427	Introduction to Topology
CMAT	MAT Elective at or above 300 level

Bachelor of Arts in Mathematics (B.A.)

CMAT 310	Geometry for Secondary School Teachers
CMAT	MAT Elective at or above 300 level
CMAT	MAT Elective at or above 300 level

Bachelor of Science/Master of Science in Mathematics (B.S./M.S.)

CMAT 326	Modern Algebra II
CMAT 422	Advanced Calculus II
CMAT 423	Introduction to Complex Variables
CMAT 427	Introduction to Topology
CMAT 475	Seminar
CMAT	MAT Elective at or above 300 level
CMAT	MAT Elective at or above 300 level
CMAT	MAT Elective at or above 300 level
CMAT 521/522	Real Analysis I and II
CMAT 523/524	Complex Variables I and II
CMAT 525/526	Abstract Algebra I and II
CMAT 541/542	Applied Math I and II
CMAT 527	Topology
CMAT 675	Thesis Seminar or CEDC 598 Capstone Seminar
CMAT 676	Thesis Seminar or CEDC 598 Capstone Seminar
CMAT	MAT Elective at or above 500 level

Bachelor of Science/Master of Science in Teaching (B.S./M.S.T.)

CMAT 326	Modern Algebra II
CMAT 422	Advanced Calculus II
CMAT 475	Seminar
CMAT	MAT Elective at or above 300 level
CMAT 521	Real Analysis I
CMAT 523	Complex Variables I

CMAT 525	Abstract Algebra I
CMAT 541	Applied Mathematics I
CMAT 527	Topology
CEDC 568	Geometry for Secondary School
CEDC 569	Mathematics in Secondary Schools
CMAT 675	Thesis Seminar or CEDC 598 Capstone Seminar
CMAT 676	Thesis Seminar or CEDC 598 Capstone Seminar
CMAT	MAT Elective at or above 300 level

CERTIFICATION IN MATHEMATICS EDUCATION

In conjunction with the School of Education, mathematical science majors may take courses necessary for secondary school teacher certification. Plans of study are available from the Curriculum Department in the School of Education.

MATHEMATICS COURSE DESCRIPTIONS

CMAT 103: Algebra I. 3 credits

Basic concepts of arithmetic and algebra, the real numbers, first degree equations of one variable, inequalities, exponents, polynomials, factoring, algebraic fractions, coordinate geometry and linear systems, rational exponents and radicals, quadratic equations.

CMAT 104: Algebra II. 3 credits

Linear models, polynomial and rational models, exponential and logarithmic models, mathematics of finance, systems of linear equations and matrices, linear programming.

CMAT 105: Pre-Calculus I. 3 credits

Fundamentals of algebra for study in analytic geometry and calculus. Concepts include the real numbers system, basic algebra, equations and inequalities of first and second degree, and functions and their graphs. *Prerequisites: Department approval and at least two (2) years of high school mathematics, including algebra, placement based on entrance exams, or CMAT 103.*

CMAT 106: Pre-Calculus II. 3 credits

Fundamentals of trigonometry for study in analytic geometry and calculus. Concepts include trigonometry, systems of equations and inequalities, conic sections, and sequences and series. *Prerequisite: CMAT 105, or placement based on entrance exams.*

CMAT 108: Combined Pre-Calculus 6 credits

This course emphasizes problem solving in mathematics. It will focus on concepts necessary to solve a variety of problems in algebra and trigonometry and enable the student to undertake a successful study of calculus, statistics or other intermediate level courses in mathematics.

CMAT 111: Calculus I. **4 credits**
Real numbers, functions, limits, derivatives, definite integrals and the applications of these topics. *Prerequisite: Proper placement score or CMAT 106 or CMAT 108.*

CMAT 112: Calculus II. **4 credits**
Topics covered include techniques of integration with applications to volume and surface area of solids of revolution and centers of mass, parametric equations, polar coordinates, improper integrals, and infinite series. *Prerequisite: CMAT 111.*

CMAT 209: Calculus and Analytical Geometry I. **3 credits**
Integrated course in analytic geometry and calculus designed for students in economics, business administration, and biology. The course provides students with the skills needed to study limits, functions, and differentiation. This course meets five days per week. *Prerequisites: CMAT 105, or departmental approval. This course is intended for Business majors.*

CMAT 210: Calculus and Analytical Geometry II. **3 credits**
Differentiation and integration of transcendental functions, definite integral, indefinite integral, area under curves, area between two curves, and differentiation of multivariable functions. This course meets five (5) days per week. *Prerequisite: CMAT 209.*

CMAT 211: Calculus III. **4 credits**
Topics include multidimensional calculus, namely partial geometry, multiple integrals, vector calculus and their applications. *Prerequisite: CMAT 112.*

CMAT 212: Differential Equations. **3 credits**
Definition and classification of differential equations. Techniques for first order nonlinear equations, linear equations with constant and variable coefficients, methods of undetermined coefficients, variation of parameters, Cauchy-Euler equations, and other methods for solving nonlinear equations, series solutions. *Prerequisite: CMAT 112.*

CMAT 214: Linear Algebra. **3 credits**
Introduction to linear algebra. Topics include vectors, matrices, linear equations, determinants, vector spaces, linear transformations, and vector spaces with an inner product. *Prerequisites: CMAT 112, or equivalent.*

CMAT 307: Structure of Elementary Mathematics I. **3 credits**
An introduction to problem solving, whole number computation, elementary set theory, numeration systems, algebraic thinking and functions, proof techniques, and number theory. *Prerequisite: CMAT 105.*

CMAT 308: Geometry for Pre-Secondary Teachers. **3 credits**
Cultural aspects of geometry, basic Euclidean Theorems, congruence and similarity, constructions, mensuration, symmetry, tiling, graph theory, proof techniques, and elements of Cartesian Geometry. *Prerequisites: CMAT 105 or CMAT 307.*

CMAT 309: Structure of Elementary Mathematics II. **3 credits**
The study of the real number system and its basic properties, elementary probability and statistics; emphasis will be placed on application, analysis, and evaluative aspects of teaching mathematics to Elementary and middle grade students. *Prerequisites: CMAT 105 and 106 or CMAT 111 or CMAT 307.*

CMAT 310: Geometry for Secondary School Teachers. **3 credits**
Study of the field of secondary school mathematics from both quantitative and qualitative viewpoints. Students learn mathematical concepts and teaching strategies. *Prerequisites: CMAT 105 and 106 or CMAT 111 and 112.*

CMAT 311: Mathematical Logic. **3 credits**
Study of sets and equivalence classes, Boolean algebra, the role of axiomatic in the structure of mathematics, basic principles of logic involving rules of modus ponens, reductio ad absurdum, propositional calculus, first order logic, and the nature of mathematical proof. *Prerequisite: MAT 112 or equivalent.*

CMAT 321 and 322: Mathematical Probability and Statistics I & II. **6 credits**
Introductory course in probability; distribution functions and moment generating functions; correlation and regression; development and applications of the binomial, normal, Student's t, chi square and F distributions; Poisson's and Cauchy's distributions. *Prerequisite: CMAT 112, or permission of the instructor.*

CMAT 325 and 326: Modern Algebra I and II. **3 credits each**
Study of the number system, groups, rings, fields, matrices and linear transformations, linear algebra, and other algebraic systems, vector spaces, systems of equations, reducible polynomials, and algebraic and transcendental numbers. *Prerequisites: MAT 111 and 112.*

CMAT 421 and 422: Advanced Calculus I and II. **3 credits each**
Sets, relations and functions, mathematical induction, equivalent and countable sets, real numbers, order and completeness, sequences, series, limits of functions, and community, the Riemann integral, improper integral. Metric spaces, completeness, compactness, sequences and series of functions, uniform continuity and convergence, integral of sequences and series of functions. *Prerequisites: CMAT 211 and 214.*

CMAT 423 and 424: Introduction to Complex Variables I and II. **3 credits each**
Introductory course in complex variables, including the complex numbers, analytic functions, elementary functions, complex integrals, series, residues, poles, and mapping by elementary functions. *Prerequisites: CMAT 211 and CMAT 214.*

CMAT 427 and 428: Introduction to Topology I and II. 3 credits each
Limits and metric spaces, continuous functions on metric spaces and general topological spaces, completeness, product spaces. *Prerequisites: CMAT 211 and CMAT 214.*

CMAT 440: Numerical Analysis. 3 credits
Introductory study of numerical algorithms for the solution of algebraic, differential and partial differential equations, error analysis. *Prerequisites: CMAT 211, CMAT 212 and CMAT 214.*

CMAT 443: Introduction to Operation Research. 3 credits
Linear programming, duality, sensitivity analysis, integer programming and applications to various decision and management problems. *Prerequisites: CMAT 211, CMAT 212 and CMAT 214.*

CMAT 461: Introduction to the Theory of Numbers. 3 credits
Diophantine equations, congruences, theory of residues and indices, polynomials and partitions. The course also includes study of some classical problems in number theory. *Prerequisite: CMAT 212.*

CMAT 471: Discrete Mathematical Structures. 3 credits
Introduction to finite mathematical structures and their application to computational and computer sciences. *Prerequisite: CMAT 112.*

CMAT 475 and 476: Seminar I and II. 3 credits
One-year course of selected topics, papers, projects, and research in mathematics. *Prerequisite: Approval of the department Chair.*

CMAT 480: Independent Study. 1 – 3 credits
Prerequisite: Consent of instructor.

CMAT 483: Mathematics in Community Service. 3 credits
This course is an expansion of the Departmental tutorial program offered especially to those students of Clark Atlanta University studying mathematics in the services courses CMAT 103, 104, 105 and 106. This expansion is a community course in service to local school students.

CMAT 497: Internship. 3 credits
Career-related work experiences. Although Internship does not carry credit toward the degree, majors are encouraged to take it. *Prerequisite: Approval of the department chair.*

ACCELERATED B.S./M.S. DEGREE PROGRAM

The Department of Mathematical Sciences offers the opportunity for beginning undergraduate students with superior records to enter the Five-Year B.S./M.S. Degree Program. Students are chosen based on their academic achievement in secondary school. To be eligible, beginning undergraduate students must have a minimum cumulative high school grade point average of 3.25 and a minimum composite Scholastic Assessment Test (SAT) score of 900 or a minimum ACT score of 22. Participants are selected from eligible applicants through an extensive screening process conducted by the departmental faculty.

Students selected to participate in this program must satisfy all University general education requirements for undergraduates, the requisite major and cognate courses for the bachelor's degree and at least 24 semester hours of graduate course work in the major field. Students pursue advanced course work and research during their fourth year of enrollment. Summer research opportunities are provided and may be required depending on the nature of the student's research project.

Academic progress is monitored continuously. Students must maintain a cumulative "B" or better average. After completion of the fourth year, students must be admitted to the graduate program. Graduate admission may be provided for participants upon the recommendation of the department chair and approval of the school dean.

During the fourth year, students may begin graduate course work while completing undergraduate degree requirements. The maximum credit hour load for undergraduate study shall be maintained. During the fifth year, students satisfy the graduate residence requirement, and must adhere to the maximum credit hour load for graduate study.

In order to receive the B.S. and M.S. degrees, students must complete at least fifty-four (54) semester hours of course work in Mathematics. At least 24 of these semester hours must be at the graduate level. Students must complete an acceptable thesis or with departmental approval complete two additional courses at the graduate level. Students must apply for candidacy for each degree at the times specified in the University Catalogues. Upon completion of the prescribed course of study, students receive two degrees, the Bachelor of Science and the Master of Science in Mathematics.

At any point during the student's participation in this program, he/she may elect or be required because of academic performance to pursue the traditional four-year bachelor's degree program. In such cases the bachelor's degree will be awarded once the undergraduate degree requirements are satisfied.

Listed below is the sequenced curriculum designed to facilitate the acquisition of skills and knowledge required for this program.

FIVE-YEAR B.S./M.S. IN MATHEMATICS (147 SEMESTER HOURS)*

FRESHMAN YEAR

First Semester: 15 hours

CMAT 111	Calculus I (4)
CENG 105	English Composition I (3)
CHIS 201	U.S., Africa and the World I (3)
CSTA 101	Fundamentals of Speech (3)
CPED 101/102	Physical Education Requirement (1)
CGED 100	First-Year Seminar I (1)

Second Semester: 17 hours

CMAT 112	Calculus II (4)
CGED 101	First-Year Seminar II (1)
CENG 106	English Composition II (3)
CHIS 202	U.S., Africa and the World II (3)
CPSY 211	General Psychology (3)
CCIS 101	Computer Science: An Overview (3)

SOPHOMORE YEAR

First Semester: 16 hours

CMAT 211	Calculus III (4)
CMAT 214	Linear Algebra (3)
CHUM 230	Modern Period (3)
CENG 201/202	World Literature I or II (3)
CPSC 106	Politics and Global Issues (3)

Second Semester: 16 hours

CMAT 212	Differential Equations (3)
CMAT 311	Mathematical Logic (3)
CPHI 105	Critical Thinking (3)
CCIS 103	Scientific Programming (4)
	Elective (3)

JUNIOR YEAR

First Semester: 16 hours

CMAT 325	Modern Algebra I (3)
CMAT 421	Advanced Calculus I (3)
CPHY 121	Physics I (4)
CFL_201	Foreign Language Requirement (3)
CMAT	Elective (300 Level or above) (3)

Second Semester: 16 hours

CMAT 326	Modern Algebra II (3)
CMAT 422	Advanced Calculus II (3)
CMAT	Elective in Mathematics (300 level or above) (3)
CPHY 122	Physics II (4)
CFL_202	Foreign Language Requirement (3)

SENIOR YEAR

First Semester: 15 hours

CMAT 321	Mathematical Probability and Statistics (3)
CMAT 423	Introduction to Complex Variables I (3)
CMAT 427	Introduction to Topology (3)
CMAT 475	Seminar I (3)
CMAT 521	Real Analysis I (3)

Second Semester: 15 hours

CMAT 424	Introduction to Complex Variables II (3)
CMAT 428	Intro to Topology II (3)
CMAT 522	Real Analysis II (3)
	Research Tool (3)
CMAT 476	Seminar II (3)

FIFTH YEAR

First Semester: 12 hours

PURE MATHEMATICS

CMAT 523	Complex Variables I (3)
CMAT 525	Abstract Algebra I (3)
CMAT 527	Topology (3)
CMAT 675	Thesis Research (3)

APPLIED MATHEMATICS

CMAT 523	Complex Variables I (3)
CMAT 541	Applied Mathematics I (3)
CMAT 527	Topology (3)
CMAT 675	Thesis Research (3)

Second Semester: 12 hours

PURE MATHEMATICS

CMAT 524	Complex Variables II (3)
CMAT 526	Abstract Algebra II (3)
CMAT	Elective in Mathematics (500 level or above) (3)
CMAT 676	Thesis Research (3)

APPLIED MATHEMATICS

CMAT 524	Complex Variables II (3)
CMAT 542	Applied Mathematics II (3)
CMAT	Elective in Mathematics (500 level or above) (3)
CMAT 676	Thesis Research (3)

*See Graduate Catalog for B.S./M.S. graduate course descriptions.

ACCELERATED B.S./M.S.T. MATHEMATICS DEGREE FOR SECONDARY TEACHER CERTIFICATION

The Department offers a second accelerated program, the Bachelor of Science/Master of Science in Mathematics for Secondary Teacher Certification, designed to train prospective teachers. The mathematical preparation of prospective teachers requires emphasis on understanding mathematics, communicating mathematical ideas to diverse populations, reasoning and thinking critically to solve problems, making connections, and using various technological tools for learning and applying mathematics. The pedagogical courses include increased emphasis on problem-solving, technology, cooperative learning, diversity issues, reflective teaching and alternative methods of assessment. The general goals of the secondary school teacher preparation program are designed to provide prospective teachers with the knowledge and skills needed to structure positive learning experiences, select appropriate instructional strategies and materials, and provide the necessary guidance, nurturing, and counseling to secondary school students in diverse populations.

Incoming freshmen who meet the standards for the B.S./M.S. degree program are eligible to enter the B.S./M.S.T. program. Students must apply and be admitted to the teacher education program in the School of Education in their sophomore year. Any Clark Atlanta University student with a cumulative grade point average of 3.0 or higher may be admitted to the program. Upon admission into the B.S./M.S.T. Program in the School of Arts and Sciences, students receive the sample degree plan and are assigned two advisors, one in the Mathematical Sciences Department and one in the Curriculum Department of the School of Education. The academic progress of students is monitored continuously. Students matriculating in the B.S./M.S.T. Program are required to maintain a cumulative GPA of 3.0 or higher and a major GPA of 3.0 or higher. After completion of the fourth year, students must apply for unconditional admission to the graduate program. At any time during matriculation in the program, students may elect, or be required because of academic performance, to pursue the traditional four-year bachelor's degree program.

During the fifth year of the program, B.S./M.S.T. students satisfy the student teaching requirement. Student teaching applicants must present the following documentation:

1. Evaluation of clinical laboratory experiences, employment, and/or practica,
2. Current recommendations from Department of Curriculum advisors and/or faculty members who teach content courses in the teaching specialization,
3. Passing scores on Department content area examinations.

THESIS REQUIREMENT OR ADDITIONAL SIX HOURS OF CONTENT

Students are strongly encouraged to complete a thesis. The writing of a thesis is intended to demonstrate the student's ability to carry out independent scholarly research, expand knowledge in the field, benefit the community as a whole, draw logical conclusions from data gathered, and present the results in a clear, intelligible, and consistent form. With advisor's approval, students may elect to take two additional program electives in lieu of the thesis.

GRADUATION REQUIREMENTS

Students must complete a minimum of 164 semester hours (113 undergraduate, 51 graduate) including 75 credit hours in mathematics: 45 undergraduate, 30 graduate. All requirements for the master's degree must be completed within five calendar years from date of admission to the graduate program.

Students who have satisfied all undergraduate prerequisites, the required University and Departmental examinations, and demonstrated their ability to do major work of graduate character may be certified for the degree in the semester or summer session in which they expect to complete their school and/or Department requirements. The Communications Skills Certification requirement must have been met and all required University examinations must have been passed prior to the date in the University Calendar for filing for candidacy during any semester or summer session.

Upon successful completion of the prescribed course of study and a passing score on the ETS Praxis II Subject Assessment(s), the student is eligible for the Teacher Certification (Level-5) in the State of Georgia and will be awarded two degrees by the University: (1) Bachelor of Science in Mathematics and (2) the Master of Science in Mathematics for Secondary Teacher Certification.

Listed on the following page is the sequenced curriculum designed to facilitate the acquisition of skills and knowledge required for this program.

FIVE-YEAR ACCELERATED BACHELOR OF SCIENCE/MASTER OF SCIENCE IN MATHEMATICS FOR SECONDARY TEACHER CERTIFICATION (B.S./M.S.T.)

SAMPLE DEGREE PLAN (165 SEMESTER HOURS)

FRESHMAN YEAR

First Semester: 17 hours

CMAT 111	Calculus I (4)
CGED 100	First-Year Seminar I (1)
CENG 105	English Composition I (3)
CHIS 201	U.S., Africa and the World I (3)
CSCJ 105	Culture and Society (3)
CFL_201	Foreign Language Requirement (3)

Second Semester: 17 hours

CMAT 112	Calculus II (4)
CGED 101	First-Year Seminar II (1)
CENG 106	English Composition II (3)
CHIS 202	U.S., Africa and the World II (3)
CSTA 101	Fundamentals of Speech (3)
CFL_202	Foreign Language Requirement (3)

SOPHOMORE YEAR

First Semester: 18 hours

CMAT 211	Calculus III (4)
CMAT 214	Linear Algebra (3)
CPHY 121	Physics I (4)
CEDC 211	Foundations of Education (3)
CENG 201	World Literature I (3)
CSEC 219	Practicum I (1)

Second Semester: 18 hours

CMAT 212	Differential Equations (3)
CMAT 311	Mathematical Logic (3)
CCIS 101	Computer Science: An Overview (3)
CPHY 122	Physics II (4)
CEDC 262	Educational Technology (3)
CPED 101	Physical Education (1)
CSEC 319	Practicum II (1)

JUNIOR YEAR

First Semester: 18 hours

CMAT 321	Mathematical Probability and Statistics I (3)
CMAT 325	Modern Algebra I (3)
CMAT 421	Advanced Calculus I (3)

CCIS 103	Scientific Programming (3)
CCPS 301	Educational Psychology (3) Religion/Philosophy(3)

Second Semester: 16 hours

CMAT 326	Modern Algebra II (3)
CMAT 422	Advanced Calculus II (3)
CSEC 320	Practicum III (1)
CMAT	Mathematics Elective (300 level or above) (3)
CCPS 398	Adolescent Psychology (3) Humanities Requirement (3)

SENIOR YEAR

First Semester: 18 hours

CMAT 475	Seminar (3)
CMAT 523	Complex Variables I (3)
CMAT 525/541	Abstract Algebra I or Applied Mathematics I (3)
CEDC 569	Mathematics in Secondary Schools (3)
CCPS 500	Research and Measurement (3)
CCPS 501	Human Growth and Development (3)

Second Semester: 18 hours

CEDS 425	Introduction to Exceptional Education (3)
CMAT 527	Topology (3)
CEDA 525	Technology and Information Systems (3)
CEDC 561	Secondary/Postsecondary Curriculum Planning (3)
CMAT 675	Thesis Seminar or Mathematics Elective (3)
CEDC 408	Multicultural and Global Education (3)

FIFTH YEAR

First Semester: 16 hours

CMAT 521	Real Analysis I (3)
CMAT	Mathematics Elective (500 level or above) (3)
CEDC 568	Geometry for Secondary School (3)
CEDC 598	Capstone Project/Clinical Experience (3)
CMAT 676	Thesis Seminar or Mathematics Elective (3)
CSEC 419	Practicum IV (1)

Second Semester: 9 hours

CEDC 597	Internship/Student Teaching (9)
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The following are sample degree course outlines for the B.S. and B.A. Degree Programs.

BACHELOR OF SCIENCE IN MATHEMATICS (129 HOURS)

FRESHMAN YEAR

Fall Semester: 17 hours

CMAT 111	Calculus I (4)
CGED 100	First-Year Seminar I (1)
CENG 105	English Composition I (3)
CHIS 201	U.S., Africa and the World I (3)
CPHI 105	Critical Thinking (3)
CFL_ 201	Foreign Language (3)

Spring Semester: 17 hours

CMAT 112	Calculus II (4)
CGED 101	First-Year Seminar II (1)
CENG 106	English Composition II (3)
CHIS 202	U.S., Africa and the World II (3)
CCIS 101	Computer Science: An Overview (3)
CFL_ 202	Foreign Language (3)

SOPHOMORE YEAR

Fall Semester: 16 hours

CMAT 211	Calculus III (4)
CMAT 214	Linear Algebra (3)
CENG 201/202	World Literature I or II (3)
CMAT 311	Mathematical Logic (3)
CMAT 321	Math Probability and Statistics I (3)

Spring Semester: 16 hours

CMAT 212	Differential Equations (3)
CHUM 230	Modern Period (3)
CMAT 322	Math Probability and Stats II (3)
CPSY 211	General Psychology (3)
CPSC 106	Politics and Global Issues (3)
CPED 101/102	Physical Education Requirement (1)

JUNIOR YEAR

Fall Semester: 17 hours

CMAT 421	Advanced Calculus I (3)
CMAT 325	Modern Algebra I (3)
CPHY 121	Physics I (4)
CCIS 103	Scientific Programming (4)
CSTA 101	Fundamentals of Speech (3)

Spring Semester: 16 hours

CMAT 522	Advanced Calculus II (3)
CPHY 122	Physics II (4)
CCIS 326	Modern Algebra II (3)
	Elective (3)
	Elective (3)

SENIOR YEAR

Fall Semester: 15 hours

CMAT 427	Introduction to Topology I (3)
CMAT 423	Introduction to Complex Variables I (3)
	Elective (3)
	Elective (3)
CMAT 475	Seminar I (3)

Spring Semester: 15 hours

CMAT 424	Introduction to Complex Variables II (3)
CMAT	Mathematics Elective (300 level or above) (3)
CMAT 476	Seminar II (3)
	Elective (3)
	Elective (3)

BACHELOR OF ARTS IN MATHEMATICS (131 SEMESTER HOURS)

FRESHMAN YEAR

Fall Semester: 17 hours

CMAT 111	Calculus I (4)
CGED 100	First-Year Seminar I (1)
CENG 105	English Composition I (3)
CHIS 201	U.S., Africa and the World I (3)
CPHI 105	Critical Thinking (3)
CPSC 106	Politics and Global Issues (3)

Spring Semester: 18 hours

CMAT 112	Calculus II (4)
CGED 101	First-Year Seminar II (1)
CENG 106	English Composition II (3)
CHIS 202	U.S., Africa and the World II (3)
CPED 101/102	Physical Education Requirement (1)
CCIS 101	Computer Science: An Overview (3)
CSTA 101	Fundamentals of Speech (3)

SOPHOMORE YEAR

Fall Semester: 17 hours

CMAT 211	Calculus III (4)
CMAT 214	Linear Algebra (3)
CENG 201/202	World Literature I or II (3)
CEDC 211	Foundations of Education (3)
CFL_ 201	Foreign Language Requirement (3)
CSEC 219	Practicum I (1)

Spring Semester: 15 hours

CMAT 212	Differential Equations (3)
CMAT 311	Mathematical Logic (3)
CEDC 262	Educational Technology (3)
CCPS 301	Educational Psychology (3)
CFL_ 202	Foreign Language Requirement (3)

JUNIOR YEAR

Fall Semester: 17 hours

CMAT 325	Modern Algebra I (3)
CPHY 121	Physics I (4)
CCPS 398	Adolescent Psychology (3)
CHUM 230	Modern Period (3)
CSEC 319	Practicum II (1)
CEDC 408	Multicultural and Global Education (3)

Spring Semester: 18 hours

CMAT 321	Mathematical Probability and Statistics I (3)
CMAT 310	Geometry for Secondary School Teachers (3)
CMAT	MAT Elective (300 level or above) (3)
CPHY 122	Physics II (4)
CCIS 103	Scientific Programming (4)
CSEC 320	Practicum III (1)

SENIOR YEAR

Fall Semester: 16 hours

CMAT 421	Advanced Calculus I (3)
CEDS 425	Introduction to Exceptional Education (3)
CEDC 443	High School Curriculum and Methods (3)
CEDC 454	Methods of Teaching Secondary School Mathematics (3)
CMAT	MAT Electives (300 level or above) (3)
CSEC 419	Practicum IV (1)

Spring Semester: 13 hours

CEDC 448	Student Teaching in the High School (13)
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Division of Natural Sciences and Mathematics

DEPARTMENT OF PHYSICS

McPheeters-Dennis Hall, Room 102

Telephone: 404-880-8797

The Department of Physics offers students an understanding of the principles governing the behavior of the physical universe and helps students develop an appreciation of the scientific method and its application to current technological and environmental problems. Courses emphasize the elements of scientific thinking and techniques as well as scientific knowledge. The curriculum for physics majors prepares students for graduate work, teaching, research in the fields of fundamental and applied physics, and practice in branches of engineering.

PROGRAM OF STUDY

The department provides instruction and practice leading to the following degrees: Bachelor of Science in Physics, Bachelor of Science with a dual major in physics and engineering (in cooperation with the Atlanta University Center Dual-Degree Engineering Program) and a Bachelor of Science/Master of Science in Physics, an accelerated five (5)-year degree program. Specific requirements for each of these programs are listed below. There are a variety of offerings in the field of engineering that may demand varied course requirements. Therefore, students seeking the dual physics/engineering degree must be advised by the department and the coordinator of the Dual-Degree Engineering Program at the beginning of their matriculation at Clark Atlanta University (CAU) in order to match their course work to their career goals.

Curricular flexibility allows students to prepare for careers in biophysics, health physics, atmospheric sciences, space physics, and for teaching in sciences and mathematics. Individual projects provide ample opportunity for the development of initiative and skill. Through proper selection of elective courses, students may direct their training to fit their particular fields of interest.

DEGREE REQUIREMENTS

Students who wish to receive a Bachelor of Science (B.S.) degree in Physics must fulfill a minimum of forty-five (45) hours of Physics and cognate courses. Physics majors must complete the required courses with a grade of "C" or better.

The Bachelor of Science degree with a major in Physics requires the following courses, in addition to the University's General Education requirements:

BACHELOR OF SCIENCE DEGREE IN PHYSICS

COGNATE COURSES

CCHE 111/111L	General Chemistry I
CCHE 112/112L	General Chemistry II

CCIS 103	Scientific Programming
CMAT 111 & 112	Calculus I and II
CMAT 211	Calculus III
CMAT 214	Linear Algebra
CMAT 314	Differential Equations

PHYSICS COURSES

CPHY 121/121L	Physics I: Mechanics
CPHY 122/122L	Physics II: Electricity and Magnetism
CPHY 123/123L	Physics III: Optics and Modern Physics
CPHY 211	Modern Physics
CPHY 321 & 322	Mathematical Physics I and II
CPHY 331	Classical Mechanics
CPHY 332	Electromagnetic Theory
CPHY 411	Thermodynamics and Statistical Mechanics
CPHY 412	Introduction to Quantum Mechanics
CPHY 421 or 422	Undergraduate Research
CPHY (Electives)	9 hours at 300-500 level

DUAL DEGREE IN PHYSICS AND ENGINEERING

Clark Atlanta University (CAU) offers a degree program in pre-engineering through the Atlanta University Center Dual-Degree Program. Under the Dual-Degree Program, students attend Clark Atlanta University for approximately three (3) years and then transfer to the host school for approximately two (2) years. Thereafter, the student is a resident of the host institution and must satisfy the host institution's tuition and fee requirements. After the five-year study period, students can receive two (2) degrees: a Bachelor of Science from Clark Atlanta University and a Bachelor of Engineering from the host school. In some cases, the degree from the host school may be a master's degree in engineering.

The physics requirements for this degree are listed under the Dual-Degree Engineering Program section of this catalog. Students interested in the Dual-Degree Engineering Program should make initial contact with the department chair who will after initial consultation, refer the student to the School of Arts and Sciences coordinator of the DDEP. The specific requirements for the DDEP for all STEM areas follow this section of the catalog.

DUAL DEGREE IN PHYSICS AND ATMOSPHERIC SCIENCES

The department offers a dual degree in physics and meteorology in collaboration with the University of Oklahoma. This program allows students to obtain a B.S. degree in Physics from CAU and a B.S. degree in Meteorology from the University of Oklahoma within a five-year period. The physics requirements are identical to those for the B.S. degree in physics outlined above. Atmospheric science requirements are available from the department chairperson.

ACCELERATED B.S./M.S. DEGREE PROGRAM

The Department of Physics offers undergraduate students with superior records entrance to the Five-Year B.S./M.S. Program. Students will be chosen based on their academic achievement in secondary school or college. To be eligible for selection, beginning undergraduate students must have a minimum cumulative high school grade point average of 3.25 and a minimum composite Scholastic Assessment Test (SAT) score of 900, or a minimum ACT score of 22. Participants are selected from eligible applicants through an extensive screening process conducted by Departmental faculty.

Students selected to participate must satisfy all University General Education requirements for undergraduates, the requisite major and cognate courses for the bachelor's degree, and at least twenty-four (24) semester hours of graduate course work in the major field. Students pursue advanced course work and research during their fourth year of enrollment. Summer research opportunities are provided and may be required depending on the nature of the student's research project.

Academic progress is monitored continuously. Students must maintain a cumulative "B" or better average. After successful completion of the third year, students must be admitted to the graduate program. Graduate admission may be provided for participants upon the recommendation of the Department Chair and approval of the School Dean.

During the fourth year, students may begin taking graduate course work while completing undergraduate degree requirements. The maximum credit hour load for undergraduate study shall obtain through the fourth year of study. Students will be engaged in graduate study exclusively during the fifth year, at which time the maximum credit hour load for graduate study shall obtain. During the fifth year, students satisfy the graduate residence requirement.

In order to receive the B.S. and M.S. degrees in Physics, the student must complete at least fifty-four (54) semester hours of course work in physics, at least twenty-four (24) of which must be at the graduate level. Students must complete an acceptable thesis. Students must apply for candidacy for each degree at the times specified in the University Catalogues. Upon completion of the above prescribed course of study, students receive two (2) degrees, the Bachelor of Science and the Master of Science in Physics.

At any point during the student's participation in this program, he/she may elect, or be required because of academic performance, to pursue the traditional four-year bachelor's degree program. In such cases the bachelor's degree may be awarded once the undergraduate degree requirements are satisfied.

SAMPLE PLAN OF STUDY

The following outlines illustrate ways courses can be arranged to satisfy the requirements for the B.S. degree in physics. These are suggested study plans, not mandatory ones.

BACHELOR OF SCIENCE IN PHYSICS (125 HOURS)

FRESHMAN YEAR

First Semester: 15 hours

CGED 100	First-Year Seminar I (1)
CENG 105	English Composition I (3)
CMAT 111	Calculus I (4)
CPHY 121 & 121L	Physics I: Mechanics and Laboratory (4)
	Social Science Requirement (3)

Second Semester: 15 hours

CGED 101	First-Year Seminar II (1)
CCIS 100	Information Technology and Computer Application (3)
CENG 106	English Composition II (3)
CMAT 112	Calculus II (4)
CPHY 122 & 122L	Physics II: Electricity and Magnetism (4)

SOPHOMORE YEAR

First Semester: 17 hours

CSTA 101	Fundamentals of Speech (3)
CENG 201 or 202	World Literature I or II (3)
CHIS 201	U.S., Africa and the World I (3)
CMAT 211	Calculus III (4)
CPHY 123 & 123L	Physics III: Optics and Modern Physics and Laboratory (4)

Second Semester: 18 hours

CHIS 202	U.S., Africa and the World II (3)
CHUM	Humanities Requirement (3)
CPSY	Psychology Requirement (3)
CPHY 211	Modern Physics (3)
CMAT 214	Linear Algebra (3)
CPHY 321	Mathematical Physics I (3)

JUNIOR YEAR

First Semester: 17 hours

CPHI/CREL	Philosophy/Religion Requirement (3)
CPED 101 or 102	Physical Education Requirement (1)
CCHE 111	General Chemistry (4)
CPHY 322	Mathematical Physics II (3)
CPHY 331	Classical Mechanics (3)
CFL_201	Foreign Language Requirement (3)

Second Semester: 16 hours

CHUM	Humanities Requirement (3)
CCHE 112	General Chemistry (4)
CMAT 212	Differential Equations (3)
CPHY 332	Electromagnetic Theory (3)
CFL_202	Foreign Language Requirement (3)

SENIOR YEAR

First Semester: 15 hours

CCIS 103	Scientific Programming (3)
CPHY 411	Thermodynamics and Statistical Mechanics (3)
CPHY 412	Introduction to Quantum Mechanics (3)
CPHY 421 or 422	Undergraduate Research I or II (3)
	Physics elective (200 level or above) (3)

Second Semester: 12 hours

Electives (6)
Physics electives (200 level or above) (6)

FIVE-YEAR B.S./M.S. IN PHYSICS (152 SEMESTER HOURS)

FRESHMAN YEAR

First Semester: 15 hours

CGED 100	First-Year Seminar I (1)
CENG 105	English Composition I (3)
CMAT 111	Calculus I (4)
CPHY 121 & 121L	Physics I: Mechanics and Laboratory (4)
	Social Science Requirement (3)

Second Semester: 15 hours

CGED 101	First-Year Seminar II (1)
CCIS 100	Information Technology and Computer Application (3)
CENG 106	English Composition II (3)
CMAT 112	Calculus II (4)
CPHY 122 & 122L	Physics II: Electricity and Magnetism (4)

SOPHOMORE YEAR

First Semester: 17 hours

CSTA 101	Fundamentals of Speech (3)
CENG 201 or 202	World Literature I or II (3)
CHIS 201	U.S., Africa and the World I (3)
CPHY 123 & 123L	Physics III: Optics and Modern Physics and Laboratory (4)
CMAT 211	Calculus III (4)

Second Semester: 18 hours

CHIS 202	U.S., Africa and the World II (3)
CHUM	Humanities Requirement (3)
CPSY	Psychology Requirement (3)
CPHY 211	Modern Physics I (3)
CMAT 212	Differential Equations (3)
CPHY 321	Mathematical Physics I (3)

JUNIOR YEAR**First Semester: 17 hours**

CPHI/CREL	Philosophy/Religion Requirement (3)
CPED 101/102	Physical Education Requirement (1)
CCHE 111	General Chemistry (4)
CPHY 322	Mathematical Physics II (3)
CPHY 331	Classical Mechanics (3)
CFL_201	Foreign Language Requirement (3)

Second Semester: 16 hours

CHUM	Humanities Requirement (3)
CCHE 112	General Chemistry (4)
CMAT 214	Linear Algebra (3)
CPHY 332	Electromagnetic Theory (3)
CFL_202	Foreign Language Requirement (3)

SENIOR YEAR**First Semester: 12 hours**

CPHY 411	Thermodynamics and Stat. Methods (3)
CPHY 412	Introduction to Quantum Mechanics (3)
CPHY 421	Undergraduate Research (3)
CPHY 501	Classical Mechanics (3)

Second Semester: 12 hours

CCIS 103	Scientific Programming (3)
CPHY 503	Electrodynamics (3)
CPHY 532	Mathematical Methods II (3)
CPHY	Undergraduate Physics elective (3)

FIFTH YEAR**First Semester: 12 hours**

CPHY 515	Quantum Mechanics I (3)
CPHY 520	Thermodynamics and Statistical Mechanics (3)
CPHY	Physics elective (3)
CPHY 603	Thesis Research I (3)

Second Semester: 12 hours

CPHY 516	Quantum Mechanics II (3)
CPHY	Physics elective (3)
CPHY	Physics elective (3)
CPHY 604	Thesis Research II (3)

ELECTIVES MUST BE APPROVED BY THE CHAIR OF THE DEPARTMENT

See Graduate Catalog for B.S./M.S. graduate course descriptions (500- and 600-level courses)

PHYSICS COURSE DESCRIPTIONS**CPHY 102/102L: Physical Science and Laboratory. 3 credits**

Basic course in physical science which satisfies the core science requirement for all nonscience majors. Topics include concepts of motion, space sciences, chemical process, conservation of energy, properties of heat, electricity and light. Students are also required to attend one (1) two-hour laboratory each week.

CPHY 104/104L:**Introduction to Earth System Science and Lab. 4 credits**

Class provides a scientific understanding of the physical earth system – lithosphere, hydrosphere, atmosphere, and solar system. Topics include: common landforms, identification of mineral and rock specimens, major types of earth movements, dating of rock strata, fundamentals of the hydrologic cycle, introduction to oceanography, properties and processes in the earth's atmosphere, and elementary concepts of astronomy. Students are also required to attend one (1) two-hour laboratory each week. This course can be used to satisfy the core science requirements for all nonscience majors.

CPHY 105: Orientation to Earth System Science. 1 credit

An introduction to the opportunities, career choices, problems and curricula in the Earth System Science Program.

CPHY 106/106L: Introduction to Earth System Science II and Lab. 4 credits

A more quantitative discussion of topics covered in CPHY 104. Topics include: isostasy, origin of magma, plate tectonics, aerial photographs, map projections, geologic maps, water balance, and observational astronomy. Environmental hazards will be studied: volcanic, flood, dryland, coastal, earthquake, and groundwater risks. This course fulfills the requirement for middle school education majors who have a concentration in science. *Prerequisite: CPHY 104.*

CPHY 111/111L: General and Modern Physics and Lab. 4 credits

Lecture and laboratory course for students who desire a basic background in physics. Required for science majors, except those in engineering. Topics include: introduction to basic physics concepts of mechanics, heat, and sound, with emphasis on applications in broad areas such as chemistry and biology. Three (3) lecture hours and one (1) three-hour laboratory per week. *Prerequisites: three (3) units of high school mathematics, including algebra and trigonometry.*

CPHY 112/112L: General and Modern Physics and Lab. 4 credits

Continuation of CPHY 111. Introduces students to basic principles in the physics of electricity, magnetism, optics, and atomic physics. Three (3) lecture hours and one (1) three-hour lecture-laboratory per week. *Prerequisite: CPHY 111.*

CPHY 121/121L: Physics I: Mechanics and Lab. 4 credits

An introductory physics course for students with a background in basic calculus. Topics include kinematics, dynamics, laws of conservation of momentum and energy, rational motion, oscillatory motion. Three (3) lecture hours and one (1) three-hour laboratory per week. *Pre- or Corequisite: CMAT 111.*

CPHY 122/122L: Physics II: Electricity and Magnetism and Lab. 4 credits

Continuation of CPHY 121. Students explore electromagnetic forces, induction, static and time-dependent electromagnetic fields, electric circuits, fields and potentials, and electromagnetic waves. Three (3) lecture hours and one (1) three-hour laboratory per week. *Prerequisite: CPHY 121. Pre- or Corequisite: CMAT 112.*

CPHY 123/123L: Physics III: Optics and Modern Physics and Lab. 4 credits

A continuation of PHY 121 and CPHY 122. Topics include: wave propagation, sound, heat, and principles of thermodynamics, geometric optics, physical optics, atomic physics and nuclear physics. Three (3) lecture hours and one (1) three-hour laboratory per week. *Prerequisite: PHY 122.*

CPHY 211: Modern Physics. 3 credits

Basic study of atomic and nuclear physics, with emphasis on the experimental foundation of these subjects. Topics include: introduction to the theory of relativity, atomic theory of matter, Rutherford scattering, photoelectric effect, production and characteristics of x-rays, lasers, introductory quantum physics, atomic spectra, radio activity, elementary particles, and particle accelerators. Three (3) one-hour lectures per week. *Prerequisites: CPHY 123 or CPHY 112.*

CPHY 301: Co-Op Program. 3 credits

Academic credit for physics majors working during the academic year in approved industry positions. To receive credit for cooperative experiences, students must secure approval from the Department Chair, who will arrange internships with project monitors at specific work sites. Students who do not follow this procedure will not receive cooperative academic credit.

CPHY 312: Optics. 4 credits

Study of the electromagnetic theory of light and the interactions of light and matter. Topics include: geometrical optics and optical instrumentation, physical optics (diffraction and interference effects), spectroscopy and interferometry. Certain topics in modern optics, such as holography and lasers, also are discussed. Three (3) one-hour lectures and one (1) four-hour laboratory per week. *Prerequisite: CPHY 123.*

CPHY 321: Mathematical Physics I. 3 credits

Application of mathematical techniques to physical systems. Students review basic concepts of differential and integral calculus. Topics include infinite sequences and series, systems of linear determinants and matrices, and special functions. The course emphasizes numerical methods and application to physics and chemistry. Three (3) one-hour discussion and problem sessions per week. *Prerequisites: CPHY 123, or CPHY 112.*

CPHY 322: Mathematical Physics II. 3 credits

Continuation of CPHY 321. Topics include: partial differentiation, multiple integral, first- and second-order ordinary differential equations, numerical methods of solving differential equations, vector algebra, vector analysis, probability, and statistics. *Prerequisite: CPHY 321.*

CPHY 331: Classical Mechanics. 3 credits

A rigorous development of the concepts of classical physics and the mathematical techniques used therein. Students examine the common mathematical formalism in vector analysis, hydrodynamics, and electromagnetism. Other topics include Galilean relativity, kinematics and dynamics of particle systems, rigid bodies, oscillations, wave motion, and Lagrangian mechanics. Three (3) one-hour lectures per week. *Prerequisites: CPHY 123.*

CPHY 332: Electromagnetic Theory. 4 credits

Physical and mathematical foundations of electromagnetism. Students explore electrostatic fields and potentials, electric fields around conductors, electric current, field of moving charges, magnetic fields, and electromagnetic induction. Maxwell's equations, alternating current circuits, electric fields in matter, free oscillations in systems with many degrees of freedom, forced oscillations, traveling waves, modulations, pulse and wave packets, reflection, polarization, and interference and diffraction. Four (4) one-hour lectures per week. *Prerequisite: CPHY 123.*

CPHY 341: Advanced Lab. 1 credit

Consists of introduction to classical experiments of physics such as the measurement of the charge to mass ratio of the electron, Planck's constant, Milliken oil drop experiment, and others. Advanced laboratory techniques and data analysis are also covered. *Prerequisite: CPHY 123.*

CPHY 350: Physics of Earth Systems. 3 credits

Fundamental principles of radiation, absorption and emission of radiation, solar and terrestrial radiation, radiative transfer and heating rates, surface and global energy balances, role of greenhouse gases, aerosols and clouds in climate change.

CPHY 353: Weather Analysis and Prediction. 4 credits

Provides an introduction to atmospheric structure and synoptic meteorology. Laboratory exercises include weather analysis and forecasting.

CPHY 355: Atmospheric Thermodynamics. 3 credits

Atmospheric composition, equation of state, first and second laws of thermodynamics, thermodynamics of dry and moist atmospheres, thermodynamic diagrams, static and dynamic atmospheric stability. *Prerequisites: CMAT 211 and CPHY 121.*

CPHY 357: Atmospheric Aerosols. 4 credits

Physical and chemical properties of aerosol particles, natural and anthropogenic sources, techniques for detecting and measuring aerosols, spatial distribution of aerosol particles, the role of particles in atmospheric chemistry, air pollution and cloud formation, as well as optical properties and their effects on atmospheric visibility. Topics also include radiative effects and implications for the earth's climate. *Prerequisites: CMAT 211 and CPHY 121.*

CPHY 360: Numerical Methods in Earth System Science. 3 credits

Most of today's geoscience problems can be represented in form as ordinary and partial differential equations. Course provides an opportunity for students to understand the physical aspects of geoscientific phenomena using mathematical methods as tools. *Prerequisites: CMAT 212, CMAT 214, and CPHY 121.*

CPHY 365: Dynamics of the Earth System. 3 credits

Description and theory of atmospheric and oceanic motion: analysis of forces; accelerated reference frames; conservation equations of mass, momentum and energy; scaling; pressure coordinates; geostrophic and gradient flow; thermal wind; trajectories; circulation and vorticity. *Prerequisite: CPHY 355.*

CPHY 370: Earth System Measurements. 3 credits

Physical principles of seismic, hydrological and atmospheric instruments, static and dynamic performance characteristics, use of data loggers in instrumentation and in measurement systems. *Prerequisites: CIS 103, CMAT 211, and CPHY 121.*

CPHY 375: Instrumentation Electronics. 4 credits

Physical concepts of electronics, basic test instruments, electronics mathematics, DC and AC circuit analysis, measurement errors, linear circuits, digital electronics, systems, solid state electronics, components and transducers. *Prerequisites: CPHY 112 and CPHY 123.*

CPHY 411: Thermodynamics and Statistical Mechanics. 3 credits

The concepts and methods of classical thermodynamics and its relation to statistical mechanics. Topics include thermodynamic laws, kinetic theory, and thermodynamic functions and their application to simple systems. Three (3) one-hour lectures per week. *Prerequisite: CPHY 321.*

CPHY 412: Introduction to Quantum Mechanics. 3 credits

Concepts of wave particle duality, Heisenberg's Uncertainty Principle, and Schrodinger's Wave Equation, with applications to potential problems of the hydrogen atom and atomic spectra, first-order perturbation theory, spin orbit interaction, and particle theory. Three (3) one-hour lectures per week. *Prerequisite: CPHY 332.*

CPHY 421 and 422: Undergraduate Research I and II. 3 credits

Individual exposure to the methodology of experimental research in physics. Experiments emphasize modern physical techniques and require considerable independent reading and investigation. Students select from various available experiments. Individual schedules are arranged at the beginning of the term, depending on the student's interest and experience. *Prerequisite: permission of Department Chair.*

CPHY 441/442: Internship. 3 credits

Professional work experience for students during the summer months. Interns may work in Atlanta or in other locations. To receive academic credit for internship, students must secure approval from the Department Chair, who will arrange internships with project monitors at specific work sites. Students who do not follow this procedure will not receive internship academic credit.

CPHY 445: Introduction to Micrometeorology. 4 credits

Energy budget and radiation balance near the surface; air temperature, humidity and wind distribution in the atmospheric boundary layer; viscous flows and turbulence; neutral boundary layers, momentum and heat exchanges with homogeneous surfaces; nonhomogeneous boundary layers, agricultural and forest meteorology. *Prerequisite: CPHY 375.*

CPHY 450: Radiative Transfer and Passive Remote Sensing. 4 credits

Fundamentals of electromagnetic radiation. Emphasis on solar radiation at the top of the atmosphere, scattering and absorption of solar radiation in the atmosphere, infrared transfer in the atmosphere. Measurement of scattered sunlight or radiation emitted by the atmosphere using ultraviolet, visible, infrared or microwave sensors. *Prerequisite: CPHY 123.*

CPHY 452: Active Remote Sensing.**4 credits**

Principles of meteorology sensors; radar principles; radar equation; radar application; radar accuracy; sodar and lidar equations, applications and accuracy; interpretation of data from active and passive remote sensing systems.
Prerequisite: CPHY 375.

CPHY 460: Atmospheric Chemistry.**4 credits**

Basic structure of the planet; detailed structure of the atmosphere; how the present atmosphere evolved from the primordial atmosphere; what happens to solar radiation as it passes through the atmosphere; the presence of oxygen and its relation to ozone and living systems; chemical equilibrium and rates of reactions; differences between reactions with rates that depend primarily upon temperature versus sunlight; Chapman's theory of ozone formation in the stratosphere; improvements to the simple model; the role of aerosols on chemical change; the role of chlorofluorocarbons on the "ozone hole"; chemical cycles in the lower atmosphere; urban photochemical smog and acid-rain; chemistry on other planets.
Prerequisite: CMAT 111 and CCHE 112.

CPHY 470: Earth System Modeling.**4 credits**

Application of numerical modeling techniques to the earth system; use of computer modules representative of earth system components presented as hands-on laboratory exercises, including impact of basic energy exchanges processes on temperature and evolution of horizontal motions in the atmosphere; satellite data.
Prerequisite: CPHY 360.

Division of Natural Sciences and Mathematics
DUAL-DEGREE ENGINEERING PROGRAM

Clark Atlanta University (CAU) offers engineering education through its Dual-Degree Engineering Program (DDEP). The DDEP is a joint program between CAU (along with other schools in the Atlanta University Center) and, presently, eleven (11) engineering institutions including Auburn University, Boston University, Clarkson University, Georgia Institute of Technology, North Carolina A&T State University, Rensselaer Polytechnic Institute, Rochester Institute of Technology, University of Alabama – Huntsville, University of Florida – Gainesville, University of Michigan – Ann Arbor and the University of Missouri – Rolla. The DDEP has produced over 900 engineering graduates in its thirty-year history.

The DDEP is designed for students with a strong interest in engineering and high aptitudes in mathematics and science. DDEP students complete approximately three years of coursework at CAU in either Physics, Chemistry or Computer Science. Two additional years of study are completed at one of the affiliated engineering institutions. Upon completion of studies, students receive two degrees – a Bachelor's in Science in either Physics, Chemistry or Computer Science from CAU and a designated degree in one of dozens of engineering disciplines from their engineering institution (Table 1).

Table 1 – Available Engineering Majors

Major	Au	Bos	CLA	GIT	NCA&T	RPI	RIT	UA-H	UF-G	UM-A	UM-R
Aerospace	X	X		X					X	X	X
Aeronautical			X			X					
Agricultural					X				X		
Architectural					X					X	X
Atmospheric										X	
Biological									X		
Biomechanical						X					
Biomedical		X		X					X	X	
Biomolecular				X							
Biosystems	X				X						
Chemical	X		X	X	X	X		X	X	X	X
Civil	X		X	X	X	X		X	X	X	X
Coastal									X		
Computer	X	X	X	X	X	X	X	X	X	X	X
Electrical	X	X	X	X	X	X	X	X	X	X	X
Electrical Power						X					
Engineering Physics						X					
Environmental			X	X	X	X			X	X	X
Fiber				X							
Information Science									X		
Industrial	X			X	X	X	X	X	X	X	
Macromolecular										X	
Manufacturing		X									X
Management						X					
Marine										X	
Materials Science				X		X			X	X	
Mechanical	X	X	X	X	X	X	X	X	X	X	X
Microelectronic							X				
Naval										X	
Nuclear						X			X	X	
Oceanic										X	
Operations										X	
Optical								X			
Polymer				X							
Radiological									X	X	
Software	X						X				
Space										X	
Systems	X			X	X	X	X	X	X		
Textile	X			X							

As a joint sponsor of the Atlanta University Center DDEP, CAU DDEP students can take advantage of services offered through the Atlanta University Center Dual-Degree Engineering Program Office. Services include scholarships, internships, permanent placement, career counseling and tutoring. In addition, CAU DDEP students are encouraged to join the Atlanta University Center chapter of the National Society of Black Engineers (NSBE). CAU students must register with the Atlanta University Center DDEP Office to be eligible for any of their services.

Detailed course descriptions for DDEP students are included in this catalogue under the three departments participating in this program. Students interested in Chemical Engineering should refer to the Chemistry Department. Computer Engineering students should refer to the Computer Science and Information Systems Department. All other engineering majors should refer to the Physics Department.

**Dual-Degree PHYSICS (72 PHYSICS/80 DUAL DEGREE-126 Credit Hours)
COGNATE COURSES (26 Credit Hours)**

CCIS 103	Scientific Programming (3)
CCHE 111	General Chemistry I (3)
CCHE 111L	General Chemistry I Lab (1)
CCHE 112	General Chemistry II (3)
CCHE 112L	General Chemistry II LAB (1)
CMAT 111	Calculus I (4)
CMAT 112	Calculus II (4)
CMAT 211	Calculus III (4)
CMAT 212	Differential Equations (3)

DUAL DEGREE ENGINEERING COURSES (15 Credit Hours)

CEGR 101	Introduction To Engineering (3)
CCIS 106	**Java Programming (3)
CEGR 110	Engineering Graphics (3)
CEGR 211	Statics (3)
CEGR 311	Dynamics (3)

MAJOR COURSES (36 Credit Hours)

CPHY 121	Physics I: Mechanics (3)
CPHY 121L	Physics I: Mechanics Lab (1)
CPHY 122	Physics II: Elect. and Magnetism (3)
CPHY 122L	Physics II: Elect. & Magnetism Lab (1)
CPHY 123	Physics III: Waves, Heat, and Light (3)
CPHY 123L	Physics III: Waves, Heat, and Light Lab (1)
CPHY 211	Modern Physics (3)
CPHY 321	*Mathematical Physics I (3)
CPHY 322	*Mathematical Physics II (3)
CPHY 331	►Classical Mechanics (3)
CPHY 332	*Electromagnetic Theory (3)

CPHY 411	*Thermodynamics and Statistical Mechanics (3)		
CPHY 412	*Introduction To Quantum Mechs. (3)		
CPHY 421	*Undergraduate Research I or (3)		
CPHY 422	*Undergraduate Research II (3)		
CPHY	*Physics Electives	_____	_____
	(6 hrs. @ 300-500 Level)		
CPHY 482	▲Senior Exit Examination	_____	_____

*This course may be substituted by the appropriate 300-400- level courses from the technical institution's curriculum for the appropriate 300-400- level Physics courses at CAU. These substitutions are subject to the approval of the Department Chair.

**Dual-Degree Engineering Program majors are required to replace CCIS 103 with CCIS 106.
 ►CPHY 331 will be replaced by CEGR 211 and CPHY 311 together for Dual-Degree majors.
 ▲CPHY 482 is not required for Dual-Degree Engineering Program majors. Physics majors must complete the above courses with a grade of "C" or better.

**DEPARTMENT OF PHYSICS
PRE-ENGINEERING COURSE REQUIREMENTS
(98 TOTAL HOURS)**

FRESHMAN YEAR

First Semester: 15 hours

CGED 100	First-Year Seminar I (1)
CEGR 101	Introduction to Engineering (3)
CSTA 101	Fundamentals of Speech (3)
CPED 101/102	Physical Education Requirement (1)
CENG 105	English Composition I (3)
CMAT 111	Calculus I (4)

Second Semester: 15 hours

CGED 101	First-Year Seminar II (1)
CENG 106	English Composition II (3)
CEGR 110	Engineering Graphics (3)
CMAT 112	Calculus II (4)
CPHY 121	Physics I: Mechanics (3)
CPHY 121L	Physics I: Mechanics Lab (1)

SOPHOMORE YEAR

First Semester: 18 hours

CCHE 111	General Chemistry I (3)
CCHE 111L	General Chemistry Lab I (1)
CPHY 122	Physics II: Electricity and Magnetism (3)

CPHY 122L	Physics II: Electricity and Magnetism Lab (1)
CENG 201/202	Introduction to World Literature I or II (3)
CMAT 211	Calculus III (4)
CPSY 211	General Psychology (3)

Second Semester: 17 hours

CCHE 112	General Chemistry II (3)
CCHE 112L	General Chemistry Lab II (1)
CPHY 123	Physics III: Optics and Modern Physics (3)
CPHY 123L	Physics III: Optics and Modern Physics Lab (1)
CMAT 212	Differential Equations I (3)
CPSC 219	American Government and Politics (3) Religion and Philosophy requirement (3)

JUNIOR YEAR

First Semester: 18 hours

CHIS 211	History of the United States I (3)
CEGR 211	Engineering Statics (3)
CFL_201	Foreign Language requirement (3) Humanities requirement (3)
CPHY 211	Modern Physics (3)
CMAT 214	Linear Algebra (3)

Second Semester: 15 hours

CCIS 106	Java Programming (3)
CHIS 212	History of the United States II (3)
CEGR 311	Engineering Dynamics (3)
CFL_202	Foreign Language requirement (3) Physics Elective (3)

NOTE: Students in the Dual-Degree Engineering Program with a major in Physics may substitute the appropriate 300-400- level courses from their technical institution's curriculum for the appropriate 300-400- level Physics courses at CAU. These substitutions are subject to the approval of the Department Chair.

DUAL-DEGREE COMPUTER SCIENCE

GENERAL COURSES (55 Credit Hours)

CGED 100/101	First-Year Seminar I/II (2)
CMAT 111/112	Calculus I/II (8)
CFL_201/202	Foreign Language Requirement (6)
CPED 101/102	Physical Education Requirement (1)
CENG 105/106	English Composition I/II (6)
CENG 201/202	World Literature I/II (3) Humanities Requirement (3) Social Science Requirement (3)

CSTA 101	Fundamentals of Speech (3)
CHIS 201/202	U.S., Africa, World I/II (6)
CPSY 211	General Psychology (3) Religion/Philosophy Requirement (3)
CPHY 121/122	Physics I/II (8)

DUAL-DEGREE ENGINEERING COURSES (12 Credit Hours)

CEGR 101	Introduction to Engineering (3)
CEGR 110	Engineering Graphics (3)
CEGR 211	Engineering Statics (3)
CEGR 311	Engineering Dynamics (3)

COMPUTER SCIENCE COURSES (21 Credit Hours)

CCIS 106	Java Programming (3)
CCIS 121	Introduction to Computer Systems (3)
CCIS 123	Data Structures (3)
CCIS 200	Structured Programming (3)
CCIS 301	Computer Systems Software (3)
CCIS 321	Software Method (3)
CCIS 474	Introduction to Database (3)

COGNATE COURSES (6 Credit Hours)

CMAT 214	Linear Algebra (3)
CMAT 311	Math Logic (3)

**DEPARTMENT OF COMPUTER SCIENCE
PRE-ENGINEERING COURSE REQUIREMENTS
(94 TOTAL HOURS)**

FRESHMAN YEAR

First Semester: 17 hours

CGED 100	First-Year Seminar I (1)
CEGR 101	Introduction to Engineering (3)
CENG 105	English Composition I (3)
CMAT 111	Calculus I (4)
CCIS 106	Java Programming (3)
CCIS 121	Introduction to Computer Systems (3)

Second Semester: 18 hours

CGED 101	First-Year Seminar II (1)
CENG 106	English Composition II (3)
CMAT 112	Calculus II (4)
CPHY 121	Physics I (4)
CEGR 110	Engineering Graphics (3)
CCIS 200	Structured Programming (3)

SOPHOMORE YEAR

First Semester: 14 hours

CMAT 214	Linear Algebra (3)
CFL_ 201	Foreign Language Requirement (3)
CPHY 122	Physics II (4)
CSTA 101	Fundamentals of Speech (3)
CPED 101/102	Physical Education (1)

Second Semester: 15 hours

CCIS 301	Computer Systems Software (3)
	Religion Philosophy requirement (3)
CCIS 123	Data Structures (3)
CFL_ 202	Foreign Language Requirement (3)
CEGR 211	Engineering Statics (3)

JUNIOR YEAR

First Semester: 15 hours

	Social Science Requirement (3)
CHIS 201	U.S., Africa and the World I (3)
CEGR 311	Engineering Dynamics (3)
CCIS 474	Introduction to Database (3)
CMAT 311	Math Logic (3)

Second Semester: 15 hours

CPSY 211	General Psychology (3)
CHIS 202	U.S., Africa and the World II (3)
	Humanities requirement (3)
CCIS 321	Software Method (3)
CENG 201/202	World Literature I or II (3)

DUAL-DEGREE CHEMISTRY

CHEMISTRY COURSES (28 CREDIT HOURS)

CCHE 111/112	General Chemistry I/II (8)
CCHE 231/232	Organic Chemistry I/II (8)
CCHE 211	Analytical Chemistry (4)
CCHE 341	Physical Chemistry (4)
CCHE 412	Instrumental Analysis (4)

DUAL-DEGREE ENGINEERING COURSES (12 CREDIT HOURS)

CEGR 101	Introduction to Engineering (3)
CCIS 123	Data Structure (3)
CEGR 211	Engineering Statics (3)
	Principles of Chemical Engineering (3)

COGNATE COURSES (26 CREDIT HOURS)

CPHY 121	Physics I (4)
CPHY 122/123	Physics II/III (4)
CMAT 111/112/113	Calculus I/II/III (12)
CMAT 212	Differential Equations (3)
CCIS 106	Java Programming (3)

NOTE: Nine (9) additional credit hours in Chemistry or Chemical Engineering are required subject to the approval of the Department Chair.

COURSES AT GEORGIA TECH (or Equivalent Courses at another Engineering School) 26 Credit Hours

CHE 2100	Chemical Process Principles (3)
CHE 2110	Chemical Engineering Thermo I (3)
CHE 3110	Chemical Engineering Thermo II (3)
CHE 2120	Numerical Methods (3)
CHE 3200/3210	Transport Processes I/II (6)
CHE 4300	Kinetics and Reactor Design (3)
CHE 3225	Separation Processes (3)
CHE 4400	Process Control (3)
CHE 4515	Process Safety (3)
CHE 4200	Trans. Phen./Unit Ops. Lab (3)
CHE 4505	Process Design and Economics (3)

DEPARTMENT OF CHEMISTRY

PRE-ENGINEERING COURSE REQUIREMENTS (106 TOTAL HOURS)

FRESHMAN YEAR

First Semester: 18 hours

CCHE 111	General Chemistry I (4)
CGED 100	First-Year Seminar I (1)
CEGR 101	Introduction to Engineering (3)
CHIS 211	U.S. History I (3)
CENG 105	English Composition I (3)
CMAT 111	Calculus I (4)

Second Semester: 18 hours

CCHE 112	General Chemistry II (4)
CGED 101	First-Year Seminar II (1)
CENG 106	English Composition II (3)
CEGR 110	Engineering Graphics (3)
CMAT 112	Calculus II (4)
CHIS 212	U.S. History II (3)

SOPHOMORE YEAR

First Semester: 18 hours

CCHE 231	Organic Chemistry (4)
CMAT 211	Calculus III (4)
CPHY 121	Physics I (4)
CENG 201/202	Introduction to World Literature I or II (3) Religion/Philosophy Requirement (3)

Second Semester: 18 hours

CCHE 232	Organic Chemistry (4)
CMAT 212	Differential Equations (3)
CPHY 122/123	Physics II/III (4)
CCIS 106	Java Programming (3)
CSCJ 105	Culture and Society (3)
CPED 101/102	Physical Education (1)

JUNIOR YEAR

First Semester: 17 hours

CCHE 211	Analytical Chemistry (4)
CCHE 341	Physical Chemistry I (4)
CEGR 211	Engineering Statics (3)
CFL_201	Foreign Language Requirement (3)
CHUM/MUS/ART	Humanities Requirement
CCHE 381	Chemistry Seminar (0)

Second Semester: 17 hours

CPSY 211	General Psychology (3)
CSTA 101	Fundamentals of Speech (3)
CCHE 412	Instrumental Analysis (4)
CCHE 382	Chemistry Seminar (1)
CFL__202	Foreign Language Requirement (3) Principles of Chemical Engineering (3)

NOTE: Plus nine (9) additional credit hours in Chemistry or Chemical Engineering subject to the approval of the Department Chair.

DIVISION OF SOCIAL SCIENCES

The Division of Social Sciences comprises the disciplines concerned with the forces which mold society and provide insight into the roles which individuals, groups, and institutions play in the development of political and social life. Courses provide understanding of historical, political, and sociological factors, which affect social growth and change. Students learn to examine these factors critically and scientifically.

Social science majors may work toward degrees in criminal justice, political science, psychology, or sociology. Political science students also may choose concentrations in public policy, international relations, and/or courses necessary for teacher certification. Interdisciplinary programs are also available in urban planning and transportation and in pre-law. Programs prepare students for graduate study leading to careers in law, urban planning, government service, social work, teaching, and research.

Each discipline focuses on specific problems and teaches a systematic method of analyzing them. Faculty members place particular emphasis on helping students strengthen basic academic skills while mastering the techniques of research and other field activities.

Division of Social Sciences

DEPARTMENT OF SOCIOLOGY AND CRIMINAL JUSTICE

219 Oglethorpe Hall and Knowles Building, First Floor

Telephone: 404-880-6659

The Department of Sociology and Criminal Justice offers two degrees: the Bachelor of Arts in Sociology and the Bachelor of Arts in Criminal Justice.

SOCIOLOGY PROGRAM

The Bachelor of Arts in Sociology program is concerned with the functions, societal institutions, and social aspects of human behavior and interpersonal relationships. The program offers academic studies and emphasizes social services, career preparation, and community-related activities that reflect the University's urban environment.

CRIMINAL JUSTICE PROGRAM

The Bachelor of Arts in Criminal Justice program is an interdisciplinary approach to the study of crime and justice. "Criminal Justice" refers to law enforcement, processes of the courts and corrections as a system for the administration of city, county, state and federal laws and procedures. The curriculum includes a broad range of study to meet the academic needs of both preprofessional students who plan future careers in the criminal justice field and those currently employed in

criminal justice and juvenile justice systems. The curriculum is designed to give students an understanding of the theoretical knowledge base and the extent of empirical data and findings in this field of study

The central focus is on: the interrelationship of the criminal justice system with other social institutions; crime prevention; the forms (types) of crime and the classification of offenders; policing and crime control; the courts, probation and parole; rehabilitation treatment interventions and counseling programs; and qualitative and statistical methods in the measurement and analysis of crime.

DEGREE REQUIREMENTS

Candidates for the B.A. degree in Sociology or Criminal Justice must meet the general graduation requirements of Clark Atlanta University and of the School of Arts and Sciences. Sociology and Criminal Justice majors must select all courses in consultation with (and the approval of) the University undergraduate coordinator and undergraduate advisor in the Sociology and Criminal Justice Department. Nondepartmental core courses will include one basic social science course in each of the following areas: sociology, psychology, political science, and economics. Sociology and Criminal Justice majors must complete 63 semester hours within their selected program. A minor in Sociology requires 15 semester hours: CSCJ 215, 218, 388, 430, and 431. A minor in Criminal Justice also requires 18 semester hours CSCJ 201, 205, 301, 401, 403, and 404.

Core Courses Required of all Sociology and Criminal Justice Majors (21 hours)

CSCJ 215	Introduction to Sociology (3)
CSCJ 216	Introduction to Anthropology (3)
CSCJ 301	Criminology (3)
CSCJ 337	Statistics I (Descriptive) (3)
CSCJ 338	Statistics II (Inferential) (3)
CSCJ 387	Scope and Methods of Research I (3)
CSCJ 389	Scope and Methods of Research II (3)

Core Courses Required of all Sociology Majors (18 hours)

CSCJ 218	Social Problems (3)
CSCJ 315	Social Psychology (3)
CSCJ 420	Special Topics I (3)
CSCJ 430	Cultural and Ethnic Relations (3)
CSCJ 480	Senior Project (3)
CEDC 443	High School Curriculum and Methods (3)

Sociology Electives (minimum 27 hours)

CSCJ 308	Medical Sociology (3)
CSCJ 352	Marriage and Family (3)
CSCJ 421	Special Topics II (3)
CSCJ 425	Internship I (3)
CSCJ 426	Internship II (3)
CSCJ 431	Social Stratification (3)
CSCJ 432	Gender Roles (3)
CSCJ 400	Comparative Systems in Social and Criminal Justice (3)
CSCJ 490	Independent Study (3)

Core Courses Required of all Criminal Justice Majors (15 hours)

CSCJ 205	Law Enforcement (3)
CSCJ 401	Corrections (3)
CSCJ 400	Judicial Process (3)
CSCJ 404	Juvenile Delinquency (3)
CSCJ 425	Internship I (3)

Criminal Justice Electives (minimum 24 hours)

CSCJ 305	Criminal Investigation (3)
CSCJ 314	Victimology (3)
CSCJ 320	Criminal Justice Management (3)
CSCJ 400	Comparative Systems in State and Criminal Justice (3)
CSCJ 410	Seminar on Organized Crime (3)
CSCJ 420	Special Topics I (3)
CSCJ 421	Special Topics II (3)
CSCJ 426	Internship II (3)

SAMPLE PLANS OF STUDY

The following outlines illustrate how courses can be arranged for a degree in Sociology or Criminal Justice. These are suggested plans, not mandatory ones.

BACHELOR OF ARTS IN SOCIOLOGY (126 hours)

FRESHMAN YEAR

First Semester: 17 hours

CBIO 101	Biological Science (3)
CGED 100	First-Year Seminar I (1)
CENG 105	English Composition I (3)
CMAT 103	Algebra I (3)
CSTA 101	Fundamentals of Speech (3)
CSCJ 105	Culture and Society (3)
CPED 101	Physical Education (1)

Second Semester: 16 hours

CPHY 102	Physical Science and Physical Science Lab (3)
CGED 101	First-Year Seminar II (1)
CCIS 100	Information Technology and Computer Application (3)
CENG 106	English Composition II (3)
CMAT 104	Algebra II (3)
	Religion/Philosophy Requirement (3)

SOPHOMORE YEAR**First Semester: 15 hours**

CENG 201	Introduction to World Literature I or II (3)
or 202	
CHIS 201	U.S., Africa and the World I (3)
or 211	U.S. History I (3)
CPSY 211	General Psychology (3)
CSCJ 215	Introduction to Sociology (3)
	Foreign Language Requirement (200 level) (3)

Second Semester: 15 hours

CECO 251	Principles of Economics (or ECO 250) (3)
CHIS 202	U.S., Africa, and the World II (3)
or 212	U.S. History II (3)
CSCJ 216	Introduction to Anthropology (3)
CSCJ 218	Contemporary Social Problems (3)
	Foreign Language Requirement (200-level) (3)

JUNIOR YEAR**First Semester: 18 hours**

CSCJ 201	Introduction to Criminal Justice (3)
CSCJ 337	Statistics I (3)
CSCJ 387	Scope and Methods of Research I (3)
CSCJ 388	Sociological Theory (3)
	Humanities Requirement (3)
	Sociology Elective (3)

Second Semester: 15 hours

CPSC 219	American Government and Politics (3)
CSCJ 310	Criminology (3)
CSCJ 315	Social Psychology (3)
CSCJ 338	Statistics II (3)
CSCJ 389	Scope and Methods of Research II (3)

SENIOR YEAR**First Semester: 15 hours**

CSCJ 430	Race and Ethnicity (3)
CSCJ 420	Selected Topics (3)
	Sociology Elective (3)
	Sociology Elective (3)
	Sociology Elective (3)

Second Semester: 15 hours

CSCJ 352	The Family (3)
CSCJ 480	Senior Project (3)
	Sociology Elective (3)
	Sociology Elective (3)
	Sociology Elective (3)

SAMPLE PLANS OF STUDY

The following outline illustrates how courses can be arranged for a degree in sociology. This is a suggested study plan, not a mandatory one.

BACHELOR OF ARTS IN CRIMINAL JUSTICE (126 HOURS)**FRESHMAN YEAR****First Semester: 16 hours**

CENG 105	English Composition I (3)
CSCJ 105	Culture and Society (3)
CMAT 103	Algebra I (3)
CSTA 101	Fundamentals of Speech (3)
CBIO 101	Biological Science (3)
CGED 100	First-Year Seminar I (1)

Second Semester: 16 hours

CENG 106	English Composition II (3)
CMAT 104	Algebra II (3)
CPHY 102	Physical Science and Physical Science Lab (3)
CPSY 211	General Psychology (3)
CCIS 100	Information Technology and Computer Application (3)
CGED 101	First-Year Seminar II (1)

SOPHOMORE YEAR**First Semester: 16 hours**

CENG 201/202	World Literature I or II (3)
CHIS 201/211	History (3)
	Foreign Language Requirement (200 Level) (3)
CPhi/CREL	Philosophy/Religion Requirement (3)
CSCJ 215	Introduction to Sociology (3)
CPED 101/102	Physical Education Requirement (1)

Second Semester: 18 hours

- CHIS 202/212 History (3)
Foreign Language Requirement (200 Level) (3)
- CPSC 219 American Government (3)
- CSCJ 216 Introduction to Anthropology (3)
- CSCJ 218 Social Problems (3)
Humanities Requirement (3)

JUNIOR YEAR**First Semester: 15 hours**

- CSCJ 201 Introduction to Criminal Justice (3)
- CSCJ 205 Contemporary Law Enforcement (3)
- CSCJ 337 Statistics I (3)
- CSCJ 387 Scope and Methods of Research (3)
- CSCJ 388 Sociological Theory (3)

Second Semester: 15 hours

- CSCJ 310 Criminology (3)
- CSCJ 338 Statistics II (3)
- CSCJ 389 Scope and Methods of Research II (3)
Criminal Justice Elective (3)
Criminal Justice Elective (3)

SENIOR YEAR**First Semester: 15 hours**

- CSCJ 401 Corrections (3)
- CSCJ 403 Judicial Process (3)
- CSCJ 404 Juvenile Delinquency (3)
Criminal Justice Elective (3)
Criminal Justice Elective (3)

Second Semester: 15 hours

- CSCJ 425 Internship in Criminal Justice (3)
Criminal Justice Elective (3)
Criminal Justice Elective (3)
Criminal Justice Elective (3)
Criminal Justice Elective (3)

SOCIOLOGY AND CRIMINAL JUSTICE COURSE DESCRIPTIONS

CSCJ 201: Introduction to Criminal Justice. 3 credits
A study of the historical development and progress of criminal justice systems in the United States, including an overview of the functions and responsibilities of various agencies of the Criminal Justice Systems.

CSCJ 205 Law Enforcement. 3 credits
A comprehensive survey of the history and functions of the law enforcement agency, including discussions of selected topic dealing with contemporary problems affecting law enforcement. *Prerequisite: CSCJ 201 or permission of Instructor.*

CSCJ 215: Introduction to Sociology. 3 credits
Basic concepts and principles of human society. Students examine the social structure, group interaction, and processes of social arrangements.

CSCJ 216: Introduction to Anthropology. 3 credits
Basic concepts of anthropological studies. This course presents an overview of social and cultural anthropology.

CSCJ 218: Social Problems. 3 credits
An examination of current social problems and issues in the United States. Topics include drug addition, child abuse, battered women, abortion, poverty, and inequality. Students consider alternative proposals for resolving social problems

CSCJ 301: Criminology. 3 credits
A study of the nature and causation of crime, crime typologies and the extent of criminality. *Prerequisite: CSCJ 201 or permission of Instructor.*

CSCJ 305: Criminal Investigation. 3 credits
A coverage of the fundamentals of investigation; duties and responsibilities of the in-vestigator;interrogation techniques of protecting the crime scene; collections and preservation of evidence, scientific aids and other sources of information; court perpetration and case follow-up. *Prerequisite: CSCJ 201 or permission of Instructor.*

CSCJ 308: Medical Sociology. 3 credits
Introduction to health and illness issues and indicators. Examines disease and other health conditions in the context of ethnicity, gender and age.

CSCJ 314: Victimology. 3 credits
Victim role, criminal-victim Relationships, and societal reaction to victimization, including crisis-intervention centers, court- related victim/witness services, restitution and compensation. *Prerequisite: CSCJ 201 or permission of the Instructor.*

CSCJ 315: Social Psychology. 3 credits
This course focuses on individuals' interaction within the social environments. There is also an emphasis on cognition, attitude formation and change, and group behavior.

CSCJ 320: Criminal Justice Management. 3 credits

A study of roles and responsibilities of staff and managers functioning within the various agencies of the criminal justice system. Emphasis on administrative and managerial principles and techniques as they apply to the criminal justice system. *Prerequisite: CSCJ 201 or permission of Instructor.*

CSCJ 337: Statistics I. 3 credits

Introduction to descriptive statistics, including associational measures and probability. *Prerequisite: General Education mathematics requirements.*

CSCJ 338 : Statistics II. 3 credits

Introduction to inferential statistics, hypotheses testing, simple use of analysis of variance, and correlations coefficients. *Prerequisite: CSCJ 337 or an introductory statistics course.*

CSCJ 352: Marriage and Family. 3 credits

An analysis of the American family past and present. Students consider the heritage, contemporary forms, functions, and future trends of American family life.

CSCJ 387: Social Research Methods I. 3 credits

An introduction to basic research techniques and skills. Students learn how to select and apply appropriate methods to theoretical problems. *Prerequisite: CSCJ 337 or simultaneous in that course.*

CSCJ 388: Sociological Theory. 3 credits

Historical and analytical discussions of major theoretical and methodological orientations in the development of sociology from Comte to the present constitute this course.

CSCJ 389: Social Research Methods II. 3 credits

Students learn to analyze, interpret, and present data. This is a course that stresses project design, sampling, measurement and the application of findings from social research. *Prerequisite: CSCJ 387 or an introductory research course.*

CSCJ 400: Comparative Systems in Social and Criminal Justice. 3 credits

An analysis of issues in social and criminal justice and their characteristics as they relate to the operation of larger social structures viewed in global perspective. *Prerequisite: junior or senior standing.*

CSCJ 401: Corrections. 3 credits

The systematic study of the official ways in which society reacts to persons who have been convicted of committing criminal acts, including persons handled by the juvenile courts. *Prerequisite: CSCJ 201 or permission of Instructor.*

CSCJ 403: Judicial Process. 3 credits

An overview of courts, their legal basis, structure, jurisdiction and operation. An analysis of the legal processes including their historical development; an examination of theories, policies and practices regarding the offender. *Prerequisite: CSCJ 201 or permission of Instructor.*

CSCJ 404: Juvenile Delinquency. 3 credits

A study of the nature, extent, and causes of delinquency. Methods of prevention, treatment and correction will also be examined. *Prerequisite: CSCJ 201 or permission of Instructor.*

CSCJ 405: Criminal Law. 3 credits

A survey of the nature and definition of criminal acts; a general study of laws relating to crimes and the punishment for their violation. *Prerequisite: CSCJ 201 or permission of Instructor.*

CSCJ 410: Seminar on Organized Crime. 3 credits

A study of organized crime including drug and vice offenders within the structures of a Constitutional Democracy. *Prerequisite: Junior standing or permission of Instructor.*

CSCJ: 420 Special Topics I. 3 credits

Topics vary but may include an examination of the origin, change, and functions of neighborhoods and communities. May also cover community organizations and community development, environmental issues, poverty, crime, and inequality, among other topics.

CSCJ 421: Special Topics II. 3 credits

A focus on different topics in sociology and criminal justice to vary by semester. Topics include deviance, environmental racism, HIV/AIDS and homophobia, organizational behavior, addictive disorders, sexism, ageism and inequality among others.

CSCJ 425: Internship I. 3 credits

Provides upper level students the opportunity to perform as participants in established criminal justice agencies at the local, state and federal levels. *Prerequisites: Consent of the Instructor and completion of 90 or more credit hours toward the degree.*

CSCJ 426: Internship II. 3 credits

Provides upper-level students the opportunity to work with any social or criminal justice agency. Those who have taken CSCJ 425 may use it as a continuing course for 3 additional credit hours. *Prerequisite: Consent of the Instructor.*

CSCJ 430: Cultural and Ethnic Relations. 3 credits

Analysis of cultural groups both nationally and abroad. Students examine the nature of prejudice and discrimination in a context of similarities and differences of various peoples, especially those of African descent.

CSCJ 431: Social Stratification.**3 credits**

An examination of global inequality relative to race/ethnicity, class, gender, age and other factors

CSCJ 432: Gender Roles.**3 credits**

An examination of cultural expectations and patterns of behavior of men and women in selected societies; focuses on the distribution of resources, prestige, and power in America in comparison to other developed and developing countries.

CSCJ 480: Student Project.**3 credits**

Students pursue a program of reading, research, and writing as well as engage in a critical examination of one or more selected topics under the guidance of the instructor.

CSCJ 490: Independent Study.**3 credits**

Individualized program of research and/or other scholarly effort. Approval of the Department Chair required.

Division of Social Sciences**DEPARTMENT OF POLITICAL SCIENCE****Knowles Building, Third Floor****Telephone/Fax: 404-880-8718/8717****DEPARTMENTAL PURPOSE**

The Department of Political Science offers the opportunity for undergraduate students to learn the political dimensions of life in modern society. The purpose of the program is to provide learning experiences in basic politics within the context of a liberal arts education. In keeping with a general education approach to learning, students also study history and economics, and are encouraged to examine philosophy and world literature. The department offers a wide range of courses covering the major subfields of the discipline, including international politics, comparative politics, public policy, political theory, the scope and methods of political science, urban politics, and constitutional law. At the undergraduate level the department also services the General Education curriculum by teaching one of the required social science elective courses that can be taken by all students.

An additional purpose of the department is to prepare students who wish to become professional political scientists. The upper-level courses in the curriculum focus on the facts and knowledge related to the political experiences of black people in the U.S. and in the world. They then expand toward a universal understanding of political experiences. Contradictions of the U.S. and other political-economic systems are critically analyzed from an interdisciplinary perspective seeking understanding and alternatives which will produce desired social change for victims of political oppression and social degradation.

The department seeks to carry out its program through a style of human relationships which stress openness, honesty, and a cooperative spirit. It is hoped that such attitudes prevail in and outside the classroom.

Degree Requirements

In addition to the University's General Education requirements, students take specific courses for each degree as listed below:

Bachelor of Arts in Political Science**Core Major Requirements:**

CPSC 219	American Government and Politics
CPSC 221	State and Local Government
CPSC 313	Urban Politics and Policy
CPSC 315	Comparative Politics
CPSC 322	International Relations
CPSC 361/362	Political Theory I and II
CPSC 387	Scope and Methods of Research
CPSC 420	Politics of Africa
CPSC 479	Senior Thesis

Supportive Elective Requirements:

CECO 251/252	Principles of Macro-and Microeconomics
CHIS 211/212	History of the United States
	Foreign language, 2 courses
CPSC 337/338	Statistics I and II
	Political Science electives, 3 courses

**Courses Required for a Minor in Political Science
(Minimum of 18 credits)**

CPSC 219	American Government and Politics
CPSC 313	Urban Politics and Policy
CPSC 315	Comparative Politics
CPSC 322	International Relations
CPSC 420	Politics of Africa
CPSC 361	Political Theory I

Interdisciplinary Program in Pre-Law

The Interdisciplinary Program in Pre-Law offers courses that help prepare students for law school or careers in the legal professions and may be coupled with any major offered to undergraduates. Pre-law students combine their General Education courses and electives with the following suggested courses:

CPSC 219	American Government and Politics
CPSC 374	Principles of Constitutional Law

POLITICAL SCIENCE COURSE DESCRIPTIONS

CPSC 106: Politics and Global Issues. 3 credits

This course is offered as part of the General Education curriculum. The course introduces students to the discipline of Political Science surveys the various fields of Political Science – comparative politics, political theory and international relations. Emphasis also lies with training students to use technology and the learning skills of critical thinking, writing, and speaking.

CPSC 219: American Government and Politics. 3 credits

This is an introductory course providing understanding of the institutions and ideas basic to the American political experience and the process that shapes public participation and governmental decision.

CPSC 220: Introduction to Public Policy. 3 credits

This course offers an exploration of three major policy areas: health, income inequality (poverty), and human resource development. It emphasizes effects of policy programs on a variety of groups and the overall costs and benefits of policies. Students explore topics through computer-game simulation, graphs, aggregate data, and conventional case-study readings.

CPSC 221: State and Local Government. 3 credits

This course provides an examination of state and local governmental institutions, the tools of political participation as practiced by various groups, state and local public policies, and the role state and local governments play in the federal system.

CPSC 309: Introduction to Urban Planning. 3 credits

This course presents an introduction to the history, theories, and activities of urban planning. Students discuss trends in urbanism and influences of technical and social change, particularly as these relate to planning for human resource development.

CPSC 313: Urban Politics and Policy. 3 credits

The politics of the American metropolis is the focus of this course, with primary focus on the use of power and influence. Students devote attention to the formulation and impact of public policies and to the conditions and politics of minorities in urban areas.

CPSC 315: Comparative Politics. 3 credits

Students are introduced to the subfield of comparative politics, and the use of key analytic concepts to generalize about political systems, the way they function, as well as uniformities and variations in political systems.

CPSC 319: Electoral Politics. 3 credits

This course presents the history of elections, political parties, electoral methods, and the practical aspects of campaigning, and voting behavior. Students consider the use of political questionnaires and polling, and examine the platforms of political candidates in current races.

CPSC 322: International Relations. 3 credits

This course introduces students to the basic concepts of international relations, including foreign policy decision-making, conflict, deterrence, interdependence, coercive diplomacy, and international systems. Special attention is given to major regional and global wars, the dynamics of inter-war years, the Cold War era, the politics of international economics, and the influence of major nongovernmental actors in world affairs.

CPSC 336: Current World Problems. 3 credits

Students are presented lectures on contemporary world issues, particularly as they affect the United States. Focusing on their individual areas of interest, students conduct extensive research on policies, problems, and solutions and lead class discussions on their findings. *Prerequisite: PSC 219.*

CPSC 337: Statistics I. Fall, 3 credits

Introduction to descriptive statistics, including associational measures and probability. *Prerequisite: General Education mathematics requirements.*

CPSC 338: Statistics II. Spring, 3 credits

Introduction to inferential statistics, hypothesis testing, simple use of analysis of variance, and correlation coefficients. *Prerequisite: An introductory statistics course.*

CPSC 352: American Foreign Policy. 3 credits

Students engage in an analysis of the formulation and execution of American foreign policy and its purposes and trends. The topics covered include historical evolution of U.S. foreign policy, economic and political factors, national and international determinants, instruments of policy execution, and major problems faced by recent presidential administrations.

CPSC 361: Political Theory I. Fall, 3 credits

Major political ideas, from Machiavelli to pre-Marxian socialism, are covered throughout this course, with a special focus on the concepts of power, legitimacy, authority, liberty, and equality.

CPSC 362: Political Theory II. Spring, 3 credits

Major political ideas of the nineteenth and twentieth centuries are examined, including modern notions of democracy, socialism, communism, liberalism, and nationalism.

CPSC 371: Science and Public Policy. 3 credits

This course offers a survey of the use of science and the scientific method as applied to public policy. Government institutions involved in scientific studies are examined, and the role of expertise in policy making and the possible social effects of scientific discoveries are considered

CPSC 372: Comparative Public Policy. 3 credits

The difference in the scope and substance of major public policies affecting the United States and other countries, principally Western European, are examined in this course. Students explore the “how, why, and what” of government action in policy areas such as health, education, taxation, housing, transportation, and income maintenance.

CPSC 374: Constitutional Law. 3 credits

This course focuses on an analysis of the U.S. Constitution using the case study method. Among topics covered are the Supreme Court, federal jurisdiction, commerce power, taxation, and spending powers. This course is highly recommended for students planning to attend law school.

CPSC 375: Political and Civil Rights. 3 credits

Political and personal freedoms under the Bill of Rights and the Fourteenth Amendment to the U.S. Constitution are examined. Sound analysis of the principles underlying civil and human rights is stressed. This course is especially recommended for students planning to attend law school. *Prerequisite: PSC 374, or permission of instructor.*

CPSC 387: Scope and Methods of Research. Fall, 3 credits

This course provides a formal introduction to concepts, theories and major subfields of political science, and essential social science research method and skills students will need to conduct qualitative and normative research on political and social issues. Students learn how to select and apply appropriate social science research techniques methods to a particular problem. *(Course limited to first-semester juniors and seniors.)*

CPSC 394: Politics in Contemporary Thought. 3 credits

Review of current trends in modern political science. Students research the most recent research in the fields of public policy, historical and behavioral methods, political theory, international affairs, and American politics.

CPSC 420: Politics of Africa. Spring, 3 credits

This course provides an overview of government and politics of modern Africa. It examines the on-going dynamic relationship between modern and traditional political beliefs and institutions and identifies major issues, problems, and proposed solutions.

CPSC 479: Senior Thesis. Spring, 3 credits

The senior, in consultation with her/his advisor, selects a thesis topic, and devotes a full semester to research design, and implementation, the results of which are submitted to the advisor and the Department in the form of a Senior Thesis written report and oral presentation. *Prerequisites: PSC 361-362 Political Theory I and II, and PSC 387 Scope and Methods of Research.*

CPSC 480/483: Independent Study. 3 credits each

Students pursue a program of selected reading, research, and writing and engage in a critical examination of one or more selected topics under the guidance of an instructor. *Prerequisite: Permission of Department Chairperson.*

CPSC 484/486/487: Internship. 3-9 credits

Varied internship placement programs are made available to junior- and senior-level majors at all levels of government and in public interest organizations. Activities include attending seminars and producing a research paper. This course can be repeated for a maximum of 9 semester hours. *Prerequisite: Presentation and acceptance of formal application presented to Internship Coordinator during preregistration of the projected term for placement, and approval of the Department Chairperson.*

CPSC 490: Washington Internship in Public Policy. 3 credits

This is an opportunity for a one-semester internship placement in a Washington, D.C.-based agency or organization. Students attend seminars, work in a Congressional office, and produce a significant research paper documenting experiences and new learning. The internship is open to students in all majors who have outstanding academic records and are interested in careers in the public sector or current issues confronting the disadvantaged.

SUGGESTED COURSE SEQUENCE

The following outline illustrates the way in which courses can be arranged to satisfy the requirements for the B.A. degree in Political Science. This is a suggested plan, not a mandatory one.

BACHELOR OF ARTS IN POLITICAL SCIENCE

FRESHMAN YEAR:

First Semester: 16 hours

CENG 105	English Composition I (3)
CCIS 100	Information Technology and Computer Application (3)
CBIO 101	Biological Science (3)
CGED 100	First-Year Seminar I (1)
CMAT 103	Algebra I (3)
CPSC 106	Politics and Global Issues (3)

Second Semester: 16 hours

CENG 106	English Composition II (3)
CPHY 102	Physical Science (3)
CGED 101	First-Year Seminar II (1)
CMAT 104	Algebra II (3)
CHUM	Humanities Requirement (3)
CPhi/CREL	Philosophy/Religion Requirement (3)

SOPHOMORE YEAR:**First Semester: 16 hours**

CENG 201/202	World Literature I or II (3)
CECO 251	Principles of Macroeconomics* (3)
CHIS 211	History of the United States* (3)
CFL_201	Foreign Language Requirement I (3)
CPED-C 102	Physical Education Requirement (1)
CPSC 219	American Government and Politics* (3)

Second Semester: 15 hours

CECO 252	Principles of Microeconomics* (3)
CHIS 212	History of the United States* (3)
CFL_202	Foreign Language Requirement II (3)
CPSY 211	General Psychology (3)
CSTA 101	Fundamentals of Speech (3)

JUNIOR YEAR:**First Semester: 15 hours**

CPSC 315	Comparative Politics* (3)
CPSC 337	Statistics I* and Lab (cross-listed with SOC 337) (3)
CPSC 361	Political Theory I* (3)
	Political Science elective* (3)
CPSC 221	State and Local Government (3)

Second Semester: 18 hours

CPSC 313	Urban Politics* (3)
CPSC 322	International Relations* (3)
CPSC 338	Statistics II* and Lab (3)
CPSC 362	Political Theory II* (3)
	Political Science elective* (3)

SENIOR YEAR:**First Semester: 15 hours**

CPSC 387	Scope and Methods of Research* (3)
	Political Science elective* (3)
	Elective (3)
	Elective (3)
	Elective (3)

Second Semester: 15 hours

CPSC 479	Senior Thesis* (3)
CPSC 420	Politics of Africa* (3)
	Elective (3)
	Elective (3)
	Elective (3)

Note: Courses with an asterisk (*) are required.

Division of Social Sciences**DEPARTMENT OF PSYCHOLOGY****Knowles Hall, Room 208****Telephone: 404-880-8236**

As a field of knowledge, Psychology is based on both the biological and social sciences. The Department of Psychology provides specialized training for students planning professional careers in psychology, sociology, social work, and special education services. The department's aims are to develop in students the abilities to question and think critically, to become independent investigators, and to impart a philosophy of appreciation for a developing and maturing science based on well-grounded experimental evidence.

Students considering graduate studies in psychology should plan their major with the guidance of their assigned department advisor so that elective courses may be tailored to their specific career and educational goals. Students with majors other than psychology who find psychology courses relevant to their educational needs are welcome to register for those classes if they have taken the prerequisite courses.

DEGREE REQUIREMENTS

A major in psychology requires 46 hours in psychology in addition to CPSY 211 (General Psychology) which is a General Education Core Requirement. The following courses in Psychology must be included in the forty-six (46) hours:

CPSY 313	Statistics I
CPSY 314	Statistics II
CPSY 315	Social Psychology
CPSY 371/371L	Experimental Psychology with Laboratory
CPSY 377	History and Systems of Psychology
CPSY 385	Abnormal Psychology
CPSY 413	Learning
CPSY 415	Physiological Psychology
CPSY 418	Seminar
CPSY 488	Internship

The Bachelor of Arts in Psychology requires 46 hours in psychology, 56 hours in General Education Core Requirements and 21 hours of electives (may be used for a minor) for a total of 123 course hours.

A minor in psychology requires at least six (6) psychology courses (18 credit hours). The following courses are required: CPSY 315, CPSY 377, CPSY 385, and CPSY 413.

PSYCHOLOGY COURSE DESCRIPTIONS

CPSY 211: General Psychology. **3 credits**
Introduction to basic psychological concepts and methodology. Surveys major research areas, including the nervous system, perception, learning, motivation, development, and personality. General Psychology provides the foundation for more advanced study in psychology.

CPSY 218: Human Growth and Development. **3 credits**
Covers issues, theories, and research on the cognitive, social, personality, and physical development of humans throughout the lifespan with emphasis on the influences of gender and culture.

CPSY 301: Educational Psychology. **3 credits**
For prospective teachers: a survey of the basic principles, theories, and techniques of applying psychological theory to the learning process. Students identify common problems teachers confront in the classroom and apply course material to typical classroom situations.

CPSY 313: Statistics I. **3 credits**
Descriptive statistics and the basic components of experimental design. Students are introduced to measures of central tendency and variation, making and interpreting graphs, and organizing data. Also covers probability and introduces students to one sample T-Test and Chi-Square. *Prerequisite: CPSY 211 and CMAT 105.*

CPSY 314: Statistics II. **3 credits**
Hypothesis testing and inferential statistics. Students are introduced to a variety of statistical tests, both parametric and nonparametric, among which are regression, T-Tests, complex Chi-Square, independent and repeated analysis of variance tests, and Mann-Whitney U and Wilcoxon signed-ranks tests. *Prerequisites: CPSY 211, and 313 and CMAT 105.*

CPSY 315: Social Psychology. **3 credits**
Study of the individual in society. Emphasis is on cognition, attitude formation and change, and group behavior. *Prerequisite: CPSY 211.*

CPSY 316: Introduction to Psychological Testing. **3 credits**
The construction, standardization, scoring, administration, use, and interpretation of group and individual psychological tests. *Prerequisites: CPSY 211 and 313.*

CPSY 318: Industrial and Organizational Psychology. **3 credits**
Survey of methods and findings in the scientific study of humans at work as applied to business, industry, and government. Topics include employee selection, training, and motivation. *Prerequisites: CPSY 211 and 313.*

CPSY 320: Social and Personality Development. **3 credits**
A detailed look at the interaction between the physical, cognitive, and emotional aspects of development on topics such as moral reasoning, altruism, and the development of individuality. The ecological (family, peers, school, etc.) influences on the developing person will also be examined. *Prerequisite: CPSY 211.*

CPSY 330: African-Centered Psychology. **3 credits**
An examination of the behavior, attitudes, life-styles, and cultural heritage of African-Americans. This course is offered to introduce students to concepts, theories, and research pertaining to Black Psychology. This course is organized around the premise that there is a distinctive, coherent African-centered perspective that is evident in the behavior, attitudes, life-styles, and expressive patterns of people of African descent. *Prerequisite: CPSY 211.*

CPSY 358: Human Sexuality. **3 credits**
Understanding of human sexuality and its relationship to the emotional, physical, intellectual, and social aspects of the individual. Students also explore concepts of self-esteem and factors affecting interpersonal relationships.

CPSY 371/371L: Experimental Psychology with Laboratory. **4 credits**
Experimental design, sensation, and perception. Students acquire skill in the use of the scientific method, investigative methods, and data collection and analysis. Three (3) lecture hours and two (2) laboratory hours per week. *Prerequisites: CPSY 211 and 313.*

CPSY 377: History and Systems of Psychology. **3 credits**
Philosophical antecedents of the concepts of modern psychology. Students explore the life and works of significant personalities in the field of psychology and trace major theoretical viewpoints in the historical development of modern psychology. *Prerequisite: CPSY 211.*

CPSY 385: Abnormal Psychology. **3 credits**
Study of psychopathology, including history, demography, etiology, diagnosis, symptoms, and treatment. *Prerequisite: CPSY 211.*

CPSY 413: Learning. **3 credits**
Current theories and research on the processes of learning and memory. Topics studied include classical and operant conditioning, reinforcement and punishment, discrimination and generalization, and the various parts of the human memory system. *Prerequisite: CPSY 211.*

CPSY 415: Physiological Psychology. **3 credits**
Study of physiological aspects of human behavior, with emphasis on neurological structure and function. Major topics include the basic structure and function of neurons and the nervous system as well as the physiological basis of eating and drinking, sexual behavior, sleep and dreaming, and drug abuse. *Prerequisites: CPSY 211 and CBIO 111.*

CPSY 417: Independent Research. **3 credits**
A specific experimental research project, usually in conjunction with a faculty member on some aspect of his or her research. Independent Research may be taken twice for credit. *Prerequisites: CPSY 211, 313, 314, 371, and permission of instructor.*

CPSY 418: Seminar. **3 credits**
Lectures, reports, and discussions of selected topics of interest and importance to advanced undergraduate psychology majors. *Prerequisites: CPSY 211 and senior standing (at least 88 hours completed).*

CPSY 420: Special Topics. **3 credits**
Exploration of diverse topics in psychology, such as job opportunities, test preparation, graduate school opportunities, and current events with psychological implications. Presenters include students, faculty and professional psychologists. Also serves as a forum for students and faculty to present their research findings. *Prerequisite: CPSY 211.*

CPSY 480/483: Independent Study. **3 credits each**
Students, in consultation with supervising faculty member, follow detailed plans of self-directed study on topics of the students' choice. *Prerequisite: CPSY 211 and permission of instructor.*

CPSY 488/491: Internship. **3 credits each**
A semester of firsthand experience working in a psychological agency with clients needing help with psychological problems. Interns work three (3) hours each week under the direction of a professional within a designated agency and a member of the Department of Psychology faculty. Students must arrange internship details with the agency and the Department. Satisfies the University-wide service requirement. *Prerequisite: CPSY 211 and junior or senior standing.*

CPSY 492/495: Cooperative Education Experience. **3 credits each**
Opportunity for students to work in a psychological agency in order to acquire practical experience in psychological work and a better understanding of human relations. Students design their cooperative experience in collaboration with a sponsoring agency and University Cooperative Education personnel, ensuring that the proposed experience parallels and enhances their academic studies. *Prerequisite: CPSY 211 and Department approval.*

SAMPLE PLAN OF STUDY

The following outline illustrates ways in which courses can be arranged for a degree in psychology. This is a suggested study plan, not a mandatory one.

BACHELOR OF ARTS IN PSYCHOLOGY (123 HOURS)

FRESHMAN YEAR

First Semester: 15 hours

CGED 100	First-Year Seminar I (1)
CENG 105	English Composition I (3)
CHIS 201	U.S., Africa and the World I (3)
CMAT 105	Pre-Calculus I (3)
CBIO 111/111L	General Biology I with Laboratory (4)
CPED 101/102	Physical Education Requirement (1)

Second Semester: 17 hours

CGED 101	First-Year Seminar II (1)
CENG 106	English Composition II (3)
CHIS 202	U.S., Africa and the World II (3)
CMAT 106	Pre-Calculus II (3)
CBIO 112/112L	General Biology II with Laboratory (4)
CCIS 100	Information Technology and Computer Application (3)

SOPHOMORE YEAR

First Semester: 15 hours

CENG 201/202	World Literature I or II (3)
CSTA 101	Fundamentals of Speech (3)
CPSY 211	General Psychology (3)
CPSY 313	Statistics I (3)
CFL_ 201	Foreign Language Requirement (3)

Second Semester: 15 hours

CHUM	Humanities Requirement (3)
CPSY 314	Statistics II (3)
CPSY 377	History and Systems of Psychology (3)
CFL_ 202	Foreign Language Requirement (3)
	Social Science Requirement (3)

JUNIOR YEAR

First Semester: 16 hours

CPhi/CREL	Philosophy/Religion Requirement (3)
CPSY 371/371L	Experimental Psychology and Lab (4)
CPSY 385	Abnormal Psychology (3)
	Psychology elective (3)
	Elective (3)

Second Semester: 15 hours

CPSY 315	Social Psychology (3)
CPSY 413	Learning (3)
	Psychology elective (3)
	Elective (3)
	Elective (3)

SENIOR YEAR

First Semester: 15 hours

CPSY 415	Physiological Psychology (3)*
	Psychology elective (3)
	Psychology elective (3)
	Elective (3)
	Elective (3)

Second Semester: 15 hours

CPSY 418	Seminar (3)
CPSY 488	Internship (3)
	Psychology elective (3)
	Elective (3)
	Elective (3)

*Some students, particularly those who find biology difficult, may find it easier to take CPSY 415 in their Sophomore or Junior years, soon after they have completed CBIO 111 and CBIO 112.

SCHOOL OF BUSINESS ADMINISTRATION

OFFICE OF THE DEAN

Wright Hall, Room 100

Telephone: 404-880-8451

SCHOOL HISTORY AND ACCREDITATION

Business Administration at the University reaches back through several decades. School personnel and students recognized that effective instruction in the business areas is a vital cornerstone for progress for those the institution seeks to serve. The first A.B. degree in Business Administration was offered at the former Clark College in 1931, and a School of Business Administration was established at the former Atlanta University in 1946. These two historically black institutions were pioneers in offering business undergraduate and graduate degrees. In the early years, about one-fourth of all MBAs awarded to black students in the country came from Atlanta University. Meanwhile, the undergraduate program at Clark College soon became the largest department on campus. In 1973, the MBA program was accredited by the Association to Advance Collegiate Schools of Business (AACSB); the accreditation was renewed in 1985. In July 1989, the undergraduate program became a part of the School of Business Administration, resulting from the consolidation of Atlanta University and Clark College in 1988. In 1995, the undergraduate program received initial accreditation and the MBA program was reaffirmed by AACSB. In October 2000, the Department of Economics became a part of the School of Business Administration.

MISSION STATEMENT

The mission of the School of Business Administration (SBA) is to provide quality undergraduate and graduate business education to a predominately African-American, but increasingly diversified, student population by integrating scholarship and business experience in innovative educational programs that enhance problem-solving skills. At the SBA, educational programs contribute to the continuous development of leaders who are not only dedicated to promoting economic growth in an environment of fairness, integrity, and cultural diversity, but who are also responsive to human needs in the U.S., the underdeveloped and global societies. The School is committed to the development of world citizens who search for solutions to the problems of racism, sexism, age discrimination, economic deprivation, and other forms of oppression, and who incorporate compassion for these issues into their business decisions. By stressing socially responsible, interdisciplinary educational programs and intellectual contributions, the School strives to be in the vanguard of business schools, in education and the acquisition of new knowledge. The cultural environment fosters continuous exchanges of ideas, access to faculty and facilities, pursuit of independent interest, and a desire to serve academic, business, and global communities. The Clark Atlanta University School of Business is committed to continuous improvement of its historic teaching and service tradition with concomitant emphasis on intellectual contribution.

VISION STATEMENT

We will shape business values of the future on a higher plane of global integrity. We will seek and share new knowledge in the interest of business, government and community. We will meet and lead new initiatives, widening the path for those who follow. Our School will continue to be an educational institution that serves a special ongoing national need that is suboptimized in schools whose missions are different from those of Clark Atlanta University.

VALUES

1. We will live our motto daily, "Culture for service," and in all things requiring completion, "we will find a way or make one."
2. Our mottos will at all times be carried out with compassion, and equity; our ethics will reflect and honor our illustrious past.
3. In everything we do, quality will be present now and in the future. We will ensure this by maintaining systems for continuous evaluation and improvement.
4. We will reach upward for the highest, brightest star of accomplishment, and reach downward to pick a rose of encouragement for those who are just beginning the journey.
5. We will strive to develop and maintain:
 - concern for the worldwide environment that must be protected for the sake of future generations;
 - an understanding and acknowledgment of the value of each individual, and his/her unique contribution that is necessary to protect and advance the whole;
 - an imaginative anticipation of the opportunity to lead the expansion of the betterment of humankind;
 - an enduring sensitivity to cries of oppression or injustice, and to appreciation of shouts of victory and celebration;
 - an unwavering commitment to the truth as it is understood to be.

DEGREES OFFERED

Bachelor of Arts Degree in three majors:

- Accounting
- Business Administration
- Economics

Areas of Concentration in Business Administration:

- Finance
- International Business (must choose dual concentration)

- Management
- Marketing
- Supply Chain Management

The Dual-Degree, Bachelor of Arts/Master of Arts in Accounting

COOPERATIVE EDUCATION/INTERNSHIP PROGRAM

The SBA participates in the University's Cooperative Education Program. The SBA links interested and qualified students with area business firms and public agencies so they can combine practical experience and income with their academic studies. Students are placed with major companies locally as well as with firms in various parts of the nation. These internships give useful experience, financial support, and often the opportunity for employment after graduation. See Department Chairs and the Office of Undergraduate Studies for more details and approval.

DEGREE REQUIREMENTS

The Program confers the Bachelor of Arts degree in three areas: Business Administration, Accounting, and Economics. Business Administration majors study a broad cross-section of business fundamentals which prepares them for specialized studies in their junior and senior years in one or more of the following areas of concentration: accounting, finance, international business, management, marketing, and supply chain management. Graduates are prepared and encouraged to pursue advanced studies at the master's and doctoral levels or to seek positions in business. Accounting majors obtain a practical and theoretical knowledge of accounting fundamentals through structured studies in financial accounting, cost accounting, auditing, accounting information systems, and taxation. The wide range of course offerings prepares students for career opportunities in public, private, and governmental accounting.

All students in the undergraduate program must fulfill the following requirements:

- (1) Earn a grade of "C" or better in CMAT 209 Calculus and Analytical Geometry I and CMAT 210 Calculus and Analytical Geometry II, and all business core courses and business electives;
- (2) Have a minimum overall cumulative grade point average of 2.0; have a minimum cumulative grade point average of 2.0 in the area of concentration; and have a minimum 2.0 grade point average in the business core requirements; and
- (3) Pass 126 semester hours if following a curriculum revised in Fall Semester 2003.

In addition to the University's General Education requirements, students take specific courses for each degree. Business administration majors must also select an area of concentration from the groupings shown below.

Each area of concentration consists of six (6) courses above the business core requirements listed on the following page:

Bachelor of Arts Degree in Business Administration (Business Core)

CBUS 206	Management Information Systems
CBUS 207	Principles of Accounting I (Prerequisite: CMAT 103 minimum)
CBUS 208	Principles of Accounting II (Prerequisite: CBUS 207)
CECO 251	Principles of Macroeconomics (Prerequisite: CMAT 103 minimum)
CECO 252	Principles of Microeconomics (CMAT 103 minimum)
CBUS 308	Accounting Information Systems (take instead of CBUS 206 if double concentration is accounting and finance)
CBUS 313	Statistics I (Prerequisites: CMAT 209 and CMAT 210)
CBUS 325	Business Communications (formerly CBED 325)
CBUS 330	Legal, Social and Ethical Aspects of Business I (CENG 106)
CBUS 335	Principles of Marketing
CBUS 340	Principles of Management
CBUS 341	Business Finance (Prerequisites: CBUS 208, CECO 251, and CECO 252)
CBUS 460	Production Management (Prerequisite: CBUS 313)
CBUS 485	Business Policy (Prerequisites: CECO 251, CECO 252; CBUS 208, CBUS 335, CBUS 340, CBUS 341)
CBUS 488	Internship (Approval of Department Chair)

Finance Concentration - 18 semester hours

CBUS 451	Management of Financial Institutions
CBUS 452	Security Analysis and Portfolio Management
CBUS 453	Corporate Finance
CBUS 420	International Financial Management and two (2) approved Finance electives

Approved Finance Elective Courses

CBUS 304	Intermediate Accounting II
CBUS 360	Principles of Insurance I
CBUS 368	Real Estate Finance
CBUS 454	Financial Analysis for Decision-Making
CBUS 455	Financial Markets and Institutions
CECO 362	Money and Banking

International Business Concentration - 18 semester hours (must be taken as a dual concentration)

CBUS 337	Introduction to International Business Management
CBUS 420	International Financial Management
CBUS 422	International Marketing

3 Courses of electives (9) semester hours as follows:

Option 1: Two courses (6 semester-hours) in a foreign language beyond the general foreign language requirements plus one course (3 semester hours) from approved electives.

Option 2: Any three courses (9 semester hours) from the following list of approved electives:

Approved International Business Elective Courses

CBUS 324	Economic Development of Emerging Nations
CPSC 322	International Relations
CBUS 471	Global Leadership

Management Concentration: 18 semester hours

CBUS 337	Introduction to International Business
CBUS 372	Personnel Management
CBUS 480	Entrepreneurship and Enterprise
CBUS 468	Organizational Behavior
or	
CPSY 318	Industrial and Organizational Psychology and two (2) approved Management electives

Approved Management Elective Courses: 6 semester hours

CBUS 450	Marketing Management
CBUS 471	Global Leadership
CBUS 472	Quality, Leadership and Productivity
CBUS 483	Labor Relations

Marketing Concentration: 18 semester hours

CBUS 336	Consumer Behavior
CBUS 422	International Marketing
CBUS 445	Marketing Research
CBUS 450	Marketing Management

Approved Marketing Elective Courses: 6 semester hours

CBUS 411	Principles of Retailing
CBUS 421	Introduction to Professional Sales
CBUS 431	Principles of Advertising

Supply Chain Management Concentration: 18 semester hours

CBUS 317	Enterprise Integration Systems
CBUS 362	Supply Chain Management
CBUS 364	Procurement and Supply Management
CBUS 474	Logistics Management and two (2) Supply Chain Management electives

Elective Supply Chain Management Courses

CBUS 314	Statistics II
CBUS 315	Systems Analysis and Design
CBUS 331	Legal, Social, and Ethical Aspects of Business II
CBUS 366	Project Management
CBUS 434	Enterprise Integration Applications
CBUS 436	Data Mining/Visualization
CBUS 438	Electronic Commerce
CBUS 462	Advanced Topics in Supply Chain Management
CBUS 470	Database Management
CBUS 472	Quality, Diversity, and Productivity
CBUS 476	Supply Chain Management Strategies
CBUS 478	Modeling the Supply Chain

Bachelor of Arts Degree in Accounting

CBUS 207	Principles of Accounting I
CBUS 208	Principles of Accounting II
CBUS 303	Intermediate Accounting I
CBUS 304	Intermediate Accounting II
CBUS 305	Cost Accounting
CBUS 308	Accounting Information Systems
CBUS 313	Statistics I
CBUS 325	Business Communications
CBUS 330	Legal, Social and Ethical Aspects of Business I
CBUS 331	Legal, Social and Ethical Aspects of Business II
CBUS 335	Principles of Marketing
CBUS 340	Principles of Management
CBUS 341	Business Finance
CBUS 405	Auditing
CBUS 426	Individual Income Tax
CBUS 427	Business Income Tax
CBUS 465	Advanced Accounting
CBUS 485	Business Policy
CECO 251	Principles of Macroeconomics
CECO 252	Principles of Microeconomics

Business Administration Minor - 24 semester hours

CECO 251	Principles of Macroeconomics
CECO 252	Principles of Microeconomics
CBUS 207	Principles of Accounting I
CBUS 208	Principles of Accounting II
CBUS 335	Principles of Marketing
CBUS 337	Introduction to International Business Management
CBUS 340	Principles of Management
CBUS 341	Business Finance

SAMPLE PLANS OF STUDY

The following outlines illustrate ways in which courses can be arranged for degrees in business administration and accounting. These are suggested study plans, not mandatory ones.

BACHELOR OF ARTS DEGREE IN BUSINESS ADMINISTRATION (126 SEMESTER HOURS)

FRESHMAN YEAR

First Semester: 16 semester hours

CENG 105	English Composition I (3)
CGED 100	First-Year Seminar I (1)
CMAT 209	Calculus and Analytical Geometry I (3)
CBIO 101	Biological Science (3)
CSTA 101	Fundamentals of Speech (3)
	Social Science Requirement (3) (CSCJ 105 or CPSC 106)

Second Semester: 16 semester hours

CENG 106	English Composition II (3)
CGED 101	First-Year Seminar II (1)
CMAT 210	Calculus and Analytical Geometry II (3)
CPHY 102	Physical Science (3)
CCIS 100	Information Technology and Computer Application (3)
CPSY 211	General Psychology (3)

SOPHOMORE YEAR

First Semester: 15 semester hours

CHIS 201	U.S., Africa and the World I (3)
CECO 251	Principles of Macroeconomics (3)
CFL_ 201	Intermediate Foreign Language I Requirement (3)
CBUS 207	Principles of Accounting I (3)
CENG 201/202	World Literature I or II (3)

Second Semester: 16 semester hours

CHIS 202	U.S., Africa and the World II (3)
CECO 252	Principles of Microeconomics (3)
CFL_ 202	Intermediate Foreign Language II Requirement (3)
CBUS 208	Principles of Accounting II (3)
CBUS 295	Leadership and Professional Development I (1)
CPHI/CREL	Philosophy or Religion Requirement (3)

JUNIOR YEAR

First Semester: 18 semester hours

CBUS 325	Business Communications (3)
CBUS 335	Principles of Marketing (3)
CBUS 340	Principles of Management (3)
CBUS 341	Business Finance (3)
CBUS 330	Legal, Social and Ethical Aspects of Business I (3)
CBUS 395	Leadership and Professional Development II (1)

Second Semester: 15 semester hours

CBUS 206	Management Information Systems (3)
CBUS 313	Statistics I (3)
CBUS	Course in Concentration (3)
CBUS	Course in Concentration (3)
CBUS	Business Elective (3)

SENIOR YEAR

First Semester: 16 semester hours

CBUS 460	Production Operations Management (3)
CBUS	Course in Concentration (3)
CBUS	Course in Concentration (3)
	Free Elective (3)
	Free Elective (3)
CBUS 495	Leadership and Professional Development III (1)

Second Semester: 15 semester hours

CBUS 485	Business Policy (3)
CHUM	Humanities Requirement (3)
CBUS	Course in Concentration (3)
CBUS	Course in Concentration (3)
	Free Elective (3)

BACHELOR OF ARTS DEGREE IN ACCOUNTING (126 SEMESTER HOURS)

FRESHMAN YEAR

First Semester: 16 semester hours

CENG 105	English Composition I (3)
CGED 100	First-Year Seminar I (1)
CMAT 209	Calculus and Analytical Geometry I (3)
CBIO 101	Biological Science (3)
CSTA 101	Fundamentals of Speech (3)
	Social Science Requirement (3) (CSCJ 105 or CPSC 106)

Second Semester: 16 semester hours

CENG 106	English Composition II (3)
CGED 101	First-Year Seminar II (1)
CMAT 210	Calculus and Analytical Geometry II (3)
CPHY 102	Physical Science (3)
CCIS 100	Information Technology and Computer Application (3)
CPSY 211	General Psychology (3)
CPED 101/103	Physical Education Requirement (1)

SOPHOMORE YEAR

First Semester: 15 semester hours

CHIS 201	U.S., Africa and the World I (3)
CECO 251	Principles of Macroeconomics (3)
CFL_ 201	Foreign Language Requirement (3)
CBUS 207	Principles of Accounting I (3)
CENG 201/202	World Literature I or II (3)

Second Semester: 16 semester hours

CHIS 202	U.S., Africa and the World II (3)
CECO 252	Principles of Microeconomics (3)
CFL_ 201	Foreign Language Requirement (3)
CBUS 208	Principles of Accounting II (3)
CPHI/CREL	Philosophy or Religion Requirement (3)
CBUS 295	Leadership Professional Development I (1)

JUNIOR YEAR

First Semester: 15 semester hours

CBUS 303	Intermediate Accounting I (3)
CBUS 305	Cost Accounting (3)
CBUS 325	Business Communications (3)
CBUS 330	Legal, Social, and Ethical Aspects of Business I (3)
CBUS 341	Business Finance (3)

Second Semester: 16 semester hours

CBUS 304	Intermediate Accounting II (3)
CBUS 308	Accounting Information Systems (3)
CBUS 331	Legal, Social, and Ethical Aspects of Business II (3)
CBUS 340	Principles of Management (3)
CBUS 313	Statistics I (3)
CBUS 395	Leadership Professional Development II (1)

SENIOR YEAR

First Semester: 16 semester hours

CBUS 335	Principles of Marketing (3)
CBUS 405	Auditing (3)
CBUS 426	Individual Income Tax (3)
CBUS 460	Production and Operations Management (3)
	Free Elective (3)
	Graduate elective if in the 5-Year Dual-Degree Program in Accounting
CBUS 495	Leadership Professional Development III (1)

Second Semester: 15 semester hours

CBUS 427	Business Income Tax (3)
CBUS 465	Advanced Accounting (3)
CBUS 485	Business Policy (3)
CHUM	Humanities Requirement (3)
	Free Elective (3)
	Graduate elective if in the 5-Year Dual-Degree Program in Accounting

MASTER OF ARTS IN ACCOUNTING DEGREE

ADMISSION TO THE MASTER OF ARTS IN ACCOUNTING DEGREE PROGRAM

In order to be accepted into the program, applicant must have completed an undergraduate degree program, which includes or is supplemented by the following CAU courses or their equivalent: CBUS 207, 208, 303, 304, 305, 308, 313, 325, 330, 331, 335, 341, 405, 426, 460, 465, 485; CECO 251, 252.

Deficiencies in meeting these requirements must be made up without credit in the graduate program. Undergraduate courses must be completed without graduate credit.

Requirements for the Master of Arts in Accounting Degree

Completion of thirty (30) semester hours of graduate study is required for the Master of Arts degree in Accounting, consisting of eighteen (18) semester hours of required courses and twelve (12) semester hours of electives.

Sequence of Courses for the Master of Arts in Accounting

First Semester		15 Semester hours
CSB 6621	Current Accounting Theory and Practice I	3
CSB 6618	International Accounting	3
CSB 6620	Cost Management Systems	3
	Graduate Elective	3
	Graduate Elective	3

Second Semester

		15 Semester hours
CSB 6623	Advanced Accounting Information Systems	3
CSB 5690	Fund Accounting (or additional approved elective if Fund Accounting was taken as part of undergraduate degree)	3
CSB 5606	Advanced Auditing	3
	Graduate Elective	3
	Graduate Elective	3
TOTAL HOURS		30

ACCOUNTING DEPARTMENT

Wright Hall, 201B

Telephone: 404-880-8480

DEPARTMENT PURPOSE

The School of Business Administration at Clark Atlanta University confers (1) the Bachelor of Arts degree in Business Administration with a concentration in Accounting or (2) the Bachelor of Arts degree in Business Administration with a dual concentration in Accounting and Finance, and (3) the Bachelor of Arts degree in Accounting. Graduating students in Business Administration are prepared to pursue advanced studies at the graduate level and professional careers in business. Graduating students with a major in Accounting obtain a practical and theoretical knowledge of accounting through courses in accounting principles, auditing, accounting information systems, and income taxation. This wide range of course offerings prepares them for successful careers in public, private, and government accounting.

The Accounting Department also offers courses in Principles of Accounting and Managerial Accounting to all students majoring in business. Principles of Accounting courses are required by selected degree programs in other Schools at Clark Atlanta University.

REQUIRED COURSES

BACHELOR OF ARTS DEGREE IN BUSINESS ADMINISTRATION

CBUS 207: Principles of Accounting I. 3 credits

A one-semester course introducing generally accepted accounting principles. The course covers the fundamentals of recording and accumulating accounting data and the preparation, meaning, and uses of financial statements. *Prerequisite: CMAT 103 with a minimum grade of "C."*

CBUS 208: Principles of Accounting II. 3 credits

A one-semester course introducing generally accepted accounting principles. The course covers the fundamentals of recording and accumulating accounting data and the preparation, meaning, and uses of financial statements. Introductory topics in managerial accounting are also discussed. *Prerequisite: CBUS 207, Principles of Accounting I with a minimum grade of "C."*

**BACHELOR OF ARTS DEGREE IN BUSINESS ADMINISTRATION
WITH DUAL CONCENTRATIONS IN ACCOUNTING AND FINANCE**

CBUS 207: Principles of Accounting I. **3 credits**
A one-semester course introducing generally accepted accounting principles. The course covers the fundamentals of recording and accumulating accounting data and the preparation, meaning, and uses of financial statements. *Prerequisite: CMAT 103 with a minimum grade of "C."*

CBUS 208: Principles of Accounting II. **3 credits**
A one-semester course introducing generally accepted accounting principles. The course covers the fundamentals of recording and accumulating accounting data and the preparation, meaning, and uses of financial statements. Introductory topics in managerial accounting are also discussed. *Prerequisite: CBUS 207, Principles of Accounting I with a minimum grade of "C."*

CBUS 303: Intermediate Accounting I. **3 credits**
A one-semester course in understanding accounting theory and concepts including the conceptual framework of accounting, financial statements, problems in income determination and reporting. *Prerequisite: CBUS 208, Principles of Accounting II with a minimum grade of "C."*

CBUS 304: Intermediate Accounting II. **3 credits**
A one-semester course in understanding accounting theory and concepts including the conceptual framework of accounting, financial statements, problems in income determination and reporting. *Prerequisite: CBUS 303, Intermediate Accounting I with a minimum grade of "C."*

BACHELOR OF ARTS DEGREE IN ACCOUNTING

CBUS 207: Principles of Accounting I. **3 credits**
A one-semester course introducing generally accepted accounting principles. The course covers the fundamentals of recording and accumulating accounting data and the preparation, meaning, and uses of financial statements. *Prerequisite: CMAT 103 with a minimum grade of "C."*

CBUS 208: Principles of Accounting II. **3 credits**
A one-semester course introducing generally accepted accounting principles. The course covers the fundamentals of recording and accumulating accounting data and the preparation, meaning, and uses of financial statements. Introductory topics in managerial accounting are also discussed. *Prerequisite: CBUS 207, Principles of Accounting I with a minimum grade of "C."*

CBUS 303: Intermediate Accounting I. **3 credits**
A one-semester course in understanding accounting theory and concepts including the conceptual framework of accounting, financial statements, problems in income determination and reporting. *Prerequisite: CBUS 208, Principles of Accounting II with a minimum grade of "C."*

CBUS 304: Intermediate Accounting II. **3 credits**
A one-semester course in understanding accounting theory and concepts including the conceptual framework of accounting, financial statements, problems in income determination and reporting. *Prerequisite: CBUS 303, Intermediate Accounting I with a minimum grade of "C."*

CBUS 305: Cost Accounting. **3 credits**
A one-semester course introducing cost determination, accumulation; and application to products and/or services. The primary emphasis is on mastery of analytical concepts and proper application of cost accounting techniques to business situations. This course is open only to students in the Bachelor of Arts in Accounting program. *Prerequisite: CBUS 208, Principles of Accounting II with a minimum grade of "C."*

CBUS 308: Accounting Information Systems. **3 credits**
A one-semester course presenting accounting activities in the framework of an integrated information system. Among other topics included in the course are principles of internal control, database management systems, and electronic commerce. *Prerequisites: CBUS 303, Intermediate Accounting I and CBUS 305, Cost Accounting with minimum grades of "C."*

CBUS 405: Auditing. **3 credits**
A one-semester course introducing the standards and principles of auditing, procedures for conducting an audit, and the preparation of working papers and reports. Major topics include control and prevention of fraud and errors through internal control systems, moral and legal responsibilities of the auditor, and professional ethics. *Prerequisites: CBUS 304, Intermediate Accounting II and CBUS 308, Accounting Information Systems with minimum grades of "C."*

CBUS 426: Individual Income Tax. **3 credits**
A one-semester course introducing the Internal Revenue Code and rulings and regulations of the Department of the Treasury and the Securities and Exchange Commission. The course emphasizes taxation of individuals. *Prerequisite: CBUS 208, Principles of Accounting II with a minimum grade of "C."*

CBUS 427: Business Income Tax.**3 credits**

A one-semester course introducing the Internal Revenue Code and rulings and regulations of the Department of the Treasury and the Securities and Exchange Commission. The course emphasizes income tax aspects of corporations, partnerships, estates, trusts, tax exempt organizations, and special issues in taxation. *Prerequisite: CBUS 426, Individual Income Tax with a minimum grade of "C."*

CBUS 465: Advanced Accounting.**3 credits**

A one-semester course presenting specialized accounting problems likely to be encountered by public accountants or by those in corporate positions. The course explores accounting needs of partnerships, consolidations, business combination, liquidations, and estates and trusts. *Prerequisite: CBUS 304, Intermediate Accounting II with a minimum grade of "C."*

ELECTIVE COURSES**CBUS 209: Accounting for Nonbusiness Majors.****3 credits**

A one-semester course introducing basic Accounting principles and the role of financial statements in making business decisions. This course is not open to students majoring in business. *Prerequisites: CMAT 103.*

CSB 5690: Fund Accounting.**3 credits**

A one-semester graduate course introducing concepts and techniques of fund accounting with reporting and management problems of not-for-profit organizations and governmental bodies. This course is open to undergraduate seniors concentrating or majoring in Accounting. *Prerequisite: CBUS 304, Intermediate Accounting II with a minimum grade of "C."*

Required Courses for the Dual-Degree, Bachelor of Arts and Master of Arts in Accounting and the Master of Arts in Accounting Degree**CSB 5606: Advanced Auditing.****3 credits**

Theoretical, conceptual, practical and traditional elements for conducting attestation engagements, internal auditing, operational auditing and compliance auditing. *Prerequisite: Graduate or undergraduate course in auditing.*

CSB 5690: Fund Accounting.**3 credits**

Basic concepts and techniques of fund accounting with reporting and management problems of not-for-profit organizations and governmental bodies. Graduate course open to undergraduate seniors as an elective. *Prerequisite: CBUS 304 or CSB 6610 or their equivalents or permission of the instructor.*

CSB 6618: International Accounting.

Major issues in International Accounting with reference to influences of different environments and their impact on setting of national accounting standards. Seminar methodology, using reading assignments, discussion and presentations. Includes comparison of GAAP in selected major countries and a review of efforts at harmonization of international accounting standards by the IASC, EC, OECD and the UN. Other related topics include foreign currency translation, auditing, international taxation and transfer pricing. *Prerequisite: Graduate or undergraduate courses in financial and management accounting or permission of the instructor.*

CSB 6620: Cost Management Systems.**3 credits**

Principles of cost-systems design. Using a case-study approach, cost-management systems from actual businesses are described in detail. Students analyze, discuss and present cost-management issues for measuring business performance and for strategic decision making on pricing, product mix, the symptoms and root causes of cost-system failures. *Prerequisite: CSB 6610 or a graduate or undergraduate course in managerial accounting or cost accounting or permission of the instructor.*

CSB 6621: Current Accounting Theory and Practice I.**3 credits**

An intensive study of current accounting theory and practice as embodied in current literature and in the official pronouncements of the American Institute of Certified Public Accountants (AICPA), the Financial Accounting Standards Boards (FASB) and the Securities and Exchange Commission (SEC). *Prerequisite: CSB 6600, an undergraduate year of Principles of Accounting or permission of the instructor.*

CSB 6623: Advanced Accounting Information Systems.**3 credits**

A one-semester course including an intensive study of the design, development, implementation, operation, and maintenance of accounting information systems as a subset of business' management information systems. *Prerequisite: CBUS 308, Accounting Information Systems or the equivalent with a minimum grade of "C."*

The Chairperson of the Accounting Department is the student advisor for the Dual-Degree Bachelor of Arts and Master of Arts in Accounting and the Master of Arts in Accounting programs. Students are encouraged to select graduate electives from the other business disciplines of Finance, Marketing, Management, Economics, and Decision Science as well as from the Computer Information Systems discipline. Basic courses, which substantially duplicate courses required for entry into the program (e.g., CSB 6600, Financial Accounting and CSB 6610, Managerial Accounting) will not be approved as graduate electives.

DECISION SCIENCES DEPARTMENT

Wright Hall, 99B

Telephone: 404-880-8450

DEPARTMENT PURPOSE

The Decision Sciences Department provides curricula and disciplines to improve the quality of managerial decision making with the information technology support in complex, dynamic, and uncertain business environments. A decision sciences expert is a problem solver, using analytical/quantitative skills, information technology, and sophisticated knowledge not only in decision-making processes but also in the other functional areas of business, which is particularly designed for managers and small business entrepreneurs.

All undergraduate students in the Business School are required to take CBUS 205 Quantitative Analysis for Business, CBUS 306 Computer Information Systems (CBUS 308 Accounting Information Systems for Accounting majors), CBUS 313 Statistics I, and CBUS 460 Production/Operations Management. The courses emphasize relevant and useful instruction, research, and service as indicated in the Bachelor of Arts in Business Administration Program.

REQUIRED COURSE DESCRIPTIONS

BACHELOR OF ARTS DEGREE IN BUSINESS ADMINISTRATION

CBUS 206: Management Information Systems. 3 credits

This introductory course contains ideas, concepts, and principles on the basic information systems to which every business student should be exposed in the core business requirement. It integrates both computer concepts and information systems concepts, and provides a strong managerial emphasis. *Prerequisite: CCIS 100.*

CBUS 313: Statistics I. 3 credits

Basic statistical concepts, techniques, and their applications to business decision-making. Covers the descriptive aspects for statistics, involving data collection, organization, presentation, and introduces students to probability and inferential statistics. *Prerequisite: CMAT 209 and CMAT 210.*

CBUS 460: Production/Operations Management. 3 credits

Provides students with an understanding of the primary activities of the operations function in organizations. Intended to develop skills in the art of formulating quantitative models of real world decision making, operations strategy, and business applications, including cost-benefit analysis, forecasting, problem design and processing, planning, allocating scarce resources, facility locations, layouts, scheduling, and inventory management. Students will experience the extensive use of the computer to assist in solving the business problems. *Prerequisite: CBUS 313.*

REQUIRED COURSE DESCRIPTIONS FOR THE SUPPLY CHAIN MANAGEMENT CONCENTRATION

CBUS 317: Enterprise Integration Systems. 3 credits

Students learn about the supply chain management programming environment, including data and communications protocols/standards, server and client operating systems, and a working knowledge of at least one online Enterprise Resource Planning Application. We prepare our students well to really understand their business functions. The role of our core business offerings is to provide students with a firm understanding of how their business function works in the overall business model. However they are competing with students who have this as well. Furthermore they are increasingly getting hands-on experience with the actual systems that are used to actually provide this functional integration. Enterprise integration is not only about software but also about the power of automation on business productivity. Students will be provided with the concepts of enterprise resource planning and extensive exposure to the SAP System. SAP has 39% penetration of the ERP market, and nearly 100% in the Fortune 100. These companies are spending tens of millions of dollars annually, updating and integrating these systems into every business function. Our students are to be exposed to this environment. *Prerequisite: CBUS 206.*

CBUS 362: Supply Chain Management. 3 credits

Upon the completion of this course, the students will be able to describe key supply chain management concepts, understand the strategic importance of supply chain management in improving a firm's competitive position, and learn about the opportunities and problems faced in strategic sourcing environment. *Prerequisite: CBUS 206.*

CBUS 364: Procurement and Supply Management. 3 credits

This course addresses the strategic and operational role of the purchasing and supply management functions in the modern organization. The aim of this course is to get students acquainted with the fundamental concepts, models, and instruments in the area of purchasing and supply management. Through web-based projects, case assignments, and industry presentations, the course will provide insights into the current developments, newest ideas, and biggest problem areas in this field. *Prerequisite: CBUS 362.*

CBUS 474: Logistics Management. 3 credits

Logistics is one of the most vital areas of business today. Analysis of logistics activities includes integration of transportation, inventory management, warehousing, facility location, customer service, packaging, and materials handling. Students will be exposed to online logistics support systems to better understand the real-time nature of transportation decisions on other business functions. *Prerequisite: CBUS 362.*

SUPPLY CHAIN MANAGEMENT ELECTIVE COURSES

CBUS 314: Statistics I. 3 credits

The topics covered in this course include analysis of variance, simple regression, multiple regression, correlation, Chi-square distribution and analysis of frequencies, and time-series analysis and forecasting. The statistical software package is used. *Prerequisite: CBUS 313.*

CBUS 315: Systems Analysis and Design. 3 credits

This course provides students with a practical approach to systems analysis and design, using a blend of traditional development with current technologies to solve business problems. Students become familiar with how systems analysts interact with users, management, and other IT professionals in a typical business organization. The systems development life cycle (SDLC) is used to analyze, design, and develop projects. *Prerequisite: CBUS 206.*

CBUS 366: Project Management. 3 credits

Concepts and principles of project design, planning, and management are covered in the transformation of business functions to support supply chain management initiatives. The students gain a working knowledge of business process reengineering as it relates to the application of new information technology and new business practices to specific business functions like Accounting, Finance, Marketing, and Operations Management. *Prerequisite: CBUS 362.*

CBUS 434: Enterprise Integration Applications. 3 credits

Students learn about the mainframe, midrange supply chain management programming environment, including back office applications, data and communications protocols/standards, server and client operating systems, legacy applications, and a working knowledge of at least one large system programming language (e.g. COBOL).

CBUS 436: Data Mining/Visualization. 3 credits

This course is designed to teach students how to apply and utilize standard statistical analysis techniques to identify trends and make recommendations based on systems-generated data. Topics include: performance management, techniques for data mining, market research, regression analysis, and multivariate analysis. The students will gain a working knowledge of several statistical analysis packages. *Prerequisite: CBUS 362*

CBUS 438: Electronic Commerce. 3 credits

Concepts and principles of e-commerce are covered. The students are given an understanding of the history and background of the underlying trends and technologies (EDI, TCP/IP, Telecom, etc.) that make up e-commerce, the business models which have emerged and the implications (functional, ethical, and political)

on each of the major business functions. The students also become familiar with business process redesign concepts as the means of introducing e-commerce related changes into an existing, stable business culture. *Prerequisite: CBUS 362.*

CBUS 462: Advanced Topics in Supply Chain Management. 3 credits

This course provides in-depth treatment of one or more advanced areas of supply chain management. The topics will vary with each offering. *Prerequisite: CBUS 362.*

CBUS 470: Database Management. 3 credits

Concepts and principles of database design and administration are covered. The students gain hands-on experience with relational databases, data mining concepts, and Web-based data-oriented applications. *Prerequisite: CBUS 362.*

CBUS 472: Quality, Diversity, and Productivity. 3 credits

This course provides the opportunity to improve the teaching/learning paradigm. It is designed in an integrated fashion that fosters an “emerging paradigm” of systems thinking and learning regarding the disciplines of quality, leadership and productivity improvement. The course emphasizes the concepts of TQM and its application to modern management and the global marketplace, the new paradigm of customer value, measurement positioning, key stakeholders, product design, and cross-functional organizational systems. In addition it focuses on viewing quality as a strategic issue and the concept that good quality can be a strategic competitive advantage. Finally, the course will help students understand the major motivations/reasons for businesses and managers to pay attention to teamwork, diversity and value-added performance. *Prerequisite: CBUS 362.*

CBUS 476: Supply Chain Management Strategies. 3 credits

This course provides integrated supply chain management strategies, incorporating procurement and supply management, production, logistics, transportation, and enterprise systems. Strategies are developed around internal issues including employee relations, ergonomics and workplace changes; ethical issues; and external issues including vendor and customer relations, customer service, and regulatory considerations. *Prerequisite: CBUS 362.*

CBUS 478: Modeling the Supply Chain. 3 credits

This course provides students with discussions and examples that integrate qualitative and quantitative thinking about supply chain planning problems and models. A major approach relies heavily on optimization models, which provides frames or templates for such integration. The course attempts to demonstrate that optimization models and methods provide comprehensive systems approaches to integrated business planning, which is the essence of supply chain management. Firms that succeed in such efforts will realize a significant competitive advantage. *Prerequisite: CBUS 362.*

DEPARTMENT OF ECONOMICS

McPheeters-Dennis, Room 331

Telephone: 404-880-6274

The Department of Economics confers the Bachelor of Arts degree in Economics. The undergraduate economics curriculum prepares students for graduate studies as well as employment in government or private industry. Economics majors pursue studies designed to acquaint them with the theoretical foundations of modern economic analysis, analytical tools, and applications to contemporary issues.

UNDERGRADUATE PROGRAM OF STUDY

Bachelor of Arts Degree in Economics

Students majoring in economics may choose from two curricula. One prepares them for advanced study in economics, agricultural economics, business, law, and political science. The other curriculum equips graduates for jobs in government or private industry.

Curriculum A: Graduate Study Preparation

This curriculum includes:*

CECO 251	Principles of Macroeconomics
CECO 252	Principles of Microeconomics
CECO 308	Mathematical Economics,
CECO 309	Introduction to Econometrics
CECO 315	Intermediate Macroeconomic Analysis
CECO 316	Intermediate Microeconomic Analysis
CECO 335	International Trade
CECO 357	Economic History of the United States
CECO 365	Economics of Labor
CECO 372	History of Economic Doctrines
CECO 324	Economic Development
CECO 470	Research Methodology/Senior Thesis
CBUS 207	Principles of Accounting I
CBUS 208	Principles of Accounting II
CBUS 313	Statistics I
CBUS 314	Statistics II

Curriculum B: Employment Preparation

This curriculum includes:*

CECO 251	Principles of Macroeconomics
CECO 252	Principles of Microeconomics
CECO 309	Introduction to Econometrics
CECO 315	Intermediate Macroeconomic Analysis
CECO 316	Intermediate Microeconomic Analysis
CECO 335	International Trade

CECO 343	Public Finance, or
CECO 362	Money and Banking
CECO 365	Economics of Labor, or
CECO 369	Urban Economics
CECO 324	Economic Development
CECO 470	Research Methodology/Senior Thesis
CECO 495	Cooperative Education Experience
CBUS 207	Principles of Accounting I
CBUS 208	Principles of Accounting II
CBUS 313	Statistics I
CBUS 314	Statistics II
CBUS 341	Business Finance

* Other requirements are shown in plan of study.

Minor in Economics 24 credits

The Economics Department also allows students to choose economics as their minor field of study. Eight economics courses (twenty-four credits) are required to obtain a minor in economics.

Curriculum for a Minor in Economics

CECO 251	Principles of Macroeconomics
CECO 252	Principles of Microeconomics
CECO 315	Intermediate Macroeconomic Analysis
CECO 316	Intermediate Microeconomic Analysis
CBUS 313	Statistics I

Plus three (3) approved economics electives

DEGREE REQUIREMENTS

In addition to the University General Education requirements for the Bachelor of Arts Degree, students take specific courses in economics, statistics, and business, and must: (1) have a cumulative grade point average of 2.0 in economic courses as well as in required courses; and (2) complete at least a minimum of one hundred twenty-three (123) credits.

COURSE DESCRIPTIONS

CECO 107: Introduction to Economics. 3 credits

A one-semester survey course designed to introduce students to the fundamental principles and concepts of economics. Topics covered include demand and supply analysis, the function of the markets in the allocation of resources, measuring economic activities in the private as well as in the public sectors, problems such as unemployment, inflation, income distribution and poverty, and domestic and international financial institutions and the working of global market systems.

CECO 250: Principles of Economics. 3 credits

A one-semester introductory course in economics for students in departments which require only one semester of economics. The course focuses on both macro- and microeconomic issues that impact the decision making within the U.S. economy. Special attention is given to issues that affect the lives of African-Americans.

CECO 251 & 252: Principles of Macro- and Microeconomics. 3 credits each

A one-year comprehensive study of the principles which govern production, consumption, and distribution as well as the major institutions in the United States economic system. CECO 251 addresses macro-analysis and CECO 252 addresses micro-analysis. *Prerequisites: A grade of "C" or better in CMAT 103 and 104 (or exemption from these courses).*

CECO 250, 251 and 252: Economics Laboratory. 0 credits

Lab courses to be taken along with CECO 250, 251, and 252 respectively.

CECO 302 Government and Business. 3 credits

The nature and development of government control and regulation of enterprises. This course examines antitrust laws and their interpretation and enforcement, selected Supreme Court antitrust decisions, and current problems of government relations in various industries (offered within the Atlanta University Center).

CECO 304: Contemporary Economic Issues. 2 credits

A colloquium designed for Honors Program students (noneconomics majors). It focuses on major issues affecting the American political economy, particularly those having special significance for the economic well-being of black and other Third World peoples.

CECO 308: Mathematical Economics. 3 credits

Applications to elementary mathematics to economics. This course includes studies in calculus, matrices, and linear difference equations. Mathematical problems used in this course come from the field of economics (offered within the Atlanta University Center). *Prerequisites: A grade of "C" or better in CMAT 111 and CMAT 112.*

CECO 309: Introduction to Econometrics. 3 credits

The use of mathematical and statistical models in the study of economics relationships. Methods introduced include single equation least squares, analysis of variance, and multiequation models (offered within the Atlanta University Center). *Prerequisites: A grade of "C" or better in CBUS 313 and CBUS 314.*

CECO 315: Intermediate Macroeconomic Analysis. 3 credits

General theories of aggregate economic analysis. Traces the development and refinement of selected theories through the classical, Marxism, neoclassical, and Keynesian schools. It enables students to analyze unemployment, inflation, business cycles, and other national economic occurrences. *Prerequisite: A grade of "C" or better in CECO 251.*

CECO 316: Intermediate Microeconomic Analysis. 3 credits

The theory of the firm, the household, and the market with applications to individual decision-making units. *Prerequisite: A grade of "C" or better in CECO 252.*

CECO 324: Economic Development. 3 credits

A study of the characteristics and problems of developed and developing economies. Covers the theory of economic development, stages of growth and development, and data analysis to evaluate development performance. *Prerequisites: A grade of "C" or better in CECO 251 and CECO 252.*

CECO 325: Comparative Economic Systems. 3 credits

A study of the economic models of comparative systems. The course includes an analysis of the effectiveness of performance of alternative economic systems in terms of growth patterns and fidelity to ideology. *Prerequisites: A grade of "C" or better in CECO 251 and CECO 252.*

CECO 335: International Trade. 3 credits

Application of microeconomic policy to commercial relations between nations. Among the topics covered are the theory of comparative advantage and alternative commercial policies. *Prerequisites: A grade of "C" or better in CECO 251 and CECO 252.*

CECO 343: Public Finance. 3 credits

General survey of government finance at the federal, state, and local levels. Topics include government expenditures, principles of taxation, intergovernmental fiscal relations, debt management, public borrowing, and fiscal policies for economic stabilization (offered within the Atlanta University Center). *Prerequisites: CECO 315 and CECO 316.*

CECO 357: Economic History of the United States. 3 credits

Economic perspective of regions and historical periods in the United States. Topics include agricultural and industrial life in the colonies, the economic effect of slavery, post-Civil War agrarian revolution, development of manufacturing and transportation, westward movement, business concentration, the Depression, the World Wars, and the recent trends (offered within the Atlanta University Center).

CECO 362: Money and Banking.**3 credits**

Examines the alternative theories of money. Explores the relationship of money to prices, the role of financial intermediaries, international monetary problems, and the history of monetary policy in the United States. *Prerequisites: A grade of "C" or better in CECO 251 and CECO 252.*

CECO 365: Economics of Labor.**3 credits**

Consideration of labor as an economic factor. Covers wages, labor force participation, employment and unemployment, the growth of labor organizations, labor market discrimination and public policies. *Prerequisites: A grade of "C" or better in CECO 251 and CECO 252.*

CECO 369: Urban Economics.**3 credits**

Examination of three principal themes in the economics of urban areas: (1) the economics of the location decisions and the influence of these decisions on urban growth and the real estate market; (2) evaluation of transportation and other services; and (3) economic development of ghetto neighborhoods. *Prerequisite: CECO 252.*

CECO 372: History of Economic Doctrines.**3 credits**

Survey of economic thought from ancient times to the present (offered within the Atlanta University Center).

CECO 470: Research Methodology/Senior Thesis.**3 credits**

Designed to explain the methods of conducting social science research, including defining the problem to be studied, establishing hypotheses, and utilizing techniques of empirical analysis. All economics majors are required to write a Senior Thesis on an approved topic. *Prerequisite: approval of the undergraduate coordinator and/or department chairperson.*

ECO 490: Independent Study.**0-3 credits**

Projects designed by the student and a faculty member, who agrees to work with the student, to meet specific and individual needs. May involve direct reading in specific subject area, a research project, teaching economics in high school or a combination of any two. May be repeated for additional credits. *Prerequisite: Approval of the Undergraduate coordinator and/or department chairperson.*

CECO 495: Cooperative Education.**0-3 credits**

Intensive practical experience in a profit or nonprofit public or private organization. Students are expected to acquire knowledge, understanding, and the skills pertinent to the select organization. *Prerequisite: Approval of the undergraduate coordinator and/or department chairperson.*

SUGGESTED PLANS OF STUDY**(Curriculum A: Graduate Study Preparation) 123-127 hours****FRESHMAN YEAR****First Semester: 17 credits**

CBIO 101	Biological Science (3)
CGED 100	First-Year Seminar I (1)
CENG 105	English Composition I (3)
CSTA 101	Fundamentals of Speech (3)
CSCJ 105	Culture and Society (3) or
PSC-C 106	Politics & Global Issues (3)
CMAT 105	Pre-Calculus I (3)
CPED 101/102	Physical Education (1)

Second Semester: 16 credits

CPHY 102	Physical Science (3)
CGED 101	First-Year Seminar II (1)
CCIS 100	Information Technology and Computer Application (3)
CENG 106	English Composition II (3)
CPHI/CREL	Philosophy/Religion Requirement (3)
CMAT 106	Pre-Calculus II (3)

SOPHOMORE YEAR**First Semester: 16 credits**

CECO 251	Principles of Macroeconomics (3)
CENG 201	World Literature (3)
CMAT 111	Calculus I (4)
CHIS 201	US, Africa & the World (3)
CFL_ 201	Foreign Language requirement (3)

Second Semester: 16 credits

CECO 252	Principles of Microeconomics (3)
CMAT 112	Calculus II (4)
CHIS 202	US, Africa & the World (3)
CFL_ 202	Foreign Language requirement (3)
	Humanities Requirement (3)

JUNIOR YEAR**First Semester: 15 credits**

CECO 315	Intermediate Macroeconomic Analysis (3)
CECO 365	Economics of Labor (3) or
CECO 369	Urban Economics (3)
CBUS 207	Principles of Accounting I (3)
CBUS 313	Statistics I (3)

Second Semester: 15 credits

CECO 316	Intermediate Microeconomic Analysis (3)
CECO 372	History of Economic Doctrines (3)
CBUS 208	Principles of Accounting II (3)
CBUS 314	Statistics II (3)
CENG 311	Advanced Grammar and Composition (3) or An approved substitute (3)

SENIOR YEAR**First Semester: 15 credits**

CECO 308	Mathematical Economics (3)
*CECO 470	Research Methodology/Senior Thesis (3)
CPSY 211	General Psychology (3)
	Computer Science requirement (3)
	Elective (3)

Second Semester: 15 credits

CECO 309	Introduction to Econometrics (3)
CECO 335	International Trade (3)
CECO 324	Economic Development (3) or
CECO 325	Comparative Economic Systems (3)
	Economics Elective (3)
	Elective (3)

BACHELOR OF ARTS IN ECONOMICS**(Curriculum B: Employment preparation) 123-127 credits****FRESHMAN YEAR****First Semester: 17 credits**

CBIO 101	Biological Science (3)
CGED 100	First-Year Seminar I (1)
CENG 105	English Composition I (3)
CSTA 101	Fundamentals of Speech (3)
CMAT 105	Pre-Calculus I (3)
CPED 101/102	Physical Education (1)
CSCJ 105	Culture and Society (3)

Second Semester: 16 credits

CPHY 102	Physical Science (3)
CGED 101	First-Year Seminar II (1)
CCIS 100	Information Technology and Computer Applications (3)
CENG 106	English Composition II (3)
CMAT 106	Pre-Calculus II (3)
	Philosophy/Religion requirement (3)

SOPHOMORE YEAR**First Semester: 16 credits**

CECO 251	Principles of Macroeconomics (3)
CENG 201	World Literature (3)
CMAT 111	Calculus I (4)
CHIS 201	US, Africa & the World (3)
CFL_201	Foreign Language requirement (3)

Second Semester: 16 credits

CECO 252	Principles of Microeconomics (3)
CMAT 112	Calculus II (4)
CHIS 202	US, Africa & the World (3)
CFL_202	Foreign Language requirement (3)
	Humanities requirement (3)

JUNIOR YEAR**First Semester: 15 credits**

CECO 315	Intermediate Macroeconomic Analysis (3)
CECO 365	Economics of Labor (3), or
CECO 369	Urban Economics (3)
CBUS 207	Principles of Accounting I (3)
CBUS 313	Statistics I (3)
CPSY 211	General Psychology (3)

Second Semester: 15 credits

CECO 316	Intermediate Microeconomic Analysis (3)
CECO 362	Money and Banking (3), or
CBUS 343	Public Finance (3)
CBUS 208	Principles of Accounting II (3)
CBUS 314	Statistics II (3)
CENG 311	Advanced Grammar and Composition (3), or An approved substitute (3)

SENIOR YEAR**First Semester: 12 credits**

*CECO 470	Research Methodology/Senior Thesis (3)
CBUS 341	Business Finance (3)
CHIS 205	A Survey of United States History (3)
	Computer Science Requirement (3)

Second Semester: 15 credits

CECO 309	Introduction to Econometrics (3)
CECO 324	Economic Development (3) or
CECO 335	International Trade (3)

Religion/Philosophy requirement (3)

Business elective (3)

Elective (approved) (3)

* Recommended but not required.

FINANCE DEPARTMENT

Wright Hall, 200-C

Telephone: 404-880-8740

DEPARTMENT PURPOSE

The finance curriculum is designed to provide students with the tools required for careers in financial management in nonfinancial corporations, the financial services industry, and not-for-profit organizations. The course offerings include required courses for all students enrolled in the School of Business and elective courses for students concentrating in the finance area, including courses in Real Estate and Insurance. The finance department also has academic responsibility for the International Business concentration.

The course offerings are designed to equip students with the breadth of knowledge required to become effective financial analysts and managers in a rapidly changing economic and technological environment.

All undergraduate students in the Business School are required to take the course, Business Finance (CBUS 341) as part of the general business core. In addition, business students with a concentration in Finance must take an additional eighteen (18) credit hours in approved finance courses, consisting of twelve (12) credit hours of required finance courses and six (6) credit hours of approved finance electives. Students with a concentration in International Business must take an additional eighteen (18) credit hours (beyond the Business Core courses) in approved international business courses, consisting of nine (9) credit hours of required international business courses and nine (9) credit hours of approved international business electives. See the concentration requirements in the section on program of study for Business Administration students.

COURSE DESCRIPTIONS

General and Elective Courses Offered by the Finance Department

CBUS 250: Personal Finance. 3 credits

The course focuses on aspects of personal financial planning including career planning, tax preparation, risk management and insurance, cash and credit management and budgeting, investing, retirement and real estate planning. This course is counted only as a general elective and not a finance concentration elective.

CBUS 285: Real Estate Principles and Practices. 3 credits

Introduction to real estate terms, concepts and attributes. The appraisal process and real estate law are also studied. This course meets the educational requirements for the Georgia Real Estate Sales license. This course is counted only as a general elective and not a finance concentration elective.

CBUS 297, CBUS 298, CBUS 298: FSI Seminar. 1 credit each

This seminar series is required for participants in the Financial Services Institute (FSI) program, and all three must be taken in successive semesters in order to count as a general elective. In each course, presentations by faculty and practitioner experts cover practical aspects of finance careers. Subjects covered include effective interviewing, business etiquette, leadership success techniques, and a thorough treatment of alternative careers in finance. This course is counted only as a general elective and not a finance concentration elective.

REQUIRED CORE COURSE (FOR ALL UNDERGRADUATE MAJORS)

CBUS 341: Business Finance. 3 credits

Introductory level course in financial management. Utilizing a risk-return approach, the course focuses on basic principles of financial analysis and forecasting, working capital management, time value of money, introduction to capital budgeting and leverage/risk analysis. *Prerequisites: CBUS 207 and CBUS 208 with "C" or better and CECO 251 and CECO 252.*

FINANCE ELECTIVE COURSES

CBUS 360: Principles of Insurance I. 3 credits

Study of the basic uses and functions of insurance as applied to the overall treatment of risk. Presented from the viewpoint of the consumer. *Prerequisite: CBUS 341.*

CBUS 368: Real Estate Finance and Investments 3 credits

This course introduces students to the principles and methods of financing and investing in Real Estate Assets. Topics include financing sources (private and governmental) and different types of financing instruments, and applications of techniques of investment analysis to real property. *Prerequisite: CBUS 341.*

CBUS 420: International Financial Management. 3 credits

Examines international capital movements and balance of payment problems. Students analyze problems of international operations as they affect financial functions and review foreign and international institutions and the foreign exchange process. The course aims at familiarizing students with the concepts of multinational financial management and financial decision-making in the international context. Required course for students with a concentration in Finance or international Business. *Prerequisite: CBUS 341.*

CBUS 451: Commercial Bank Management.**3 credits**

The course focuses on the management and operations of commercial banks. Topics covered will include the recent developments in the banking industry, the regulatory environment, the financial performance measurement in banks, asset-liability management, use of derivatives, the lending process and changes and the changing role of banks in all areas in an increasingly global environment. Required course for students with a concentration in Finance. *Prerequisite: CBUS 341.*

CBUS 452: Security Analysis and Portfolio Management.**3 credits**

Analysis and evaluation of investments in various types of listed securities including stocks, bonds and mutual funds and their performance utilizing financial and statistical models with the aid of investment software. Topics include legal and ethical issues in the investment industry and international investment alternatives. Students are introduced to the fundamentals of diversification portfolio management and performance measurement. Required course for students with a concentration in Finance. *Prerequisite: CBUS 341.*

CBUS 453: Corporate Finance.**3 credits**

This course provides students with an understanding of long-term financial decision analysis for corporations. Topics include a thorough analysis of capital expenditure analysis, cost of capital, valuation and concepts of capital structure. Course projects require the use of computers for data collection and financial decision-making. Required course for students with a concentration in Finance. *Prerequisite: CBUS 341.*

CBUS 454: Financial Analysis for Decision Making.**3 credits**

Exposes students to various forms of financial decision making in a variety of contexts. Students will practice decision-making skills using financial analysis in assessing firm performance, evaluating financial alternatives and in valuation. Students will develop proficiency in financial statement analysis, financial forecasting, and investment and financing decision analysis. Textbook case studies and computer software with current technology for financial modeling and data analysis are utilized. *Prerequisite: CBUS 341.*

CBUS 455: Financial Markets and Institutions.**3 credits**

The course surveys financial markets to examine the process of savings and investment. The role of financial institutions in transferring savings primarily to business enterprises for investment is examined. Students will study the principles of financial markets, develop an understanding of how interest rates are determined and measured, the concept of the required rate of return, the theory of portfolio choice and diversification and will be guided through the process of asset pricing and derivative markets. This course may be used as a substitute for CBUS 451 to satisfy the finance concentration requirement. *Prerequisite: CBUS 341.*

MANAGEMENT DEPARTMENT**WRIGHT HALL, 99-B****Telephone: 440-880-8450****DEPARTMENT PURPOSE**

The Management Department seeks to offer curriculum and instruction in the forms of work that all managers must perform—planning, organizing, staffing, motivating, and controlling. The Department's objective is to provide students with the knowledge necessary for them to become effective managers in the private and public enterprise sectors.

The courses listed below meet the requirements for the Bachelor of Arts in Business Administration and Accounting.

REQUIRED COURSE DESCRIPTIONS**BACHELOR OF ARTS DEGREE IN BUSINESS ADMINISTRATION****CBUS 330: Legal, Social, and Ethical Aspects of Business I. 3 credits**

Introduction to business law. This course surveys the nature, types, and functions of laws regulating businesses. Students are introduced to the role of the court systems in business and the concepts of contract and agency. Students are also introduced to the social and ethical aspects of business.

CBUS 340: Principles of Management. 3 credits

Conceptual framework for the study, evaluation, and practice of management. Emphasis is on planning, organizing, staffing, influencing, and controlling as these factors affect managerial decision making. Addresses problems of both the sole proprietorship and the corporation.

CBUS 485: Business Policy. 3 credits

Integration of knowledge from various functional fields of business. Students approach policy making and administration from a top-management point of view. *Prerequisites: CBUS 340, CBUS 335 and CBUS 341.*

BACHELOR OF ARTS DEGREE IN BUSINESS ADMINISTRATION WITH MANAGEMENT CONCENTRATION

Students may select four of the following courses:

CBUS 337: Introduction to International Business Management. 3 credits

Study of domestic and foreign environmental factors affecting the international operations of United States business firms. The course stresses personal experiences and observations regarding leadership and helps students assess leadership qualities and style. *Prerequisite CBUS 340.*

CBUS 372: Personnel Management.**3 credits**

Exploration of organizational behavior and human performance in the organization. Students examine structure, the selection process, performance appraisal, control systems, and reward practices as means of affecting human behavior in organizations. *Prerequisite: CBUS 340.*

CBUS 468: Organizational Behavior.**3 credits**

Exploration of organizational behavior and human performance in organization. Students examine structure, the selection process, performance appraisal, control systems, and reward practices as means of affecting human behavior in organizations. PSY 318, Industrial and Organizational Psychology, may be taken as a substitute course. *Prerequisite: CBUS 340.*

CBUS 471: Employee Benefits.**3 credits**

Basic uses and functions of employee benefit plans and their impact on organizations and employees. Areas covered include social security, group insurance, profit-sharing, pensions, and investment plans. *Prerequisite: CBUS 340.*

CBUS 480: Entrepreneurship and Enterprise.**3 credits**

Analysis of procedures necessary for developing or acquiring a major management and equity position in a new or existing business venture. The course focuses on the problems of purchasing or initiating an enterprise and the analysis needed to address those problems rather than on day-to-day management. *Prerequisite: CBUS 340.*

Elective Course Descriptions**CBUS 331: Legal, Social, and Ethical Aspects of Business II.****3 credits**

Continuation of CBUS 330. Examine partnerships, corporations, commercial paper, secured transaction sales, consumer credit, bankruptcy, and modern legislation regulating business. Increased emphasis on social and ethical responsibilities of management. *Prerequisite: CBUS 330.*

CBUS 488: Business Internship.**3 credits**

Students obtain credit from practical experiences in supervised business internship programs. Prior approval from the Chairperson is required.

CPSY 337: Industrial and Organizational Psychology.**3 credits**

Survey of methods and findings in the scientific study of humans at work as applied to business, industry, and government. Topics include employee selection, training, and motivation. *Prerequisites: CPSY 211 and CBUS 313.*

MARKETING DEPARTMENT**Wright Hall, 201-F****Telephone: 404-880-8465****DEPARTMENT PURPOSE**

The Marketing Department offers relevant instruction, research and service. As the vital link between the customer and the whole firm, marketing helps guide the selection of goods and services produced, the establishment and maintenance of effective and efficient means of distribution, the pricing process, and the promotional system, which includes advertising and sales. The objective is to join sound concepts and marketplace realities so that students will have strong preparation for rewarding marketing positions and the capacity for advancement in marketing organizations. The courses listed below fit as indicated in the Bachelor of Arts degree in Business Administration.

COURSE DESCRIPTIONS**REQUIRED COURSES****CBUS 335: Principles of Marketing.****3 credits**

The Marketing process as applied by profit and not-for-profit organizations. The course emphasizes the adoption of the marketing concept philosophy in a global setting.

CBUS 362: Consumer Behavior.**3 credits**

A study of the process that consumers utilize to evaluate, purchase, use and dispose of goods and services expected to satisfy their needs. The basic concepts and research procedures used to investigate pre- and postpurchase buyer behavior with emphasis on the impact of behavior factors on the decision-making process are examined. *Prerequisite: CBUS 335.*

CBUS 445: Marketing Research.**3 credits**

The gathering, analysis, and presentation of information to guide marketing decisions. Includes research project design, use of information sources, and research report preparation. *Prerequisites: CBUS 313 and CBUS 335.*

CBUS 450: Marketing Management.**3 credits**

Develops the environmental, managerial, and strategic planning aspects of marketing theory and practice. Experience in producing an actual marketing plan. *Prerequisites: CBUS 313 and CBUS 335*

ELECTIVE COURSE DESCRIPTIONS

Two courses must be selected to complete a Marketing Concentration in the Business Administration major.

CBUS 411: Retailing.**3 credits**

A study of the basic concepts and principles of retailing and its role in distribution in terms of administrative organization, site selection, buying, pricing, merchandising, promotions and current trends in retailing. *Prerequisite: CBUS 335.*

CBUS 421: Introduction to Professional Sales.**3 credits**

A study of the theory and practice of professional sales with special emphasis on application of concepts in actual sales presentations. *Prerequisite: CBUS 335.*

CBUS 422: International Marketing.**3 credits**

Analysis of the multinational process of planning and promotion of goods, ideas, and services worldwide. Special consideration of Third World economics is stressed. *Prerequisite: CBUS 335.*

CBUS 431: Principles of Advertising.**3 credits**

Course is designed to introduce students to the field and practice of advertising with an emphasis on the pervasiveness of advertising in contemporary society. The student will develop knowledge of the business, creation and media placement of advertising, and will become acquainted with advertising management, strategies and processes. *Prerequisite: CBUS 335.*

SCHOOL OF EDUCATION**OFFICE OF THE DEAN****Clement Hall, Room 208****Telephone: 404-880-8504****MISSION AND PURPOSE**

The School of Education provides educational study and advanced learning, undergraduate and graduate, in three areas of professional practice: counseling, exceptional education and physiological studies and teaching.

The mission is twofold: to prepare leaders who are sensitive to the need for change and motivated change agents for affecting the optimal development of historically excluded classes in a multicultural society of international dimensions; and to conduct research and disseminate knowledge on issues pertaining to educational equity and excellence.

The School fulfills its mission through the following:

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

PROGRAM OF STUDY (Effective Spring 2005 the following Bachelor's degree and postbaccalaureate [certification] programs are discontinued: Middle Grades Education, Health and Physical Education, English Education, Broad Field Social Science, Broad Field Science, Mathematics Education, French Education, Spanish Education and Music Education. These programs will be phased-out by May 2007.)

At the undergraduate level, the School of Education, through the Department of Curriculum, offers the Bachelor of Arts degree in Early Childhood Education, Middle Grades Education and Health and Physical Education.

Teacher certification programs in secondary teaching are available in English, modern foreign languages, mathematics, and the natural and social sciences. The School also offers postbaccalaureate programs for teacher certification in all the above fields.

DEPARTMENT OF CURRICULUM

Clement Hall, Room 101

Telephone: 404-880-6334

The objectives of the Department of Curriculum's undergraduate programs are both professional and functional. The professional objectives are to provide (1) preservice education for prospective teachers and (2) general background and training in education for students choosing other career options in education. The functional objectives are to (1) prepare critical thinking change agents for social justice in urban schools and communities (2) conduct research that addresses global educational challenges, particularly those in urban areas, as well as those in the nation, region and state, as a basis for formulating teacher education programs that address education conditions affecting historically disenfranchised populations.

DEPARTMENT OF CURRICULUM PROGRAMS

The Department offers programs in the following areas:

I. The Teacher Education Degree Programs (leading to certification)

- A. Early Childhood Teacher Education: Bachelor of Arts
- B. Middle Grades Teacher Education: Bachelor of Arts
- C. Health and Physical Education Teacher Education: Bachelor of Arts

II. Teacher Certification in Secondary (English, Mathematics, Broad Field Social Science, Broad Field Science) and P-12 (French, Spanish, Music) Education Fields

III. Educational Studies: Bachelor of Arts

Clark Atlanta University's Teacher Education Programs are accredited by the Georgia Professional Standards Commission of the State of Georgia and the National Council for the Accreditation of Teacher Education (NCATE).

THE TEACHER EDUCATION DEGREE PROGRAMS

The criteria for admission to the Teacher Education Programs are as follows:

1. An overall GPA of 2.5 or better, or 2.75 for Middle Grades.
2. Passing Praxis I or providing evidence of meeting the exemption criteria for Praxis I as established by the Georgia Professional Standards Commission.
3. Grade of "C" or better in CENG105 and 106, Speech, CMAT 103 and 104, or CMAT 103 and CMAT 105 or CMAT 105 and 106, or CMAT 111 and 112.
4. Student Appraisal Forms completed by two instructors, one of whom must be a Department of Curriculum faculty member; for middle grades candidates: both from Arts and Sciences faculty.
5. Satisfactory responses to an interview with an admissions committee comprising faculty of the Department of Curriculum, public school representatives, and Arts and Sciences faculty representing the candidate's discipline area, verified by an Interview Rating Form.
6. Satisfactory clearance on the criminal background check.
7. Completion of an [Admission to School of Education](#) packet.
8. Possess and maintain personal liability insurance for all field experiences.

Teacher Education candidates are to apply for admission during the sophomore year. Prospective candidates for middle grades education must submit application during the first semester of the sophomore year. Candidates may secure application materials from the Department Office on the first floor of Clement Hall. In order to be officially accepted into the respective programs, candidates must furnish documentation showing that they meet the criteria given above.

After applications have been reviewed, candidates will receive either a letter of acceptance or a letter indicating the criteria that have not yet been met. Candidates must meet all criteria in order to be officially accepted into a Teacher Education Program.

Once admitted, candidates are assigned faculty advisors and are required to report to those advisors each semester so that transcripts and progress toward the degree may be reviewed, records updated and an appropriate program for the next semester planned. The chairperson is available for counsel whenever a candidate is referred by a faculty advisor for additional assistance, or makes a special request.

FIELD EXPERIENCES

All teacher education candidates must complete 300 to 400 hours (number of hours is program-specific) of field experience prior to preservice teaching. The Field Experience is to provide education majors in their sophomore, junior and/or senior years of college with an optimum learning experience in urban public- and state- accredited private school classrooms, and communities, thereby making their transition from student to professional more effective and less stressful. This is accomplished through both Practica and Clinical experiences according to the descriptors outlined by NCATE Standards.

STUDENT TEACHING IN THE TEACHER EDUCATION PROGRAM

Candidates planning to engage in preservice teaching must meet certain criteria in order to be accepted into Preservice Teaching. Candidates must apply during specified periods each semester. Application dates are posted and written notices sent to each department which offers a teacher education curriculum, to program coordinators, to the Teacher Education Committee, and to faculty members in general, who are asked to announce the application dates to their classes and advisees.

Preservice Teaching applicants must provide, through their program coordinators, documentation that they meet the following criteria:

1. Passing selected standardized teaching field examinations required for certification in the state of Georgia (currently the Praxis II examination; Praxis I required for program admission);
2. Presenting grade point averages as follows:
 - (a) An overall GPA of 2.50 or better (2.75 for Middle Grades)
 - (b) A 2.50 GPA or better in all professional education courses (2.75 for Middle Grades)
 - (c) A 2.50 GPA or better in all required courses in the content specialization (2.75 for Middle Grades), and
 - (d) A minimum grade of "C" in all professional and specialized education courses at the time of application for Preservice Teaching
3. Presenting acceptable Departmental evaluation of field experiences;
4. Submitting current recommendations from Department of Curriculum advisors and/or faculty members who teach content courses in the teaching specialization;
5. Documenting clearance on the criminal background check;
6. Possessing and maintaining personal liability insurance;
7. Completing satisfactorily an interview with the Field Experience Committee.

The Field Experience Committee consisting of the Department Chairperson, program advisor (coordinator), and the Director of Field Education will judge the adequacy of each application. The committee will notify successful applicants by letter that the application is being sent to the designated public school administrator for placement. Upon receipt of placement information from the public school administrator, the University/Director of Field Education will mail notices to applicants with a copy to program coordinator.

The Department retains applications of candidates failing to meet specific criteria and informs them of deadlines for meeting criteria. Applicants who do not qualify for preservice teaching placement must meet with department advisors and/or coordinators for counseling and further vocational guidance.

TEACHER CERTIFICATION

The State of Georgia is the agency that certifies teachers. Certification for teaching in the state of Georgia currently requires passing scores on the Praxis I examination and passing scores in the appropriate field of the Praxis II examination, in addition to successful completion of program requirements. The State of Georgia determines passing scores for Praxis I and Praxis II and denotes exemptions for Praxis I. Because programs in the Department of Curriculum must be responsive to state certification requirements, students should contact the department to determine whether the state has made changes since the publication date of this catalog.

TEACHER EDUCATION PROGRAM DESCRIPTIONS

A. Early Childhood Teacher Education Program (ECE)

Bachelor of Arts (B.A.) in Early Childhood Teacher Education

The Early Childhood Education Program, through the Curriculum Department, prepares instructional personnel to be certified to teach preschool to grade five (P-5). The goals of this program are to provide prospective teachers with:

1. A broad background in the liberal arts, mathematics, and the natural and social sciences;
2. Familiarity with the field of education and its variety of settings and possibilities;
3. Opportunities to observe young children in educational settings and to interact effectively with them, using appropriate techniques;
4. Understanding of development, curricula, instructional principles, theory, and research in the psychomotor, cognitive, and affective domains of learning relative to the young child; Experience in using critical thinking skills to apply psychomotor, cognitive, and affective development principles of curricular and instructional practices;
5. Practice in integrating the content, methodology, and instructional materials of mathematics, science, social studies, creative arts, and language arts, and
6. Experience in planning, implementing, and evaluating the total educational program in diverse early childhood and primary grade settings from the perspective of a change agent for social justice.

The Four Components of the Early Childhood Teacher Education Program

Component I: General Education Core

CENG 105/106	English Composition I and II (6)
CFL_ 201/202	Foreign Language Requirement (6)
CHIS 201/202	U.S., Africa and the World I and II (6)
CMUS 120	Music Appreciation OR CART 150 Art Appreciation (3)
CEDC 262	Educational Technology (3)
CENG 201/202	World Literature I or II (3)

CMAT 103/105	Algebra I and Pre-Calculus I (6)
CPHI 105/CREL	Critical Thinking or Religion (3)
CPED 101/102	Physical Education (1)
CBIO 101	Biological Science (3)
CPHY 102 or 104	Physical Science (3) or Earth Science (4) with Lab
CSCJ 105	Culture and Society (3)
CSTA 101	Fundamentals of Speech (3)
CGED 100/101	First-Year Seminar I and II (2)
CCPS 301	Educational Psychology (3)

Component II: Specialty - Major Area of Study

CECE 200	Introduction to Early Childhood Education (2)
CECE 206	Foundations of Mathematics I (3)
CECE 214	Literature for Children (2)
CECE 300	Literacy I (2)
CECE 301	Literacy II (2)
CMAT 307	Structure of Elementary Mathematics I (3)
CMAT 308	Geometry for Pre-Secondary Teachers (3)
CECE 312	Language Arts (2)
CECE 314	Creative Development (3)
CEDC 401	Classroom Management (2)
CHPE 413	Health Education Curriculum, Methods and Materials (3)
CECE 415	Methods of Teaching Reading (3)
CECE 426	Integrated Teaching of Elementary Science and Mathematics (3)
CECE 452	Integrated Teaching of Language Arts and Social Studies (3)

Component III: Professional Education Course Work Sequence

CEDF 211	Foundations of Education: The Urban Reality (3)
CECE 212	Preprofessional Lab (1)
CECE 213	Practicum I (1)
CEDC 262	Educational Technology (3; counts toward Core Requirement)
CCPS 301	Educational Psychology (3; counts toward Core Requirement)
CECE 302	Child Development: The Urban Learner (3)
CECE 313	Practicum II (1)
CECE 316	Practicum III (1)
CECE 317	Practicum IV (1)
CECE 404	Early Childhood Curriculum and Methods (3)
CEDC 408	Multicultural and Global Education (3)
CEDS 425	Introduction to Exceptional Education (3)
CECE 498	Developing Family and Community Relationships (3)

Component IV: Education - Preservice Teaching Practicum Sequence

CECE 444	Preservice Teaching – Early Childhood (13)
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Preservice Teaching is a sixteen-week, all day professional laboratory practicum that precludes the candidate's taking any other courses or working. Participation in a weekly seminar is required.

SAMPLE PLAN OF STUDY

The following outline illustrates a way in which courses can be arranged for a degree in Early Childhood Education. This is a suggested study plan, not a mandatory one.

Bachelor of Arts in Early Childhood Teacher Education (130 credit hours)

FRESHMAN YEAR (34 credit hours)

First Semester: 17 credit hours

CGED 100	First-Year Seminar I with Service Learning (1)
CSTA 101	Fundamentals of Speech (3)
CBIO 101	Biological Science (3)
CMAT 105	Pre-Cal I or CMAT 103 Algebra I (3)
CENG 105	English Composition I (3)
CSCJ 105	Culture and Society (3)
CEDC 199	Preprofessional Seminar (1; unless exempt from Praxis I)

Second Semester: 17 credit hours

CGED 101	First-Year Seminar II with Service Learning (1)
CPED 101/102	Physical Education (1)
CPHY 102/104	Physical Science or Earth Science (3 or 4)
CPHY 102L/104L	Physical OR Earth Science Lab (0)
CENG 106	English Composition II (3)
CMAT 106	Pre-Cal II OR CMAT 105 (3)
CMUS 120	Music Appreciation OR CART 150 Art Appreciation (3)
CHIS 201	U.S., Africa, and the World I (3)

SOPHOMORE YEAR (31 credit hours)

First Semester: 16 credit hours

CPHIL 105/CREL	Critical Thinking OR Religion (3)
CECE 200	Introduction to Early Childhood Education (2)
CHIS 202	U.S., Africa, and the World II (3)
CFL__ 201	Foreign Language (3)
CEDC 262	Educational Technology (3)
CECE 212	Pre professional Lab {Observing} (1)

Second Semester: 15 credit hours

CFL__ 202	Foreign Language (3)
CECE 214	Literature for Children (2)
CECE 206	Foundations of Math I (3)

CEDF 211	Foundations of Education: The Urban Reality (3)
CENG 201/202	World Literature OR CENG 202 World Literature II (3)
CECE 213	Practicum I {Observing and Exploring} (1)

JUNIOR YEAR (36 credit hours)

First Semester: 18 credit hours

CECE 302	Child Development: The Urban Learner (3)
CMAT 307	Structure of Elementary Mathematics I (3)
CECE 312	Language Arts (2)
CECE 300	Literacy in Early Childhood I {Grades P-5} (2)
CECE 313	Practicum II {Planning and Implementing} (1)
CECE 314	Creative Development (4)
CCPS 301	Educational Psychology (3)

Second Semester: 18 credit hours

CECE 301	Literacy in Early Childhood II (2)
CMAT 308	Geometry for Pre-Secondary Teachers (3)
CECE 316	Practicum III {Instructing Connecting, and Assessing} (1)
CECE 415	Methods of Teaching Reading (3)
CECE 426	Integrated Teaching of Elementary Math and Science (3)
CECE 452	Integrated Teaching of Social Studies and Language Arts (3)
CECE 498	Developing Family and Community Relationships (3)

SENIOR YEAR (29 credit hours)

First Semester: 16 credit hours

CECE 401	Classroom Management (2)
CEDC 408	Multicultural and Global Education (3)
CECE 402	Professional Development (1)
CECE 404	ECE Curriculum Methods and Materials (3)
CEDS 425	Introduction to Exceptional Education (3)
CECE 317	Practicum IV {Evaluating, Analyzing, and Reflecting} (1)
CHPE 413	Health Education Curriculum, Methods and Materials (3)

Second Semester: 13 credit hours

CEDC 444	Preservice Teaching in Early Childhood Education (13)
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B. Middle Grades Teacher Education Program (MGTE)

**BACHELOR OF ARTS (B.A.) DEGREE IN MIDDLE GRADES
TEACHER EDUCATION (Effective Spring 2005, Discontinued)**

This program, through the Department of Curriculum, is designed to provide prospective middle grades teachers with knowledge, skills, and dispositions needed to effectively facilitate all young adolescents' academic achievement and affective development. The core curriculum credit hours are incorporated in the total program requirements. Upon completion of the MGTE Program, a Middle Grades Teacher Education graduate will be able to do the following:

1. Demonstrate a depth and breadth of knowledge in two chosen content concentrations (teaching fields): English/Language Arts, Mathematics, Science, Social Science that comprise the middle grades curriculum; and engage in activities designed to extend knowledge in chosen teaching fields;
2. Demonstrate an understanding of and an appreciation for all young adolescents' uniqueness and commonalities, and work collaboratively with family and community to maximize learning for all young adolescents;
3. Evaluate students' learning through a variety of developmentally responsive assessment measures, and base instruction on assessment results;
4. Establish and maintain culturally and developmentally appropriate teaching and learning environments that promote the healthy development of all young adolescents;
5. Engage in and support ongoing professional practices for self and colleagues, and demonstrate fluency in the integration of a range of technologies in their professional role with curriculum, instruction and assessment; and
6. Establish equitable, caring, productive learning environments, and act as advocates for all young adolescents in the school and in the larger community.

SAMPLE PLANS OF STUDY

**BACHELOR OF ARTS (B.A.) IN MIDDLE GRADES
TEACHER EDUCATION (126-129 CREDIT HOURS)**

Candidates are required to specialize in two concentration areas specified below:

1. English/Language Arts
2. Mathematics
3. Science
4. Social Science

English/Language Arts Concentration

- Note:**
1. This concentration is compatible with the Social Science concentration
 2. The program of study can be 126 credit hours or more depending on candidate's second choice of concentration.
 3. To meet Georgia rule 505-3-.29 Standard III requiring a minimum of fifteen semester hours in content, the following two English courses (6 credit hours) were added to the program of study: CENG 315 Survey of Major U.S. Writers I and CENG 418 History of the English or CENG 419 Linguistics. All English content courses are taken in the School of Arts and Sciences, Department of English.

FRESHMAN YEAR (32 credit hours)

CENG 105	College Composition I (3)
CENG 106	College Composition II (3)
CMAT 105	Pre-Calculus I (3) OR CMAT 108 Pre-Calculus (6)
CMAT 106	Pre-Calculus II (3)

CHIS 211	U.S. History before 1865 (3)
CHIS 212	U.S. History after 1865 (3)
CHUM 228	Early Period: 1500-1914 (3) OR
CHUM 230	Modern Period: WWI-Present (3)
CPHI 105/CREL	Critical Thinking OR Religion (3)
CFL_ 201	Foreign Language I (3)
CFL_ 202	Foreign Language II (3)
CGED 100	First-Year Seminar I (1)
CGED 101	First-Year Seminar II (1)

SOPHOMORE YEAR (35 credit hours)

First Semester: 18 credit hours

CBIO 111	General Biology I and Lab (4)
CENG 201/202	World Literature I OR CENG 202 World Literature II (3)
CPHY 104	Earth Systems Science I and Lab (4)
	Social Science Option (3)
CPED 101/102	Physical Education (1)
CSTA 302	Speech/Classroom Teacher OR CSTA 304
	Business/Professional Speech OR
CSTA 303	Argumentation and Debate (3)

Second Semester: 17 credit hours

CBIO 112	General Biology II and Lab (4)
CEMG 201	Practicum I: Observing and Exploring [O&E] (1)
CEMG 202	Introduction to Middle Level Teaching (3)
CEDF 211	Foundations of Education: The Urban Reality (3)
CEDC 262	Educational Technology (3)
CCPS 301	Educational Psychology (3)

JUNIOR YEAR (32 to 34 credit hours)

First Semester: 16 or 17 credit hours

CEMG 302	Practicum II: Planning, Instructing, Connecting and Assessing [PICA] (1)
CENG 311	Advanced Grammar and Composition (3)
CENG 315	Survey of Major U.S. Writers I (3)
CCPS 398	Adolescent Psychology: The Urban Learner (3)

Second concentration/content course (3/4) OR CHIS 422 History of Georgia (3); for Social Science concentration

Second Semester: (16 or 17 credit hours)

CEDC 215	Adolescent Literature (3)
CEMG 303	Practicum III: Planning, Instructing, Connecting and Assessing [PICA] (1)
CEMG 300	Teaching English/Language Arts in the Middle Grades (3)
CEMG 315	Teaching Integrated Language Arts and Social Sciences (3)
CEDC 415	Methods of Teaching Reading and Writing (3)

Second concentration/content course (3 or 4) (OR CEDC 201 Teaching Geography Themes in Education [3]; for Social Science concentration)

SENIOR YEAR (27 to 28 credit hours)

First Semester: 14 or 15 credit hours

CEMG 404	Practicum IV: Interdisciplinary Teaming: Connecting, Evaluating and Reflecting [IT: CER] (1)
CENG 418	History of the English Language (3) OR CENG 419 Linguistics (3)
CEDS 425	Introduction to Exceptional Education (3)
CEMG 441	Middle Level Curriculum and Instructional Practices (4)

Second concentration/content course (3 or 4)

Second Semester: 13 credit hours

CEMG 446	Preservice Teaching–Middle Grades with Seminar (13)
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Mathematics Concentration

- Note:**
1. This concentration is compatible with the Science concentration.
 2. The program of study can be 129 credit hours or more depending on candidate's second choice of concentration.
 3. To maintain a minimum increase in credit hours, the following three courses (9 hours) were eliminated from the program of study: Integrated Language Arts and Social Studies, Adolescent Literature and History of Georgia. The concepts and experiences are covered in CEDC 415 Methods of Teaching Reading and Writing, CEMG 302 and 303 Practicum II and III, and CEMG 441 Middle Grades Curriculum and Instructional Practices.
 4. To meet Georgia rule 505-3-.29 Standard III requiring a minimum of fifteen (15) semester hours in content, the following three (3) mathematics courses (9 hours) were added to the program of study: CMAT 307 Structure of Elementary Mathematics I, CMAT 308 Geometry for Pre-Secondary, CMAT 309 Structure of Elementary Mathematics II. All mathematics content courses are taken in the School of Arts and Sciences, Department of Mathematical Sciences.

FRESHMAN YEAR (34 credit hours)

First Semester: 17 credit hours

CENG 105	English Composition I (3)
CPHI 105/CREL	Critical Thinking or Religion (3)
CHIS 211	U.S. History before 1865 (3)
CBIO 111	General Biology I and Lab (4)
CFL_ 201	Foreign Language (3)
CGED 100	First-Year Seminar I (1)

Second Semester: 17 credit hours

CENG 106	English Composition II (3)
CMAT 105	Pre-Calculus I (3) or CMAT 108 Pre-Calculus (6)
CHIS 212	U.S. History after 1865 (3)
CBIO 112	General Biology I and Lab (4)
CFL_ 202	Foreign Language (3)
CGED 101	First-Year Seminar II (1)

SOPHOMORE YEAR (33 CREDIT HOURS)**First Semester: 17 credit hours**

CHUM 228	Early Period: 1500-1914 OR
CHUM 230	Modern Period: WWI-Present (3)
CENG 201/202	World Literature I OR CENG 202 World Literature II (3)
CPHY 104	Introduction to Earth Systems Science I and Lab (4)
CMAT 106	Pre-Calculus II (3)
	Social Science Option (3)
CPED 101/102	Physical Education (1)

Second Semester: 16 credit hours

CMAT 307	Structure of Elementary Mathematics I (3)
CEMG 201	Practicum I: Observing and Exploring [O&E] (1)
CEMG 202	Introduction to Middle Level Teaching (3)
CEDF 211	Foundations of Education: The Urban Reality (3)
CEDC 262	Educational Technology (3)
CCPS 301	Educational Psychology (3)

JUNIOR YEAR (32 to 34 credit hours)**First Semester: 16 to 17 credit hours**

CEMG 302	Practicum II: Planning, Instructing, Connecting and Assessing [PICA] (1)
CMAT 308	Geometry for Pre-Secondary Teachers (3)
CEDC 311	Teaching Algebra, Grades 6-12 (3)
CCPS 398	Adolescent Psychology: The Urban Learner (3)
CSTA 302	Speech for the Classroom Teacher or CSTA 303 Argumentation and Debate OR
CSTA 304	Business and Professional Speech (3) Second concentration/content course (3 or 4)

Second Semester: 16 to 17 credit hours

CEMG 303	Practicum III: Planning, Instructing, Connecting and Assessing [PICA] (1)
CMAT 309	Structure of Elementary Mathematics II (3)
CEDC 309	Teaching Geometry, Grades 6-12 (3)
CEDC 320	Teaching Foundations of Mathematics from Cultural Perspectives-Grades 6-12 (3) Second concentration/content course (3) Second concentration/content course (3 or 4)

SENIOR YEAR (30 credit hours)**First Semester: 17 credit hours**

CEDC 321	Teaching Concepts of Calculus-Grades 6-12 (3)
CEMG 404	Practicum IV Interdisciplinary Teaming: Connecting, Evaluating and Reflecting [IT:CER] (1)
CEDC 415	Methods of Teaching Reading and Writing (3)
CEDS 425	Introduction to Exceptional Education (3)
CEDC 430	Teaching Integrated Mathematics and Science (3)
CEMG 441	Middle Grades Curriculum and Instructional Practices (4)

Second Semester: 13 credit hours

CEMG 446	Preservice Teaching--Middle Grades with Seminar (13)
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Science Concentration

- Note: 1. This concentration is compatible with the Mathematics concentration.
2. The program of study, 131 credit hours, is inclusive of the second concentration.
3. To meet Georgia rule 505-3-.29 Standard III requiring a minimum of fifteen semester hours in content, the following two science courses (8 hours) were added to the program of study: CPHY 104 and CPHY 105 Earth Systems Science I and II and Labs. Please note that science content courses are 4 semester hours each. All science content courses are taken in the School of Arts and Sciences, Departments of Biological Sciences, Chemistry and Physics.

FRESHMAN YEAR (32 credit hours)

CENG 105	English Composition I (3)
CENG 106	English Composition II (3)
CMAT 105	Pre-Calculus I (3) OR CMAT 108 Pre-Calculus (6)
CMAT 106	Pre-Calculus II (3)
CHIS 211	U.S. History before 1865 (3)
CHIS 212	U.S. History after 1865 (3)
CHUM 228	Early Period: 1500-1914 (3) OR
CHUM 230	Modern Period: WWI-Present (3)
CPHI 105/CREL	Critical Thinking OR Religion (3)
CFL_ 201	Foreign Language (3)
CFL_ 202	Foreign Language (3)
CGED 100	First-Year Seminar I (1)
CGED 101	First-Year Seminar II (1)

SOPHOMORE YEAR (35 credit hours)**First Semester: 18 credits**

CBIO 111	General Biology I with Lab (4)
CENG 201/202	World Literature I OR CENG 202 World Literature II (3) Social Science (3)
CPHY 104	Introduction to Earth System Science I with Lab (4)

CPED 101/102	Physical Education (1)
CSTA 302	Speech/Classroom Teacher OR
CSTA 304	Business/Professional Speech (3) OR
CSTA 303	Argumentation and Debate (3)

Second Semester: 17 credits

CBIO 112	General Biology II with Lab (4)
CEMG 201	Practicum I Observing and Exploring [O&E] (1)
CEMG 202	Introduction to Middle Level Teaching (3)
CEDF 211	Foundations of Education: The Urban Reality (3)
CEDC 262	Educational Technology (3)
CCPS 301	Education Psychology (3)

JUNIOR YEAR (34 credit hours)

First Semester: 17 credit hours

CEMG 302	Practicum II Planning, Instructing, Connecting and Assessing [PICA] (1)
CMAT 307	Structure of Elementary Mathematics (3)
CEDC 311	Teaching Algebra, Grades 6-12 (3)
CCPS 398	Adolescent Psychology: The Urban Learner (3)
CCHE 111	General Chemistry I with Lab (4) Second concentration/content course (3)

Second Semester: 17 credit hours

CEMG 303	Practicum III: Planning, Instructing, Connecting and Assessing [PICA] (1)
CPHY 106	Earth Systems Science II (4)
CEDC 322	Teaching Science, Grades 4-8 (3)
CEDC 415	Methods of Teaching Reading and Writing (3) Second concentration/content course (3) Second concentration/content course (3)

SENIOR YEAR (30 credit hours)

First Semester: 17 credit hours

CEMG 404	Practicum IV: Interdisciplinary Teaming: Connecting, Evaluating and Reflecting [IT:CER] (1)
CEDS 425	Introduction to Exceptional Education (3)
CEDC 430	Teaching Integrated Mathematics and Science (3)
CEMG 441	Middle Grades Curriculum and Instructional Practices (4)
CEDC 456	Teaching Physics Concepts, Grades 4-8 (3) Second concentration/content course (3)

Second Semester: 13 credits

CEMG 446	Preservice Teaching–Middle Grades with Seminar (13)
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Social Sciences Concentration

- Note:** 1. This concentration is compatible with the Language Arts concentration.
2. The program of study can be 129 credit hours or more depending on candidate's second choice of concentration.

FRESHMAN YEAR (32 credit hours)

CENG 105	English Composition I (3)
CENG 106	English Composition II (3)
CMAT 105	Pre-Calculus I (3) OR CMAT 108 Pre-Calculus (6)
CMAT 106	Pre-Calculus II (3)
CHIS 211	U.S. History before 1865 (3)
CHIS 212	U.S. History after 1865 (3)
CHUM 228	Early Period: 1500-1914 (3) OR CHUM 230 Modern Period: WWI-Present (3)
CPhi 105/CREL	Critical Thinking OR Religion (3)
CFL_ 201	Foreign Language (3)
CFL_ 202	Foreign Language (3)
CGED 100	First-Year Seminar I (1)
CGED 101	First-Year Seminar II (1)

SOPHOMORE YEAR (35 credit hours)

First Semester: 18 credit hours

CBIO 111	General Biology I and Lab (4)
CENG 201/202	World Literature I or II (3) Social Science (3)
CPHY 104	Introduction to Earth Systems Science I with Lab (4)
CPED 101/102	Physical Education (1)
CSTA 302	Speech/Classroom Teacher OR
CSTA 304	Business/Professional Speech (3) OR
CSTA 303	Argumentation and Debate (3)

Second Semester: 17 credit hours

CBIO 112	General Biology II and Lab (4)
CEMG 201	Practicum I: Observing and Exploring (1)
CEMG 202	Introduction to Middle Level Teaching (3)
CEDF 211	Foundations of Education: The Urban Reality (3)
CEDC 262	Educational Technology (3)
CCPS 301	Education Psychology (3)

JUNIOR YEAR (32 to 34 credit hours)

First Semester: 16 to 17 credit hours

CEMG 302	Practicum II: Planning, Instructing, Connecting and Assessing [PICA] (1)
CHIS 422	History of Georgia (3)

CPSC 219	American Government and Politics (3)
CCPS 398	Adolescent Psychology: The Urban Learner (3)
CHIS 317	Civil War and Reconstruction or
CHIS 355	U.S. in the 20th Century (3) Second concentration/content course (3 to 4)

Second Semester: 16 to 17 credit hours

CEDC 201	Teaching Geography Themes in Education (3)
CEDC 215	Adolescent Literature (3)
CEMG 303	Practicum III: Planning, Instructing, Connecting and Assessing [PICA] (1)
CEMG 315	Teaching Integrated Language Arts and Social Sciences (3)
CEDC 415	Methods of Teaching Reading and Writing (3) Second concentration/content course (3/4)

SENIOR YEAR (30 to 31 credit hours)

First Semester: 17 to 18 credit hours

CEMG 404	Practicum IV Interdisciplinary Teaming: Connecting, Evaluating and Reflecting [IT: CER] (1)
CEDS 425	Introduction to Exceptional Education (3)
CEMG 441	Middle Grades Curriculum and Instructional Practices (4)
CHIS 433	History of Urban America (3) Second concentration/content course (3) Second concentration/content course (3 or 4)]

Second Semester: 13 credit hours

CEMG 446	Preservice Teaching–Middle Grades with Seminar (13)
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HEALTH AND PHYSICAL EDUCATION TEACHER EDUCATION PROGRAM

(Effective Spring 2005 the B.A. and the post-baccalaureate in Health and Physical Education, Discontinued)

This program leads to the Bachelor of Arts degree in Health and Physical Education with eligibility for certification to teach Physical Education in Georgia schools, grades P-12. The degree program prepares candidates to become teachers and to assume leadership roles in health and physical education programs. Health and Physical Education courses also develop candidates' activity skills and their understanding of the scientific, sociological, and physiological bases of physical activity. Candidates who wish to be in this program must apply for and be accepted into the Department's Teacher Education Program. They must meet all the criteria for admission into the Teacher Education Program, including passing Praxis I. Later, they must also meet all the criteria for admission into Preservice Teaching, including passing selected standardized teaching examinations (currently the Praxis II examination) in their field.

The Health and Physical Education Program also provides the physical education courses (CPED) required as part of the Core Curriculum.

**HEALTH AND PHYSICAL EDUCATION PROGRAM
REQUIRED PROFESSIONAL EDUCATION COURSES**

The Four Components of the Health and Physical Education Teacher Education Program

Component I: General Education Core

CENG 105/106	English Composition I and II (6)
CFL_ 201/202	Foreign Language Requirement (6)
CHIS 211/212	U.S. History I/II (6) Humanities (3)
CEDC 262	Educational Technology (3)
CENG 201/202	World Literature I/II (3)
CMAT 103/104	Algebra I and II (6)
CPHI 105	Critical Thinking or Religion (3)
CHPE 201	Physical Fitness and Conditioning (1)
CBIO 111	General Biology (with CBIO 111 lab) (4)
CHPE 230	Anatomy and Physiology for Physical Educators (3) Social Sciences (3)
CSTA 101	Fundamentals of Speech (3)
CGED 100/101	First-Year Seminar I and II (2)
CCPS 301	Educational Psychology (3)

Component II: Specialty - Major Area of Study

CHPE 203	Methods of Teaching Dance (P) (2)
CHPE 254	Skills and Techniques of Individual and Dual Sports I (P) (2)
CHPE 257	Skills and Techniques of Team Sports (P) (2)
CHPE 299	Nutrition (3)
CHPE 212	History and Principles of Physical Education (3)
CHPE 230	Anatomy and Physiology for Physical Educators (3)
CHPE 255	Skills and Techniques of Individual and Dual Sports II (P) (2)
CHPE 256	Skills and Techniques of Outdoor Activities (P) (2)
CHPE 201	Physical Fitness and Conditioning (2)
CCPS 301	Educational Psychology (3)
CHPE 300	Psychological and Social Health (3)
CHPE 318	Human Growth and Development (P) (3)
CHPE 350	Adapted Physical Education (P) (3)
CHPE 384	Skills and Techniques of Swimming (2)
CHPE 442	Organization and Administration of HPE (P) (3)
CHPE 312	Physiology of Exercise (3)
CHPE 325	Methods of Teaching Gymnastics (P) (2)
CHPE 358	First Aid, Safety, and CPR (2)
CHPE 413	Health Education Curriculum, Methods and Materials (P) (3)
CHPE 455	Tests and Measurement (P) (3)
CHPE 457	Kinesiology (3)

Component III: Professional Education Course Work Sequence

CEDF 211	Foundations of Education: The Urban Reality (3)
CEDC 262	Educational Technology (3; counts toward Core Requirement)
CECE 275	Practicum I (1)
CCPS 301	Educational Psychology (3; counts toward Core Requirement)
CECE 375	Practicum II (1)
CHPE 404	Methods of Teaching Early Childhood HPE (P) (3)
CEDS 425	Introduction to Exceptional Education (3)
CHPE 441	Methods of Teaching Middle Grades HPE (P) (3)
CHPE 443	Methods of Teaching Secondary HPE (P) (3)
CECE 465	Practicum III (1)
CECE 475	Practicum IV (1)

Component IV: Professional Education - Preservice Teaching Practicum Sequence

CHPE 449	Preservice Teaching – Health and Physical Education (13)
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Preservice Teaching is a sixteen-week, all day professional laboratory practicum that precludes the candidate's taking any other courses or working. Participation in a weekly seminar is required.

SAMPLE PLAN OF STUDY

The following outline illustrates a way in which courses can be arranged for a degree in physical education with eligibility for teacher certification in a four-year program. (128 credit hours)

FRESHMAN YEAR (33 credit hours)**First Semester: 17 credit hours**

CGED 100	First-Year Seminar I (1)
CMAT 103	Algebra I ¹ (3)
CENG 105	English Composition I ¹ (3)
CHIS 211	U.S. History to 1865 (3)
CBIO 111	General Biology (with CBIO 111 lab) (4)
CFL_ 201	Foreign Language (3)

Second Semester: 16 credit hours

CGED 101	First-Year Seminar II (1)
CMAT 104	Algebra II ¹ (3)
CENG 106	English Composition I ¹ (3)
CHIS 212	U.S. History since 1865 (3)
	Humanities Requirement (3)
CFL__ 202	Foreign Language (3)

SOPHOMORE YEAR (34 credit hours)**First Semester: 18 credit hours**

CSTA 101	Fundamentals of Speech ¹ (3)
CENG 201/202	World Literature I or CENG 202 World Literature II ² (3)
CEDF 211	Foundations of Education: The Urban Reality ^{1,3} (3)
CHPE 203	Methods of Teaching Dance (P) ^{1,3} (2)
CHPE 254	Skills and Techniques of Individual and Dual Sports I (P) ^{1,3} (2)
CHPE 257	Skills and Techniques of Team Sports (P) ^{1,3} (2)
CHPE 299	Nutrition ^{1,3} (3)

Second Semester: 16 credit hours

CHPE 212	History and Principles of Physical Education ^{1,3} (3)
CHPE 230	Anatomy and Physiology for Physical Educators ^{1,3} (3)
CHPE 255	Skills and Techniques of Individual and Dual Sports II (P) ^{1,3} (2)
CHPE 256	Skills and Techniques of Outdoor Activities (P) ^{1,3} (2)
CEDC 262	Educational Technology ^{1,3} (3)
CHPE 201	Physical Fitness and Conditioning ^{1,3} (2)
CHPE 275	Practicum I ^{1,3} (1)

JUNIOR YEAR (36 credit hours)**First Semester: 18 credit hours**

CCPS 301	Educational Psychology ^{1,4} (3)
CHPE 300	Psychological and Social Health ^{1,4} (3)
CHPE 318	Human Growth and Development (P) ^{1,4} (3)
CHPE 350	Adapted Physical Education (P) ^{1,4} (3)
CHPE 384	Skills and Techniques of Swimming ^{1,4} (2)
CHPE 442	Organization and Administration of HPE (P) ^{1,4} (3)
CHPE 375	Practicum II ^{1,4} (1)

Second Semester: 18 credit hours

CHPE 312	Physiology of Exercise ^{1,4,5} (3)
CHPE 325	Methods of Teaching Gymnastics (P) ^{1,4} (2)
CHPE 404	Methods of Teaching Early Childhood HPE (P) ^{1,4} (3)
CHPE 441	Methods of Teaching Middle Grades HPE (P) ^{1,4} (3)
CHPE 443	Methods of Teaching Secondary HPE (P) ^{1,4} (3)
CHPE 465	Practicum III ^{1,4} (1)
CREL/CPHIL	Religion or Philosophy (3)

SENIOR YEAR (30 credit hours)**First Semester: 17 credit hours**

CEDS 425	Introduction to Exceptional Education ^{1,4} (3)
CHPE 358	First Aid, Safety, and CPR ^{1,4} (2)
CHPE 413	Health Education Curriculum, Methods and Materials (P) ^{1,4,6} (3)
CHPE 455	Tests and Measurement (P) ^{1,4,7} (3)
CHPE 457	Kinesiology ^{1,4,8} (3)
CHPE 475	Practicum IV ^{1,4} (1)
	Social Science (3)

Second Semester

CEDC 449 (HPE) Preservice Teaching P-129 with Seminar (13)
(additional courses not permitted)

¹Grade of C or better required

²Prerequisite: CENG 105 and CENG 106

³Prerequisite: Passing scores on Praxis I and clearing criminal background check

⁴Prerequisite: Formal admission to the Program, including passing scores on Praxis I

⁵Prerequisite: CHPE 230 and CHPE 201

⁶Prerequisite: CEDF 211

⁷Prerequisite: CMAT 103, CMAT 104, CEDC 262

⁸Prerequisite: CHPE 230

⁹Prerequisite: Formal admission to Preservice Teaching
(P) Indicates a Practicum (field experience) experience component

II. TEACHER CERTIFICATION IN SECONDARY AND P-12 EDUCATION FIELDS (Effective Spring 2005 Teacher Certification in Broad Field Science and Social Science, Science, English, History, French, Spanish, Music and Math Education, Discontinued)

Candidates may take education courses required for teacher certification in the following secondary teaching fields: Broad Field Science, Broad Field Social Science, English, History and Mathematics. In addition, candidates may take education courses required for teacher certification in the P-12 fields of Music or Modern Foreign Languages (French and Spanish). Those candidates receive a degree in their content major. To be eligible for certification by the State of Georgia, they must complete the following sequence of courses as well as other specific courses necessary to satisfy certification requirements in a specific content area. (For instance, English majors who are seeking teaching certification must also take CEDC 415: Methods of Teaching Reading.) Candidates must meet all criteria for admission into the Teacher Education Program, including passing the Praxis I examination. They must also meet the criteria for admission into Preservice Teaching, including passing selected standardized teaching field examinations (currently the Praxis II examination) in their field.

Secondary (7-12) Education Program

(Broad Field Science; Broad Field Social Science; English; History; Mathematics)

CEDC 262	Educational Technology (3; meets Core requirement)
CSEC 219	Practicum I (1)
CEDF 211	Foundations of Education: The Urban Reality (3)
CEDC 408	Multicultural and Global Education (3)
CSEC 319	Practicum II (1)
CPSY 301	Educational Psychology (3; satisfies Core requirement)
CCPS 398	Adolescent Psychology (3)
CENG 320	Practicum III (3)

CEDS 425	Introduction to Exceptional Education (3)
_____	Methods of Teaching (3; major content area)
CEDC 415	Methods of Teaching Reading (3; English only)
CEDC 443	High School Curriculum and Methods (3)
CSEC 419	Practicum IV (1)
CEDC 448	Preservice Teaching: High School (with Seminar; 13)

P-12 Students

(French and Spanish)

CEDC 262	Educational Technology (3; satisfies Core requirement)
CSEC 19	Practicum I (1)
CEDF 211	Foundations of Education: The Urban Reality (3)
CEDC 408	Multicultural and Global Education (3)
CSEC 319	Practicum II (1)
CPSY 301	Educational Psychology (3; satisfies Core requirement)
CPSY 218	Human Growth and Development (3)
CENG 320	Practicum III (1)
CEDS 425	Introduction to Exceptional Education (3)
_____	Methods of Teaching (3; major content area)
CEDC 415	Methods of Teaching Reading (3; if required)
CEDC 443	High School Curriculum and Methods (3)
CSEC 419	Practicum IV (1)
CEDC 449	Preservice Teaching: P-12 (with Seminar; 13)

Candidates who are seeking secondary or P-12 certification must meet at least once a semester with the Secondary Education Coordinator in the Curriculum Department. The Coordinator advises secondary and P-12 students about education requirements and updates candidates about program changes and certification requirements and changes.

III. THE EDUCATIONAL STUDIES PROGRAM

In the 21st century, public classroom teaching is only one of innumerable opportunities in the field of education open to college graduates. Those educated to be imaginative agents of change in the ongoing challenge to find new solutions to persistent problems will always find ways to make significant educational contributions. Urban America offers educational career options that do not require certification. While the Curriculum Department maintains as its primary focus the preparation of classroom teachers, it also has an option for those who choose not to pursue the Teacher Education Program. The Educational Studies Program is for candidates who wish to prepare themselves for other career options in education. Some other career options are in the following fields:

Child Care: Day care programs; Preschool programs; After school programs.
Community Organizations: Scouting; Y's; Boys and Girls Clubs; Service organizations (Kiwanis, Lions, etc.).

Educational Programs Not In Schools: Sci-Trek; Arts Councils (Fulton County Arts Council School Arts Program, etc.); Educational Divisions of Arts Agencies (High Museum of Art, Alliance Theater School of Education, Hammonds House, etc.); Religious education; Government education (Peace Corps/Teach for America, etc.); Education in the military; Health care education.

Mass Media: Educational television: production, program development, research; Distance teaching/learning: production, course and lesson development; Print media: educational reporting for magazines/newspapers.

Publishing: Publishing companies (esp. publishers of education materials); Staff of Learned Societies Journals (National Council of Teachers of English, etc.).

Other: University/school marketing; University/school recruiting; University/school development programs; Staff development within organizations; Sports/recreation organization staff (Little League/Pop Warner); Social Service Agencies; Research facilities; Vocational education; Adult education; Literacy programs.

ADMISSION INTO THE EDUCATIONAL STUDIES PROGRAM

Candidates declare which of the department's programs they wish to enter when they apply to the department. It is possible for candidates to change programs. If candidates change programs, they have to complete all the requirements of the program into which they change.

Candidates who are in the Teacher Education Program, but who do not pass Praxis II at the prescribed time, will have to continue to attempt Praxis II in order to preservice teach and complete their program. If they apply to switch to the Educational Studies Program, they will have to complete all of the requirements of the Educational Studies Program. In either case, they may need to extend their time of study in order to complete program requirements.

As an example, the Middle Grades Teacher Education Program requires higher-level math courses in the core curriculum than does the Educational Studies Program. Unless candidates had initially opted to take the higher-level core curriculum math courses, they would have to take those additional courses in order to be eligible to change into the Middle Grades Teacher Education Program.

The criteria for admission to the Educational Studies Program are as follows:

1. An overall GPA of 2.0 or better;
2. Passing Praxis I scores or provide evidence of meeting the exemption criteria for Praxis I as established by the Georgia Professional Standards Commission;
3. Grade of "C" or better in CENG 105 and 106, Speech, CMAT 103 and 104, or CMAT 105 and 106, or CMAT 111 and 112;

4. Acceptable written statement by the applicant identifying the applicant's career goal and explaining how this program will support achievement of the career goal;
5. Completion of an [Admission to School of Education](#) packet;
6. Possess and maintain personal liability insurance for all field experiences

GRADUATION REQUIREMENTS FOR THE EDUCATIONAL STUDIES PROGRAM

Graduation requirements are as follows:

1. Grade of "C" or better in CENG 105 and 106, Speech, CMAT 103 and 104, or CMAT 105 and 106, or CMAT 111 and 112;
2. Satisfactory completion of all program requirements;
3. Satisfactory completion of all other CAU requirements;

DESCRIPTION OF THE EDUCATIONAL STUDIES PROGRAM

The components of the Educational Studies Program are as follows:

1. The University- required core curriculum (54 credit hours);
2. A required program core of courses (68 credit hours) that includes the following:
 - a. A series of required courses taken in blocks in a cohort.
 - b. A planned program of electives suitable to the candidate's career goal. The planned program of electives must be planned with and approved by the advisor. The program will utilize courses from throughout the University.
 - c. CEDC 492: Cooperative Education Experience: A required full-time experience with an appropriate agency done during the candidate's last semester and with an accompanying seminar.

The Two Components of the Educational Studies Program

Component I: General Education Core (54 credit hours)

CENG 105/106	English Composition I and II (6)
CFL_ 201/202	Foreign Language Requirement (6)
CHIS 201/202	U.S., Africa and the World I and II (6)
CMUS 120	Music Appreciation (3)
CEDC 262	Educational Technology (3)
CENG 201/202	World Literature I or II (3)
CMAT 103/105	Algebra I and Pre-Calculus I (6)
CPHI 105/CREL	Critical Thinking or Religion (3)
CPED 101/102	Physical Education (1)
CBIO 101	Biological Science (3)
CPHY 102/104	Physical Science (3) or Earth Science Systems I and Lab (4)
CSCJ 105	Culture and Society (3)

CSTA 101	Fundamentals of Speech (3)
CGED 100/101	First-Year Seminar I and II (2)
CCPS/CPSY 301	Educational Psychology (3)

Component II: The Program Core (68 credit hours)

A. Required Courses

CECE 200	Introduction to Early Childhood Education (2)
CECE 262	Educational Technology (3)
CECE 212	Preprofessional Lab (1)
CMAT 206	Foundations of Math I (3)
CEDF 211	Foundations of Education: Urban Reality (3)
CPSY 218	Human Growth and Development (3)
CECE 300	Literacy in Early Childhood I (2)
CCPS 301	Educational Psychology (3)
CECE 307	Structure of Elementary Mathematics I (3)
CECE 312	Language Arts (2)
CECE 314	Creative Development (4)
CEDC 303	Human Relations (3)
CBUS 330	Legal Aspects or other law class suitable to the candidate's career goals (3)
CEDC 305	Presentation Skills (2)
CBUS 340	Principles of Management (3)
CEDC 408	Multicultural and Global Education (3)
CECE 404	ECE Curriculum Methods and Materials (3)
CEDS 425	Introduction to Exceptional Education (3)
CHPE 413	Health Education Curriculum and Methods (3)
CECE 405	Preschool Program Development (3)
	Electives (7)

Planned program of electives suitable to candidate's career goal. The planned program of electives must be planned with and approved by an advisor. It will utilize courses from throughout the University.

CECE 492: Cooperative Education Experience (12)

EDUCATIONAL STUDIES PROGRAM – EARLY CHILDHOOD: 122 CREDIT HOURS

FRESHMAN YEAR (34 credit hours)

First Semester: 17 credit hours

CBIO 101	Biological Science (3)
CGED 100	First-Year Seminar I (1)
CENG 105	English Composition I (3)
CMAT 103	Algebra I OR CMAT 105 Pre-Calculus I (3)
CSTA 101	Fundamentals of Speech (3)
CSCJ 105	Culture and Society (3)
CEDC 199	Preprofessional Seminar (1)

Second Semester: 17 credit hours

CPHY 102/104	Physical Science or Earth Science (3/4)
CPHY 102L/104L	Physical Science Lab (0)
CGED 101	First-Year Seminar II (1)
CENG 106	English Composition II (3)
CMAT 105	Pre-Calculus I OR CMAT 106 Pre-Calculus II (3)
CMUS 102	Music Appreciation OR Art Appreciation (3)
CPED 101/102	Physical Education (1)
CHIS 201	U.S., Africa and the World (3)

SOPHOMORE YEAR (28 credit hours)

First Semester: 15 credit hours

CECE 200	Introduction to Early Childhood Education (2)
CREL/CPHI	Religion or Philosophy (3)
CHIS 202	U.S., Africa and the World (3)
CFL __201	Foreign Language (3)
CECE 262	Educational Technology (3)
CECE 212	Preprofessional Lab (1)

Second Semester: 13 credit hours

CFL __202	Foreign Language (3)
CMAT 206	Foundations of Math I (3)
CEDF 211	Foundations of Education: Urban Reality (3)
CENG 201	World Literature (3)
	Elective (1)

JUNIOR YEAR (33 credit hours)

First Semester: 17 credit hours

CPSY 218	Human Growth and Development (3)
CECE 300	Literacy in Early Childhood I (2)
CCPS 301	Educational Psychology (3)
CECE 307	Structure of Elementary Mathematics I (3)
CECE 312	Language Arts (2)
CECE 314	Creative Development (4)

Second Semester: 16 credit hours

CEDC 303	Human Relations (3)
CBUS 330	Legal Aspects (3)
CEDC 305	Presentation Skills (2)
CBUS 340	Principles of Management (3)
	Elective (3)
	Elective (3)

SENIOR YEAR (27 credit hours)**First Semester: 15 credit hours**

CEDC 408	Multicultural and Global Education (3)
CECE 404	ECE Curriculum Methods and Materials (3)
CEDS 425	Introduction to Exceptional Education (3)
CHPE 413	Health Education Curriculum and Methods (3)
CECE 405	Preschool Program Development (3)

Second Semester: 12 credit hours

CEDC 492	Cooperative Education (12)
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**EDUCATIONAL STUDIES PROGRAM – MIDDLE GRADES
(126 CREDIT HOURS)****FRESHMAN YEAR (32 hours)**

CENG 105	English Composition I (3)
CENG 106	English Composition II (3)
CMAT 105	Pre-Calculus I (3)
CMAT 106	Pre-Calculus II (3)
CHIS 211	U.S. History before 1865 (3)
CHIS 212	U.S. History after 1865 (3)
CHUM 228	Early Period or
CHUM 230	Modern Period (3)
	Critical Thinking OR Religion (3)
CFL_ 201	Foreign Language (3)
CFL_ 202	Foreign Language Option & Lab (3)
CGED 100	First-Year Seminar I (1)
CGED 101	First-Year Seminar II (1)

SOPHOMORE YEAR (36 credit hours)**First Semester: 18 credit hours**

CBIO 111	General Biology I and Lab (4)
CENG 201	World Literature I OR CENG 202 World Literature II (3)
	Social Science (3)
CPHY 104	Earth Systems Science I and Lab (4)
CSTA 302	Speech/Classroom Teacher OR
	CSTA 304 Business/Professional Speech OR
CSTA 303	Argumentation and Debate (3)

Second Semester: 18 credit hours

CBIO 112	General Biology II and Lab (4)
CEMG 201	Practicum I: Observations and Exploring (1)
CEMG 202	Introduction to Middle Level Teaching (3)
CEDF 211	Foundations of Education: The Urban Reality (3)
CEDC 262	Educational Technology (3)
CCPS/CPSY 301	Educational Psychology (3)

JUNIOR YEAR (30 credit hours)**First Semester: 15 credit hours**

CCPS 398	Adolescent Psychology (3)
	Electives (12)

Second Semester: 15 credit hours

CEDC 415	Methods of Teaching Reading and Writing (3)
CEDC 488	Internship I (3)
	Electives (9)

SENIOR YEAR (28 credit hours)**First Semester: 16 credit hours**

CEDS 425	Introduction to Exceptional Education (3)
CEDC 488	Internship II (3)
CEMG 441	Middle Level Curriculum and Instructional Practices (4)
	Electives (6)

Second Semester: 12 credit hours

CEDC 492	Cooperative Education with Seminar (9-12)
	Optional elective (3)

DEPARTMENT OF CURRICULUM COURSE DESCRIPTIONS

CECE 200: Introduction to Early Childhood Education. Fall, 2 credits
Course experiences are designed to provide a survey overview of early childhood education (ages 3-7 years; preschool thru grade 2) as professional field of study and practice. Emphasis is on the role and function of early childhood education (ECE) programs in providing a learning foundation for urban, minority children. Course contents include an introduction to historical and contemporary issues, pioneers, and approaches in ECE. Course reviews and analyses include, but are not limited to, The Montessori Method, James Banks' work in the Hartford Connecticut School System, Jawanza Kunjufu's theories on urban, black education, and the Reggio Emilia approach to ECE. Candidates will observe and analyze a variety of urban, minority ECE programs. *Prerequisites: CENG-105 and CENG 106 with a grade of "C" or better and CGED 101. Corequisites: CEDC 262, CECE 212.*

CECE 206: Foundations of Mathematics for Teachers I. Spring, 3 credits
Extends candidates' content proficiency, conceptual understanding of numbers, numeration systems and fundamental concepts of algebra with an emphasis on conjecture and explanation. Candidates will work on specific content in the composition, decomposition, and recomposition of numbers including place value of any base, factors and multiples, prime and composite numbers, inverses and the application of the order of operations to numerical and algebraic expressions. Candidates will explore the use of proportional reasoning skills, symbolic, numerical and graphic representations of mathematical situations, as well as

understand the properties and operations of real numbers in an algebraic context. The presentation of these principles and aspects of mathematics will be interpreted through the National Council of Teachers of Mathematics (NCTM) standards in particular standards on problem solving, reasoning, technology and making connections to real world and cross disciplinary instruction. *Prerequisites: CMAT 103 and CMAT 105 or CMAT 105 and CMAT 106. Corequisites: CEDF 211 and CECE 213.*

CECE 212: Preprofessional Lab (Observing). Fall, 1 credit

This entry-level practicum introduces potential teacher education candidates seeking admission to Early Childhood programs to the varied educational institutions that support the schooling process (e.g., museums, science centers, and other community resources). Potential candidates can earn service learning hours as they complete course content. *Corequisites: CEDC 262, CECE 200.*

CECE 213: Practicum I (Observing and Exploring). Spring, 1 credit

This entry-level practicum is designed for potential teacher education candidates. The practicum provides experiences that introduce potential candidates to teachers, learners, and the school community through processes of observing and exploring. Course assignments engage potential candidates in activities that strengthen skills in writing and critical observations. *Corequisites: CEDF 211, CECE 206.*

CECE 214: Literature for Children and Youth. Spring, 3 credits

The criteria for selection and evaluation of books for children and youth, in terms of appropriateness for their stages of growth and development. The course includes the use of literature for enhancing cultural pluralism and strategies for presenting literature in creative ways.

CECE 300: Literacy in Early Childhood I. Fall, 2 credits

Insights into the nature of the reading process and emergence of reading readiness skills will be emphasized. Candidates learn to provide a developmentally appropriate environment for reading to begin. The course focuses on the strategies needed to teach reading to the preschool, kindergarten, first-grade, and second grade student. A field component provides practical experience. *Prerequisite: Admission to the Early Childhood Program. Corequisite: CECE 313.*

CECE 301: Literacy in Early Childhood II. Spring, 2 credits

This course will examine, in depth, the content and methods used in teaching reading and writing effectively. Candidates will create a classroom climate where literacy flourishes. It will examine various theories and methodologies; issues germane to the urban school environment will be addressed. The use of multicultural literature and ways to serve the linguistically different child will be included. The field experience in an urban school setting will provide practical experiences for the candidates. *Prerequisite: CECE 300, 313. Co-requisite: CECE 316*

CECE 302: Child Development: The Urban Learner. Spring, 3 credits

Engages candidates in an exploration of how children learn and develop, of myriad influences on children's development, and theories of child development and facilitates candidates' development of strategies, which promote optimal learner growth. Focuses special attention on cultural elements, which influence the development of children in urban schools and communities. Guides candidates to an appreciation of the interdependence of cognitive, physical, and affective domains in the overall development of children.

CECE 312: Language Arts I: Content. Fall, 3 credits

Instruction in the elements of the language arts program, with emphasis on candidates' own achievement of proficiency in language arts skills. Candidates review teacher competencies needed to teach language arts effectively. *Prerequisites: Admission to the Teacher Education Program CENG 105, CENG 106; CECE 200 and CECE 214.*

CECE 313: Practicum II (Planning and Implementing). Fall, 1 credit

This practicum promotes the development of teacher education candidates' knowledge and understanding of the schooling process and its influences and facilitates candidates' awareness of the foundational underpinnings that shape contemporary educational practices. *Corequisites: CCPS 301, CECE 300, CECE 302, CECE 312.*

CECE 316: Practicum III (Instructing, Connecting & Assessing). Spring, 1 credit

This practicum focuses on the instructional process and skills, resources, knowledge and interactions that ensure student learning. Experiences are provided which promote candidates' awareness of the importance of developing and nurturing family relationships to support the teaching/learning process. Candidates are guided to use their specific content knowledge to establish teaching/learning objectives. *Corequisites: CECE 301, CECE 415, CECE 426, CECE 452, CECE 498.*

CECE 317: Practicum IV (Evaluating, Analyzing & Reflecting). Fall, 1 credit

This practicum stresses principles, practices and tools of evaluation, analyses, and reflection on the schooling processes. Attention is also given to ethical and practical considerations of testing and to the implications of cultural diversity in the process of evaluating, analyzing, reflecting and making decisions. *Corequisites: CECE 401, CECE 404, CEDC 408.*

CECE 314: Creative Development. Fall, 4 credits

This course offers guided observations of and experiences in application of instructional methodologies. Emphasis on interdisciplinary methodology, culturally appropriate pedagogy, integration of creative activities and on assessment. Self/peer/professor review and critique. Some field experience. Designed to offer candidates the opportunity to gain competency in the use of variety of media and explore potentials in creative arts. Candidates enhance their abilities to

appreciatively criticize art, develop an understanding of the function of art in society and education, experience the practical use of tests in art/health/physical and movement education /and professional education. The course is also designed to offer candidates the opportunity to gain competence in the use of a variety of media. *Prerequisite: Admission to the Teacher Education Program.*

CECE 402: Professional Development. Fall, 1 credit

This course provides the opportunity for candidates to enhance their skills in interpersonal relationships. It examines situations encountered by teachers, school administrators, supervisors, and group leaders. Professional presence, which includes poise, self-confidence, control and style which empower the candidate and command respect will be emphasized. *Prerequisite: Admission to the Educational Studies Program.*

CECE 404: Early Childhood Curriculum and Methods. Fall, 3 credits

Study of origins, philosophy, organization, and implementation of curriculum models for early childhood education. Candidates also examine teaching methods and materials used during the early years, and principles and practices employed in early learning programs. *Prerequisites: Admission to the Teacher Education or Postbaccalaureate Program, CEDC 200, CEDF 211.*

CECE 405: Preschool Program Development. Fall, 3 credits

Examination of organizational structure, aims, purposes, and variety of preschool educational programs, including teacher characteristics, classroom organization, and program scheduling. The laboratory component allows students to observe and participate in a preschool setting. *Prerequisites: CEDC 200, CEDF 211, Passing scores on Praxis I or exemption from Praxis I.*

CECE 415: Methods of Teaching Reading and Writing. Spring, 3 credits

Knowledge, skills, and attitudes necessary for effective organization and implementation of the reading program. Candidates learn to promote reading as an informative, rewarding, and essential component of education. The course includes a review of widely used methods in teaching reading and a laboratory experience in which candidates practice instructional strategies. *Prerequisites: Admission to the Teacher Education or Postbaccalaureate Certification Program, CEDC 312, CEDC 313.*

CECE 426: Integrated Teaching of Elementary Math and Science. Fall, 3 credits

This courses uses readings, case studies, instructional technology, and a school-based practicum to help preservice teachers develop the scientific and mathematical knowledge, skills, and dispositions needed to teach science and mathematics in grades K-4. It examines research and theory in the field of math and science instruction and assessment, and emphasizes culturally appropriate methodology in the integration of math and science. *Prerequisite: Admission to the Teacher Education Program, CECE 212, 213, 307, 313, and CMAT 308. Corequisite: CECE 316*

CECE 444: Preservice Teaching – Early Childhood Education.

Fall, Spring, 13 credits

Practical experiences with children, preschool to grade five, in approved educational settings and under the supervision of state-certified teachers. Through daily work and other interactions, the candidate integrates and utilizes the knowledge and skills gained in major courses. CEDC 444 is a full-day practicum daily lasting sixteen weeks. The preservice teacher is required to attend the campus-based reflective seminars once per week, and other teaching-related workshops and activities. *Prerequisites: Completion of all core and major courses with required grades; passing scores on the Praxis I examination and the Praxis II examination in the appropriate field; appropriate recommendations; acceptable interview.*

CECE 452: Integrated Teaching of Social Studies and Language Arts.

Spring, 3 credits

This course will examine, in depth, the methods used in teaching the integration of Social Studies into the Language Arts in the elementary school. We will examine various theories from the foundation for methods that are commonly practiced. We will explore current research and its use as a basis for the “best practice” in diagnosis and instruction. Through detailed study, research, class discussion and examination of each area of the social sciences and language arts, candidates will grow in their understanding of the interrelation of both disciplines. In keeping with our mission as change agents in the urban environment, we will address issues that are extremely important in an urban school environment, such as the need to establish a positive environment, ways to build positive images of self in order to enhance learning, the use of multicultural literature, and ways to serve the linguistically different child. Instruction in the elements of social studies and language arts, with emphasis on knowledge required for the teaching of content skills and methods in the language arts and social studies programs. Candidates review teacher competencies needed to effectively teach language arts and social studies skills. *Prerequisites: Admission to the Teacher Education Program, CECE 212, 213, 307, 313, and CMAT 308. Corequisite: CECE 316.*

CECE 498: Developing Family and Community Relationships. Fall, 3 credits

The study of current and historical theory and practices in parent education as well as studying the impact of connecting with the community. The course includes a review of parent and other adults’ involvement with schools (i.e., volunteers and paraprofessionals in the classroom). The course covers the role of parent education in the school’s curriculum and the theoretical and practical aspects of parental involvement in the educational setting. The course takes an in-depth view of the role that the community plays in shaping the development of children and youth. *Prerequisites: Admitted to Teacher Education Program, CEDF 211, CCPS 301, CECE 302.*

CEDC 199: Preprofessional Seminar.

Fall, Spring, 1 credit

Provides intensive instruction in the concepts, strategies, and content covered on the Praxis I exam. The strategies will include both generic and subject matter test-taking strategies.

CEDC 201: Teaching Geography Themes in Education. Spring, 3 credits

This course is designed to cover basic concepts in human geography, including population, political, cultural, urban, and economic geographical concepts needed to teach. Taught as a survey course in human geographical inquiry rooted in the four academic traditions of geography: the earth science tradition, culture-environment tradition, locational tradition, and area analysis tradition. Emphasis will be given to people of African descent in the regions of Africa, the Middle East, North and South America, Asia, Europe and Oceania. Provides practical experiences in teaching geography in P-12 school settings. *Prerequisite: Admission to Teacher Education or Educational Studies. Corequisites: As outlined on planned programs of study.*

CEDC 215: Adolescent Literature. Spring, 3 credits

This course is a study of selected adolescent novels relevant to the interest, concerns, and developmental tasks of adolescents, with emphasis on evaluating and teaching these materials in the middle grades (4-8) and high schools. *Prerequisite: Admission to Teacher Education or Educational Studies. Corequisites: As outlined on planned programs of study.*

CEDC 262: Educational Technology. Fall, Spring, Summer, 3 credits

Candidates gain experience with a variety of computer applications and technological tools used in education and other professions. Emphasis on acquiring knowledge to enhance productivity, communication skills, critical thinking and problem solving in research and societal and ethical issues. Hands-on training in applications including advanced word processing, the Internet, spreadsheet, database and presentation tools. Designed to offer candidates opportunity to gain competency in the use of a variety of media, including 16mm films, projectors, videotapes, audiotapes, and other equipment for instruction. Significant focus is placed on Computer-Assisted Instruction, the development of websites and electronic portfolios. Candidates will demonstrate competency in field experiences. This course is designed to satisfy the Georgia Teacher Certification Requirement in Technology. *Corequisites vary by program.*

CEDC 303: Human Relations. Spring, 3 credits

Opportunity for students to enhance their skills in interpersonal relationships. The course uses role-playing and other drama techniques to examine the quality of human relations between various groups. *Prerequisite: Passing scores on Praxis I or exemption from Praxis I.*

CEDC 305: Presentation Skills. Spring, 3 credits

Simulated situations in which students practice the skills needed for effective oral presentations in their major areas. Through closed circuit video presentations, students examine situations encountered by teachers, school administrators, sales representative managers, supervisors, and group leaders. *Prerequisite: Passing scores on Praxis I or exemption from Praxis I.*

CEDC 309: Teaching Geometry, Grades 6-12. Fall, 3 credits

Presents geometric concepts central to the mathematics program of the middle grades: construction and measurement, congruence and similarity, parallelism, perpendicularity, polygons, circles, 3-D figures, area, perimeter and volume. *Prerequisites: Admission to Teacher Education or Educational Studies, CMAT 105, CMAT 106, and CMAT 307. Corequisite: CEDC 311.*

CEDC 311: Teaching Algebra, Grades 6-12. Fall, 3 credits

Deals with topics in elementary/middle grades curriculum: Negative numbers, linear and quadratic equations, polynomials, number theory, probability and statistics. *Prerequisite: Admission to Teacher Education or Educational Studies, CMAT 105, CMAT 106 and CMAT 307. Corequisites: CMAT 308, CEMG 302.*

CEDC 320: Teaching Foundations of Mathematics from Cultural Perspectives-Grades 6-12. Spring, 3 credits

This course examines the history of mathematics, its contributors from all cultures, proofs, mathematical modeling, set theory and logic, and a history of numbers and number theory. The course engages candidates in different types of teaching strategies, including the use of different technologies, as well as content. *Prerequisites: Admission to Teacher Education or Educational Studies, CMAT 105, CMAT 106, CMAT 307, CMAT 308. Corequisites: CMAT 309, CEDC 309, CEMG 303 or CEDC 488.*

CEDC 321: Teaching Concepts of Calculus-Grades 6-12. Fall, 3 credits

This course introduces the candidate to the intuitive idea of a limit, reintroduces the concepts of series, sequences, and functions, and the limit of the same. The epsilon-delta neighborhood definitions will be used for continuity concepts, derivatives, and integrals. The computer programs MATHCAD and MATHEMATICA will be the tools for problem solving and applications. Such problems as area under curves and maxima and minima will be examined as to their applications in middle grade mathematics program using this computer technology. *Prerequisites: Admission to Teacher Education or Educational Studies, CMAT 105, CMAT 106, CMAT 307, CMAT 308, and CMAT 309. Corequisites: CEMG 430 and CEMG 404 or CEDC 488.*

CEDC 322: Teaching Science, Grades 4-8. Spring, 3 credits

This is an activity-based course that infuses the earth and life sciences teaching strategies, content, central themes, and technology for teaching earth and life sciences' concepts to middle grades learners. *Prerequisites: Admission to Teacher Education or Educational Studies. Corequisites: As outlined on planned programs of study.*

CEDC 401: Classroom Management. **Fall, 2 credits**

This course includes a review of organization and scheduling practices which maximize a positive learning environment. Candidates explore the use of guidance and discipline techniques for managing classroom behavior. Through simulations of typical management problems in the classroom, candidates gain understanding of how to structure and organize the environment for effective learning. *Prerequisite: Admission to the Teacher Education, Educational Studies, or Postbaccalaureate Certification Program.*

CEDC 408: Multicultural and Global Education. **Fall, 3 credits**

Examines theories of multiculturalism and introduces critical race theory as a tool in critiquing elements of society and education. Overview research about the education of culturally diverse groups and promotes candidates' skills in creating culturally compatible learning environments and implementing culturally responsive pedagogy. Guides candidates in an exploration of community, and family cultural resources and in building family and community relationships in urban schools and communities. Develops candidates' dispositions, knowledge, and skills in their role as advocate for equity and social justice in culturally diverse schools in urban communities. Examines cross-cultural educational institutions. *Prerequisite: Admission to the Teacher Education, Educational Studies, or Postbaccalaureate Certification Program.*

CEDC 430: Teaching Integrated Mathematics and Science. **Fall, 3 credits**

This course integrates methods of teaching math and science principles and concepts. Emphasis is on such concepts as quantification, space-time relationships, data collection and graphic communications. Materials and assignments will be selected to ensure the development of mathematics competencies while at the same time achieving the goals of science. *Prerequisites: Admission to Teacher Education and Educational Studies, completion of all mathematics and science content courses in the Middle Grades program of study with one exception (CEDC 456). Corequisites: CEMG 404, CEMG 441, CEDC 456-Science Concentration.*

CEDC 442: P-12 Curriculum and Methods. **Fall, 3 credits**

Study of curriculum and theory and common practices across the P-12 grade level. Topics include: In-depth analysis of scope, sequence, integration and cumulative learning concepts. Course activities cover the philosophy, programs, and instructional methods/materials associated with the P-5, 6-8, and 9-12 curricular offerings. Candidates complete eight (8) hours of field-based experience at each level. *Prerequisites: CEDF 211, CCPS 301, CEDC 302 or CPSY 218 and completion of most of the specialty area courses.*

CEDC 443: High School Curriculum and Methods. **Fall, 3 credits**

Acquisition of knowledge and skills for guiding the learning process at the secondary education level. Covers the nature of effective teaching; organization of the secondary school curriculum; planning and implementing classroom instruction; guidance in the secondary classroom setting; promotion of self-discipline; and evaluation of learning. *Prerequisites: CEDF 211, CCPS 301, and CPSY 218 or CCPS 398.*

CEDC 448: Preservice Teaching - Secondary School. **Fall, Spring, 13 credits**

Experience in teaching major concentration courses. Under the supervision of a state-certified teacher and a college supervisor in the teaching field, candidates plan, implement, and evaluate teaching and learning experiences in an approved Atlanta area school. Instruction occurs through individual conferences, observation, assessments and evaluations, and participation in Education Seminar, workshops, and other interactions with supervisors. CEDC 448 is a full-day practicum and lasts sixteen weeks. The preservice teacher is required to attend the campus-based reflective seminars once per week, as well as other teaching-related workshops and activities. *Prerequisites: Completion of all core and major courses with required grades; passing scores on the Praxis I examination and the Praxis II examination in the appropriate field; appropriate recommendations; acceptable interview.*

CEDC 449: Preservice Teaching P-12. **Fall, Spring, 13 credits**

This preservice teaching practicum is for the P-12 fields of Foreign Languages (French, Spanish) and Music. P-12 majors pursue a full-time in-depth practicum with children under the supervision of a state-certified classroom teacher (preferably one who has acquired the Teacher Support Specialist [TSS] endorsement) and a college supervisor in the teaching field. Candidates plan, implement, and evaluate teaching and learning experiences in an approved Atlanta area school. P-12 preservice teachers spend ten weeks of in-depth practica at one grade level (i.e., early childhood education, middle grades, or secondary) school setting. Prior to in-depth practica, two-four weeks sessions are spent observing and implementing projects with children at the other grade levels. The preservice teacher is required to attend the campus-based reflective seminars once per week, as well as other teaching-related workshops and activities. *Prerequisites: Completion of all core and major courses with required grades; passing scores on the Praxis I examination and the Praxis II examination in the appropriate field; appropriate recommendations; acceptable interview.*

CEDC 454: Methods of Teaching Secondary Mathematics. **Fall, 3 credits**

Examines the content and structure of the secondary school mathematics program in the light of the NCTM standards and stresses methods and materials for effective instruction. *Prerequisites: Admission to Teacher Education, CMAT 105, CMAT 106, CMAT 310, CMAT 311.*

CEDC 456: Teaching Physics Concepts, Grades 4-8. Fall, 3 credits

This course focuses on the concepts, principles and theories of kinematics, motion, energy and its transformations, electricity, magnetism and wave properties. Appropriate instructional strategies and assessment practices for middle grades teachers that are aligned with the National Science Education Standards, National Science Teacher Association Standards, and Georgia Performance Standards will be emphasized. Laboratory is included. *Prerequisites: Admission to the Teacher Education or Educational Studies, No grade of D, F or I in prior courses. Co-requisites: CEMG 303 or CEDC 488, CPHY 106, CEDC 415*

CEDC 492: Cooperative Education Experience. Fall, Spring, Summer 9-12 credits

Educational Studies candidates spend a full semester (at least 12 weeks) working in an education related agency appropriate to their concentration or career goal. Experiences are supervised and monitored by a University professor and an on-site supervisor. Experiences are accompanied by a weekly seminar and require that candidates submit evaluations and reports that may include action research. *Prerequisites: Completion of all other program requirements and acceptable recommendations and interviews.*

CEDC 498: Parent Education: Theory and Practice. 3 credits

Study of current and historical theory and practices in parent education. Includes a review of parent and other adults' involvement with the schools (i.e., volunteers, and paraprofessionals in the classroom). Covers the role of parent education in the school's curriculum and the theoretical and practical aspects of parental involvement in the educational setting. *Prerequisites: CEDF 211, CCPS 301 and CEDC 302.*

CEDC 499: Independent Study. 1-3 credits

Identification and investigation of a particular topic, issue, or problem in the field of education. Under the supervision of a major area professor, students conduct in-depth studies of specific problems and produce written accounts of their studies. Varying credit hours require specific activities as follows: one credit hour requires students to attend colloquia; two credit hours require attendance at symposia; three credit hours may include attendance at four seminars. *Prerequisites: approval of the supervising professor and at least a 2.5 GPA.*

CEMG 201: Practicum I: Observing and Exploring. Spring, 1 credit

This course, the first of a four-course series, is designed to provide second semester sophomore level teacher candidates, admitted to the MGTE Program, with opportunities to observe pedagogical and content knowledge, engage in basic literacy instruction (tutorial) in authentic settings, and explore the urban communities for cultural resources that support learning. This field course introduces candidates to the school and classroom setting for grades 4 and 6, and the community as an academic support for student learning. Candidates are provided with opportunities to observe and explore varied aspects of middle-

level teaching and management with competent classroom clinical faculty (teachers), and other personnel at a selected elementary school for 4th grade and middle school for 6th grade. *Prerequisites: Admission to the Middle Grades Teacher Education (MGTE) Program. Corequisites: CEMG 202, CEDC 262, CCPS 301, CEDF 211, 1-content course in the School of Arts and Sciences.*

CEMG 202: Introduction to Middle-Level Teaching. Spring, 3 credits

Designed to introduce middle grades education candidates to the middle-level philosophy, teaching in the middle grades and middle school organization. Provides the candidates with an understanding of the major concepts, principles, theories, standards, and related research. This course is a prerequisite and a part of the introductory block of courses for all candidates admitted to the initial middle grades teacher education program. *Prerequisites: Completion of required program core courses with a "C" or better that yields a cumulative 2.75 GPA; Meet Praxis I criteria for or exemptions; Admission to the Middle Grades Teacher Education (MGTE) Program. Corequisites: CEMG 201, CEDF 211, CEDC 262, CCPS 301, 1-core content course.*

CEMG 302: Practicum II: Planning, Instructing, Connecting, and Assessing. Fall, 1 credit

The second practicum of a four-course series, designed to provide middle-level teacher candidates with opportunities to demonstrate by teaching, advising and mentoring their content knowledge, dispositions and skills in planning, instructing, assessing student learning, and making connections with students, students' families, and community under the tutelage of clinical faculty (teachers). This practicum is where candidates demonstrate their conceptualization of what they are learning in planning, instructing, assessing of students' learning and in making appropriate connections as competent professionals. The placements are in FIFTH grade urban elementary schools and 7th grade urban middle schools. *Prerequisites: Admission to the Middle Grades Teacher Education (MGTE) Program, cumulative 2.75 GPA, no failing grade or incomplete grade in previous courses (i.e., D, F, I). Corequisites: As outlined on middle grades concentrations' plans of study.*

CEMG 303: Practicum II: Planning, Instructing, Connecting, and Assessing. Spring, 1 credit

The third practicum of a four-course series, designed to provide middle-level teacher candidates with opportunities to demonstrate, by teaching, advising and mentoring, their content knowledge, dispositions and skills in planning, instructing, assessing student learning, and making connections with students, students' families, and community under the tutelage of clinical faculty (teachers). This practicum experience is completed in urban elementary schools in a 4th or FIFTH grade and an urban middle school in an 8th grade. *Prerequisites: Admission to the Middle-Grades Teacher Education (MGTE) Program, cumulative 2.75 GPA, no failing grade or incomplete grade in previous courses (i.e., D, F, I). Corequisite: As outlined on middle grades concentrations' plans of study.*

CEMG 322: Teaching Science Grades 4-8.**Spring, 3 credits**

This is an activity-based course that infuses the earth and life sciences teaching strategies, content, central themes, and technology for teaching earth and life sciences concepts to middle grades learners. Prerequisites: Admission to the Middle Grades Teacher Education (MGTE) Program, cumulative 2.75 GPA, no failing grade or incomplete grade in previous courses (i.e., D, F, I). *Corequisites: As outlined on middle grades concentrations' plans of study.*

CEMG 404: Practicum IV Interdisciplinary**Teaming: Connecting, Evaluating and Reflecting.****Fall, 1 credit**

The fourth and final practicum, in the four-course practica series before preservice Teaching (CEMG 446), is designed to engage middle-level candidates in interdisciplinary team organization and interdisciplinary instructional experiences. Candidates collaborating with two or more teachers on a team to plan, teach and assess students, under the guidance of a clinical faculty (teacher), use a number of instructional strategies, a variety of student-grouping patterns and develop positive relationships with teachers on the team and in related subject areas. Candidates engage in reflective practice with teachers and university supervisors in assessing their progress. The practicum placements are completed in 4th- or 5th- grade urban elementary schools, and in 6th-, 7th- or 8th- grade urban middle schools. *Prerequisites: Admission to the Middle Grades Teacher Education (MGTE) Program, cumulative 2.75 GPA, no failing grade or incomplete grade in previous courses (i.e., D, F, I). Corequisites: As outlined on middle grades concentrations' plans of study.*

CEMG 441: Middle Grades Curriculum and Instructional Practices.**Fall, 3 credits**

A review of the rationale and origins of the concept, developing the curriculum and organizing the middle school, the learner, the teacher, and the identification of processes for delivering relevant curriculum components, including career awareness for the young adolescent. *Prerequisites: Admission to the Middle Grades Teacher Education (MGTE) Program or Educational Studies Program, cumulative 2.75 GPA, no failing grade or incomplete grade in previous courses (i.e., D, F, I). Corequisites: As outlined on middle grades concentrations' plans of study.*

CEDC 415: Methods of Teaching Reading and Writing.**Spring, 3 credits**

This course is designed to prepare middle grades (4-8) and high school (7-12) teacher candidates to develop and conduct reading and writing lessons and activities which enable learners to process required materials successfully, to become life-long readers and writers through the cultivation of interests and motivation in reading and writing, to develop and use critical literacy as a tool for social justice and individual empowerment, to use technology to enhance reading and writing development, and to engage in self assessment in reading and writing. *Prerequisite: Admission to Teacher Education. Corequisites: As outlined on programs of study.*

CEMG 446: Preservice Teaching – Middle Grades.**Fall, Spring, 13 credits**

Practicum experiences with middle-level learners in an approved educational setting, under the supervision of state-certified practicing classroom teacher and the University supervisor. CEDC 446 is a full-day practicum for ten to twelve weeks. The practicum provides an opportunity for preservice teachers to synthesize prior content knowledge, interactive knowledge, and knowledge based on research and practical experiences. Preservice teachers are required to attend the campus-based reflective seminars once per week, and other teaching-related workshops and activities. *Prerequisites prior to interview: Completion of all core and major courses with required 2.75 GPA and no D, F or I grades; passing scores on the Praxis I examination or exemptions and the Praxis II examinations in two content areas; appropriate recommendations; acceptable interview.*

CSEC 219: Practicum I (Observing and Exploring).**Spring, 1 credit**

This entry-level practicum is designed for potential education candidates. The practicum provides experiences that introduce potential candidates to teachers, learners, and the school community through processes of observing and exploring. Course assignments engage potential candidates in activities that strengthen skills in writing and critical observations. *Corequisite: CEDC 262.*

CSEC 319: Practicum II (Planning and Implementing).**Fall, 1 credit**

This practicum provides the development of teacher education candidates' knowledge and understanding of the schooling process, facilitating candidates' awareness of the foundational underpinnings which shape contemporary educational practices. *Corequisite: CEDF 211.*

CSEC 320: Practicum III (Instructing, Connecting, and Assessing).**Spring, 1 credit**

This practicum focuses on the instructional process and skills, resources, knowledge, and interactions that ensure student learning. Experiences are provided which promote candidates' awareness of the importance of developing and nurturing family relationships to support the teaching/learning process in Health and Physical Education. Candidates are guided to use their specific content knowledge to establish teaching/learning objectives. *Corequisite: CEDC 408.*

CSEC 419: Practicum IV**(Evaluating, Analyzing and Reflecting).****Fall, 1 credit**

This practicum stresses principles, practices and appraisal tools that analyze and reflect on schooling processes. Attention is also given to the ethical and practical considerations of testing and to the implications of cultural diversity in the process of evaluating, analyzing, reflecting, and decision-making. *Corequisite: CSEC 443.*

PHYSICAL EDUCATION COURSE DESCRIPTIONS

CPED __: Physical Education. 1 credit

General education requirements for all students. These courses develop recreational skills and abilities for current and future participation in leisure-time activities such as badminton, volleyball, basketball, beginning swimming, tennis, modern dance, jazz exercise, softball, and individual fitness programs.

CHPE 201: Physical Fitness and Conditioning. Spring, 2 credits

Basic course to provide a rationale for a physically active lifestyle and an opportunity to learn appropriate behaviors for selected activities to promote fitness. Evaluation of fitness, with computer-assisted analyses used for selected tests, will be stressed as a starting point for goal setting.

CHPE 203: Methods of Teaching Dance (P). Fall, 2 credits

In this course candidates are introduced to numerous types of dance; folk, American, square, Latin, contra, round and other ethnic dances. Movement concepts and rhythmic activities are included in the methods courses.

CHPE 212: History and Principles of Physical Education. Spring, 3 credits

This course focuses on critical examination of past and present scientific and cultural bases of health and physical education. Historical and theoretical bases of physical education are explored to trace the evolution of current theories and practices. Candidates examine their relationship to modern principles and learn to translate the theories and principles and put them into practice.

CHPE 230: Anatomy and Physiology for Physical Educators. Spring, 3 credits

This course introduces candidates to the fundamentals of the structure and function of the human organism, thus laying the foundation for candidates to learn how anatomy and physiology affect human movement.

CHPE 254: Skills and Techniques of Individual/Dual Sports I (P). Fall, 2 credits

Study of the origins, rules and regulations, technology, skills, strategies, safety practices, sociological and psychological effects of participation in individual and dual sports such as handball, racquetball, bowling, and track and field.

CHPE 255: Skills and Techniques of Individual and Dual Sports II (P). Spring, 2 credits

This course focuses on the study of the origins, rules and regulations, terminology, skills, teaching strategies, safety practices, sociological and psychological effects of participation in individual and dual sports such as archery, badminton, golf, and tennis. *Corequisite: CHPE 275- Practicum I.*

CHPE 256: Skills and Techniques of Outdoor Activities (P). Spring, 2 credits

This course focuses on the history, basic rules, regulations, sociological and psychological aspects of participation and terminology associated with outdoor activities such as; camping, hiking, orienteering, shuffle board, horseshoes, and cooperative games. *Corequisite: CHPE 275- Practicum I.*

CHPE 257: Skills and Techniques of Team Sports (P). Fall, 2 credits

This course focuses on the historical perspective of specific activities, the selection and care of equipment, the basic rules, strategies and fundamental skills of team sports, including basketball, softball, volleyball, soccer, flag football, speedball, and field hockey. Teaching methodologies and strategies are also included and practiced in the course content. *Corequisite: CHPE 275 – Practicum I.*

CHPE 275: Practicum I (Observing and Exploring). Spring, 1 credit

This entry-level practicum is designed for potential education candidates. The practicum provides experiences that introduce potential candidates to teachers, learners, and the school community through processes of observing and exploring. Course assignments engage potential candidates in activities that strengthen skills in writing and critical observations. *Corequisite: CHPE 203, CHPE 255, CHPE 256.*

CHPE 299: Nutrition. Fall, 3 credits

The study of nutrients in order to evaluate dietary patterns in diverse groups of individuals including but not limited to exercisers, vegetarians, people from various ethnic groups, pregnant women, children, adolescents, elderly, the obese, and those with disordered eating. Strategies for behavioral and social sciences research-based change agency will be formulated to promote health and safety in urban and other communities.

CHPE 300: Psychological and Social Health. Fall, 3 credits

This course identifies and explains important health concepts that must be fully understood for sound decision-making. The focus is on personal behavior and the ways in which the individual can affect control over his or her life and health. Issues include the effects of substance abuse on health, knowledge of body defenses and immunization, communicable diseases, including acquired immune deficiency syndrome (AIDS), and other sexually transmitted diseases (STDS), and chronic and degenerative diseases.

CHPE 312: Physiology of Exercise Spring, 3 credits

This course focuses on the investigation of the basic concepts of the physiological effects of human movement. Laboratory experiences provide application of principles. *Prerequisites: CHPE 201 and college level course in anatomy and physiology or, for students not majoring in Health and Physical Education, consent of the instructor.*

CHPE 318: Human Growth and Development (P). Fall, 3 credits
This course provides an interdisciplinary view drawing on psychology, sociology, biology and anthropology to emphasize the continuity of development throughout the life span. It shows how our experiences at one time in life affect future development; and how to understand the influences upon us from our genes, our families and the world in which we live. *Corequisite: CHPE 375.*

CHPE 325: Methods of Teaching Gymnastics (P). Spring, 2 credits
Introduction to the basic concepts, theories, movement activities, and apparatus related to gymnastics, tumbling, and stunts. Candidates participate in skills activities which lead to the acquisition of basic skills performance, evaluation, analysis, and concept attainment. Teaching and spotting strategies are incorporated into the course work. *Corequisite: CHPE 465 – Practicum III.*

CHPE 350: Adapted Physical Education (P) Fall, 3 credits
This course functions as an introduction to the survey of adapted physical education programs. The course covers the types of students served, legal aspects, liaison with medical and related professions, and adaptation of activities to special needs. *Corequisite: CHPE 375.*

CHPE 358: First Aid, Safety and CPR. Fall, 2 credits
This course provides students with the knowledge and skills necessary in an emergency. It presents opportunities for students to recognize emergencies and make appropriate decisions for first aid care. Students will take American Red Cross basic Community First Aid and Safety course as well as the Instructor course for First Aid, Adult CPR, and Infant and Child CPR. American Red Cross certificates will be issued to those meeting the requirements of the course.

CHPE 375: Practicum II (Planning and Implementing). Fall, 1 credit
This practicum provides the development of teacher education candidates' knowledge and understanding of the schooling process, facilitating candidates' awareness of the foundational underpinnings which shape contemporary educational practices. *Corequisites: CHPE 318, CHPE 350, CHPE 442.*

CHPE 383: Lifeguard Training. Fall (even years) 2 credits
This course provides students with the knowledge and skills necessary to operate a safe swimming facility and prepare them to recognize and make appropriate decisions to take action in a water emergency. American Red Cross certification will be issued to those meeting the requirements for the course. Students are also required to complete CPR for the professional rescuer.

CHPE 384: Skills and Techniques of Swimming. Fall, 2 credits
Swimming skills and techniques of all strokes and skills and techniques of life-saving are covered with practice in class organization, management, and teaching progressions. Requirements meet the American Red Cross Water Safety Instructor's Training Program. American Red Cross Water Safety Instructor's Certificate issued to students completing all course requirements.

CHPE 404: Methods of Teaching Early Childhood Health and Physical Education (P). Spring, 3 credits
This course is designed for candidates who will be teaching physical education at the elementary school level, whether as teachers in the self-contained classroom or as teachers trained as physical education specialists. The course provides a source of information about the most recent trends and developments in physical education, addressing the inclusion of students with special needs, temporary and permanent adaptive strategies, program evaluation, safety procedures, equipment selection, program planning motor exploration, physical fitness, and as a resource for new games, stunts, dances, and fitness development. *Corequisite: CHPE 465.*

CHPE 413: Health Education Curriculum, Methods and Materials (P). Fall, 3 credits
This course provides the background information and skills teachers need to implement comprehensive school health at grade levels in which they are certified. The course includes information on the six categories of risk behavior identified by the Centers for Disease Control and Prevention: (1) communicable diseases, (2) sexually transmitted diseases, (3) non-communicable diseases, and (4) chronic degenerative disease. It examines educational reforms that focus on improving the health of today's youth. *Prerequisite: EDF 211. Corequisite: CHPE 475.*

CHPE 441: Methods of Teaching Middle Grades Health and Physical Education (P). Spring, 3 credits
This course studies supervision of Physical Education activities for boys and girls between the elementary and high school years. One pattern of organization being considered by many school systems is the middle school concept. Integration of knowledge from therapy brings together separate areas of knowledge, enlightening each; organization and administration, program planning, equipment selection, safety procedures, program evaluation and special needs students. *Corequisite: CHPE 465.*

CHPE 442: Organization and Administration of Health and Physical Education (P). Fall, 3 credits
An analysis of organizing and administering a comprehensive program with related leadership techniques. Specific approaches to departmental structure, policy development, personnel, public relations, budget and finance, equipment, supplies, facility planning and utilization, legal aspects, and management of school Physical Education Programs. *Corequisite: CHPE 375.*

CHPE 443: Methods of Teaching Secondary School Health and Physical Education (P).

Spring, 3 credits

Secondary High School Physical Education is designed to provide the candidate with knowledge and skills needed to focus on specific learning characteristics that can serve as a basis for total talent portfolio. Tapping health and physical educator's knowledge of various aspects of program planning such as curriculum development, annual, unit and daily planning. Subjects covered are general planning for facilities, equipment and safety procedures. *Corequisite: CHPE 465.*

CHPE 449: Preservice Teaching.

Fall, Spring, 13 credits

This preservice teaching practicum is for the P-12 field of Health/Physical Education. P-12 majors pursue a full-time in-depth practicum with children under the supervision of a state certified classroom teacher (preferably one who has acquired the Teacher Support Specialist [TSS] endorsement) and a college supervisor in the teaching field. Candidates plan, implement, and evaluate teaching and learning experiences in an approved Atlanta area school. P-12 preservice teachers spend ten weeks of in-depth practica at one grade level (i.e., early childhood education, middle grades, or secondary) school setting. Prior to in-depth practica, two four-week sessions are spent observing and implementing projects with children at the other grade levels. The preservice teacher is required to attend the campus-based reflective seminars once per week, as well as other teaching-related workshops and activities. *Prerequisites: Completion of all core and major courses with required grades; passing scores on the Praxis I examination and the Praxis II examination in the appropriate field; appropriate recommendations; acceptable interview.*

CHPE 455: Tests and Measurement (P).

Fall, 3 credits

This course provides a comprehensive learning package of statistical techniques, measurement theory, and testing procedures with wide application to a variety of educational settings. *Prerequisites: CMAT 103, CMAT 104, and CEDC 262. Corequisite: CHPE 475.*

CHPE 457: Kinesiology.

Fall, 3 credits

This course studies the anatomical bases and mechanical principles of human movement. *Prerequisite: college-level course in anatomy and physiology*

CHPE 465: Practicum III (Instructing, Connecting and Assessing).

Spring, 1 credit

This practicum focuses on the instructional process and skills, resources, knowledge, and interactions that ensure student learning. Experiences are provided which promote candidates' awareness of the importance of developing and nurturing family relationships to support the teaching/learning process in Health and Physical Education. Candidates are guided to use their specific content knowledge to establish teaching/learning objectives. *Corequisites: CHPE 325, CHPE 404, CHPE 441, CHPE 443.*

CHPE 475: Practicum IV (Evaluating, Analyzing & Reflecting). Fall, 1 credit

This practicum stresses principles, practices and appraisal tools that analyze and reflect on schooling processes. Attention is also given to ethical and practical considerations of testing and to the implications of cultural diversity in the process of evaluating, analyzing, reflecting, and decision-making. *Corequisites: CHPE 413, CHPE 455.*

**WHITNEY M. YOUNG, JR.
SCHOOL OF SOCIAL WORK**

**OFFICE OF THE DEAN
Thayer Hall, Suite 8
Telephone: 404-880-8549**

The School of Social Work celebrated its 80th year in October 2000. It was founded in 1920 and incorporated under the laws of the State of Georgia in 1925. Membership in the American Association of Schools of Social Work was granted in 1928. When the accrediting body was succeeded by the Council on Social Work Education in 1952, the School became a chartered member, and has maintained its accreditation since then.

The mission of Whitney M. Young, Jr., School of Social Work is to advance the aims of the profession through education for excellence in social work practice. The School is committed to the core values of the profession. The School seeks to educate innovative, creative, and responsible social work professionals committed to the search for solutions to problems of poverty, social, economic and environmental injustices, sexism, racism, and other forms of oppressions in society, while preserving the heritage of the African Diaspora. The School adheres to the principles of client self-determination, the capacity of clients to grow and change, and the application of professional, humanistic values and ethics for responsible practice. A liberal arts foundation provides the base upon which the mission is shaped and supported.

The School implements its educational mission through its baccalaureate, master's and doctoral degree programs. The School maintains relationships of mutual respect with alumni, affiliated agencies, other local, state and national agencies and professional organizations. The School's mission undergirds and reaffirms the mission and cultural creed of the University.

**THE UNDERGRADUATE PROGRAM IN SOCIAL WORK
Thayer Hall, Suite 18
Telephone: 404-880-8311**

PURPOSE

The Program prepares majors for professional entry-level practice in social work, or for graduate studies. Professionally, graduates can expect to enter careers in a wide variety of private or public agencies and organizations. Employment opportunities are available in halfway houses, child welfare services, services to the aged, drug abuse centers, community development, adolescents and children's group homes, mental health centers, probation and parole, departments of public welfare, and hospitals.

PROGRAM GOALS

The Undergraduate Program has identified five goals which reflect the stated mission of the School of Social Work and the University, and are consistent with the purpose, values and ethics of the social work profession. The program goals build on, and integrate a liberal arts foundation. The goals also embraces the depth, breadth and specific knowledge and skills that students are expected to synthesize and apply in practice. The goals are implemented through the following:

- Preparing students for beginning generalist professional practice with individuals, families, small groups, organizations and communities;
- Preparing students to develop a professional identity, which will incorporate the values and ethics of the social work profession;
- Preparing students for practice with diverse groups;
- Preparing students as beginning social work generalists who link social research and social service practice; and
- Preparing students to be critical thinkers, lifelong learners and to pursue graduate/professional education through an educational process combining a liberal arts foundation with entry-level professional social work education.

BACCALAUREATE SOCIAL WORK EDUCATION

Social work is concerned with the interaction between people and their environment. Social workers deal directly with people to prevent or resolve problems that inhibit growth and development. Social work practice includes work with individuals, families, groups, organizations, and communities. The Undergraduate Program in Social Work is structured to provide students with the opportunity to develop a broad background in social and behavioral sciences. Theoretical knowledge of individual behavior practice, policy, research and a field practicum are integral components of the curriculum. The development and modification of social policy, practice skills in interviewing, research, and methods of intervention are required social work courses that prepare students for social work generalist practice. In addition to the required courses in the major, students are expected to gain practical experience through a field practicum in a social work agency during their senior year.

ADMISSION REQUIREMENTS

Admission to the Undergraduate Program in Social Work is a four-stage process consisting of:

1. Admission to the University;
2. Formal declaration of an interest in social work and completion of an Undergraduate Social Work application; and
3. Successful completion of the first two professional Social Work courses with a grade of "C" or better (CUSW 200 - Introduction to Social Work and CUSW 202 Introduction to Professional Helping).

All transfer students must contact faculty in the Social Work Program prior to, or no later than, the registration period. The Undergraduate Program in Social Work does not give credit for life experience or previous work experience under any circumstances. All graduating students from Clark Atlanta University must take field instruction and field seminar.

DEGREE REQUIREMENTS

The current degree program offered by the Undergraduate Program in Social Work is the Bachelor of Social Work (B.S.W.). The Program requires the following courses in addition to the University Core Requirements:

CECO	250	Principles of Economics*
CSCJ	215	Introduction to Sociology
CSCJ	218	Social Problems
CSCJ	337	Statistics I
CSCJ	338	Statistics II
CSCJ	387	Scope and Methods of Research I
CSCJ	388	Sociological Theory
CSCJ	389	Scope and Methods of Research II
CUSW	200	Introduction to Social Work
CUSW	202	Introduction to Professional Helping
CUSW	300	Social Welfare Policy and Services
CUSW	360	Interpersonal Skills Laboratory
CUSW	401	Human Behavior I
CUSW	402	Human Behavior II
CUSW	403	Practice Competencies I
CUSW	404	Practice Competencies II
CUSW	405	Field Instruction I
CUSW	405S	Field Seminar I
CUSW	406	Field Instruction II
CUSW	406S	Field Seminar II
Social Work Required Elective (2)		

*The Program requires that the above courses must be completed with a grade of "C" or better with the exception of CECO 250 Economics.

REQUIRED COURSE DESCRIPTIONS

All Social Work majors must complete the following required courses:

CUSW 200: Introduction to Social Work. **Fall, 3 credits**

This is the first course for students expressing an interest in the field of social work. The course selectively traces the development of social work from early volunteer efforts to the present organizations in social welfare. The emergence,

development and changing nature of social needs and services are selectively analyzed. The course also introduces students to the development of social work practice as a professional and to the various fields of social work practice and career opportunities.

CUSW 202: Introduction to Professional Helping. **Spring, 3 credits**

A study in self-assessment, including values clarification, problem solving, and interviewing skills for career choices in social services. The course includes a directed field observation experience of at least fifty (50) clock hours, during which students work in an agency, community, or other social-service environments using a generalist framework.

CUSW 300: Social Welfare Policy and Services. **Fall, 3 credits**

This course is designed to familiarize students with policy formation and policies related to social welfare legislation and corresponding organizational structures, programs, services, and clients. The course also explores and analyzes selected historical and current perspectives in the development of social needs and societal responses for increased understanding of present needs, services, and issues.

CUSW 360: Interpersonal Skills Laboratory. **Spring, 3 credits**

The objective of this course is to enhance basic social work skills such as interviewing, problem solving, time management, technical writing, group processing, and empathic understanding. This course is also designed to assist students in developing communication and problem-solving skills with communities and organizations, identifying community resources, and conducting organizational analysis. *Prerequisites: CUSW 200, 202, 300.*

CUSW 401: Human Behavior I. **Fall, 3 credits**

This course is designed to provide social work students with knowledge of human behavior and development over the life span. Emphasis is placed on the individual, his/her membership in families, groups, organizations and communities. Students will explore social, psychological, biological, cultural and societal factors affecting human growth and development with special emphasis on each stage of development. *Prerequisites: USW 200, 202, 300 and 360; Corequisites: USW 403, 405, 504S.*

CUSW 402: Human Behavior II. **Spring, 3 credits**

This course is the second course in the human behavior and social environment sequence. It extends the breadth and depth of knowledge and values introduced in Human Behavior I, emphasizing behaviors of significance to professionals in human service organizations. The course is designed to help students develop a useful framework within which to explore, analyze, process and synthesize a range of behavioral constructs and contemporary social problems referenced and supported by findings in the literature. *Prerequisite: CUSW 401; Corequisites: CUSW 404, 406, 406S.*

CUSW 403: Practice Competencies I.**Fall, 3 credits**

The purpose of this course is to pursue and obtain a synthesis of knowledge, values, and skills, for its integration into appropriate and effective helping strategies for professional practice with individuals, families, groups, and communities. *Prerequisites: CUSW 200, 202, 300, 360 or permission of instructor; Corequisite: CUSW 401, 405, 405S.*

CUSW 404: Practice Competencies II.**Spring, 3 credits**

Continuation of USW 403. This course is designed to provide students with skills in supervision, consultation, and autonomous work habits. The course also requires greater involvement with other professionals on behalf of individuals, groups, families, communities and agencies. Emphasis is on teamwork in agencies and organizations; techniques for interpreting and applying organizational policies and mandates. *Prerequisite: CUSW 403; Corequisite: CUSW 402, 406, 406S.*

CUSW 405: Field Instruction I.**Fall, 6 credits**

This course is an educationally directed practicum in a social service setting. A "generalist" teaching/learning framework is utilized to ensure that students have direct engagement with values clarification, agency structures, policies, clientele, and variously related individuals, groups, families, communities, and organizations. Students are required to complete two hundred and fifty (250) clock hours while concurrently enrolled in CUSW 401 (Human Behavior I) CUSW 403 (Practice Competencies I), and CUSW 405S Field Seminar I.

CUSW 405S: Field Seminar I.**Fall, 0 credit**

Field Seminar I consists of lectures and discussions designed to integrate and synthesize theory and practice. Field Seminar I is also designed to facilitate student's acculturation to the social work profession by providing opportunities for students to assimilate their experiences and to develop a realistic balance between the theoretical concepts discussed in the classroom and the real world of providing social services to clients. *Prerequisites: CUSW 200, 201, 300, 360; Corequisite: CUSW 401, 403.*

CUSW 406: Field Instruction II.**Spring, 6 credits**

Continuation of CUSW 405. This course emphasizes evaluation, planning, assessment, research, and the relationship of these activities to improved social services delivery. Students are required to complete two hundred and fifty (250) clock hours while concurrently enrolled in CUSW 402 (Human Behavior II), CUSW 404 (Practice Competencies II), and CUSW 406S Field Seminar II.

CUSW 406S: Field Seminar II.**Spring, 0 credit**

Field Seminar consists of lectures and discussions designed to integrate and synthesize theory of social service administration with practice. Field Seminar II is also designed to facilitate students' acculturation to the social work profession by providing opportunities for students to assimilate their experiences and to develop a realistic balance between the theoretical concepts discussed in the classroom and the real world of providing social services to clients. *Prerequisite: CUSW 405S; Corequisite: CUSW 402, 404.*

ELECTIVE COURSES

Social Work majors choose two electives for pursuing various and/or emerging interests. The following electives are strongly recommended. (Not all electives are offered each semester.)

CUSW 350: Issues of Health Disparities Among Minority Populations. 3 credits

This course is designed to introduce students to selected issues of health disparities dominant among minority populations. The course is divided into three modules: (1) review of current knowledge of the major health disparities; (2) review of community-based programs designed to address health disparities, and (3) review of research methodologies and best-practice approaches to address the issues of health disparities in the United States. The course has a service-learning component as a culminating activity.

CUSW 411: Social Work and Social Philosophy.**3 credits**

This course is designed to introduce students to select philosophical, ethical, and value frameworks presented in social work practice (casework, group work, research, administration, and community organization). Principles of decision-making are discussed in conjunction with the application of philosophical theories.

CUSW 412: Mental Health Issues of Diverse Groups and Women. 3 credits

The objective of this course is to relate the need for mental health services to the provision of these services for diverse group members based on their (1) demographic characteristics; (2) problems; (3) treatment needs, etc. Students are expected to become particularly knowledgeable about mental health needs, and services available to meet the needs of diverse groups. The diverse groups addressed in this course include African-Americans, Hispanics, Native Americans, physically handicapped, migrant workers, women, and the elderly. The life situation that affects the behavior of these particular populations are examined from an ecosystems perspective in an effort to understand the mental health problems that emerge.

CUSW 413: Intervention Strategies with Families and Children. 3 credits

This course reviews theories and models of intervention with children and families. The focus is on the specialized assessment and treatment skills necessary for effective intervention with this client population.

CUSW 415: Issues in Child Welfare: Abuse, Neglect and Investigation. 3 credits

This course focuses on issues encountered as a social worker investigating and managing child welfare issues - specifically child abuse and neglect cases. The primary emphasis is on how to investigate allegations that a child has been abused and/or neglected. Procedures and techniques that should be utilized after conducting an investigation are discussed. Upon completion of this course, students should understand the various components of child abuse and neglect investigation and have knowledge of how to begin case management in child protective services.

CUSW 416: Social Work Practice with the Aged. 3 credits

This course is designed to assist students in developing competence in the delivery of services in an interdisciplinary organizational environment which serves elderly populations. Students will explore the nature of social work practices with the elderly in a variety of services; utilization of the problem-solving process; and skills required for interdisciplinary collaboration and intervention.

SAMPLE PLANS OF STUDY

The following outline illustrates ways in which courses can be arranged for a degree in social work. This is a suggested study plan, not a mandatory one.

BACHELOR OF SOCIAL WORK (123 hours)**FRESHMAN YEAR****First Semester: 16 hours**

CENG 105	English Composition I (3)
CMAT 103	Algebra I OR
CMAT 105	Pre-Calculus I (3)
CBIO 101	Biological Science (3) OR
CBIO 111	General Biology I (4)
CSCJ 105	Culture and Society (3) OR
CPSC 106	Politics and Global Issues (3)
CSTA 101	Fundamentals of Speech (3)
CGED 100	First-Year Seminar I (1)

Second Semester: 16 hours

CENG 106	English Composition II (3)
CMAT 104	Algebra II (3) OR
CMAT 106	Pre-Calculus II (3)
CPHY 102	Physical Science (3) OR
CBIO 112	General Biology II (4)
CPSY 211	General Psychology (3)
CCIS 100	Info. Tech. and Computer Applications (3)
CGED 101	First-Year Seminar II (1)

SOPHOMORE YEAR**First Semester: 15 hours**

CUSW 200	Introduction to Social Work (3)
CSCJ 215	Introduction to Sociology (3)
CECO 250	Principles of Economics (3)
CSCJ 337	Statistics I (3)
CHIS 201	U.S., Africa and the World I (3)

Second Semester: 16 hours

CUSW 202	Introduction to Professional Helping (3)
CPHI/CREL	Philosophy/Religion Requirement (3)
CHIS 202	U.S., Africa and the World II (3)
CSCJ 338	Statistics II (3)
CENG 201/202	World Literature I or II (3)
CPED 101/102	Physical Education Requirement (1)

JUNIOR YEAR**First Semester: 15 hours**

CUSW 300	Social Welfare Policies and Services (3)
CSCJ 388	Sociological Theory (3)
CSCJ 387	Scope and Methods of Research I (3)
CHUM	Humanities Requirement (3)
	Foreign Language Requirement (3)

Second Semester: 15 hours

CUSW 360	Interpersonal Skills Laboratory (3)
CSCJ 218	Contemporary Social Problems (3)
CSCJ 389	Scope and Methods of Research II (3)
	Foreign Language Requirement (3)
	Social Work Required Elective (3)**

SENIOR YEAR**First Semester: 15 hours**

CUSW 401	Human Behavior I (3)
CUSW 403	Practice Competencies I (3)
CUSW 405	Field Instruction I (6)
CUSW 405S	Field Seminar I (0)
	Elective (3)

Second Semester: 15 hours

CUSW 402	Human Behavior II (3)
CUSW 404	Practice Competencies II (3)
CUSW 406	Field Instruction II (6)
CUSW 406S	Field Seminar (0)
	Social Work Elective (3)**

**Social Work courses such as CUSW 350, 411, 412, 413, 415, and 416 are strongly recommended.

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