The Morehouse College Bulletin is published annually. It contains information regarding undergraduate programs, specific graduation requirements, course descriptions, and college policies and procedures. You should keep this and use it during your entire time as a Morehouse College student.
DISCLAIMER

The provisions of this catalog are not to be regarded as a contract between the students and Morehouse College. Since College curricula, programs, and policies cannot be static in a changing environment, the information in this catalog is subject to change by the College at any time. The College reserves the right to change any of the provisions, statements, policies, curricula, procedures, regulations or fees found in this catalog. Changes will become effective whenever the proper authorities so determine and will apply to both prospective students and those already enrolled. As a result, students, applicants, and other users of this catalog should consult with appropriate College offices to verify the current text or status of policies, programs, descriptions of curricula, or other information in this catalog.

The officers of Morehouse College believe that the information contained in this Catalog is accurate as of the date of publication (2012), and they know of no significant changes to be made in the near future. However, Morehouse College reserves the right to withdraw any subject; to change its rules affecting the admission and retention of students or the granting of credit or degrees; to alter its fees and other charges; and to make such other changes as the Trustees, faculty, and officers consider appropriate and in the best interest of Morehouse.

NOTICE OF NONDISCRIMINATION

Applicants for admission are hereby notified that Morehouse College does not discriminate in its student admissions and educational programs on the basis of race, color, age, religion, national origin, or handicap.

Morehouse College does not discriminate in hiring, training, promotion, or any other term or condition of employment on the basis of the applicant’s or employee’s race, color, religion, sex, national origin, handicap, or veteran status.

Inquiries may be directed to the Office of Human Resources, Morehouse College, Atlanta, Georgia 30314-3773.
THE 2011-2013 ACADEMIC YEAR

FALL SEMESTER 2011

AUGUST

Monday - Tuesday, 22–23
Wednesday, 24
Official Registration
First Day of Class

SEPTEMBER

Friday, 2
End Drop/Add
Saturday, 4
Withdrawal Period Begins
Monday, 5
Labor Day

OCTOBER

Monday - Friday, 10–14
Mid-term Week

NOVEMBER

Monday-Friday, 7–11
Academic Advising Week
Monday-Friday, 14–19
Web Registration Begins
Friday, 18
Last Day to Withdraw
Thursday-Friday, 24–25
Thanksgiving Day Holiday
Wednesday, 30
Last Day of Classes

DECEMBER

Thursday-Friday, 1–2
Reading Period
Thursday-Friday, 1–2
Senior Final Exams
Monday-Friday, 5–9
Final Exams
Thursday, 8
Senior Grades due by Noon
Friday, 9
Semester Ends
Tuesday, 13
All Final Grades due by Noon
THE 2011-2013 ACADEMIC YEAR

SPRING SEMESTER 2012

JANUARY

Monday - Tuesday, 9-10
Official Registration
Wednesday, 11
First Day of Class
Monday, 16
MLK Holiday
Friday, 20
End Drop/Add
Saturday, 21
Withdrawal Period Begins

FEBRUARY

Monday - Friday, 27-March 2
Mid-term Week

MARCH

Monday - Friday, 5-9
Spring Break
Monday, 12
Classes Resume at 8:00 am

APRIL

Friday, 6
Good Friday
Monday - Friday, 2-6
Academic Advising Week
Monday, 6
Web Registration Begins
Friday, 20
Last Day to Withdraw

MAY

Wednesday, 2
Last day of Classes
Thursday - Friday, 3-4
Reading Period
Thursday - Friday, 3-4
Senior Final Exams
Monday - Friday, 7-11
Final Exams
Thursday, 10
Senior Grades due by Noon
Friday, 11
Semester Ends
Monday - Friday, 14-18
Senior Week
Saturday, 19
Baccalaureate Service
Sunday, 20
Commencement
Tuesday, 22
All Final Grades due by Noon
THE 2011-2013 ACADEMIC YEAR

SUMMER SEMESTER 2012

APRIL
Monday - Friday, 12–16  Web Registration Begins/Ends

JUNE
Monday, 4  Official Registration
Tuesday, 5  First Day of Class
Friday, 8  End Drop/Add
Saturday, 9  Withdrawal Period Begins
Wednesday - Friday, 20–22  Mid-term Week

JULY
Wednesday, 4  Independence Day Holiday
Thursday - Friday, 5–6  Reading Period
Thursday - Friday, 5–6  Senior Final Exams
Monday - Wednesday, 9–11  Final Exams
Monday, 9  Senior Grades due by Noon
Monday - Friday, 9–13  Senior Week
Friday, 13  Semester Ends
Saturday, 14  Commencement
Tuesday, 17  All Final Grades due by Noon
THE 2011-2013 ACADEMIC YEAR

FALL SEMESTER 2012

AUGUST
Monday - Tuesday, 20–21 Official Registration
Wednesday, 22 First Day of Class
Friday, 31 End Drop/Add

SEPTEMBER
Saturday, 1 Withdrawal Period Begins
Monday, 3 Labor Day

OCTOBER
Monday - Friday, 8–12 Mid-term Week

NOVEMBER
Monday-Friday, 5–9 Academic Advising Week
Monday, 12 Web Registration Begins
Friday, 16 Last Day to Withdraw
Thursday-Friday, 22–23 Thanksgiving Day Holiday
Wednesday, 28 Last Day of Classes
Thursday-Friday, 29–30 Reading Period
Thursday-Friday, 29–30 Senior Final Exams

DECEMBER
Monday-Friday, 3–7 Final Exams
Thursday, 6 Senior Grades due by Noon
Friday, 7 Semester Ends
Tuesday, 11 All Final Grades due by Noon
THE 2011-2013 ACADEMIC YEAR

SPRING SEMESTER 2013

JANUARY

Monday - Tuesday, 14–15
Official Registration

Wednesday, 16
First Day of Class

Monday, 21
MLK Holiday

Friday, 25
End Drop/Add

Saturday, 26
Withdrawal Period Begins

MARCH

Monday - Friday, 4–8
Mid-term Week

Monday - Friday, 11–15
Spring Break

Monday, 18
Classes Resume at 8:00 am

Friday, 29
Good Friday

APRIL

Monday - Friday, 1–5
Academic Advising Week

Monday, 8
Web Registration Begins

Friday, 19
Last Day to Withdraw

MAY

Wednesday, 1
Last day of Classes

Thursday - Friday, 2–3
Reading Period

Thursday - Friday, 2–3
Senior Final Exams

Monday - Friday, 6–10
Final Exams

Thursday, 9
Senior Grades due by Noon

Friday, 10
Semester Ends

Monday - Friday, 13–17
Senior Week

Saturday, 18
Baccalaureate Service

Sunday, 19
Commencement

Tuesday, 21
All Final Grades due by Noon

Records and Registration (404) 681-6504
Financial Aid (404) 215-2638
Student Housing (404) 215-2634
Admissions and Recruitment (404) 215-2632
Student Accounts (404) 215-2649
Cashier (Credit Card Payments) (404) 215-2687
Web Site: http://www.morehouse.edu
<table>
<thead>
<tr>
<th>CONTENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Morehouse College</td>
<td></td>
</tr>
<tr>
<td>College Profile</td>
<td>9</td>
</tr>
<tr>
<td>The Morehouse Mission</td>
<td>10</td>
</tr>
<tr>
<td>History of the College</td>
<td>11</td>
</tr>
<tr>
<td>Accreditation and Memberships</td>
<td>13</td>
</tr>
<tr>
<td>Consortial Relations</td>
<td>13</td>
</tr>
<tr>
<td>The Liberal Arts Tradition</td>
<td>14</td>
</tr>
<tr>
<td>The Admission of Students</td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>15</td>
</tr>
<tr>
<td>Admission to the Freshman Class</td>
<td>15</td>
</tr>
<tr>
<td>Other Admission Categories</td>
<td>16</td>
</tr>
<tr>
<td>Credit by Examination</td>
<td>18</td>
</tr>
<tr>
<td>Admission and Acceptance</td>
<td>19</td>
</tr>
<tr>
<td>Costs and Financial Aid</td>
<td></td>
</tr>
<tr>
<td>Student Expenses</td>
<td>20</td>
</tr>
<tr>
<td>Payments</td>
<td>25</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>26</td>
</tr>
<tr>
<td>Academic Policies and Procedures</td>
<td></td>
</tr>
<tr>
<td>General Information</td>
<td>32</td>
</tr>
<tr>
<td>Coursework</td>
<td>34</td>
</tr>
<tr>
<td>Grading System</td>
<td>36</td>
</tr>
<tr>
<td>Transfer Credit</td>
<td>37</td>
</tr>
<tr>
<td>Academic Progress</td>
<td>37</td>
</tr>
<tr>
<td>Educational Records</td>
<td>39</td>
</tr>
<tr>
<td>Recognition of Academic Achievement</td>
<td>42</td>
</tr>
<tr>
<td>Programs of Study</td>
<td></td>
</tr>
<tr>
<td>The Curriculum</td>
<td>43</td>
</tr>
<tr>
<td>Majors</td>
<td>46</td>
</tr>
<tr>
<td>Minors</td>
<td>47</td>
</tr>
<tr>
<td>Requirements for Graduation</td>
<td>47</td>
</tr>
<tr>
<td>Majors and Minors: Requirements and Course Descriptions</td>
<td>48</td>
</tr>
<tr>
<td>Other Academic Programs</td>
<td>205</td>
</tr>
<tr>
<td>Campus Life</td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>217</td>
</tr>
<tr>
<td>Freshman Orientation</td>
<td>217</td>
</tr>
<tr>
<td>Student Activities</td>
<td>217</td>
</tr>
<tr>
<td>Career Counseling, Placement and Cooperative Education</td>
<td>219</td>
</tr>
<tr>
<td>Personal Counseling and Health Services</td>
<td>219</td>
</tr>
<tr>
<td>Student Conduct</td>
<td>221</td>
</tr>
<tr>
<td>The College Organization</td>
<td></td>
</tr>
<tr>
<td>Administration</td>
<td>234</td>
</tr>
<tr>
<td>Faculty</td>
<td>236</td>
</tr>
<tr>
<td>Trustees</td>
<td>252</td>
</tr>
</tbody>
</table>
INTRODUCTION TO MOREHOUSE COLLEGE

COLLEGE PROFILE

Founding
In 1867, by William Jefferson White, in the basement of Springfield Baptist Church in Augusta, Georgia. Known as the Augusta Institute, it relocated to Atlanta in 1879 and was renamed Morehouse College in 1913.

Type
Private, four-year, liberal arts, historically black, all-male

Address
830 Westview Drive, Atlanta, Georgia 30314-3773

Main Telephone
(404) 681-2800
The main number is automated for faster service to high-call-volume offices and offers a name-recognition feature that is available 24 hours a day, seven days a week. A switchboard operator is available during operating hours.

Admissions Toll-Free
(800) 851-1254

Operating Hours
9 a.m. - 5 p.m., Monday through Friday

Website
www.morehouse.edu

Location
The campus, located a mile west of downtown Atlanta, is bordered by Joseph Lowery Boulevard and Parsons Street, James P. Brawley Drive, Greensferry Avenue, Westview Drive and West End Avenue. Interstate location: less than a mile from I-20E at Joseph Lowery Boulevard or I-20W at Lee Street (Atlanta University Center). Atlanta is serviced by Hartsfield-Jackson International Airport, AMTRAK, Greyhound Buslines, and public bus and rail transportation (Metropolitan Atlanta Rapid Transit Authority or MARTA).

Campus Visitation
Visitors are welcome to tour the campus, and student guides are available when College is in session. Notify the Admissions Office prior to your visit to have a tour guide give you an in-depth tour offering information about the College’s history and its students.

Facilities
The 61-acre campus consists of 40 buildings, including 10 dormitories, seven academic buildings, an international chapel, a campus center and an executive center, which also serves as the president’s home.

Degrees
Bachelor of Arts (B.A.), Bachelor of Science (B.S.)

Majors
Twenty-six majors are offered in the humanities, the sciences, the social sciences and business administration.

Special Programs
Health Professions Program, Domestic Student Exchange Programs, Honors Program, Study Abroad and International Student Exchanges, Cooperative Education, Cross Registration within the Atlanta University Center, Double Major Program and Dual-Degree Program in Engineering.
**Advising/Counseling**  Faculty major department advisers and freshman and senior class deans for academic advisement; the Wellness Center for personal counseling; Career Counseling and Placement Center for career counseling, co-op/internship, and job opportunities; a professional/graduate school coordinator for pre-professional school guidance; health-related career counseling by the Office of Health Professions; and spiritual counseling by the Dean of the Martin Luther King Jr. International Chapel.

**Academic Term**  Semester and six-week summer session

**Full-Time Faculty**  172 full-time; 100 percent of tenure-track hold doctoral degrees.

**Student Body**  Approximately 2,600

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**THE MOREHOUSE MISSION**

The mission of Morehouse College is to develop men with disciplined minds who will lead lives of leadership and service. A private historically black liberal arts college for men, Morehouse realizes this mission by emphasizing the intellectual and character development of its students. In addition, the College assumes special responsibility for teaching the history and culture of black people.

Founded in 1867 and located in Atlanta, Georgia, Morehouse is an academic community dedicated to teaching, scholarship, service, and the continuing search for truth as a liberating force. As such, the College offers instructional programs in three divisions—Business and Economics, Humanities and Social Sciences, and Science and Mathematics—as well as extracurricular activities that

- develop skills in oral and written communications, analytical and critical thinking, and interpersonal relationships;
- foster an understanding and appreciation of world cultures, artistic and creative expression, and the nature of the physical universe;
- promote understanding and appreciation of the specific knowledge and skills needed for the pursuit of professional careers and/or graduate study; and
- cultivate the personal attributes of self-confidence, tolerance, morality, ethical behavior, spirituality, humility, a global perspective, and a commitment to social justice.

The College seeks students who are willing to carry the torch of excellence and who are willing to pay the price of gaining strength and confidence by confronting adversity, mastering their fears, and achieving success by earning it. In pursuit of its mission, Morehouse challenges itself to be among the very finest liberal arts institutions in the world.
THE HISTORY OF MOREHOUSE COLLEGE

Founded in 1867, two years after the Civil War ended, Augusta Institute was established in the basement of Springfield Baptist Church in Augusta, Georgia. Founded in 1787, Springfield Baptist is the oldest independent African American church in the United States. The second home for the Augusta Institute was the Harmony Baptist Church in Augusta, founded by the Rev. William Jefferson White in 1868. The school's primary purpose was to prepare black men for the ministry and teaching. Today, Augusta Institute is Morehouse College, which is located on a 61-acre campus in Atlanta and enjoys an international reputation for producing leaders who have influenced national and world history.

Augusta Institute was founded by Rev. White, a Baptist minister, journalist and cabinetmaker, with the support of Richard C. Coulter, a former slave from Augusta, Georgia, and the Rev. Edmund Turney, organizer of the National Theological Institute for educating freedmen in Washington, D.C. The Rev. Dr. Joseph T. Robert served as the Institute’s first president.

In 1879, Augusta Institute moved to the basement of Friendship Baptist Church in Atlanta and changed its name to Atlanta Baptist Seminary. Later, the Seminary moved to a four-acre lot near the site on which the Richard B. Russell Federal Building now stands in downtown Atlanta. Following Robert’s death in 1884, David Foster Estes, a professor at the Seminary, served as the institution’s first acting president.

In 1885, when Dr. Samuel T. Graves was named second president, the institution relocated to its current site, a gift from John D. Rockefeller, in Atlanta’s West End community. The campus, which has grown from 14 to 61 acres, encompasses a Civil War historic site, at which Confederate soldiers staged a determined resistance to Union forces during the famous siege of Atlanta. On the same site, Martin Luther King Jr.’s funeral was held on April 9, 1968. In 1897, Atlanta Baptist Seminary became Atlanta Baptist College during the administration of Dr. George Sale, who served as the third president from 1890 to 1906.

A new era, characterized by expanded academic offerings and increased physical facilities, dawned with the appointment of Dr. John Hope as fourth president in 1906. A pioneer in the field of education, he was the College’s first African American president. Hope, a Phi Beta Kappa graduate of Brown University, encouraged an intellectual climate comparable to what he had known at his alma mater and openly challenged Booker T. Washington’s view that education for African Americans should emphasize vocational and agricultural skills.

Atlanta Baptist College, already a leader in preparing African Americans for teaching and the ministry, expanded its curriculum and established the tradition of educating leaders for all areas of American life. In addition to attracting a large number of talented faculty and administrators, Hope contributed much to the institution we know today. During his era, Atlanta Baptist College was named Morehouse College in honor of Henry L. Morehouse, the corresponding secretary of the Southern Baptist Home Mission Society.

Dr. Samuel H. Archer became fifth president of the College in 1931 and headed the institution during the Great Depression. He gave the school its colors — maroon and white — the same as those of his alma mater, Colgate University. Archer retired for health reasons in 1937. Dr. Charles D. Hubert served as acting president until 1940, when Dr. Benjamin Elijah Mays became the sixth president of Morehouse College.

A nationally noted educator and a mentor to Martin Luther King Jr. (class of 1948), Mays is recognized as the architect of Morehouse’s international reputation for excellence in scholarship, leadership and service. During the presidency of Mays, a Phi Beta Kappa graduate of Bates College and the University of Chicago, the number of faculty members grew, as well as the percentage who held doctoral degrees. The College earned global recognition as scholars from other countries joined the faculty, more international students enrolled, and the fellowships and scholarships for study abroad became available. Morehouse received full accreditation by the Southern Association of Colleges and Schools in 1957, and Mays’ 14-year effort to win a Phi Beta Kappa chapter at Morehouse was realized in 1968.
In 1967, Dr. Hugh M. Gloster, class of 1931, became the seventh president and the first alumnus to serve in this position. Under his leadership, Morehouse strengthened its board of trustees, conducted a successful $20-million fund-raising campaign, quadrupled the endowment to more than $29 million, and added 12 buildings to the campus, including the Martin Luther King Jr. International Chapel. Morehouse established a dual-degree program in engineering with the Georgia Institute of Technology and founded the Morehouse School of Medicine, which became an independent institution in 1981.

In 1987, Dr. Leroy Keith Jr., class of 1961, was named eighth president of Morehouse. During the Keith administration, the College’s endowment increased to more than $60 million, and faculty salaries and student scholarships significantly increased. Construction of the Nabrit-Mapp-McBay Science Building was completed; Thomas Kilgore Jr. Campus Center and two dormitories were built; and Hope Hall was rebuilt. In 1994, Nima A. Warfield, a member of that year’s graduating class, was named a Rhodes Scholar, the first from a historically black college or university. During Dr. Keith’s presidency, Nelson Mandela received 38 honorary degrees at a special convocation held in the Martin Luther King Jr. International Chapel on June 27, 1990.

In October 1994, Dr. Wiley A. Perdue, class of 1957 and vice president for business affairs, was appointed acting president of Morehouse. Under his leadership, national memorials were erected to honor Dr. Benjamin E. Mays and internationally noted theologian Dr. Howard W. Thurman, class of 1923. Perdue launched an initiative to upgrade the College’s academic and administrative computer information systems and undertook construction of a 5,700-seat gymnasium to provide a basketball venue for the 1996 Summer Olympic Games.

On June 1, 1995, Dr. Walter E. Massey, class of 1958, was named ninth president of Morehouse. A noted physicist, former provost of the University of California System and former director of the National Science Foundation, Massey called on the Morehouse community to renew its long-standing commitment to excellence in scholarship. Under his leadership, Morehouse embraced the challenge of preparing for the 21st century and the goal of becoming one of the best Liberal Arts colleges in the world.

Morehouse offers 26 majors in three divisions Humanities and Social Sciences, Science and Mathematics, and Business and Economics as well as a dual-degree program in engineering with the Georgia Institute of Technology. Several engineering institutions including the Georgia Institute of Technology, Columbia University, the University of Michigan and the University of Southern California. The College provides a number of programs and activities to enhance its challenging liberal arts curriculum, including the Morehouse College Leadership Center, the Morehouse Research Institute, and the Andrew Young Center for International Affairs.

Recent academic enhancements include interdisciplinary programs in neuroscience, telecommunications, environmental biology and public health. Morehouse recently completed construction of a Technology Telecommunications Center that houses the telecommunications program, the Department of Computer Science and the Office of Information Technology. The Center is part of a major renovation of Merrill Hall, one of the College’s science buildings.

The Division of Business and Economics has earned accreditation from the AACSB—the International Association for Management Education, resulting in Morehouse being one of only a few liberal arts colleges in the country with both AACSB accreditation and a chapter of Phi Beta Kappa Honor Society. Morehouse College continues to deliver an exceptional educational experience that today meets the intellectual, moral and social needs of approximately 2,600 students representing more than 40 states and 12 countries – a unique institution dedicated to producing outstanding men and extraordinary leaders to serve God and humanity.
PRESIDENTS OF MOREHOUSE COLLEGE

Dr. Joseph Robert 1871-1884  Dr. Benjamin E. Mays 1940-1967
Dr. Samuel Graves 1885-1890  Dr. Hugh M. Gloster 1967-1987
Dr. George Sale 1890-1906  Dr. Leroy Keith Jr. 1987-1994
Dr. John Hope 1906-1930  Dr. Wiley A. Perdue 1994-1995*
Dr. Samuel Archer 1931-1937  Dr. Walter E. Massey 1995-2007
Dr. Charles D. Hubert 1938-1940* Dr. Robert M. Franklin 2007 -

* Acting

ACCREDITATION AND MEMBERSHIPS

Morehouse College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097, telephone 404-679-4501) to award Bachelor of Arts and Bachelor of Science degrees.

The Division of Business and Economics is accredited by AACSB—The International Association of Management Education. The Department of Chemistry is on the list of approved programs of the American Chemical Society. The Department of Music is accredited by NASM-The National Association of Schools of Music.

The organizations in which Morehouse College holds memberships include the following:

- American Association of Higher Education
- American Council of Education
- Association of Private Colleges & Universities in Georgia
- National Association for Equal Opportunity in Higher Education
- National Association of Independent Colleges & Universities

CONSORTIAL RELATIONS

Morehouse College is a founding member of the Atlanta University Consortium (AUC), a group of five institutions that promotes efficiency and economy through the joint operation of administrative, academic and cultural programs. The member institutions of the Atlanta University Consortium are Clark Atlanta University; the Interdenominational Theological Center, a federation of seven theological seminaries; Morehouse College, an independent liberal arts college for men; the Morehouse School of Medicine; and Spelman College, an independent liberal arts college for women.

Morehouse College is a member of the Associated Colleges of the South, a consortium of nationally-ranked liberal arts institutions. Other members of the consortium are Birmingham Southern College, Centenary College, Centre College, Davidson College, Furman University, Hendrix College, Millsaps College, Rhodes College, Rollins College, Spelman College, Southwestern University, Trinity University, University of the South, University of Richmond, and Washington and Lee University.

The Atlanta Regional Consortium for Higher Education (ARCHE) includes 19 private and public member institutions of higher learning located in the Atlanta region. The Consortium’s mission is to 1) provide services that expand educational opportunities, 2) offer collaborative ways to share resources, and 3) develop information showing higher education’s benefits to society. Morehouse College is a long-standing and active member of the Council, with former President Walter Massey serving as vice chair of the ARCHE Board of Trustees from 2002 to 2004. Information about ARCHE’s programs, services, and member institutions may be found at www.atlantahighered.org.
THE LIBERAL ARTS TRADITION

The primary purpose of the liberal arts curriculum that Morehouse offers its students is to educate men who will lead our society and to promote the idea that education extends to all phases of campus life — the social and extra-curricular along with the academic. Morehouse stresses values and self-awareness over isolated skills and knowledge.

- The Morehouse education is designed to serve the three basic aspects of a well-rounded man: the personal, the social and the professional.
- To assist the personal growth of the Morehouse man, the College offers a curriculum designed to allow each individual to find his place in a complex world of change, and a counseling program that helps students find a source of fulfillment from within themselves.
- To assist in our students’ social growth, the College offers a residential college life in which men live in a multicultural, cooperative world, and a series of special programs designed to recognize social values by emphasizing the contributions of all parts of society, including minority groups.
- To assist in each student's professional growth, the College offers an academic program that combines well-qualified teachers in all basic academic fields with an approach to learning that accommodates both tradition and innovation, and shows a commitment to giving our students the skills either to enter meaningful careers or to continue their education at the finest graduate and professional schools.
Morehouse College admits those students who are prepared for the academic challenges they will encounter at the College and who will make full use of the resources of the College in fulfilling their individual goals.

The College seeks students who will respond to such an opportunity and who will bring to this community a variety of interests and personal characteristics. Academic competence is a major consideration in the selection of students, but also important are an individual’s personal qualities that may add to the diversity of the student body.

Morehouse welcomes visitors, prospective students and parents to come to campus. The Admissions Office at Morehouse is open Monday through Friday from 9 a.m. to 5 p.m. Campus tours and interviews should be scheduled in advance. The toll free telephone number is (404) 653-7736, and the website is http:www.morehouse.edu/admissions/home.html

When planning to visit the campus, students are advised to refer to the academic calendar in this book and to avoid, if possible, vacations, holidays and examination periods.

ADMISSION TO THE FRESHMAN CLASS

Many factors are taken into consideration in the selection of a freshman class, and each candidate is viewed on an individual basis. The strength of a student’s secondary preparation is an excellent measure of a student’s readiness for college. Also of value are personal qualities, such as maturity, intellectual awareness, and motivation to learn. In addition to school records and personal attributes, aptitude and achievement test scores can be helpful in predicting college performance and are considered with other credentials in the application for admission to Morehouse.

A student’s secondary school preparation should include four (4) units in English, three (3) units in mathematics, two (2) units in natural sciences, and two (2) units in social sciences. Two (2) units of foreign language are also recommended to be included in the preparation for entering students. Additional study should be pursued in academic subjects according to individual interests. Students who present strong academic records with a B or better average (85 or better on a 100-point scale) and test scores of at least 1500 on the SAT or 22 on the ACT have the best chance for admission to Morehouse.

APPLICATION INSTRUCTIONS

The priority date for filing an application for admission to Morehouse College for the fall semester is March 1. The priority date for application for admission for the spring semester is November 1. A non-refundable fee of $50.00 should accompany the application. The required credentials are listed below:

Application. The biographical and extracurricular data and the personal statement help the Admissions Committee gain a full sense of the individuality of each candidate by providing information about personal strengths, interests, goals, and commitment to education.

School Records. School records must include an official high school transcript, a teacher recommendation, and an appraisal from the guidance counselor. All admissions decisions are contingent upon receipt of final official school transcripts.

College Board Test Results. Official score reports of all college board tests are required. Holders of the GED are also required to submit scores. Results from the SAT are preferred at Morehouse College, although scores from the American College Test (ACT) are acceptable. It is required that applicants sit for the SAT II examinations in writing and mathematics since these scores will determine placement in freshman-level classes.
It is the applicant’s responsibility to have the official score reports sent from the Educational Testing Service or ACT directly to Morehouse College. The CEEB College code number for Morehouse College is 5415.

EARLY ADMISSION

Early admission may be granted to students who have completed at least two years of high school. Candidates should present a grade-point average of 3.0 or better on a 4.0 scale, and should have achieved a high level of performance on the Scholastic Aptitude Test (SAT) or American College Testing (ACT). Strong written recommendations from the high school principal or guidance counselor are required. Early admit students are also required to sit for the examination leading to the high school equivalency diploma. All admissions decisions are made pending final official school transcripts.

ADMISSION ON PROBATION

Students whose records and/or test scores do not fully meet the requirements for admission to Morehouse may be offered admission on probation or with provisions. Probationary admission limits the number of semester hours that can be taken in the first semester of enrollment to thirteen (13). Students may also receive admission with provisions to the College.

JOINT ENROLLMENT

Highly motivated students who have successfully completed the 11th grade may qualify for a special Joint Enrollment Program. Students admitted to this program will have the opportunity to take freshman-level courses at Morehouse College while enrolled in a public high school in the metropolitan Atlanta area. Selection is made on the basis of grade-point average, SAT scores and the recommendation of the high school guidance counselor. A personal interview is required. Courses taken earn high school and college credit, and are prescribed by the high school counselor.

OTHER ADMISSION CATEGORIES

TRANSFER STUDENTS

Students from accredited colleges may apply for transfer standing if they have completed the equivalent of twenty-six (26) semester hours of college work and have earned at least a 2.5 or better grade-point average on a 4.0 scale. Students who have previously applied to Morehouse should make that fact known when contacting the admissions office.

All transfer students must complete a minimum of 60 semester hours at Morehouse College. A maximum of 60 semester hours (or the equivalent) is transferable to Morehouse. Course credit is transferable if (1) the prior college is accredited, (2) a grade of C or better is earned in the course, and (3) The course is comparable to a course offered at Morehouse. Morehouse faculty members may be consulted on the question of course comparability. Transfer students should submit official transcripts and bring appropriate college catalogs from all other colleges previously attended. The College reserves the right to determine the courses and number of credits, if any, that may be transferred.

RE-ADMISSION STUDENTS

Students whose enrollments are disrupted for more than two semesters are required to apply for readmission and will re-enter under the catalog in force at the time of their readmission. An application for readmission should be completed at least two (2) months prior to the beginning of the semester of planned return to Morehouse College.
Students applying for readmission are required to submit official transcripts of all college-level work completed since separation from the College. A nonrefundable application fee of $50.00 must accompany the application.

REINSTATED STUDENTS

Students in good academic standing who are separated from the college due to disciplinary reasons should present to the Office of Records and Registration the letter of reinstatement from the Office of Student Conduct in order to reactivate registration processes.

INTERNATIONAL STUDENTS

One of the unique features of Morehouse and the least tangible is the spirit of fellowship. An understanding of this environment cannot be conveyed by course descriptions or administrative prescriptions, but it emerges in the life and history of the College.

The international student is easily assimilated into this spirit and fellowship. An international students’ adviser is available to assist students in adjusting to the Morehouse community. International students can help avoid delays in the processing of their applications by giving attention to the following requirements:

1. International students are required to take the Test of English as a Foreign Language (TOEFL) examination and submit the scores to the admissions office, unless they are residents of English-speaking countries. Students have to score 500 or above to be considered for admission. For information concerning the time and place where the test will be given, the prospective student should write to TOEFL, Educational Testing Service, Princeton, New Jersey 09549.

2. International applicants will be expected to have successfully completed all national or regional school examinations, school qualifying examinations, and university entrance examinations.

3. International applicants are also required to take the Scholastic Aptitude Test if they will enroll as freshmen. This test should be taken in time to allow the results to be sent to the admissions office prior to consideration for admission.

4. An international student must file an Affidavit of Support indicating who will be responsible for his expenses while he is at Morehouse College. In addition to the Affidavit of Support, a Financial Resource Statement (a recent bank statement) indicating the ability of the sponsor to support the applicant is required. The Immigration Form I-20 will be a part of the formal acceptance packet. International students may compete for academic scholarships. However, only citizens of the United States are eligible to receive federal financial assistance; therefore, other foreign student aid is not available through Morehouse College.

5. All international students are required to select classes, meet the financial obligation, and obtain confirmation of enrollment prior to the close of the add/drop period for each term’s registration.

TRANSIENT AND EXCHANGE STUDENTS

Students at other colleges who wish to attend Morehouse College for a maximum of two semesters may be admitted as transient students. This privilege is usually reserved for summer sessions and special exchange opportunities unless a formal exchange for the home institution exists with Morehouse. A letter of good standing and eligibility to return to the last institution attended is required. This letter, from the academic dean or registrar of the home school, should also indicate approval for the student to take courses at Morehouse College. Transient students are admitted for a maximum of two semesters. Transient and exchange students are not eligible for Morehouse College financial aid funds.
CREDIT BY EXAMINATION

CREDIT BY EXAMINATION POLICIES
The maximum number of hours of credit through transfer, AP, IB or CLEP is 60. All credit by examination is recorded on the student's permanent record as (CE) credit without a grade and becomes part of the official transcript. No credit is valid without the student's enrollment for credit at Morehouse College. Transfer credit that does not meet Morehouse's requirements will not be allowed for credit by examination.

COLLEGE BOARD ADVANCED PLACEMENT PROGRAM
Morehouse encourages prospective students in secondary schools to take the Advanced Placement (AP) Tests given by the College Board. In most departments, course credit is granted for a score of four (4) or above, which may be applied towards the degree requirements. In a few departments, a score of three (3) will be accepted. Students who present scores of five (5) or above on certain foreign examinations may, on a course by course basis, be awarded the same credit as noted above. These foreign examinations include British A Levels. The decision to grant course credit is reported prior to registration.

A student may apply advanced credit or its equivalent toward degree requirements in the following ways:

1. AP credits may be used to fulfill course requirements in the appropriate core curriculum areas.

2. While students may not, in most instances, apply AP credits towards the requirements of their respective majors, AP scores, together with subject-level examination, may be used as a basis for placement.

COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)
Entering students who demonstrate superior ability on the CLEP General Examination may be granted course credit by the College. The minimum score for credit for the CLEP exam is 50. The maximum number of hours of credit through transfer, AP, IB, or CLEP is 60.

INTERNATIONAL BACCALAUREATE PROGRAM
Morehouse College allows students to earn credit prior to entrance through the International Baccalaureate (IB) Program, sponsored by the International Baccalaureate Organization of Geneva, Switzerland, and the International Baccalaureate North American regional office in New York. Morehouse awards IB credit for higher-level examination scores of 5, 6, or 7. Credit will be granted upon receipt of an official IB transcript.
ADMISSION AND ACCEPTANCE

Applications for admission to Morehouse College are evaluated only when all requested materials have been received in the admissions office. Students are urged to comply with all stated deadlines and provide all supporting documentation as requested. Once a student has been notified of his acceptance, he is required to provide the following:

Medical Certificate — An entering student must submit a report of medical examination on a form provided by the College prior to enrollment.

Acceptance and New Student Orientation Fees — Upon receipt of a letter of admission to Morehouse College, all new students must pay a nonrefundable acceptance fee of $555. This fee must be paid by May 1. In addition to the acceptance fee, students are required to pay a fee for the New Student Orientation (NSO) period. NSO fees for fall 2011 are $630 for on-campus students and $345 for off-campus students.

Advance Fees — These fees, necessary to reserve housing on campus and space in the classroom, are due July 1 (or December 1 for spring admissions).
COSTS AND FINANCIAL AID

This section covers tuition, room and board charges and other financial information of concern to the student. It also provides information on scholarships, student loans, parent loans and other types of available financial assistance.

Morehouse College is a privately-supported institution. The educational and operating expenses are provided by payments from students; income from endowment funds; gifts from alumni, trustees, foundations, business and industry and generous-spirited individuals; and grants from state and federal agencies and other government entities.

SUMMARY OF EXPENSES: 2011-2012

TRADITIONAL RESIDENCE HALLS AND OFF-CAMPUS

EXPENSES FOR THE YEAR

<table>
<thead>
<tr>
<th></th>
<th>On-Campus Students</th>
<th>Off-Campus Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Tuition</td>
<td>$21,618</td>
<td>$21,618</td>
</tr>
<tr>
<td>Student Fees (4 or more hours)</td>
<td>$1,902</td>
<td>$1,902</td>
</tr>
<tr>
<td>Technology Fees (4 or more hours)</td>
<td>$272</td>
<td>$272</td>
</tr>
<tr>
<td>Board</td>
<td>$5,242</td>
<td>-0-</td>
</tr>
<tr>
<td>Room</td>
<td>$6,942</td>
<td>-0-</td>
</tr>
<tr>
<td>Total for the Year</td>
<td>$35,976</td>
<td>$23,792</td>
</tr>
</tbody>
</table>

OTIS MOSS SUITES
Upperclassmen Only (Cost does not include board)

<table>
<thead>
<tr>
<th>Type of Unit</th>
<th>Tuition*</th>
<th>Student Fees</th>
<th>Technology Fees</th>
<th>Room</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 BR Suite</td>
<td>$21,618</td>
<td>$1,902</td>
<td>$272</td>
<td>$8,502</td>
<td>$32,294</td>
</tr>
<tr>
<td>2 BR Suite</td>
<td>$21,618</td>
<td>$1,902</td>
<td>$272</td>
<td>$9,066</td>
<td>$32,858</td>
</tr>
<tr>
<td>1 BR Suite</td>
<td>$21,618</td>
<td>$1,902</td>
<td>$272</td>
<td>$11,16</td>
<td>$34,960</td>
</tr>
<tr>
<td>4 BR Apartment</td>
<td>$21,618</td>
<td>$1,902</td>
<td>$272</td>
<td>$8,912</td>
<td>$32,704</td>
</tr>
<tr>
<td>2 BR Apartment</td>
<td>$21,618</td>
<td>$1,902</td>
<td>$272</td>
<td>$9,974</td>
<td>$33,766</td>
</tr>
</tbody>
</table>

TUITION

The tuition payment is for a normal course load – a minimum of 12 academic hours and a maximum of 18 academic hours. Tuition for fewer than 12 hours is currently $901 per hour and $528 per hour for each hour in excess of 18. Advance payment or satisfaction of all charges are due on or before enrollment each semester and may be covered via approved financial aid, online payment, bank wire, certified or cashier’s check, money order, traveler’s check, credit card, or debit/check card. The College accepts VISA, MasterCard, American Express and Discover cards. Personal checks are accepted in accordance with the College’s personal check policy.
The College contracts with one or more third-party vendors to provide parents and students the option of paying a limited amount (a certain percentage) of the annual cost on a monthly basis through a payment plan. The percentage is set on an annual basis and is a complement to the required initial and minimum payment to the College for the fall semester. For example, for the 2011-2012 school year, the initial and minimum payment for the fall semester for each student is $15,000 for residing on campus and $10,000 for off campus. Only approved financial aid and direct cash payment(s) to the College can satisfy these payments. The budget for a payment plan, or the promise of money, cannot be used to satisfy the initial and minimum payment. Parents and students who elect to participate in a payment plan are responsible for budgeting within the parameters set by the College and covering the remaining cost with direct cash payment to the College and approved financial aid. NO STUDENT MAY BUDGET THE ENTIRE COST FOR THE SEMESTER OR THE ACADEMIC YEAR WITH A THIRD-PARTY PAYMENT PLAN VENDOR.

The initial and minimum payment for the fall semester is usually due on the first business day in June. After the June payment has been met, a third-party vendor payment plan may be used to spread the remaining amount due for the academic year over a 9-10 month period. This provides the parent and student the option to bridge the gap between cost and available resources (cash on hand and approved financial aid, including scholarships) on a pay as you go basis. PAYMENT PLANS MUST BE ESTABLISHED ON AN ANNUAL BASIS, AS MID-YEAR PLANS ARE NOT AVAILABLE, AND PLAN PARTICIPANTS SHOULD HAVE REMITTED AT LEAST TWO PAYMENTS TO A PLAN PRIOR TO ARRIVAL ON CAMPUS. THE DEADLINE FOR SIGNING UP FOR A PLAN IS USUALLY THE LAST BUSINESS FRIDAY IN JULY PRIOR TO THE ACADEMIC YEAR. The College sends information on the third-party plans to parents and students in the spring or early summer.

The College’s 100 percent payment policy is applicable to all students. The 100% payment policy is defined as either advance payment of the dollar value of educational cost or a definite financial plan to ensure payment of the initial and minimum payment for the fall semester and all other educational expenses when the expenses come due. The definite financial plan may include a combination of resources, including cash, approved financial aid, and the budget of a third-party payment plan, and should cover the student’s total cost for the academic year. The budget of a payment plan, however, must operate within the limits set by the College. To determine the limit for the budget, subtract the initial and minimum payment for the fall semester from the annual cost for the academic year. The maximum budget for a payment plan for the 2011-2012 school year is $21,000 for the student residing in traditional housing. Budgets for occupants of the Suites range from a low of $17,294 to a high of $19,960. The smallest budget is for the off-campus student - $13,972. Of course, financial aid will reduce these budget amounts.

Over ninety percent of students, including academic and talent scholarship recipients, should be prepared to make a cash contribution to their annual expenses. International students from countries with volatile political climates and struggling economies should consider paying in full for the academic year as a safeguard against interruption of their education due to a change in governmental leadership. International students who plan to remain in this country for four consecutive years before returning home should be prepared to sustain themselves during summer months.

ROOM AND BOARD

In order to continue its character as a residential college, Morehouse strongly encourages all freshmen from outside the city of Atlanta to reside in the College residence halls and board in the College dining hall. When a student occupies a room in the residence hall, he agrees by signing a lease to remain a resident throughout the full year. Students must have paid the initial payment for the semester by the due date in the Schedule of Fees in order to reserve a room on campus, but full payment for the semester is required before the student occupies campus housing. See the description of the 100 percent payment policy above.

Rooms are provided with principal articles of furniture, but students supply linen, blankets, and a study lamp. Students are responsible for missing or damaged furniture and facilities within their domain.
Students living on campus in traditional residence halls must take their meals in the College dining hall. Room and board charges are inseparable for these residential student who are assessed the board charge automatically.

Board for residents of the Otis Moss Suites and the regular off-campus student is optional. The College offers four off-campus meal plans for the convenience of these students. Details on the off-campus meal plan options follow:

**FLEXIBLE OFF-CAMPUS MEAL PLANS FY 11-12**

<table>
<thead>
<tr>
<th>Plan Type</th>
<th>Plan Name</th>
<th>Plan Description</th>
<th>Semester Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Meals</td>
<td>Plan 1</td>
<td>5 Meals per week</td>
<td>$690</td>
</tr>
<tr>
<td>10 Meals</td>
<td>Plan 2</td>
<td>10 Meals per week</td>
<td>$1,379</td>
</tr>
<tr>
<td>15 Meals</td>
<td>Plan 3</td>
<td>15 Meals per week</td>
<td>$2,068</td>
</tr>
<tr>
<td>19 Meals</td>
<td>Plan 4</td>
<td>19 Meals per week</td>
<td>$2,621</td>
</tr>
</tbody>
</table>

The off-campus meal plans are flexible (not meal specific). The student may eat any meal he chooses any day of the week, as long as he does not exceed his weekly meal limit. The meal week runs from Friday through Thursday. Advance payment is required for participation in any off-campus meal plan. Cash and approved financial aid may be used to satisfy the fee. Any modification or cancellation of a meal plan must be done on or before the end of the drop/add period for a given semester. See the academic calendar for the dates. AFTER THE END OF DROP/ADD, THE STUDENT ASSUMES THE FINANCIAL OBLIGATION FOR THE SPECIFIED MEAL PLAN FOR THE REMAINDER OF THE SEMESTER.

Students’ property in residence halls and in other College buildings is there at the sole risk of the owner, and the College is not responsible for loss or theft of, or damage to, such property arising from any cause.

All students, except members of the graduating class or members of the Glee Club, are expected to vacate their rooms no later than the day following their final examinations. Late departure results in a financial penalty and a daily room cost.

Additional questions about housing should be directed to the Associate Dean of Housing and Residential Life.

**ANNUAL STUDENT FEES**

Student fees include assessments for the student yearbook, athletics, band, infirmary, debating, concerts and lectures, physical education and gymnasium and student government.

The fees also cover issuance to each student of an initial ID card. The card entitles the student to any of the privileges which payment of fees covers. When a student officially withdraws from the College, he is required to surrender his ID card. The student is charged an additional fee, currently $45, to replace his ID card.

**OTHER EXPENSES**

Individual students may incur other charges due to their unique circumstances or course load. Such charges include laboratory fees, tuition overload (19 or more hours), and parking permits. These expenses are above and beyond the costs outlined in the Schedule of Fees. Parents and students should expect to pay out of pocket for these extra expenses. The following is a list of some potential extra expenses:
Laboratory and Equipment Fees

<table>
<thead>
<tr>
<th>Course</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Science course per semester</td>
<td>$45</td>
</tr>
<tr>
<td>Biology course per semester</td>
<td>$80</td>
</tr>
<tr>
<td>Chemistry course per semester</td>
<td>$100</td>
</tr>
<tr>
<td>Instrumentation Analysis Chemistry course per semester</td>
<td>$90</td>
</tr>
<tr>
<td>Modern Language Laboratory course per semester</td>
<td>$45</td>
</tr>
<tr>
<td>Organic/Inorganic Chemistry per semester</td>
<td>$100</td>
</tr>
<tr>
<td>Physical Chemistry course per semester</td>
<td>$80</td>
</tr>
<tr>
<td>Physical Science course per semester</td>
<td>$45</td>
</tr>
<tr>
<td>Physics course per semester</td>
<td>$70</td>
</tr>
<tr>
<td>Psychology Laboratory course per semester</td>
<td>$45</td>
</tr>
<tr>
<td>Scuba Diving course per semester</td>
<td>$200</td>
</tr>
</tbody>
</table>

OTHER EXPENSES

Special Privileges Fees

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late Registration Fee per semester</td>
<td>$135</td>
</tr>
<tr>
<td>Graduation Fee (On-Campus Student)</td>
<td>$780</td>
</tr>
<tr>
<td>Graduation Fee (Off-Campus Student)</td>
<td>$445</td>
</tr>
<tr>
<td>Fee for Filing Graduation after published deadline</td>
<td>$135</td>
</tr>
<tr>
<td>Academic Transcript Fee</td>
<td>$10</td>
</tr>
<tr>
<td>Easy Refund via Paper Check (each)</td>
<td>$11</td>
</tr>
<tr>
<td>I.D. Card or Meal Card Replacement fee</td>
<td>$45</td>
</tr>
<tr>
<td>Easy Refund Card Replacement Fee</td>
<td>$30</td>
</tr>
<tr>
<td>Refund Reversal Fee</td>
<td>$15</td>
</tr>
<tr>
<td>Parking Permit per semester</td>
<td>$260</td>
</tr>
<tr>
<td>Post Office Box Key Replacement Fee</td>
<td>$20</td>
</tr>
<tr>
<td>Return Check Fee</td>
<td>$55</td>
</tr>
<tr>
<td>Summer School Application Fee (Non-Morehouse Student)</td>
<td>$50</td>
</tr>
<tr>
<td>Summer School Application Fee (Morehouse Student at another school)</td>
<td>$30</td>
</tr>
</tbody>
</table>

*Limited parking is available on campus. A non-transferable parking permit is required for all vehicles that are parked in campus parking lots and the parking decks. Morehouse students are limited to one parking permit for each semester. The parking fee is $218 per semester. The parking office, located in the rear of the original parking deck, issues parking permits on a first-come, first-served basis. The requirements for a parking permit are enrollment for the current term, a valid driver’s license, a valid Morehouse Student Identification Card, and proof of insurance. Any person, however, may pay the daily rate and park in the campus parking deck.

Housing & residential life related fees

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community fine</td>
<td>$30</td>
</tr>
<tr>
<td>Garbage/debris in room</td>
<td>$105</td>
</tr>
<tr>
<td>Improper room check-out</td>
<td>$30</td>
</tr>
<tr>
<td>Late departure (per day)</td>
<td>$160</td>
</tr>
<tr>
<td>Lock change charge</td>
<td>$80</td>
</tr>
<tr>
<td>Vandalism/defaced college property (Additional fee assessed for Cost of Repairs)</td>
<td>$55</td>
</tr>
<tr>
<td>Damaged college furniture</td>
<td>Cost of Repairs</td>
</tr>
</tbody>
</table>
Limited parking is available on campus. A non-transferable parking permit is required for all vehicles that park in campus parking lots and the parking decks. Morehouse students are limited to one parking permit for each semester. The current parking fee is $260 per semester. The parking office, located to the left of the entrance to parking deck, issues parking permits on a first-come, first-serve basis. The requirements for a parking permit are enrollment for the current term, a valid driver's license, a valid Morehouse Student Identification Card, and proof of insurance. Any person, however, may pay the daily rate and park in the campus parking deck.

GRADUATION FEE

All students who file for graduation from Morehouse College must pay a graduation fee. This fee covers expenses related to graduation, including but not limited to room and board (for residential students); graduation programs, speakers, diplomas, caps and gowns. The graduation fee is not refundable but transferable if the applicant does not graduate at his anticipated time. It should be noted that the student will be required to pay any increase in this fee.

APPLICATION/ACCEPTANCE FEE

A nonrefundable application fee of $45 is to accompany all admission or readmission applications. Upon receipt of a letter of admission to the College, all new students will also pay a nonrefundable acceptance fee – currently $555. This fee confirms the student's admission to the College, activates the student's electronic student record, and qualifies the student to enter classes in the College's computer system. This is a one-time fee that is applicable to first-time Morehouse students only. It is deducted from expenses upon enrollment. In the event of deferred enrollment, this fee is applied toward the then current acceptance fee with the student assuming responsibility for any fee increase. The acceptance fee is due on or before May 1.

Students applying for readmission must liquidate old balances before consideration for readmission. Interested students should contact the Admissions Office for the readmit deadline for each semester.

NEW STUDENT ORIENTATION (NSO) FEE

All students expecting to enroll at Morehouse for the first time are required to pay the New Student Orientation Fee. This fee covers the cost of program planning, special events, pre-class activities, room and meals for boarding students, and meals for the off-campus students during the NSO week. The current fee is $668 for the on-campus student and $366 for the off-campus student. Student and parents should note that the NSO fee is mandatory and non-refundable and is in addition to the regular fees for the academic year.

ROOM RESERVATION FEE FOR RETURNING STUDENTS

A room on campus is reserved for those students who make the appropriate payments(s) and complete the online application for housing each semester. Satisfaction of the initial payment for the semester by the due date reserves housing, but all expenses for the semester must be satisfied before campus housing is occupied. Occupation of campus housing is contingent upon adherence to the College’s 100 percent payment policy.

BOOKS AND SUPPLIES

Books and supplies are paid for separately by the individual student for each course. Textbooks are available in the College Bookstore. Costs vary with the schedule taken, but average approximately $1,000 per semester depending on major. Students with a credit or projected credit on their student account may apply on line for a book account to purchase books. For the convenience of students who do not have book scholarships or a credit or projected credit on their student account, parents may consider purchasing a cash card (VISA, MasterCard, Discover, or American Express) or sending cash money to the student’s Easy Refund Card to purchase books.
PAYMENTS

Fees for each semester are payable according to the fee schedule. Failure to receive an individual bill does not waive the requirement to pay the applicable fees by the payment due date. No student should report to the College expecting to obtain financial assistance to defray his expenses for the year without having received prior written assurance of sufficient aid through the College’s Office of Financial Aid. Unless remitting in person, all payments to Morehouse College should be made either by e-payment, certified check, cashier's check, money order, wire transfer, and online payments via VISA, MasterCard, American Express, or Discover. Remit electronic payments via personal check or a credit/debit card in the convenience of your home, office or anywhere in the world. Students and parents have two options for making electronic payments — both online. The student (and parent, with the student’s permission) may use the student’s Morehouse-issued PIN number and user name, or the student may set up the parent as a guest user in TigerNet. Remit electronic payments via the Morehouse College Web page, www.morehouse.edu. Using the student's information, click on “My Finance” and follow the prompts. As a guest user, the parent navigates to http://tigernet.morehouse.edu, clicks on Parent/Guest login, and follows the prompts. Payments should be made in the amount due before or as of the payment due date.

CREDIT BALANCE, REFUND AND REPAYMENT POLICIES

Credit Balance Policy

A credit balance occurs when funds that are credited to a student’s account (such as cash, federal and state financial aid, scholarships, etc.) exceed the amount of institutional charges such as tuition, fees, room and board. Federal regulations require the institution to refund excess federal funds to the student within 14 days of (1) the date the credit balance occurs, (2) the first day of classes, or (3) the date the student or parent rescinds the authorization for the institution to hold the credit balance, whichever comes first. A student or parent has the option of making a written request to the institution to hold the credit balance. Absent such request, the credit balance will be refunded to the student.

Refund and Repayment Policies

When a student withdraws from a class, the student may be entitled to receive a full or partial refund of any paid institution charges. If the institutional charges were paid with Federal financial aid dollars, then all or a portion of the student’s refund may be refunded to the student aid program s from which the money was awarded.

The Institution has adopted the following policy to ensure proper accountability of federal financial aid funds and any monies owed to a student:

FEDERAL REFUND POLICY FOR RETURNING STUDENTS

If a student

• Withdraws on the first day of class — 100% refund of institutional charges (less the permitted administrative fee of the lesser of $100 or 5% of institutional charges).
• Withdraws after the first day of class through the first 10% of the enrollment period — 90% refund of institutional charges.
• Withdraws after the first 10% of the enrollment period through the first 25% of the enrollment period — 50% refund of institutional charges.
• Withdraws after the first 25% of the enrollment period through the first 50% of the enrollment period — 25% refund of institutional charges.

• Withdraws after the first 50% of the enrollment period — 0% refund of institutional charges.

The formula to be used in calculating the percent of the enrollment period completed is as follows:

\[
\frac{\text{Number of weeks completed}}{\text{Number of weeks charged}} = \% \text{ completed of the enrollment period}
\]

Nonrefundable institutional charges are lab fees and insurance costs. Books are considered non-institutional charges. Room and board will be prorated evenly based on the date of withdrawal.

FEDERAL REFUND POLICY FOR FIRST-TIME STUDENTS

A pro rata refund is applicable only to a student who is attending the institution for the first time. The pro rata refund will be applied after the drop/add period for the student who completely withdraws on or before 60% completion of the enrollment period for which he is charged. A specific federally prescribed formula is used to compute the pro rata refund.

REFUND DISTRIBUTION

The following is the priority ranking for distributing a refund due a student who withdraws from the institution. The refund shall be applied in the order shown below:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Plus Loan
4. Unsubsidized Federal Direct Stafford Loan
5. Subsidized Federal Direct Stafford Loan
6. Federal Direct Plus Loan
7. Federal Perkins Loan
8. Federal Pell Grant
9. Federal SEOG
10. Other Title IV Aid Programs
11. Other Federal, State, Private, or Institutional Aid
12. The Student

FINANCIAL AID

PURPOSE OF FINANCIAL AID

The primary purpose of the Student Financial Aid Program at Morehouse College is to serve students who need assistance in meeting the basic cost of their education. Because funds are limited, federal and state regulations require that these funds go to students who demonstrate financial need. This section outlines the application procedure, the process for determining student need and eligibility, and some of the major programs available at Morehouse College. For more information, contact the Office of Financial Aid.

POLICY ON FINANCIAL AID

All financial aid at Morehouse College is administered in accordance with policies and philosophies that have been established nationally. Care is taken to ensure that financial aid resources are spread among students as far as funds permit. The basis of such programs is the belief that students and their parents...
have the primary responsibility to meet educational costs and that financial aid is available only to fill the gap between the family's and/or student's contribution and allowable educational expenses.

The amount of expected student or family contribution is determined by a careful analysis of family financial strength (income and net assets versus the allowable expenses that the family may have).

Educational expenses that are considered a basis for establishing student need include tuition, fees, room, board, books and supplies, and miscellaneous expenses (transportation and personal expenses). The Office of Financial Aid has an established student budget to reflect the costs of each of these items.

HOW TO APPLY FOR AID

1. Apply for admission to the College.
2. Request all current financial aid application forms from the Office of Financial Aid or from the high school guidance office, if necessary.
3. Complete and return the forms according to instructions on the application forms. Priority is given to students who complete the application process by the April 1 deadline. All applications must be completed before the processing of a student's financial aid award begins. A new application with supporting documents must be filed every academic year a student wishes to receive financial aid. Eligible students will be offered a financial aid package consisting of a combination of grants, work and/or loans. It is recommended that applications for financial aid be submitted as soon as possible in order to meet the April 1 deadline. Students should contact the Office of Financial Aid prior to filing an application to ensure that they are completing the correct application forms.

A complete application consists of the following submitted documents:

1. A valid copy of the Institutional Student Information Report (ISIR). If you list Morehouse College on your Free Application for Federal Student Aid (FAFSA), the College will receive this electronically. It is the electronic counterpart to the Student Aid Report (SAR). You do not need to mail your SAR to the office.
3. A signed copy of the student's current complete Federal Income Tax Return and W-2 Forms (if the student is married, please include those of the spouse).
4. An Institutional Verification Form.
5. Documentation of untaxed income, if applicable (i.e., Form 1099 from the Social Security Administration).
6. Other documentation as determined necessary by the Office of Financial Aid.

It is important for students to have sufficient funds available to begin their first few weeks of college because financial aid payments will not be disbursed to students until after the beginning of each semester.

GENERAL ELIGIBILITY REQUIREMENTS

Specific eligibility requirements vary from program to program. The following criteria apply to all financial aid programs. To receive financial aid a student must:

1. Be enrolled or accepted for enrollment as a regular student in an eligible program leading to a degree.
2. Be a U.S. citizen, permanent resident, or refugee with an appropriate visa.
3. Have financial need, except for some loan programs.
4. Maintain satisfactory academic progress in a course of study according to the standards and practices of Morehouse College.
5. Not owe a refund on any Pell Grant, Supplemental Grant, or state student incentive grant while in attendance at any college.
6.  Not be in default on any loan under the Federal Family Educational Loan Program (FFELP) or Federal Direct Loan Program.
7.  Have met legal requirements for Selective Service Registration.
8.  Have a valid Social Security Number.
9.  Have a high school diploma or a General Education Development (GED) certificate.
10. Financial Aid recipients must also meet minimum Standards of Academic Progress in order to qualify for assistance. These Standards of Progress are also outlined in detail under the main index frame; Satisfactory Academic Progress Policy, or may be obtained directly from the Office of Financial Aid.
11. Students who apply for financial assistance and later withdraw during a semester may be eligible for an adjustment in their College charges and financial aid credits for the semester based on the College Withdrawal Policy.

CALCULATING FINANCIAL NEED

The amount of financial aid is subject to available federal, state, and institutional funds. The type of aid and amount received will be determined by the Office of Financial Aid. Financial Aid awards are based on demonstrated financial need, which is determined by the following formula:

Cost of Education – Expected Family Contribution = Need

To determine the expected family contribution, students applying for financial assistance are required to complete the Free Application for Federal Student Assistance (FAFSA). Contributions are determined from the results of this form along with other documentation, such as the 1040 Federal Income Tax Return and W-2 Forms of the parents and/or the student. All information is held in strict confidence.

FINANCIAL AID PROGRAMS

Financial aid consists of programs that are funded and regulated by federal and state governments. The programs are of three different kinds: grants, work study, and loans.

Grants

A grant is money that students do not have to work for or repay.

Federal Pell Grant. The Pell Grant is the foundation of financial aid, to which aid from other federal and non-federal sources may be added. If eligible, grants range from $400 - $4731 per year.

Federal Supplemental Educational Opportunity Grant (FSEOG). FSEOG is awarded to students with exceptional financial need. Priority is given to Pell Grant recipients. Grants range from $400 - $4000 per year.

Georgia Tuition Equalization Grant (GTEG). An award given to legal residents of the State of Georgia who are enrolled on a full-time basis. The amount of the grant is $900 per year.

State of Georgia Hope Scholarship. An award given to Georgia residents who graduated from a Georgia high school with a grade point average of 3.0 or better. The amount of the scholarship is $3,000 per year.

Federal Work-Study (FWS). FWS allows students to earn money through part-time employment. Students generally work no more than 20 hours per week on campus or at an approved off-campus site. Students are paid once per month around the 15th of each month. Students awarded FWS as a part of their financial aid package should contact the Office of Financial Aid about job placement.
Loans

**Federal Direct Loan Program.** Under the Federal Direct Loan Program, the federal government makes loans directly to students and parents through the College. Once a Direct Loan is made, it is managed and collected by the United States Department of Education's Direct Loan Servicing Center. The Federal Direct Loan Program offers student borrowers Direct Subsidized and Direct Unsubsidized Stafford Loans.

A subsidized loan is awarded on the basis of financial need (see the section—"Calculating Financial Need"). If you qualify for a subsidized loan, the federal government pays interest on the loan until you begin repayment and during authorized periods of deferment thereafter.

An unsubsidized loan is not awarded on the basis of need. If you qualify for an unsubsidized loan, you will be charged interest from the time the loan is disbursed until it is paid in full.

Students can borrow up to:
1. $2,625 if classified as a freshman.
2. $3,500 if classified as a sophomore.
3. $5,500 if classified as a junior or senior.

The Total Federal Direct Stafford Unsubsidized Loan debt you can have outstanding as a dependent undergraduate is $23,000; as an independent undergraduate, $46,000.

The interest rate of a loan will depend upon when the student first borrows from the loan program. For students whose Direct Loans (or FFELP Program Loans) were first disbursed on or after July 1, 1994, the interest is variable, but it will never exceed 8.25 percent.

The Direct Loan Program offers four repayment plans designed to simplify the repayment process. The repayment plans will be explained in more detail during the entrance and exit loan counseling sessions.

**Federal Direct PLUS Loans** enable parents with good credit histories to borrow up to the cost of education minus any other financial aid the student receives for dependent students. Parent borrowers must complete the Free Application for Federal Student Aid (FAFSA).

**INSTITUTIONAL AWARDS AND SCHOLARSHIPS**

The College makes a number of awards to students in recognition of their accomplishments either in pursuit of academic excellence or demonstrated skills and talent. Students applying for or receiving institutional awards must complete the application process for financial aid (file a FAFSA and submit all required documentation to the Office of Financial Aid).

**Academic Scholarships.** Academic scholarship awards are made to entering freshmen on the basis of outstanding high school performance and qualifying scores from either the Scholastic Aptitude Test (SAT) or the American College Test (ACT). Scholarship recipients are selected during the admissions process.

**Athletic Grants.** Awards made to students with athletic ability in the areas of intercollegiate sports. Students interested in athletic awards should contact the director of athletics.

**Talent Grants.** Awards made to students with ability in the areas of band and music. Students interested in talent awards should contact the chairperson of the music department.

**Departmental Awards.** Many departments offer awards to students based upon their major course of study. Students should contact their respective academic departments to determine if funds are available for which they may be eligible.

**ROTC Scholarships.** ROTC scholarships represent significant financial assistance at Morehouse College. Each branch of service has its own criteria and timetables for application and acceptance. Students interested in ROTC scholarships should contact the head of the ROTC unit on the Morehouse campus for further information and assistance.
Outside scholarship assistance has been a rapidly growing sector in financial aid. It requires initiative on the student’s part. Students should consult with their high school counselors, employers, or civic leaders and use the local library for information on educational foundations that offer scholarships.

The College recommends students with specific grade point averages and unmet financial need to the United Negro College Fund for scholarship assistance. Students should note that the recommendation does not ensure an award. Final awards are determined by the UNCF educational services staff.

DISBURSEMENT OF FUNDS

Morehouse College applies financial aid directly to a student’s account. In most cases, awards are made for the academic year with one-half of the award (except Federal Work-Study) being applied to each semester. Funds generally are not applied to accounts until verification of registration and enrollment status has been made. Since this usually occurs 30 days after the start of classes, students should have resources to sustain themselves until accounts are credited.

Federal Work-Study checks are issued monthly. Checks are disbursed by the Cashier’s Office around the 15th of each month. Time sheets are submitted to the Office of Financial Aid on or before the first business day of each month.

SATISFACTORY ACADEMIC PROGRESS POLICY FOR THE DISBURSEMENT OF FEDERAL FINANCIAL AID

Federal regulations require schools to have a Satisfactory Academic Progress policy to carry out the statutory requirement that a student must be making satisfactory progress to be eligible for financial aid under the Student Financial Aid Program. The College’s Satisfactory Academic Progress Policy for students receiving financial aid includes a qualitative measure (grade-point average) and a quantitative measure (hours passed and maximum time-frame to complete the degree requirements) in determining whether a student continues to maintain eligibility to receive financial aid.

Financial aid recipients are required to satisfactorily complete the semester hours with corresponding grade-point averages reflected in the next table.

<table>
<thead>
<tr>
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<tbody>
<tr>
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<td>1.7</td>
</tr>
<tr>
<td>26-57</td>
<td>1.8</td>
</tr>
<tr>
<td>58-88</td>
<td>1.9</td>
</tr>
<tr>
<td>89 and above</td>
<td>2.0</td>
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</tr>
</tbody>
</table>

Financial aid recipients are required to complete a specific number of hours for each semester of attendance in order to maintain eligibility for financial aid. The requirements are outlined in the table below. For full-time study, students are allowed a maximum of 10 semesters to complete degree requirements.

<table>
<thead>
<tr>
<th>Enrollment Status</th>
<th>Number of Years in School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>12 or more semester hours</td>
<td>24</td>
</tr>
<tr>
<td>9-11 semester hours</td>
<td>18</td>
</tr>
<tr>
<td>6-8 semester hours</td>
<td>12</td>
</tr>
</tbody>
</table>

Students not meeting the College’s policy governing Satisfactory Academic Progress may be denied aid for the subsequent academic year. A student may appeal this decision to the Financial Aid Review Committee. Forms for the appeal are available in the Office of Financial Aid.

RIGHT TO INFORMATION

Students have the right to a full explanation of Morehouse College’s financial aid programs, policies, and procedures. Contact the Office of Financial Aid for any information not specifically covered in this publication.

Written requests for information should be addressed as follows:

Director of Financial Aid
Morehouse College
830 Westview Drive, S.W.
Atlanta, GA 30314-3773
GENERAL INFORMATION

THE ACADEMIC SCHEDULE

The academic year of Morehouse is divided into two semesters: the first beginning in late August and ending before Christmas, the second beginning in early January and ending in May. A six-week summer session usually begins in early June.

Courses at Morehouse generally meet for 50 minutes three times each week or for 75 minutes twice each week. Students are advised to plan their schedules carefully. It will not be possible for students to secure their first preference for course meeting times in every instance. While the faculty is sensitive to the many obligations that students have, the course schedule is planned each semester to provide greatest access to the courses offered to the greatest number of students.

Some classes, such as science laboratories, meet at irregular hours. Meeting times for all classes are listed via TigerNet each semester. Class schedules for the other Atlanta University Consortium institutions are available via each school’s website.

In hyphenated courses (e.g., ENG 101-102), the student is usually expected to successfully complete the first half of the course prior to enrolling in the second half. Students are not permitted to enroll in courses requiring prerequisites that are not completed without the written permission of the department chairperson or designee.

ACADEMIC ADVISEMENT

Academic advisement at Morehouse College is designed to assist students in making appropriate and timely decisions about the course of study in General Education and in the major. To promote "a coherent course of study" among freshman and sophomores and to guide students in general when selecting courses, provided by General Education is the Registration and Advisement Map. Students and their advisers should continue to review Morehouse's College Catalog for any current information on academic policies and procedures (e.g., how advisers are appointed, a normal course load, transfer credits, and what constitutes academic honesty and progress), but, when planning a course of study, particularly in the core studies, students and their advisers are encouraged to use the Registration and Advisement Map.

Following the first year, students continue to receive academic advisement from faculty members in their major departments. Academic departments require academic advisement prior to class selection for subsequent semesters.
ACADEMIC HONESTY

Morehouse is an academic community. All members of the community are expected to abide by ethical standards both in their conduct and in their exercise of responsibilities toward other members of the community. The College expects students to understand and adhere to basic standards of honesty and academic integrity. These standards include but are not limited to the following:

1. In projects and assignments prepared independently, students must never represent the ideas or the language of others as their own.

2. Students must not destroy or alter either the work of other students or the educational resources and materials of the College.

3. Students must not take unfair advantage of fellow students by representing work completed for one course as original work for another or by deliberately disregarding course rules and regulations.

4. Unless directed by the faculty member, students should neither give nor receive assistance in examinations.

5. In laboratory or research projects involving the collection of data, students must accurately report data observed and not alter data for any reason.

When an instructor concludes that the above standards have been disregarded, it is his or her responsibility to make the evidence available to the student and also to report the incident to the Dean of Men. The instructor is free to assign any academic penalty, including failure in the course, for violations of the academic honesty regulations.

For more specific information about the College’s Academic Integrity policy, see page 223 of this catalog.
COURSEWORK

DEFINITION OF A FULL-TIME STUDENT

A full-time student is one who is taking at least 12 semester hours of scheduled work during a semester. Any student taking fewer than 12 hours in a regular session is considered a part-time student.

NORMAL COURSE LOAD

During the fall and spring semesters, the normal course load is 15-16 semester hours. A student may register for a maximum of 19 semester hours; however, students are advised that course loads in excess of 18 semester hours will incur additional charges (for tuition). During the summer session, a student may register for a maximum of nine (9) semester hours.

COURSE OVERLOAD

An overload is any course load in the fall or spring semester in excess of 19 semester hours. The student must have a cumulative grade-point average of at least 3.0, with signed approval from the dean of the division in which the student has selected his major. An overload shall not result in a course load in excess of 22 semester hours. Students are not permitted to take an overload during the summer session.

AUDITING COURSES

A student admitted to Morehouse College as a regular, transient or special student may audit courses with the consent of the instructor and the department chairperson. The auditing fee is $163 per credit hour. Such arrangements will not be officially recorded and the auditor will not receive academic credit. An auditor may not participate actively in coursework and may not, therefore, request registration for credit after the normal registration period has ended.

REGISTRATION

Course Pre-Selection and Registration

On appointed days late in each semester, all continuing students are urged to pre-select courses electronically via TigerNet for the following semester. Students who pre-select courses and who meet fee payment deadlines will have schedules confirmed electronically. All other students will have their schedules confirmed as they select courses and meet their financial obligations. Students will not be permitted to receive academic credit for courses for which they did not properly register.

CHANGES IN REGISTRATION

Students may make changes in registration online during the registration period. Gaining access to classes that are full or that carry certain prerequisites may involve a manual process. Forms for making changes in registration are available from instructors and department chairpersons. With the approval of the faculty, a student wishing to modify his schedule by addition, deletion or substitution of courses may do so on the days announced by the Office of Records and Registration. No change of registration is valid unless the student has fully complied with the procedures established by the Office of Records and Registration.

**Dropping a Course.** A student may drop a course (the course is removed from the student’s course schedule and permanent record) until the end of the Add/Drop period determined by the Registrar. The College will not make any tuition adjustments for changes in registration following the end of the Add/Drop period.

**Withdrawing from a Course.** A student may withdraw from a course via the Web (TigerNet). Students should consult the Academic Calendar to determine when the option to withdraw from classes expires.
Repeated Courses and Forfeiture of Course Credit

By registering for and receiving a grade in a course for which credit hours have already been granted, either by work at Morehouse College, transfer equivalency, by cross registration through the AUC, a student forfeits any previous credits in that course. A student may not use the same course more than once in satisfying graduation requirements.

The last grade recorded will prevail, whether it is higher or lower than the original grade. While all grades will remain on the permanent record, only the last grade recorded will be used in computing the grade-point average. Students must repeat both English Composition and all major coursework for which a grade below “C” was earned. These courses must be repeated at Morehouse College (except by permission of both the Department Chairperson and Divisional Dean).

CLASS ATTENDANCE POLICY

Class attendance is required of all students at Morehouse College. Each student is allowed as many unexcused absences as credit hours for the course. For example, a student is allowed three unexcused absences for a three-credit-hour class. A student is expected to attend all classes and not absent himself without adequate cause. It is the responsibility of the student to make up scheduled work missed because of officially excused class absences. Absences from unannounced tests and other assignments may be made up at the discretion of the instructor.

Instructors are expected to outline their attendance requirements at the beginning of the semester and to include these requirements in the course syllabus issued to the students. They are required to maintain attendance records on all students and, at the request of the Office of Records and Registration, report any student who exceeds the maximum number of unexcused absences. Students who exceed the maximum number of unexcused absences may be administratively dropped from the course or receive a failing grade in the course.

OFFICIAL EXCUSES FOR CLASS ABSENCES

Each Morehouse student is expected to attend scheduled classes on a routine basis and be punctual. However, in cases of an emergency/illness, the associate dean verifies all official class excuses. Students must receive signature approval from their respective academic advisers to validate any class excuse. Valid written documentation must be submitted to justify their class absences within three (3) calendar days of the class absence.

Class excuses are granted for the following reasons:

- Illness
- Court Appearance
- Military Obligation
- Conference with Dean/Faculty/Staff
- Physician’s Appointment
- Funeral
- Family Emergency
- Official School Business

Class excuses are not granted for the following:

- Public Transportation Problems
- Oversleeping
- Automobile Breakdowns

For students from other institutions attending Morehouse classes, the same policies and procedures apply, except that excuses should come from the equivalent officials of their institutions.

EXAMINATIONS

Mid-semester examinations are administered during the official examination period announced by the College. Students who have deficient performances at the end of the mid-semester period will receive deficiency reports.
**Final examinations** are held at the end of each semester. Students are required to take final examinations at the scheduled time. Exceptions may be made for students who can provide proof of the necessity to be absent from a final examination. These students may appeal to the instructor for a deferral of the examination. This deferral, if necessary, must be approved prior to the scheduled date of the examination.

**CROSS-REGISTRATION**

The Atlanta University Consortium (AUC) has operated a program of cross-registration for over half a century. This has provided expanded academic opportunities comparable to the offerings of a major university.

**COURSEWORK AT OTHER COLLEGES**

Each student should plan to complete all coursework at Morehouse College or one of the Atlanta University Consortium schools through the cross-registration program. Each student desiring to take courses at another institution must have the prior written approval of the appropriate Morehouse department chairperson and the registrar. Students who fail to achieve prior approval will not receive credit for the coursework. When a student decides to attend a summer school other than the Morehouse summer school, he must have the courses approved by the appropriate department chairperson in advance.

**GRADING SYSTEM**

**Letter Grades and Equivalent Grade Points**

Averages are computed in grade points. Each graded semester hour of academic credit carries a corresponding number of grade points as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

**GRADE-POINT AVERAGE CALCULATION**

The student's grade-point average at Morehouse College is calculated by dividing the total number of quality points (grade points x semester hours) by the total number of semester hours attempted. Except for coursework taken through the cross-registration program with other Atlanta University Consortium schools, the grade-point average does not include hours or quality points transferred from other institutions.

**INCOMPLETE GRADES**

An "I" grade is intended to be only an interim course mark. It is to be used only if a student has an excusable and acceptable reason for not having completed all requirements prior to grade reporting time. The notation "I" is recorded when the student has been granted permission to defer the final examination or other parts of a course. The deferment shall be given only in the case of illness or other emergency. The student must provide to the instructor verification from the Dean of Men. The student must submit the deferred work by midterm of the following semester (summer excluded) to have an I changed to a permanent grade. Work not completed will result in a grade of F being assigned.

**WITHDRAWALS**

This designation is assigned when a student officially withdraws from a course(s) during the period from the conclusion of the Registration–Add/Drop period through the seventh class day prior to the end of classes. (See Academic Calendar.) The "W" indicates that the student has withdrawn without academic penalty.

**PASS/FAIL**

The designation "P" is used to indicate satisfactory completion of noncredit and credit courses. The "P" does not accrue quality points.
CROSS-REGISTERED COURSES

Because Morehouse students are eligible to participate in the cross-registration program in the Atlanta University Consortium, grade designations not listed above may appear on the student’s grade report and transcript.

GRADE REPORTS

At the end of each term every eligible student should check the campus intranet, TigerNet, for lists of courses taken, the grades earned in each course, and the semester and cumulative grade-point averages. Grades will not be visible for students who have delinquent financial accounts with the College. Students whose grades do not appear on TigerNet should contact the Office of Records and Registration.

DISPUTED GRADES

If a student has substantial grounds for believing, apart from questions of the quality of work, a particular grade was assigned in a manner that was arbitrary or unjust or that crucial evidence was not taken into account, the student should first discuss the matter with the instructor. If the outcome of that discussion is unsatisfactory, the student should consult with the department chairperson. The chairperson may convene a conference with the student and the instructor. If the outcome of the consultation with the department chairperson is unsatisfactory, the student may appeal to the dean of the division within one semester following the term for which the disputed grade was reported.

TRANSFER CREDIT

The College will consider awarding transfer credit for coursework completed at regionally accredited institutions of higher education provided that a grade of C or better has been earned. Except when otherwise noted, credit hours transfer but not grade points; thus, transferred credit hours typically have no impact on the GPA.

Credit for work earned at other schools will be evaluated by the registrar or the director of admissions when that work is intended to substitute for courses in the core curriculum. Students should be prepared to provide course syllabi when requested to facilitate this substitution process. Credit for work in a major area of concentration will be determined by the department chair.

**Exception:** Students enrolled in consortial programs sanctioned by Morehouse may receive full academic credit for courses taken, including grade points.

New students who transfer from another four-year institution or junior college must submit in advance for admission, transcripts of all previous work done on the college level. Such transcripts must be sent directly from the institution at which the work was completed. Academic work completed at other schools that is not listed on the admission application will not be accepted for transfer purposes.

Enrolled Morehouse students planning to take courses outside of Morehouse or the AUC must complete the proper course approval forms, which are available in the Office of Records and Registration. A **course taken outside of the College or the AUC must be approved by the appropriate department chair BEFORE the student registers for the course. Once a student has been accepted and enrolled as a Morehouse College student, courses from two-year institutions can no longer be transferred.**

ACADEMIC PROGRESS

STUDENT ACADEMIC STANDING

In order to be in good standing at Morehouse College, a student must maintain a cumulative grade-point average (GPA) of at least 2.0. A student is automatically placed on academic probation at the end of any semester in which his cumulative GPA falls below 2.0. A student will be removed automatically from probation when he raises his cumulative GPA to 2.0 or higher. Students who are on academic
probation will not be permitted to enroll in more than 13 semester hours. In addition, no student on academic probation is eligible for active participation in any college organization that officially represents the institution or involves leaving campus or missing classes.

A student on academic probation or with a cumulative GPA of less than 2.0 will be separated from the College for up to one year if he fails to make the academic progress toward a degree specified in the table below:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Number of Credit Hours Earned</th>
<th>Minimum Cumulative GPA to Avoid Separation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0-25</td>
<td>1.7</td>
</tr>
<tr>
<td>Sophomore</td>
<td>26-57</td>
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</tr>
<tr>
<td>Junior</td>
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</tr>
<tr>
<td>Senior</td>
<td>89 and above</td>
<td>2.0</td>
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A student will be dismissed from the College if, after having been readmitted following a temporary separation, he continues to fail to make the academic progress specified in the table above.

ACADEMIC PROBATION

The regulations of Morehouse College provide that a student is placed on academic probation at the end of any semester in which his cumulative grade-point average falls below 2.0. Students may remove themselves from academic probation by achieving a cumulative 2.0 average. Students who are on academic probation will not be permitted to enroll in more than 13 semester hours. In addition, no student, while on academic probation, is eligible for active participation in any college organization which officially represents the institution or involves leaving campus or missing classes. Students who remain on probation at the end of the spring semester should consider attending Morehouse Summer School in an effort to improve their GPAs and remove themselves from academic probation.

ACADEMIC SEPARATION

A student who is on academic probation will be separated from the College for academic reasons if he fails to satisfy requirements for satisfactory academic progress. A student may be separated from the College for academic reasons for a period of up to one academic year.

ACADEMIC DISMISSAL

A student who has been readmitted to the College after academic separation will be dismissed from Morehouse for academic reasons if he continues to fail to make satisfactory progress toward a degree.

LEAVES OF ABSENCE

Students may take leaves of absence from Morehouse College (1) to participate in approved study-away programs, or (2) for personal reasons.

Study Leave. Students who are approved by the College to study away (concurrent enrollment) at other institutions in the United States or abroad should, upon notification of acceptance by the other institution, file appropriate study forms with the Office of Records and Registration. The students should indicate the duration of study and expected semester of return. If the program of study is approved in advance, credit will normally be granted for courses graded C or better, reflected on official transcript.

Personal Leave. Students who are in good academic standing may be approved by the College to take a personal leave for the purpose of work or other nonacademic experiences.

Re-entry Following Leave. Students who plan to return from a one-semester leave must formally notify the registrar no later than July 1 for the fall semester or December 1 for the spring semester.
Notification is necessary to help the College project enrollment and space needs. The burden is on the student to make the notification, to make necessary arrangements with the Office of Business and Finance, and to forward housing requests to the director of housing.

WITHDRAWAL FROM MOREHOUSE

When a student finds it necessary to discontinue college work at any time other than at the end of a semester or summer term, he must execute a withdrawal form provided by the Office of Records and Registration. The student must clear all College accounts. Grading will be done on the following basis:

1. The transcript of a student withdrawing from Morehouse before the conclusion of the Registration-Add/Drop period will list no courses for that semester.
2. The transcript of a student withdrawing before the official deadline for withdrawal will contain W notations for each course.
3. If a student leaves the College at any time during a semester or a summer session without filing a withdrawal form the student will receive a final grade of F in all courses. Further, he will forfeit all rights to a statement of official withdraw, thereby jeopardizing the student’s re-entrance into the College or transfer to another accredited institution.

Medical Withdrawal

Upon the recommendation of the College’s physician, the Counseling Center, or a student’s personal physician, a medical withdrawal may be granted by the College. The recommendation of the College’s physician is required before the student can be considered for readmission.

Directed to Withdraw

The College reserves the right to direct to withdraw any student who violates its rules and regulations or the rights of others, or whose conduct or presence constitutes in any way a risk to the health, safety or general well-being of the College community.

EDUCATIONAL RECORDS

DEFINITIONS

Student Records

Student records include the records, files, documents and other material that contain information directly related to a student and that are maintained by the institution or by a person acting on behalf of the institution.

Academic Records

All collegiate work for which a student registers for credit toward the Morehouse degree constitutes a part of the academic record, unless dropped from his registration by the posted deadline.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the registrar, divisional dean, academic department chair or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected within 45 days from receiving the request. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment or correction of the student's educational records that the student believes are inaccurate or misleading, or in violation of the student's privacy or other rights.

Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write to the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the College decides not to amend the records as requested by the student, the College will notify the student of the decision and advise the student of his right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosures without consent.

It is the intent of this institution to limit the disclosure of information contained in students' educational records to those instances when prior written consent has been given for the disclosure.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is

   Family Policy Compliance Office
   U.S. Department of Education
   600 Independence Avenue, SW
   Washington, DC 20202-4605

5. Students may obtain a copy of the FERPA written policies adopted by the College, in person or by mail, from

   The Office of Records and Registration
   Morehouse College
   830 Westview Drive, SW
   Atlanta, GA 30314-3773

STUDENT ACCESS TO RECORDS

Students have the right to inspect and review the contents of their records. They also have the right to a hearing if they wish to correct or amend these records.

Records may be inspected only at the office responsible for maintaining the particular record in question. Each office has the responsibility for establishing its own access procedures, which must include a written request from the student.

The following records are excluded from student access:

1. Financial records of parents and any information contained in them.
2. Confidential letters or statements of recommendation written prior to January 1, 1975.
3. Personal medical and psychiatric treatment records prepared and used solely in connection with the treatment of students. Such records will be made available to other physicians upon the student's request.
4. Personal notes kept by faculty members, deans or counselors for their own use in their individual capacities, and which are kept in their own personal files.
RELEASE OF RECORDS

Information other than directory information shall not be released without the student’s written request, except for the following purposes:

1. To school officials who have a legitimate interest in the material.
2. To officials of other schools or school systems in which the student wishes to enroll.
3. In connection with a student’s application for or receipt of financial aid.
4. To state and local officials if required by law adopted before November 19, 1974.
5. To organizations conducting studies for or on behalf of educational agencies, provided such studies will not permit identification of students and their parents.
6. To accrediting agencies to carry out their accrediting functions.
7. To parents of dependent students.
8. In compliance with a judicial order or lawfully issued subpoena, with the condition that the College will make reasonable effort to notify the student before such compliance.

When consent is required, it must be in writing, signed and dated by the person giving consent, and shall include the following:

1. Specification of record to be released.
2. Reason for release.
3. Names of parties to whom record should be released.

When a student’s consent is required and is given to access his record, the names of those to whom such access has been granted shall be recorded and made available to the student upon his request.

Directory Information. Information furnished to other individuals and organizations will be limited to items listed below, unless accompanied by a release signed by the student:

1. Whether or not student is enrolled
2. Dates of enrollment
3. Classification
4. Degree earned (if any) and date
5. Major
6. Honors received
7. Weight and height of athletes
8. Most recent previous school attended
9. Participation in officially recognized activities and sports
10. Photographs (Band, Glee Club, SGA, Athletes)

Directory information cannot include student identification numbers or social security numbers. If a student does not wish to have any of the above information released, he should complete the directory information suppression form, available in the Office of Records and Registration.
RECOGNITION OF ACADEMIC ACHIEVEMENT

SEMESTER HONOR ROLL AND DEAN’S LIST

Each student who, at the end of the semester, has attained a grade-point average of 3.0 or higher shall have his name appear on the honor roll for that semester. To be eligible for this honor, the student must have completed a minimum of 15 semester hours in graded courses, and must have earned no grade lower than C. (Note: Remedial coursework is not included in the determination of recognition for academic achievement).

Full-time students enrolled for more than one semester must maintain a cumulative grade-point average of 3.0 with no grade lower than C in order to be accorded dean’s list honors.

At the discretion of the senior vice president for academic affairs, the names of students receiving either honor roll or dean’s list honors may be announced in an appropriate manner.

DEPARTMENTAL HONORS PROGRAM

This program is based largely on departmental seminars that each department requires of its seniors. Seniors must have at least a 3.0 average in their major before they are eligible to apply for departmental honors. They must graduate with general honors to qualify for departmental honors. Requirements for departmental honors vary with each department and involve comprehensive written or oral reports, extra research and some independent study.

HONOR GRADUATES

Any student who completes degree requirements will be eligible for graduation honors on the basis of his cumulative grade-point average. Morehouse College awards Latin honors based on all coursework completed at the College. Cum laude requires a cumulative grade-point average of 3.00-3.50; magna cum laude requires a cumulative grade-point average of 3.51-3.80; and summa cum laude requires a cumulative grade-point average of 3.81-4.00.
Morehouse College offers programs of study leading to the bachelor of arts and bachelor of science degrees. The typical program of study consists of three components: (1) general education program, (2) the major sequence and (3) free electives. Coursework in the general education program and the major sequence is prescribed. The student must choose the additional courses he wishes to take as free electives. In choosing free electives, the student has the option of pursuing a minor concentration or taking an unstructured aggregation of courses. For graduation purposes, the sum of credits earned in general education program, major, and free elective courses must be equal to or greater than 120 semester hours.

GENERAL EDUCATION REQUIREMENTS

The general education program consists of 53 semester hours of required coursework in the humanities, mathematics, natural sciences and social sciences, plus a set of other educational experiences.

The general education program requirements are intended to produce learning outcomes in critical thinking, analytical abilities and problem-solving; citizenship; communication; ethical judgment and behavior; knowledge of the natural world; leadership; the understanding of social institutions; aesthetic experience; the African-American experience; philosophy and religion; and the interdependence of nations and cultures.

Requirements for General Education Program

English Composition

All students must satisfy this requirement by one of the following methods, to be determined by placement scores at the time of admission to Morehouse: ENG 101-102 (a two-semester sequence) or ENG 103 (a one-semester course). A grade of C or above is required for successful completion of each of these courses, which are prerequisites for all other courses in the English curriculum.

ENG 101-102  English Composition (6 hours)  
ENG 103  English Composition (3 hours; for students who present the highest scores on the official placement examination)

Literature

ENG 250  World Literature I (3 hours)

History

HIS 111-112  World History: Topical Approaches (6 hours)

Mathematics

Students must complete two of the courses listed below. The mathematics department must approve all additional sequences.

MTH 100  College Algebra (3 hours)  
MTH 110  Finite Mathematics (3 hours)  
MTH 120  Pre-Calculus (3 hours)  
MTH 130  Basic Statistics (3 hours)  
MTH 161  Calculus I (4 hours)
Modern Foreign Languages

MFL 201-202 (6 hours; intermediate level) French, Spanish, German, Latin, Japanese or Chinese. (Both Latin and Japanese can be taken at Spelman College, through the AUC cross-registration program, to satisfy the core curriculum requirement)

Humanities

Students are required to take 4 humanities courses as follows: Introduction to Religion (REL 201); Survey of Visual Arts (ART 110); either Introduction to Philosophy (PHI 201) or Philosophical Ethics (PHI 302); and one of the music courses in the list below.

MUS 111 Masterpieces of Music (3 hours)
MUS 116 The Oral Tradition in African-American Folk Music (3 hours)
MUS 203 Introduction to Church Music (3 hours)
MUS 310 History of Jazz (3 hours)
MUS 404 Survey of African-American Music (3 hours)

Biological Science

BIO 101 Biological Science (non-major) (3 hours)

or

BIO 111 General Biology (4 hours)

Physical Science

Students pursuing a B.S. degree must complete two introductory courses from two different science departments. Students in mathematics, biology, chemistry, physics, computer science or engineering must select two courses from departments other than their major department.

PHY 102 Physical Science—AND one of the following:
PHY 151-152 General Physics
CHEM 111-112 Inorganic Chemistry

Social Sciences

Students must complete two of the courses listed below (a course can not count towards major and General Education Program at the same time).

ECO 201 Principles of Economics (Macro) (3 hours)
ECO 202 Principles of Economics (Micro) (3 hours)
PSC 228 Comparative Politics (3 hours)
PSC 251 National Government (3 hours)
PSC 252 State and Local Government (3 hours)
PSC 285 Introduction to International Relations (3 hours)
UST 261 Introduction to Urban Studies I (3 hours)
UST 262 Introduction to Urban Studies II (3 hours)
SOC 101 Introduction to Sociology (3 hours)
SOC 103 Social Problems (3 hours)
SOC 202 Cultural Anthropology (3 hours)
SOC 206 Social Psychology
SOC 215 Criminology (3 hours)
SOC 255 The Family (3 hours)
SOC 256 Men in Society (3 hours)
SOC 259 Women in Society (3 hours)
PSY 101 Psychology as a Social Science (3 hours)
PSY 260 Psychology of the African-American Experience (3 hours)
PSY 287 Developmental Psychology (3 hours)
Health and Physical Education

Students must complete two of the courses listed below. The chairperson’s approval is required to enroll in 155 or 156.

- **HPED 150**  Golf and Fitness
- **HPED 151**  Aquatics and Fitness
- **HPED 152**  Badminton and Fitness
- **HPED 153**  Basketball and Fitness
- **HPED 154**  Tennis and Fitness
- **HPED 155**  Fitness for the Non Traditional Student
- **HPED 156**  Individualized Fitness for the Non Traditional Student
- **HPED 157**  Weight Training and Fitness

Crown Forum

A student must earn a P or "pass” grade in Freshman Assembly (EDU 153-154), Sophomore Assembly (EDU 251-252) and Junior Assembly (EDU 353-354). In order to earn a P in an assembly, a student must attend a minimum of six (6) Crown Forum events. Crown Forum is a series of special events and presentations that celebrate the great heritage and traditions of Morehouse College; bond students to each other and to a common humanity; heighten sensibility to students’ spiritual and inner selves; increase appreciation of the aesthetic; and sharpen intellectual and critical faculties.

Freshman Orientation

Freshman must earn a P or "pass' grade in each semester of this two-semester (EDU 151-152) orientation to academic and social life at Morehouse.

Computer Literacy and Information Fluency

Each student must demonstrate competency in the basic use of computers by passing (1) a required departmental course if your major is Business and Economics, Chemistry, Computer Science, Music, Psychology, or Sociology; (2) CSC 101; or (3) General Education’s Computer Literacy and Information Fluency Test.

**ACADEMIC DIVISIONS AND DEPARTMENTS**

Programs of study at Morehouse are organized into the academic divisions and departments listed below:

**DIVISION OF BUSINESS ADMINISTRATION AND ECONOMICS**
- Department of Business Administration
- Department of Economics

**DIVISION OF HUMANITIES AND SOCIAL SCIENCES**
- Department of English
- Department of Kinesiology, Sports Studies, & Physical Education
- Department of Modern Foreign Languages
- Department of Music
- Department of Philosophy and Religion
- Department of Political Science
- Department of Sociology
- African-American Studies Program
- Criminal Justice Program
- International Studies Program
- Urban Studies Program
DIVISION OF SCIENCE AND MATHEMATICS

Department of Biology
Department of Chemistry
Department of Computer Science
Department of Mathematics
Department of Physics
Department of Psychology
Environmental Studies Program
Neuroscience Program
Public Health Sciences Program
Telecommunications Program

MAJORS

The College offers 26 disciplinary or interdisciplinary majors. At Morehouse, majors require from 24 to 60 semester hours, with no grade below C in courses designated for the major. The following majors are offered at Morehouse College:

African-American Studies
Art*
Biology
Business Administration–Accounting
Business Administration–Finance
Business Administration–Management
Business Administration–Marketing
Chemistry
Computer Science
Drama*
Economics
Engineering (Dual Degree)**
    General Science
    Applied Physics
English
French
History
International Studies
Kinesiology, Sports Studies & Physical Education
Mathematics
Music
Philosophy
Physics
Political Science
Psychology
Religion
Sociology
Spanish
Urban Studies

**Pre-Engineering majors MUST fulfill all prescribe requirements at a designated engineering school prior to fulfillment of their major requirements.
MINORS

While not required for graduation, minor concentrations may be selected from those listed below. The minor must be approved by the student’s major adviser and the chairperson of the department offering the minor. Minors require from 12 to 21 semester hours, with no grade below C in the courses designated for the minor.

- African-American Studies
- Biology
- Criminal Justice
- Economics
- English
- Environmental Studies
- French
- German
- History
- Leadership Studies
- Mathematics
- Music
- Neuroscience
- Philosophy
- Psychology
- Public Health Science
- Religion
- Sociology
- Spanish
- Urban Studies

REQUIREMENTS FOR GRADUATION

In order to earn a bachelor's degree from Morehouse College, a student must satisfy the following requirements:

1. File a timely application for graduation (satisfying the dates specified by the registrar).
2. Successfully complete a minimum of 120 semester hours of non-repeat courses (exclusive of courses numbered below 100).
3. Successfully complete the College’s general education core curriculum.
4. Successfully complete an approved major concentration sequence.
5. Present a cumulative grade point average of 2.0 or higher.
6. Complete at least two years of coursework (a minimum of 60 semester hours) in residence at Morehouse College.
7. Be in good standing at the College.
8. Fulfill all financial obligations to the College.

A student will not be permitted to participate in commencement exercises if he has NOT satisfied all requirements for graduation.
THE MISSION

As a free-standing program in the Division of Humanities and Social Science, the primary mission of the African-American Studies Program (AASP) is to provide an academic major, minor and concentrate that examines the broad scope of the black experience in general, and those of the black male in particular. The overarching goal of the AASP is to provide an academic course of study that leads to a B.A. degree in the major, or to complement other majors through the minor or concentrate in the discipline. It is expected that students who complete the major, minor or concentrate will continue to prepare for careers in diverse fields and will contribute to the betterment of humankind through their professional work and community service.

DESCRIPTION

The major, minor or concentrate in African-American Studies is the quintessential liberal arts course of study, in that it is interdisciplinary in its instruction; multidisciplinary in its scope; and transdisciplinary in its philosophy. There is no discipline in the academy that cannot be subsumed under the rubric of African-American. African-Americans and black people everywhere, contribute to and are affected by all areas of life: medicine and science; business and economics; and, of course, the humanities and social sciences. As a holistic major, the AASP can be a foundation for students who wish to pursue graduate work in Art, Economics, English, Cinema, Government Affairs, History, International Affairs, Journalism, Law, Mass Communications, Music, Political Science, Psychology, Religion, Sociology, and Theater. And the minor and concentrate enhance the cosmopolitan worldview of students in all fields of study; i.e., in science, medicine, business and economics.

The African-American Studies Program and its major, minor and concentrate related directly to several of the College’s educational objectives, including an appreciation of the past, an appreciation of cultures other than one's own, and an appreciation of the major people, events, discoveries, political thought, economic theories, and geographical factors that have shaped the way we live.

The major objectives of the African-American Studies Program include, but are not limited to, preparing students to become better citizens and leaders in society; preparing students to go to graduate and professional school, and enter the world of work and activism; providing a curriculum that will aid students to better understand the world in which they live, how it works, and the dynamics of social change; emphasizing the important cultural heritage of people of African descent; enhancing the ability to understand and coordinate knowledge from other disciplines; demonstrating the ability to effectively, cogently and correctly read, write, speak, listen, research and reason; and encouraging a firm commitment to community service.

The African-American Studies Program teaches the seven skills required by the College: critical thinking, creative thinking, effective writing, effective oral communication, value awareness, computer literacy and quantitative analysis. The AASP gives students another option among the many quality majors at the College from which they may launch a professional or service career.
OUTCOMES

The student who majors or minors in African-American studies at Morehouse College is expected to be able to recall major events, dates and persons in the chronology of the African-American experience, especially black history; manifest an appreciation for the totality of the experience; show the linkage between the African legacy, European history and the African-American experience; give evidentiary demonstrations of how the experiences of African Americans are linked to the experiences of other blacks in the African Diaspora; and show how the experiences of blacks have been an integral part of American and world history. The student should be able to negotiate the holistic/interdisciplinary relationship among the historical, psychological, religious, sociological, aesthetic/literary, linguistic, economic, political, medical, scientific, technological, and athletic areas of black life.

Graduates of African-American studies at the College are expected to be able to read comprehensively, write lucidly and cogently, speak effectively, listen intently, research thoroughly, and reason logically. Upon completion of the major in African-American studies, it is expected that graduates will enter graduate or professional school, or the world of work. All graduates of the discipline are expected to continue their involvement in community service.

OUTCOMES ENUMERATED

AAS majors should be able to:

1. Recite the historical chronology that gave rise to the field of African-American studies.
2. Identify the important contributors to the field and explain the relevance and multidisciplinary scope of the field.
3. Give cogent facts to demonstrate the interdisciplinary nature of the field.
5. Give profiles and cite the principal contributions of the major literary, musical and artistic figures in the African-American experience.
6. Trace the development of African-American religious experiences from Africa to America in the context of world history.
7. Recall the fundamental facts in the history of the American economic and political systems.
8. Discuss the divergent psychological and sociological theories with reference to the African-American experience.
9. Recite the major facts in the history of African Americans in medicine, science, technology, education and sports.
10. Demonstrate college-level skills in reading, writing, speaking, listening, researching and reasoning.

REQUIREMENTS FOR THE AAS MAJOR

A total of 60 hours are required of the major in African-American studies at Morehouse College. Thirty (30) of these hours will come from designated or required courses; twenty-one (21) will come from the recommended courses that are made public each semester; and nine (9) are interdisciplinary electives, which allows the major to have greater focus on an academic area within the discipline of African-American studies.
A SUGGESTED SEMESTER-BY-SEMESTER COURSE SEQUENCE

Freshman Year

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
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<tbody>
<tr>
<td>AAS 100 3 hours</td>
<td>AAS 200 3 hours</td>
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<tr>
<td>HIS 111 3</td>
<td>HIS 112 3</td>
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<tr>
<td>ENG 101 or 103 3</td>
<td>ENG 102 3</td>
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<tr>
<td>MTH 100 3</td>
<td>MTH 110 3</td>
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<tr>
<td>BIO 101 3</td>
<td>PHY 102/Lab 3</td>
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<td>HPED 1</td>
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Sophomore Year

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<th>FALL SEMESTER</th>
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<tbody>
<tr>
<td>HIS 221 3</td>
<td>HIS 222 3</td>
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<tr>
<td>HIS 257 3</td>
<td>MUS 111; 114; 116; 203; 310 or 404</td>
</tr>
<tr>
<td>ENG 250 3</td>
<td>PHI 201 3</td>
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<tr>
<td>MFL 201 3</td>
<td>MFL 202 3</td>
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<tr>
<td>REL 201 3</td>
<td>SOC.SCI 3</td>
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Junior Year

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<td>HIS 361 3 hours</td>
<td>ENG 480 3 hours</td>
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<td>ENG 380 3</td>
<td>ENG35X 3</td>
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<tr>
<td>Comp Sci. 3</td>
<td>ENG 102 3</td>
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<tr>
<td>ART 110 3</td>
<td>MTH 110 3</td>
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<tr>
<td>SOC.SCI 3</td>
<td>PHY 102/Lab 3</td>
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Senior Year

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<td>AAS 400 3 hours</td>
<td>AAS 401 3 hours</td>
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<tr>
<td>Comp Sci. 3</td>
<td>ENG elective 3</td>
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<td>Comp Sci. 3</td>
<td>ENG 102 3</td>
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<td>ART 110 3</td>
<td>MTH 110 3</td>
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<tr>
<td>Free elective 3</td>
<td>PHY 102/Lab 3</td>
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<tr>
<td>HPED 1</td>
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<tr>
<td><strong>TOTAL</strong> 16 hours</td>
<td><strong>TOTAL</strong> 16 hours</td>
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THE MINOR AND THE CONCENTRATE IN AFRICAN-AMERICAN STUDIES

A total of eighteen (18) hours are required for the minor in African-American studies. Twelve (12) of these hours are required courses: AAS 100, Introduction to African-American Studies; AAS 200, Theories of Afrocentricity; HIS 221, African-American History to 1865; and HIS 222, African-American History since 1865. The remaining hours are approved electives.
**ART**

110. Survey of Visual Arts  
3 hours  
An introductory art appreciation course, including a brief chronological history of art. Major emphasis is placed on the visual elements of art, principles of design, material elements of art, and material and techniques used in creating art.

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**BIOLOGY**

Through its academic program, the Department of Biology seeks to educate students to think and communicate logically and to assume a responsibility for their continued education, whether formal or informal. Considerable emphasis is placed on preparing students for graduate work in various areas of biology. This is facilitated through formal courses, laboratories and seminars in a broad range of subjects, which present principles, facts and concepts of biology. Since biology is an experimental science, the department seeks to provide opportunities for students to participate in research during the academic year and summer.

The department recognizes a particular responsibility to prepare students for careers in medicine, dentistry and other health professions, and cooperates with other departments in providing a strong foundation for these professions.

A special responsibility is also recognized in the education of students who have the potential to do college work, but who have had inadequate secondary school backgrounds. In this regard, the first course in biology is designed to meet individual student needs.

**REQUIREMENTS FOR A MAJOR IN BIOLOGY**

A biology major is required to take a total of 33 semester hours in biology, including BIO 111-112, 220, 251, 312, 315, 316, 317, 320, 425 and three (3) semester hours from the following elective courses: BIO 201, 213, 240, 321-322, 330, 340, 381-382, 427, 450, 451, 461, 471, 477, or 497. Also included among the 33 hours above are three laboratory courses beyond General Biology laboratory (BIO 111-112). Each laboratory course must be taken at the same time as the corresponding lecture course. Majors must choose one laboratory course from each of the following three groups:

**Cell Biology**
- BIO 251L: Cell Biology Laboratory
- BIO 316L: Principles of Physiology Laboratory

**Molecular Biology**
- BIO 312L: Molecular Genetics Laboratory
- BIO 315L: Principles of Biochemistry Laboratory

**Environmental Biology**
- BIO 220L: Plant Sciences Laboratory
- BIO 320L: Ecology Laboratory

In addition to the listings above, the following courses must be completed successfully: CHE 111-112, 231-232; MTH 161-162; and PHY 151-152.

Biology electives may be taken at other institutions during the academic year or summer, provided that prior approval is granted by the biology department chairperson.

**Speech Requirement**

Biology majors must satisfy this requirement by taking either Principles of Speech Communication (ENG 350) or Professional Communication (ENG 351).
Minor Requirements

The department offers a traditional biology minor as well as several minors that are multidisciplinary. The requirements for all minors are described below:

1. **Traditional Biology Minor.** In order to complete this minor, sixteen hours of biology courses, including Biology 111–112, are required.

2. **Minor in Environmental Studies, Neuroscience or Public Health.** See appropriate sections of the catalog.

**ADVANCED PLACEMENT CREDIT**

A student who has successfully completed an AP Biology course in high school and scored at least four (4) on the Advanced Placement Test in Biology administered by the College Board will, upon consultation with the department chairperson, be exempted from the first semester of General Biology (111) and will receive four hours of credit.

**DEPARTMENTAL HONORS**

A student majoring in biology may be recommended for departmental honors by completing the following requirements: eligibility for college honors, an average of B or above in the required biology courses and electives, and successful completion of a research project which is described in a senior thesis and defended before the department faculty in a seminar. In cases where the thesis adviser is at another institution, students must have a co-sponsor from the Morehouse Department of Biology faculty. Application deadlines and detailed guidelines are available from the chairperson. The requirements for honors in biology are still under review by the faculty and are subject to change in subsequent years.

**COURSE SEQUENCE FOR MAJORS IN BIOLOGY**

The following is a suggested course sequence; however, other course sequences are permissible with the approval of your departmental adviser. The required laboratory courses are not shown. In all cases, students should arrange their course sequences in sessions with their advisers.

**Freshman Year**

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
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<tbody>
<tr>
<td>ENG 101</td>
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**Sophomore Year**

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### Junior Year

**FALL SEMESTER**

<table>
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**TOTAL** 18 hours

**SPRING SEMESTER**

<table>
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<td>HEDU 354</td>
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**TOTAL** 15 hours

*These lecture courses have associated laboratory courses.

### Senior Year

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
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**TOTAL** 13 hours

**SPRING SEMESTER**

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**TOTAL** 12 hours

### BIOLOGY ELECTIVES:

- **BIO 201** *Intermediate Biology Seminar*
- **BIO 213** *Introduction to Biological Research*
- **BIO 240** *Introduction to Public Health Sciences*
- **BIO 321-322** *Special Topics in Biology*
- **BIO 330** *Introduction to Epidemiology*
- **BIO 340** *Biostatistics*
- **BIO 381-382** *Biological Research*
- **BIO 427** *Animal Histology*
- **BIO 450** *Public Health Sciences Seminar and Practicum*
- **BIO 451** *Cellular Genetics*
- **BIO 461** *Advanced Topics in Biochemistry*
- **BIO 471** *Principles of Animal Development*
- **BIO 477** *Invertebrate and Vertebrate Comparative Anatomy*
- **BIO 497** *Environmental Studies*

### BIOLOGY (BIO)

**101. Biological Science for Non-Majors**

3 hours

Provides students with an understanding of the diversity of living things, their special adaptations to the environment, and their evolutionary and ecological relationships. Course content include cell structure and function; function of biomolecules; principles of genetics, ecology and evolution; plant development and adaptation; and the function of selected organ systems. In addition to the lecture section, this course has a required laboratory component. The course is a core requirement for non-biology majors.

**110. Phage Hunters: Introduction to Laboratory Research**

4 hours

This is a research immersion course in which students isolate and characterize bacteriophages (phage) from the environment. Students will receive elective credit for this course toward the biology major. This course is to be taken prior to BIO 111 and admission is by permission of instructor.
111-112. General Biology 8 hours
Required of all biology majors and pre-health professional students. Study of the anatomy, morphology, physiology, molecular biology, ecology, heredity, evolution and interrelationships of life.

Biology 113. Comprehensive Biology 4 hours
An introductory course for students in the Division of Science and Mathematics seeking a BS degree in majors other than Biology. This is a one-semester course examining the complexity of life on molecular and organismal levels. The course content includes cell structure and function, genetics, the function of organ systems, and ecology and evolution. This course consists of both a lecture and laboratory component and is a substitute for Bio111 or Bio101 to satisfy the core requirement for Biology.

123. Mind and Brain 3 hours
This course is designed to provide an overview of scientific study of the brain, focusing on topics of broad interest. Material will be presented by the course director as well as several neuroscientists from other institutions who will, as guest lecturers, present material related to their expertise and research. Course topics include drugs and the brain; mental health and emotion; appetite and eating; philosophy of mind, memory, attention and thought; the neuroscience of aging; artificial intelligence; and language and communication.

201. Intermediate Biology Seminar 1 hour
Constructed around selected topics in biology on which students present seminars. Prerequisites: BIO 111-112.

213. Introduction to Biological Research 1 hour
Familiarizes students with the basic methods used to investigate a problem in science. Emphasis is placed on the scientific method, analysis and interpretation of data, and on scientific writing and reporting. Primarily for freshmen and sophomores who have had limited exposure to research. Prerequisite: Consent of instructor.

220. Plant Sciences 3 hours
Study of plant biology at all levels of analysis. Topics include morphology and diversity, evolution and systematics, physiology, biochemistry, genetics, development, reproduction, and ecology. Differences and similarities between plant and animal biology, and the dependence of animals on plants will be emphasized. Prerequisites: BIO 111-112.

220L. Plant Sciences Laboratory 1 hour
Emphasizes experiments and demonstrations on the subjects of plant diversity and anatomy, systematics, biochemistry, physiology, genetics, development, ecology, evolution and reproduction.

240. Introduction to Public Health Science 3 hours
Designed to give students a strong foundation in the administration and practice of public health; to provide an understanding of the technical, social and political parameters surrounding public health research and practice. Includes a lecture series; field trips to local, state and federal agencies and services; and a research project. This course is identical to PSY 240.

251. Cell Biology 3 hours
Examines the molecular mechanisms responsible for cell function, including the anatomy and biochemistry of cellular organelles; the structure and function of macromolecules; and the control of cellular biochemistry and energy production. Prerequisite: BIO 111-112.

251L. Cell Biology Laboratory 1 hour
Designed to acquaint students with techniques in the field of cell biology, including cytochemical procedures, methods for fractionating organelles and macromolecules, and specific biochemical assays for characterizing macromolecules. Must be taken concurrently with BIO 251.
312. Molecular Genetics  3 hours
Focuses on the basics of genetics and integrates classical with molecular genetics. Examines the structure, composition and replication of the genetic material; gene expression through transcription, RNA processing and translation; regulation of gene activity; the nature of mutations; and the applications of recombinant DNA technology. **Prerequisites:** BIO 111-112, and CHE 111.

312L. Molecular Genetics Laboratory  1 hour
Laboratory designed to complement BIO 312 lecture. Experiments are designed to demonstrate the repertoire of molecular techniques and concepts that are applied to explore fundamental biological principles. **Must be taken concurrently with BIO 312.**

315. Principles of Biochemistry  3 hours
Study of the molecules of living organisms, their interactions in metabolism, and metabolic regulation. Proteins, lipids, carbohydrates, enzymes, and vitamins will be among the molecules examined. **Prerequisites:** BIO 111-112 and 251; and CHE 111-112 and 231.

315L. Principles of Biochemistry Laboratory  1 hour
Experiments and exercises designed to demonstrate the basic methods and concepts of modern experimental biochemistry. **Must be taken concurrently with BIO 315.**

316. Principles of Physiology  3 hours
Comprehensive, in-depth examination of the basic principles and methods of human physiology. Emphasis will be placed on the structural-functional relationships of the body's organ systems. **Prerequisites:** BIO 111-112, 251, and 312; and CHE 111-112 and 231.

316L. Principles of Physiology Laboratory  1 hour
Exercises are designed to illustrate how the human body works, as well as to enhance one's ability to think and reason scientifically. The student will utilize the scientific method in compiling and handling quantitative data while developing skills in utilizing instruments for making physiologic measurements. **Must be taken concurrently with BIO 316.**

317. Principles of Neurobiology  3 hours
This class is a broad overview of the nervous system. It will be divided into three parts. The first section covers cellular and molecular neurobiology and examines the physiology of nerve transmission, including the electrical properties of neurons. The second part addresses the function of the sensory and motor systems, which allow us to perceive and manipulate the world around us. The third part of the class focuses on behavioral and clinical neurobiology, including discussions of learning and memory, mood, emotion and consciousness. **Prerequisites:** BIO 111-112 and 251 or consent of instructor.

320. Ecology  3 hours
Comprehensive introduction to the science of ecology, the study of interactions between organisms and their environment. All major areas of ecology are considered in depth, including environmental limiting factors on plants and animals; population growth and demography; evolutionary ecology; interactions between organisms, such as competition, predation and mutualism, community and ecosystem ecology; and global systems ecology. **Prerequisites:** BIO 111-112.
320L. Ecology Laboratory
1 hour
Designed to acquaint students with modern experimental techniques in ecology and requires that students use observation and data evaluation skills in analyzing natural ecological processes. Must be taken concurrently with BIO 320.

321-322. Special Topics in Biology
1 hour
Designed to acquaint the student with various tools involved in critical thinking, inquiry and problem-solving that should aid in his attempt to maximize speed of review and learning necessary for success on the MCAT, DAT, and GRE. A comprehensive review of biology, chemistry, physics, and mathematics is included. Prerequisite: Consent of instructor.

330. Introduction to Epidemiology
3 hours
A study of the distribution and determinants of health-related states and events in populations with a view toward identifying the etiology of diseases. Includes fundamental strategies for epidemiological research, the framework for assessing valid statistical associations and making judgments of causality, measures of disease frequency and association, detailed discussions of the various types of study designs, analysis and interpretation of epidemiological data, and methods for the evaluation and control of chance, bias and confounding in assessing the presence of a valid statistical association.

340. Introduction to Biostatistics
3 hours
Designed for applications of statistics in the biomedical and health sciences. Introduces parametric and non-parametric statistical methodology, including descriptive measures, elementary probability, estimation and hypothesis testing, correlation, regression, and single factor analysis of variance. Underlying theory is empirically demonstrated utilizing biomedical applications. Computer-based statistical analysis is used throughout.

3 hours
Course covers most areas of bioinformatics used in understanding modern biological data, including pair-wise sequence alignments, multiple sequence alignments, basic concepts in probability and statistics as applied to bioinformatics, phylogenetic trees based on sequence alignments, basic genomics and gene finding, protein structure classification and comparison, and an introduction to microarray analysis. It provides a firm foundation in the use of the computer programs and databases central to the analysis of biological data using approaches based on the use of bioinformatics. Prerequisite: BIO 111 or 113 with a grade of C or better or consent of the Bioinformatics Program director.

381. Biological Research
2 hours
Laboratory biological research under the direction of a faculty member. Designed for the student who is seriously interested in investigating a problem in biology. Prerequisite: Introduction to Research (BIO 213) or consent of the departmental chairperson.

382. Biological Research
3 hours
Designed for the student who desires to continue an investigation that was initiated in BIO 381. Prerequisite: BIO 381.

425. Senior Seminar
1 hour
Capstone experience that provides an opportunity for students to demonstrate a knowledge of the primary concepts and techniques of modern biology in critically analyzing a paper from the primary literature. A second objective is to teach students how to present a seminar based on a research article. Prerequisite: Senior standing or consent of the departmental chairperson.

427. Animal Histology
4 hours
Tissues of vertebrates; microscopic techniques. Prerequisite: BIO 251.
450. Public Health Science Seminar and Practicum  3 hours
Designed to provide students with (1) a forum for discussion and critical analysis of contemporary health service issues and (2) a practical experience in a health service agency. A major research project is required of all students enrolled. Prerequisite: BIO 240.

451. Cellular Genetics  3 hours
Discusses mechanisms of differentiation and eukaryotic gene expression. In addition to the lectures by the instructor, seminars based on articles from scientific journals will be presented by students. Prerequisites: BIO 111-112, 212, and 315.

461. Advanced Topics in Biochemistry  3 hours
Special topics in biochemical research concerning selected areas of biochemistry dealt with in BIO 315. In addition to lectures by the instructor, seminars based on articles from scientific journals will be presented by students. Prerequisites: BIO 251, 312, and 315; and CHE 231-232.

471. Principles of Animal Development  3 hours
Description of the key events in early development and their regulation. Topics include gametogenesis and fertilization; morphogenetic movements and establishment of three germ layers; gene control of determination and differentiation; inductive interactions; and intercellular adhesion and morphogenesis. Prerequisites: BIO 111-112, 312, and 315.

477. Invertebrate and Vertebrate Comparative Anatomy  3 hours
Comprehensive introduction to the diversity of animals. Emphasis is placed on comparative morphology and the relationships between form and function. Trends in physiology, development and ecology will be examined to inform an evaluation of adaptation and evolutionary relationships. Prerequisites: BIO 111-112.

477L. Invertebrate and Vertebrate Comparative Anatomy Laboratory  1 hour
Work, including dissections, with both live and preserved specimens will be conducted to observe the characteristics of a broad range of protista and animals. Must be taken concurrently with BIO 477. Prerequisites: BIO 111-112.

497. Environmental Studies  3 hours
Addresses current environmental problems and research on such problems. Topics include population growth, air and water quality, water resources, energy resources, food production, natural resources and waste disposal, and global climate change. Prerequisite: BIO 101, or BIO 111-112, or BIO 113, or permission of instructor.

497L. Environmental Studies Laboratory  
Designed to acquaint students with modern experimental techniques in environmental studies. This course requires that students use observation and data evaluation skills to analyze environmental processes and problems Must be taken concurrently with BIO 497.

BUSINESS ADMINISTRATION

Established in 1938 as the Department of Economics and Business Administration and elevated in 1999 as the Division of Business Administration and Economics at Morehouse College, The Division offers a B.A. in business administration and a B.A. in economics. Students majoring in business administration must select one of the following functional area concentrations: accounting, finance, management, or marketing. A minor in economics is also offered. All business majors must take 39 credit hours of business core courses, and each concentration requires 15 credit hours.
MISSION AND OBJECTIVES

The mission of the management education program in the Department of Business Administration at Morehouse College is excellence in the preparation of students for business leadership. This mission is consonant with the mission of Morehouse College, which states in part that Morehouse seeks to develop men with disciplined minds who will lead lives of leadership and service. The College is dedicated to teaching, scholarship, and service, and the continuing search for truth as a liberating force. With respect to scholarship, while the department places primary emphasis on student development, the intellectual contributions and service of the faculty are also valued. The intellectual contributions of business faculty are intended to enhance teaching effectiveness, improve business practices and advance knowledge in the business disciplines in order of emphasis respectively. At Morehouse College, we believe that teaching effectiveness is enhanced by the intellectual growth accompanying applied and basic research, as well as by contributions in the area of instructional development. Given these objectives, Morehouse College offers instructional programs that:

- Develop skills in oral and written communication, analytical and critical thinking, and interpersonal relationships;
- Foster an understanding and appreciation of world culture, artistic and creative expression and the nature of the physical universe;
- Promote understanding and appreciation of the specific knowledge and skills needed for the pursuit of professional careers and/or graduate study; and
- Cultivate the personal attributes of self-confidence, tolerance, morality, ethical behavior, spirituality, humility, a global perspective, and a commitment to social justice.

In order to support the College instructional programs and achieve the College mission, the Department of Business Administration has set 10 goals. For students:

1. **Discipline Specific Goals and Outcomes.** Students will demonstrate a fundamental knowledge of the functional areas of business.

2. **Communication.** Business majors will have the ability to communicate effectively.

3. **Critical/Analytical Thinking and Problem Solving.** Business majors will think critically to analyze business problems and to define logical solutions.

4. **Information Systems and Technology.** Business majors will be able to describe the impact of technology on business and to identify, evaluate, and use information technology to enhance personal and organizational productivity.

5. **Global Awareness.** Business majors will demonstrate an awareness of global issues.

6. **Ethics and Social Responsibility.** Business majors will demonstrate an understanding of professional, ethical, legal, and social issues and responsibilities.

7. **Leadership, Professionalism, and Civic Engagement.** Business majors will be able to apply the principles of leadership, demonstrate professional behavior, and effectively engage in a community project.

8. **Interpersonal and Teamwork Skills.** Business majors will demonstrate effective interpersonal skills in achieving team goals and objectives.

9. **Organization and Synthesis of Learning.** Business majors are able to organize and synthesize information.

10. **Graduate Education and Professional Career Preparation.** Business students will gain exposure to various career alternatives and graduate education options.
DEPARTMENTAL HONORS

Students majoring in business administration may qualify to graduate with departmental honors by earning an overall GPA of 3.0 and a GPA of 3.25 in business administration courses completed in the department.

DEGREE REQUIREMENTS FOR BUSINESS ADMINISTRATION MAJORS

A business major’s program of study consists of three components: the college-wide core curriculum (53 semester hours), the major (57 semester hours), and free electives (7 semester hours). All business majors must satisfactorily complete the following designated core curriculum courses: MTH 100 and MTH 120 (a student who places into a higher level of math should consult his adviser); ECO 201 and any three-semester-hour PSC (e.g., 251), PSY (e.g., 101) or SOC (e.g., 201) course for which the student satisfies the prerequisites; and PHI 302. All business majors must also satisfactorily complete the following business core courses (39 semester hours): ECO 202, BUS 211, BUS 212, ECO 221, BUS 225, BUS 250, BUS 321, BUS 322, BUS 324, BUS 328, BUS 330, BUS 360 and BUS 422. Finally, all business majors must satisfactorily complete the following advanced skills courses: ENG 351 and MTH 160. Course requirements for the functional area concentrations in business are listed below. A cumulative GPA of 2.5 or higher and the completion of MTH 120 with a grade of C or higher are required to enroll in BUS 211. (All business course pre-requisites must be passed with a C or better to move to the next course.)

For a concentration in accounting, the student must satisfactorily complete 15 semester hours consisting of the following courses: BUS 311, BUS 312, BUS 410, BUS 411 and BUS 412. Students interested in careers in public accounting should consult with the coordinator of the accounting program.

For a concentration in finance, the student must satisfactorily complete 15 semester hours consisting of the following courses: BUS 430, BUS 431, BUS 432, BUS 433 and one of the following electives designated for the finance concentration: BUS 311, BUS 340, BUS 434, BUS 470, BUS 471, ECO 302, ECO 304, ECO 412 or ECO 405. Students interested in careers in actuarial science, insurance, or real estate should consult with the coordinator of the finance program.

For a concentration in management, the student must satisfactorily complete 15 semester hours consisting of the following courses: BUS 461, BUS 462, BUS 463 and any two of the following electives designated for the marketing concentration — BUS 453, BUS 464, BUS 465, BUS 466, BUS 467, BUS 468 or PSY 303.

All business majors are also subject to the following departmental policies:

1. A grade of C or higher is required for majors to satisfactorily complete all business core courses, concentration courses and electives designated for the concentration.
2. Students who enroll in BUS or ECO courses without meeting their prerequisites are subject to disenrollment by the department regardless of performance or time elapsed.
3. Business majors are not permitted to take more than 57 semester hours of BUS courses.
4. Not more than four business courses taken at other institutions will be accepted for credit toward the B.A. in business administration at Morehouse.
SUGGESTED COURSE SEQUENCES FOR BUSINESS MAJORS

See the following pages for the course sequences suggested for the accounting, finance, management, and marketing concentrations.

SUGGESTED COURSE SEQUENCE: BUSINESS ADMINISTRATION MAJOR
ACCOUNTING CONCENTRATION (120 TOTAL CREDIT HOURS)

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SUGGESTED COURSE SEQUENCE: BUSINESS ADMINISTRATION MAJOR
FINANCE CONCENTRATION (120 TOTAL CREDIT HOURS)

Freshman Year

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Sophomore Year

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<tbody>
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Junior Year

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Senior Year

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SUGGESTED COURSE SEQUENCE: BUSINESS ADMINISTRATION MAJOR
MANAGEMENT CONCENTRATION (120 TOTAL CREDIT HOURS)

Freshman Year

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Sophomore Year

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Junior Year

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Senior Year

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## SUGGESTED COURSE SEQUENCE: BUSINESS ADMINISTRATION MAJOR
### MARKETING CONCENTRATION (120 TOTAL CREDIT HOURS)

### Freshman Year

**FALL SEMESTER**
- ENG 101 3 hours
- MTH 100 3
- MFL 201 3
- HIS 111 3
- BIO 101 3
- HPED 1

**SPRING SEMESTER**
- ENG 102 3 hours
- MTH 120 3
- MFL 202 3
- HIS 112 3
- PHY 102 3
- HPED 1

**TOTAL** 16 hours

### Sophomore Year

**FALL SEMESTER**
- BUS 211 3
- ECO 201 3
- ECO 221 3
- MTH 160 3
- ENG 250 3

**SPRING SEMESTER**
- BUS 212 3
- ECO 202 3
- BUS 225 3
- BUS 250 3
- REL 201 3

**TOTAL** 15 hours

### Junior Year

**FALL SEMESTER**
- BUS 321 3
- BUS 360 3
- SOC SCI (PSC 251, PSY 101, or SOC 201) 3
- PHI 302 3
- Art/Music 3

**SPRING SEMESTER**
- BUS 330 3
- BUS 461 3
- BUS 322 3
- BUS 328 3
- ENG 351 3

**TOTAL** 15 hours

### Senior Year

**FALL SEMESTER**
- BUS 324 3
- BUS 422 3
- BUS 462 3
- Mkt. Designated elective 3
- FREE elective 2

**SPRING SEMESTER**
- BUS 463 3
- Mkt. Designated elective 3
- Art/Music 3
- Free electives 5

**TOTAL** 14 hours
BUSINESS (BA)

211. Principles of Accounting I  3 hours
Introduction to financial accounting emphasizing the accounting process, the collection and summarization of accounting data in journals and ledgers, and the reporting of business activity in financial statements. Prerequisite: MTH 120 or 160 or 161 (C or better) and GPA 2.5 or better.

212. Principles of Accounting II  3 hours
Expanded coverage of the accounting for debt and equity financing and introductory study of managerial accounting techniques for cost control, budgeting, cost-volume-profit, and other economic business decisions. Prerequisite: BUS 211 (C or better).

220. COOP/Internship  0 to 3 hours
Experiential learning in a structured business or business-related environment. Credit granted on a pass/fail basis. Prerequisites: Status as a rising sophomore and dean's approval.

225. Legal Environment of Business  3 hours
Focuses mainly on the government’s attempt to regulate business through public law. An overview of social responsibility, ethics, policy, and economics as they relate to the regulation of business. Prerequisite: ENG 102 or ENG 103 (C or better).

250. Principles of Management  3 hours
Deals with the purpose and responsibilities of business, legal forms and organizational structure, personnel function, industrial production, marketing, record keeping, business finance and its relationship to society. Prerequisites: ENG 102 or ENG 103, and enrollment in BUS 211, ECO 201 or 202 (C or better).

311. Intermediate Accounting I  3 hours
A study of the underlying principles and theories of the matching of expenses and revenues to determine results of operations and financial position. Asset acquisition and valuation are emphasized. Prerequisite: BUS 211 and 212 (C or better).

312. Intermediate Accounting II  3 hours
A continuation of Intermediate Accounting I with a concentration on long-term liabilities, earnings per share, tax allocation, pensions, leases, and the statement of cash flow. Prerequisite: BUS 211, 212 and 311 (Cs or better).

320. COOP/Internship  0 to 3 hours
Experiential learning in a structured business or business-related environment. Credit granted on a pass/fail basis. Prerequisites: Status as a rising junior and dean’s approval.

321. Leadership and Professional Development  3 hours
This course focuses on personal leadership, personal management and interpersonal leadership. Learning objectives are accomplished via group discussions, presentations, videos, case studies and guest lectures. Prerequisite: BUS 250 (C or better), ENG 102 or higher or instructor’s permission.

322. Management Information Systems  3 hours
Study of the automated business environment and principles of systems analysis and design. The course covers software and hardware techniques of data processing, office automation, database management, decision support, and expert systems. Hands-on experience in micro-computer use is typically provided. Prerequisite: BUS 250 (C or better), ENG 102 or higher.

323. Comprehensive Business Law  3 hours
An overview of private law topics such as contracts and the uniform commercial code, including contract formation, breach of contract and the available remedies; the sale of goods; the law of agency; transactions in commercial paper; and secured transactions and bankruptcy. Prerequisite: Instructor’s permission.
324. International Business  3 hours
This course is designed to analyze the organizational, administrative, marketing and financial aspects of multinational corporations. Factors related to the political, legal, economic and cultural environments will be emphasized as they strongly influence the nature of international business activity. Prerequisites: BUS 211, BUS 212, BUS 250, BUS 330 and BUS 360 (C or better).

328. Management Decision Science  3 hours
A general approach to modeling for decision making. Students are introduced to quantitative models in the management decision-making process. Prerequisite: ECO 221 (C or better) and MTH 120 or higher.

330. Corporate Finance  3 hours
Introduction to the principles of finance and their application to the solution of financial problems. Topics include capital budgeting, short-term and long-term sources of funds, capital structure, and analysis of risks and returns. Prerequisites: ECO 201, ECO 202, and BUS 212 (C or better).

340. Risk and Insurance  3 hours
Nature of risk as it impinges upon all personal financial and business decisions. Insurance as a formal risk-bearing mechanism is treated extensively, including measurement of risk, underwriting, and management of the insuring process. All types of personal and property risks are dealt with. Prerequisites: ECO 201, ECO 202 and BUS 212 (C or better).

360. Principles of Marketing  3 hours
Covers a systems approach to marketing; marketing methods; psychological and economic theories relevant to marketing; product development and strategies; distribution structures; promotional activities; and evaluation of marketing efforts. Prerequisites: ECO 201, ECO 202 and BUS 212 (C or better).

410. Cost Accounting  3 hours
Explores techniques such as cost behavior patterns, standard costs, variance analysis, cost allocations and budgeting concepts. Emphasis is placed on the application of these techniques to managerial problems with respect to product and cost control. Prerequisite: BUS 212 (C or better).

411. Tax Accounting  3 hours
Deals with theory and principles of taxation. Emphasis is placed on individual and corporate taxation. Part of the course will deal with specific cases as they may apply to individuals and corporations. Prerequisites: BUS 212 (C or better).

412. Auditing  3 hours
Deals with the principles and practices of conducting an internal and independent audit. It also covers the standards by which a system of audit and controls is established. Prerequisite: BUS 312 (C or better).

413. Advanced Accounting  3 hours
Explores accounting theory and practice used in the formation, maintenance, expansion, contraction, and liquidation of various forms of business organizations. Also includes a study of selected special topics. Prerequisite: BUS 312 (C or better).

414. Special Topics in Accounting  3 hours
Occasionally offered, an advanced-level course treating topics in accounting not covered or not covered in depth by regularly offered accounting courses. Typically taught in a seminar format. Prerequisite: Instructor's permission.

420. COOP/Internship  0 to 3 hours
Experiential learning in a structured business or business-related environment. Credit granted on a pass/fail basis. Prerequisites: Status as a rising senior and dean's approval.
421. Directed Reading in Business  
Directed and intensive study in a special area of business. **Prerequisite:** Rising Senior and Dean’s Permission.

422. Business Policy  
3 hours  
Designed to demonstrate the influence that organizational policy has on all phases of business operation. Emphasizes the interrelationship between the organization and its environment. **Prerequisites:** BUS 250, 330, and 360 (C or better).

430. Investment Finance  
3 hours  
Introduction to different securities markets, transaction costs, and security regulations. Basic techniques for analyzing expected returns and risk of individual securities and for efficiently combining them into portfolios. **Prerequisite:** BUS 330 (C or better).

431. Management of Financial Institutions  
3 hours  
Explores intermediation process and managerial policies and decision making within financial institutions. The regulatory environment in which these firms operate and public policy issues are analyzed. **Prerequisite:** BUS 330 (C or better).

432. Advanced Corporate Finance  
3 hours  
An extension and application of the concepts introduced in BUS 330, the introductory corporate finance course. Analytical skills are developed through the use of problems and cases. **Prerequisite:** BUS 330 (C or better).

433. Seminar in Finance  
3 hours  
Capstone course for business majors concentrating in finance. Primary objectives are the discussion of financial policy through case analysis and the treatment of advanced finance topics. **Prerequisites:** Senior status and BUS 430 (C or better).

434. Special Topics in Finance  
3 hours  
Occasionally offered, an advanced-level course treating topics in finance not covered or not covered in depth by regularly offered finance courses. Typically taught in a seminar format. **Prerequisite:** Instructor’s permission.

442. Special Topics in Insurance  
3 hours  
Occasionally offered, an advanced-level course treating topics in insurance not covered or not covered in depth by regularly offered insurance courses. **Prerequisite:** Instructor’s permission.

450. Organizational Behavior  
3 hours  
Development of both conceptual knowledge and practical skills in dealing with behavior in formal organizations. Through readings, case and task groups, students develop an understanding of behavior; they also develop skill in perceiving, diagnosing and responding to behavior at several levels, ranging from the individual to the organization as a whole. **Prerequisites:** ENG 102 or ENG 103; BUS 250 and BUS 211 and BUS 212 (C or better).

451. Production and Operations Management  
3 hours  
This course examines the concepts, principles and techniques of production and operations management as they relate to manufacturing and service organizations. **Prerequisites:** BUS 250 and BUS 211 and BUS 212 (C or better).

452. Personnel Management  
3 hours  
An introduction to personnel administration, this course deals with the problems associated with human resources utilization in all their manifestations. This course is relatively circumscribed in that it falls within the broader organizational framework of general managerial functions. **Prerequisites:** ENG 102 or ENG 103; BUS 250 and BUS 211 and BUS 212 (C or better).

453. Entrepreneurship  
3 hours  
Explores the special problems associated with establishing and operating a new business venture. **Prerequisites:** BUS 250, BUS 211, BUS 212, BUS 330, and BUS 360 or instructor’s permission.
454. Special Topics in Management  
3 hours  
An occasionally offered, an advanced-level course treating topics in management not covered or not covered in depth by regularly offered management courses. Typically taught in a seminar format. Prerequisite: Instructor’s permission.

455. Organizational Theory  
0 to 3 hours  
This course presents an overview of organizational theory from a macro perspective. It focuses on the design of effective and efficient organization with emphasis on structure and processes. The primary emphasis is on the organizing function of management. Major topics will include authority and control; specialization and coordination within organizational culture and life cycle; conflict, power and politics; and the effect of external and international environmental factors on organizational factors. Prerequisites: BUS 211, 212, & 250.

461. Buyer Behavior  
3 hours  
An examination of the decision-making process of buyers with respect to underlying economic and psychosocial factors. Focuses on target marketing and market segmentation. Prerequisite: BUS 360 (C or better).

462. Marketing Research  
3 hours  
Covers the range of research activities and methods, including problem definition, sources of data, questionnaire design, sampling, basic and multivariate analysis. Prerequisite: ECO 221 and BUS 360 (C or better).

463. Marketing Management  
3 hours  
Approaches problems of marketing decision making under conditions of uncertainty from the viewpoint of the marketing manager. Prerequisite: BUS 360 (C or better).

464. Principles of Selling  
3 hours  
Explores the nature of personal selling. First six weeks focus on systematic approach to the sales process. Balance of semester requires fulfillment of sales quotas in field assignment. Prerequisite: BUS 360 (C or better).

465. Distribution Channels  
3 hours  
This course addresses the development of distribution channels, environmental forces, functional and behavioral dimensions, and communications within the channel. Prerequisite: BUS 360 (C or better).

466. Special Topics in Marketing  
3 hours  
Occasionally offered, an advanced-level course treating topics in marketing not covered or not covered in depth by regularly offered marketing courses. Typically taught in a seminar format. Prerequisite: Instructor’s permission.

467. Strategic Brand Management  
3 hours  
A strong brand is invaluable to a firm, and building a strong brand is essential to a firm’s success. However, creating a strong brand is also one of the most difficult components of the marketing strategy. The primary goals of the course Strategic Brand Management are to provide an understanding of the important issues in designing, implementing, and evaluating brand strategies; and to provide an overview of techniques that may be used to improve the long-term profitability of brand strategies. More specifically, students will learn how to create profitable brand strategies by building, measuring and managing brand equity where brand equity is defined as the value - both tangible and intangible - that a brand name adds to a product/service. (It is similar to the accountant’s concept of goodwill.) Prerequisite: BUS 360 (C or better).

468. Principles of Advertising  
3 hours  
The course Principles of Advertising will provide insight into the area of advertising and promotion from an integrated marketing communications (IMC) perspective. The course will examine how firms and organizations may communicate effectively and efficiently with their target audiences using tools such as broadcast media, print media, support media, direct marketing, the internet, interactive media, sales promotion, public relations, publicity, corporate advertising, nonprofit advertising and personal selling. In addition, the course will examine the process of making and delivering advertising messages to target audiences; and the changes in the micro- and macro-environment impacting advertising today. Prerequisite: BUS 360 (C or better).
470. Real Estate Finance and Investment 3 hours
A study of the role of real estate finance in the U.S. financial system. Topics include services of real estate finance; mortgage underwriting (the lender's perspective); financing mechanics (the borrower's perspective); and the secondary mortgage market. The course also focuses on investment analysis techniques and the effect of financing equity (or residual) cash flows. Prerequisite: BUS 330 (C or better).

471. Real Estate Appraisal 3 hours
Provides the student with a basic understanding of the appraisal process. Topics include the nature of appraisal, valuation, site descriptions and analysis. Prerequisite: BUS 470 (C or better) and instructor's permission.

474. Special Topics in Real Estate 3 hours
Occasionally offered, an advanced-level course treating topics in real estate not covered or not covered in depth by regularly offered real estate courses. Prerequisite: BUS 430 (C or better) and instructor's permission.

CHEMISTRY

DEPARTMENTAL MISSION
In harmony with the mission of the College, the mission of the Department of Chemistry is to develop the ability of students to apply the techniques of sustained and objective critical analysis to the solution of problems. The department strives to prepare its majors with a thorough and rigorous background in undergraduate chemistry so that they may pursue graduate studies in chemistry and related sciences or begin careers as professional chemists. The department also considers it a serious responsibility to provide quality service courses and services for majors in related departments, such as students interested in mathematics, physics, engineering, biology, psychology, medicine, the allied health professions, etc. The service courses in the department bear no distinction from the regular courses. An important part of the philosophy of the department is that the chemistry major is wise to master as much mathematics and physics while he is still an undergraduate as is humanly possible. Toward this end, the more serious chemistry majors complete the requirements for a cognate major in mathematics or physics. As a result of this program, in 1972 the Committee on Professional Training of the American Chemical Society (ACS) placed the department on its list of approved departments. The department remains accredited by ACS after many successful reviews.

DEPARTMENTAL OBJECTIVES
The Department of Chemistry has established the following objectives:
1. Emphasize the development of problem-solving skills in chemistry courses by requiring problem-solving sessions.
2. Ensure that the department offers quality experience in experimental chemistry.
3. Provide an increased use of computers in chemistry courses.
4. Strengthen the departmental research program and promote the participation of students in research.
5. Develop and introduce new courses that reflect the needs of and provide the fuel for the chemical industry in the 21st century, namely, computational chemistry and materials science.
6. Acquire state of the art analytical instrumentation, including instruments for microanalysis, computers and graphics, mass spectrometry, x-ray crystallography, laser Raman and magnetic resonance spectrometers.
7. Increase the physical facilities for research and research training.
8. Increase the physical facilities for teaching at the freshman and sophomore levels, in particular facilities for general and organic chemistry laboratories, where most students are non-majors.
9. Include chemical problems, which contain more applications to many disciplines using interesting modules for this purpose.
The Department of Chemistry offers two degree programs: the Bachelor of Science degree in chemistry and a dual degree consisting of the Bachelor of Science degree in chemistry and the Bachelor of Chemical Engineering degree.

DEGREE REQUIREMENTS FOR CHEMISTRY MAJORS

Bachelor of Science Degree in Chemistry

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<td>CHE 231</td>
<td>Organic Chemistry Lecture and Lab</td>
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<td>CHE 232</td>
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<td>CHE 321</td>
<td>Physical Chemistry Lecture and Lab</td>
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<td>CHE 421</td>
<td>Inorganic Chemistry Lecture and Lab</td>
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<td>CHE 422</td>
<td>Instrumental Analytical Chemistry Lecture and Lab</td>
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<td>Adv. Chemistry (any two of CHE 423, 424, 426, 435, 437, 471 or 472)</td>
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<td>MTH 271</td>
<td>Linear Algebra</td>
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<tr>
<td>MTH 321 or 255</td>
<td>Ordinary Differential Equations or Theory of Sets</td>
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<td>PHY 154</td>
<td>Mechanics</td>
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<td>PHY 253</td>
<td>Electricity and Magnetism</td>
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Bachelor of Science Degree with a Major in Chemistry and a Minor in Earth and Atmospheric Sciences

The Department of Chemistry offers a program of study leading to a minor degree in earth and atmospheric sciences. This program is implemented in cooperation with the Georgia Institute of Technology School of Geophysical Sciences. The earth and atmospheric sciences are multidisciplinary, with a strong dependence on the basic physical sciences, engineering and mathematics; therefore, undergraduate students interested in this program should work toward a bachelor’s degree in one of these disciplines. In addition to the courses leading to the Bachelor of Science degree with a major in chemistry, specific requirements include the following:

- Introduction to Geology 262
- Introduction to Geophysics 272
- Introduction to Atmospheric Sciences 282
- Introduction to Geochemistry 292
- Introduction to Physical and Dynamical Meteorology 362
- Introduction to Computer Science 181, plus the courses leading to the Bachelor of Science degree with a major in chemistry.
ACADEMIC REQUIREMENTS

Completion of required major courses with no grade less than C is required for graduation as a chemistry major in the above degree programs. A chemistry major satisfying any one of the two programs may be recommended for departmental honors by completing the following requirements: eligibility for college honors, an average of B or above in the required courses and electives, and participation with high-level performance in the departmental seminar and in undergraduate research. Chemistry majors will satisfy the College requirement for speech by taking Professional Communication (ENG 351) from the English department.

SUGGESTED COURSE SEQUENCE FOR MAJORS IN CHEMISTRY

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<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 321</td>
<td>4</td>
<td>CHE 322</td>
</tr>
<tr>
<td>MTH 321 or 255</td>
<td>3</td>
<td>CSC 211</td>
</tr>
<tr>
<td>PHY 154</td>
<td>4</td>
<td>PHY 253</td>
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<tr>
<td>Humanities</td>
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<td>CSC elective</td>
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<td>HEDU 353</td>
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<td><strong>TOTAL</strong></td>
<td><strong>14 hours</strong></td>
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<table>
<thead>
<tr>
<th>Senior Year</th>
<th>FALL SEMESTER</th>
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<tbody>
<tr>
<td>CHE 326</td>
<td>4</td>
<td>CHE 4**</td>
</tr>
<tr>
<td>CHE 421</td>
<td>3</td>
<td>Humanities elective</td>
</tr>
<tr>
<td>BIO 111</td>
<td>4</td>
<td>SOC SCI elective</td>
</tr>
<tr>
<td>SOC SCI elective</td>
<td>3</td>
<td>Elective</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>18 hours</strong></td>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>

4** Advanced courses from this list: 422, 423, 424, 437, 471, and 472
CHEMISTRY (CHE)

111-112. Elementary Inorganic Chemistry  8 hours
Rigorous course in the elementary fundamental principles of chemistry, including elementary structure of
atoms and molecules, chemical reactions, stoichiometry, introduction to quantum chemistry, molecular
bonding and geometry, phases of matter and phase changes, thermodynamics, electrochemistry, kinetics,
solutions, qualitative analysis, descriptive chemistry and nuclear chemistry. Lecture, 3 hours per week. 
Laboratory and lab lecture, 6 hours per week.

211. Analytical Chemistry  4 hours
The principles and theory of quantitative and qualitative analysis of chemical substances using modern chemi-
cal instrumentation. Prerequisites: CHE 111, 111L, 112 and 112L. Lecture 3 hours per week. Laboratory 
6 hours per week.

231-232. Elementary Organic Chemistry  8 hours
Rigorous elementary treatment of the compounds of carbon, including structure, properties, and reac-
tions and their relation to theory. Prerequisites: CHE 111-112. Lecture, 3 hours per week. Laboratory,
6 hours per week.

321-322. Elementary Physical Chemistry  8 hours
Empirically-theoretical investigation of the static and dynamic properties of atoms, molecules, and ions by
studying kinetics, thermodynamics, statistical thermodynamics, quantum chemistry and spectroscopy. Prereq-
usites: CHE 231-232, PHY 154 (Mechanics), and MTH 161-162 (Calculus). Lecture, 3 hours per week. 
Laboratory, 6 hours per week.

421. Advanced Inorganic Chemistry  4 hours
Rigorous treatment of the chemistry of inorganic compounds, including structure, properties and reac-
tions, and their interpretation in terms of quantum chemistry. Solid-state chemistry. Prerequisite: CHE 322. 
Lecture, 3 hours per week. Laboratory and lab lecture, 6 hours per week.

422. Chemical Instrumentation  4 hours
Chemical analysis based on the use of modern instruments. Emphasis is placed on quantitative ana-
sis of materials using spectroscopic, electrochemical, magnetic and chromatographic techniques. Prerequisite: CHE 322. Lecture, 3 hours per week. Laboratory and lab lecture, 6 hours per week.

423-424. Advanced Physical Chemistry  6 hours
Theoretical principles of modern physical chemistry. Fundamental principles of quantum mechan-
ics, statistical mechanics, angular momentum and group theory. Applications. Prerequisite: CHE 322. 
Recommended: PHY 361 (Electromagnetic Theory). Lecture, 3 hours per week. Laboratory and lab 
lecture, 6 hours per week.

426. Biophysical Chemistry  4 hours
Seeks to inform the aspiring biologist, physicist, molecular biologist, pre-medical student or chemist that
biopolymers also obey physical laws, which are the bases for the methods. Analysis with modern instru-
mentation of the determination of useful information about biopolymer systems. Prerequisites: CHE 322. 
Lecture, 3 hours per week. Laboratory, 6 hours per week.

429-430. Undergraduate Seminar in Chemistry  1 hour each
Student seminar devoted to the study of some pertinent topics from books and journal articles from stu-
dent research experiences. Occasional lecturer from outside of the college. Participation is required of all
majors in chemistry; excellent performance is a necessary, but not sufficient, condition for being cited for
departmental honors at graduation. One meeting per week for one hour.
431–432. Undergraduate Research in Chemistry  6 hours
Intended primarily for chemistry majors desiring to do graduate work in one of the fields of chemistry. Upon a selected faculty member,’s approval the student may pursue the study of some unsolved problem in chemistry that is of current interest.

435. Space Science  4 hours
This course is designed to introduce students to the mysteries of the universe. Scientific disciplines covered include space astronomy, the science of celestial bodies that make up the universe; space astrophysics, the application of physical laws to the study of astronomy; space physics, the interaction of the Sun’s solar wind and the Earth’s atmosphere; space biology, the origin and evolution of living organisms in space; and planetary exploration, the study of the planets in the solar system. Topics will be presented via lectures, video, view graphs, class discussion, reference materials, and guest lectures. Prerequisite: CHE 322.

437. Instrumental Methods in Atmospheric Chemistry  4 hours
An introduction to the chemistry and dynamics of atmospheric processes, the spectroscopy of atomic and molecular species, the photodynamics and photokinetics resulting from photochemical processes, and the instrumental techniques used in obtaining basic information about chemical processes in the atmosphere. Prerequisite: CHE 322. Lecture, 3 hours per week. Laboratory and discussions, 5 hours per week.

471–472. Advanced Organic Chemistry  6 hours
Provides a deeper understanding of the structure of organic compounds and the mechanisms of organic reactions. The three main broad topics are structure, dynamics, and synthesis. The quantum mechanical basis for aromaticity is carefully examined, and the concept of the duality of (competing) mechanisms is treated in some detail. Prerequisite: CHE 322. Lecture, 3 hours per week.

CINEMA, TELEVISION, & EMERGING MEDIA STUDIES PROGRAM (CTEMS)

CTEMS MISSION & OBJECTIVES
The overall mission of the Cinema, Television, & Emerging Media Studies Program in the Department of English at Morehouse College is to provide quality introduction to the intellectual and artistic study of film as well as television and new media with emphasis on understanding storytelling as the foundation for impactful creative productivity. The program prepares students for further study at the graduate school level and/or for professional entry-level careers across visual storytelling industries. A major goal of the film program is that CTEMS students learn film history and culture, including the distinct development of African American film, classical Hollywood cinema, international cinema, film theory and criticism, cinematic vocabulary, film and script analysis, and screenwriting. Students who major in CTEMS are expected to gain appreciation of the aesthetic, structural, and thematic components of film and upon completion of the program, pursue further study at the graduate level or professional entry into the industry and create compelling stories for the medium. Students thus study how filmmakers utilize mis-en-scéne, articulation of the cinematic space, sound, characterization, technology, and other essentials of compelling storytelling within moving media platforms.

The humanities provide context, depth, and perspective in the study of film, television, and new media that are grounded in a fundamental interest in the values and social practices that inform our lives and affect the human condition. The humanities perspective helps to frame questions about imagery and digital technology that helps to raise or develop a broader social or cultural context for incorporating a humanistic approach to the study of film and digital technology. As a vital part of liberal arts studies in the Division of Humanities and Social Sciences, the CTEMS program offers appropriate reflection on the past and the present to develop students’ critical perspective on how images have historically been used, are presently being used and the ways in which they might be used in the future to make sense of the world we live in. This also serves to augment the Morehouse College focus on internationalization and globalization. Through its interdisciplinary, humanities
perspective, the program incorporates diverse frameworks and nurtures critical reflection and thoughtful analysis on the part of the film/media producers and their audiences.

All courses in the CTEMS program are designed to support the instructional goals of the College, including developing critical thinking and effective writing and oral communication skills, value awareness, global awareness, computer literacy, and graduate education and professional preparation. They also embody the overall vision of the English Department that “a properly educated Morehouse student, trained through the medium of English, should read, write, speak, listen and reason with above-average skills and should understand and appreciate the ways human beings express themselves and their culture through literature and other arts.” Upon completion of the CTEMS program, students will understand the components of film and the process of shaping compelling narratives by moving from idea to the written page, and ultimately to the screen through the film production project in the last semester of the senior year.

CTEMS PROGRAM MAJOR REQUIREMENTS

Students must take the following courses (30 hours out of the 42 required for the major):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCTM 235</td>
<td>Introduction to Film</td>
<td></td>
</tr>
<tr>
<td>HCTM 237</td>
<td>Introduction to Television</td>
<td>3</td>
</tr>
<tr>
<td>HCTM 255</td>
<td>Classic African-American Cinema</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HCTM 258</td>
<td>Survey of African-American Cinema</td>
<td>3</td>
</tr>
<tr>
<td>HCTM 300</td>
<td>Screenplay I</td>
<td>3</td>
</tr>
<tr>
<td>HCTM 302</td>
<td>Screenplay II or HCTM 303 Writing for Television, Short Film</td>
<td>3</td>
</tr>
<tr>
<td>HCTM 320</td>
<td>Film Criticism &amp; Theory</td>
<td>3</td>
</tr>
<tr>
<td>HCTM 325</td>
<td>The Great Films (Domestic &amp; International)</td>
<td>3</td>
</tr>
<tr>
<td>HCTM 348</td>
<td>Hollywood, Money, Power</td>
<td>3</td>
</tr>
<tr>
<td>ENG 388</td>
<td>New Media Technology or an approved</td>
<td></td>
</tr>
<tr>
<td></td>
<td>New Media in Film or Television based course</td>
<td>3</td>
</tr>
<tr>
<td>HCTM 425</td>
<td>Senior Capstone: Film Production</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 30 hours

To satisfactorily complete all courses and related electives for the major, a grade of C or higher is required. Students may not transfer in hours to substitute for any of the above courses. Up to six transfer hours of approved credits may count towards the required elective hours for the major. In addition to the above 30 hrs, the major requires twelve hours in electives. Some examples of approved electives courses include ENG 392 Creative Writing, CHI 302 Chinese Language and Culture through Film and Literature, SOC 300 Gender and the Media, HPSY 389 Black Men, Black Boys and the Psychology of Modern Media, and ENG 461: West African Fiction and Film. Students who take Creative Writing 392 are exempt from the admission portfolio requirement. Elective course offerings will vary from semester to semester, but must have program director approval and be interdisciplinary in nature (i.e, film and literature, media and visual culture, etc.)
# Suggested Course Sequence for CTEMS Program

## Freshman Year

<table>
<thead>
<tr>
<th></th>
<th><strong>FALL SEMESTER</strong></th>
<th></th>
<th><strong>SPRING SEMESTER</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENG 101 (or 103)</strong></td>
<td>3 hours</td>
<td><strong>ENG 102</strong></td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td><strong>MTH 100</strong></td>
<td>3</td>
<td><strong>MTH 110</strong></td>
<td>3</td>
<td></td>
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<tr>
<td><strong>MFL 201</strong></td>
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<td><strong>MFL 202</strong></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>HIS 111</strong></td>
<td>3</td>
<td><strong>HIS 112</strong></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>BIO 101 and lab</strong></td>
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<td><strong>PHY 102</strong></td>
<td>3</td>
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<tr>
<td><strong>HPED</strong></td>
<td>1</td>
<td><strong>HPED</strong></td>
<td>1</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>16 hours</strong></td>
<td><strong>TOTAL</strong></td>
<td><strong>16 hours</strong></td>
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## Sophomore Year

<table>
<thead>
<tr>
<th></th>
<th><strong>FALL SEMESTER</strong></th>
<th></th>
<th><strong>SPRING SEMESTER</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENG 250</strong></td>
<td>3 hours</td>
<td><strong>HCTM 235</strong></td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td><strong>MUS</strong></td>
<td>3</td>
<td><strong>HCTM 237</strong></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>SOC SCI</strong></td>
<td>3</td>
<td><strong>PHY 101</strong></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>PHI</strong></td>
<td>3</td>
<td><strong>REL 201</strong></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>ART 110</strong></td>
<td>3</td>
<td><strong>ELECTIVE</strong></td>
<td>3</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>15 hours</strong></td>
<td><strong>TOTAL</strong></td>
<td><strong>15 hours</strong></td>
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## Junior Year

<table>
<thead>
<tr>
<th></th>
<th><strong>FALL SEMESTER</strong></th>
<th></th>
<th><strong>SPRING SEMESTER</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HCTM 255/258</strong></td>
<td>3</td>
<td><strong>HCTM 302/303</strong></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>HCTM 300</strong></td>
<td>3</td>
<td><strong>HCTM 325</strong></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>HCTM 320</strong></td>
<td>3</td>
<td><strong>HCTM 348</strong></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>ENG 392</strong></td>
<td>3</td>
<td><strong>ELECTIVE</strong></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>CHI</strong></td>
<td>3</td>
<td><strong>ELECTIVE</strong></td>
<td>3</td>
<td></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>15 hours</strong></td>
<td><strong>TOTAL</strong></td>
<td><strong>16 hours</strong></td>
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## Senior Year

<table>
<thead>
<tr>
<th></th>
<th><strong>FALL SEMESTER</strong></th>
<th></th>
<th><strong>SPRING SEMESTER</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENG 388 or technology in film</strong></td>
<td>3</td>
<td><strong>HCTM 425</strong></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>HPSY 389</strong></td>
<td>3</td>
<td><strong>ENG 499 (Independent Study or approved internship)</strong></td>
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<tr>
<td><strong>FREE ELECTIVES</strong></td>
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<td><strong>FREE ELECTIVES</strong></td>
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<td><strong>TOTAL</strong></td>
<td><strong>9 hours</strong></td>
<td><strong>TOTAL</strong></td>
<td><strong>9 hours</strong></td>
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</table>

The major in CTEMS requires 42 hours. Students who declare CTEMS as the major should submit a portfolio of original work of at least one of the following: * Short filmic work (animation, video, experimental, narrative or documentary). The work should have a definitive beginning, middle and end.* A traditional portfolio of at least 3-5 works in media such as drawing, painting, design, illustration, sculpture or photography. Work should exhibit a creative idea/theme *A 5–7 page piece of fictional prose that demonstrates your interest/talent/passion in the medium. Applicants should focus on narrative structure; character development; plot and the use of setting in the piece. *The first act of a script for film, television, or stage (no more than fifteen pages). Students who successfully complete ENG 392 Creative Writing (C or above) are not required to submit the portfolio of creative work.
CTEMS MINOR

The minor in CTEMS requires 18 hours. Students must complete the following courses with the required C or above: HCTM 235, HCTM 237, HCTM 255 or 258, HCTM 320, and HCTM 325.

HCTM 235. Introduction to Film
Introduces film studies, offering an overview of film history, and introducing the components of a film narrative (characters, dialogue, camera shots, etc.), film analysis (how cinema develops an idea into a story via sound and visual means), genres, and terminology. Prerequisite ENG 102 or ENG 103.

HCTM 237. Introduction to Television
This course offers an introduction to television - its beginnings, including theoretical approaches to television studies, technical developments, key historical periods and genres and the socio-political implications of television culture. Prerequisite ENG 102 or ENG 103.

HCTM 25. Classic African-American Cinema
Will offer intensive concentration on early African-American films from its inception through 1950. It will highlight the central aesthetic tendencies, the political context, and the emergence of early African-American cinema, filmmakers such as Oscar Micheaux and Spencer Williams as well as genres such as the race movies. Students must take either HCTM 255 or HCTM 258. Fall semester course. Prerequisites ENG 102 or ENG 103 and HCTM 235.

HCTM 258. Survey of African-American Cinema
Offers a survey of pivotal historical periods in African-American film through the present with primary focus on major African-American filmmakers post-1950, major film genres and films, and the politics of race, gender, class, and sexuality that have helped to shape the aesthetic and thematic emphases, concerns, and developments in African-American cinema. Spring semester. Prerequisites ENG 102 or ENG 103, HCTM 235.

HCTM 300. Screenplay I
The emphasis in the class will be on learning varied theories of storytelling and approaches to screenwriting (three-act structure, for example). Students will conceive, construct and begin writing their own original works (first fifty pages). This course focuses on the dramatic formula for creating a successful film script. Prerequisites ENG 102 or ENG 103, HCTM 235, HCTM 237. Non-major graduating seniors by permission of program director.

HCTM 302. Screenplay II
The primary aim for this class is for the student to complete the full-length screenplay initiated during Screenplay I then begin the rewriting process while continuing to engage theories of screenwriting introduced in Screenplay I. A good deal of emphasis in the class will be on identifying common problematic elements in first draft screenplays. Prerequisites ENG 102 or ENG 103, HCTM 235, HCTM 237, HCTM 300. Minors and non-major graduating seniors with HCTM 300 and permission of program director.

HCTM 303. Writing for TV & Short Film
This course focuses on writing for "short" narrative films and television; Students analyse television structure and create a script for a 1-hour or 30-minute comedy. Students may take this course instead of Screenplay II. Prerequisites ENG 102 or ENG 103, HCTM 235, HCTM 237, HCTM 300. Minors and non-major graduating seniors with permission of program director.

HCTM 320. Film Criticism & Theory
Students will be introduced to film criticism, and they will learn to apply theoretical models to frame considerations of the formal, political, and social implications of cinema. These include psychoanalysis, feminism, apparatus theory, cultural studies, queer theory, spectatorship theories, auteur theory, genre analysis, etc. CTEMS and English majors. Prerequisites ENG 102 or ENG 103, HCTM 235. Non-majors with permission of program director.
HCTM 325. The Great Films (Domestic and International)
introduces groundbreaking, culturally impactful films generally regarded to be classic works in American and foreign film. At the same time, the class will also analyze the problematic implications of the canonical ordering of ‘great films’ lists. Prerequisites ENG 102 or ENG 103, HCTM 235, HCTM 320. Non-majors with permission of program director.

HCTM 348. Hollywood, Money, Power
Students examine the politics of race and gender within Hollywood’s business infrastructure and learn the economics of working in Hollywood (presenting work professionally and getting work sold and produced) in order to understand the fundamentals of navigating profitable careers in television and film. Prerequisites ENG 102 or ENG 103, HCTM 235, HCTM 237, HCTM 300.

HCTM 425. Senior Seminar/Capstone Project (Film Production)
Senior Seminar in the last semester of the major sequence exposes students to some of the key roles and elements involved in the making of films as they also engage theory to address the aesthetic and socio-political implications of production decisions and responsibilities. Students work collaboratively on film productions. Available only to graduating senior CTEMS majors in the last semester of program course study.

* CTEMS Majors and minors have enrollment priority in courses

COMPUTER SCIENCE

The primary goal of the computer science program at Morehouse is to prepare the student for graduate studies in computer science and entry into the workforce as a computer professional at the highest level possible. The program has a continuing commitment to develop students with a fundamental appreciation for computing issues. Because computers will continue to be of central importance to society, the computer science program emphasizes the acquisition of marketable knowledge and skills for professional careers in areas such as computer systems, programming languages, software engineering, artificial intelligence, and data bases.

The computer science program has been designed to provide a broad introduction to the field within the context of liberal arts education. Many of the courses will emphasize the interrelationships between computer science and other disciplines. Students will select course sequences that will allow them to combine studies in computer science with their interest in other areas. The program is sensitive to the fluid nature of the field of computer science and is flexible enough to respond to the rapidly changing developments in the field. While majors will share many of the same courses, the liberal arts orientation of the program is intended to permit the student the opportunity to design a specific course of study that suits this particular interest.

Students should consult with a departmental adviser about their course selections after they decide to become computer science majors. The goal is to make a coherent selection of lower and upper division courses.

DEPARTMENTAL HONORS

Departmental honors are available to graduating seniors who have a minimal overall GPA of 3.00, a GPA of 3.50 in computer science, and either (1) perform a successful defense of a preapproved thesis project, research publication and/or research presentation; or (2) take nine (9) extra credit hours of designated computer science electives and pass each of these electives with a grade of B or higher.
DEGREE REQUIREMENTS FOR THE COMPUTER SCIENCE MAJOR
The following courses in computer science are required:

CSC 106 Introduction to Computer Science
CSC 110 Computer Programming I
CSC 160 Computer Programming II
CSC 260 Computer Organization
CSC 285 Discrete Structures
CSC 310 Data Structures and Algorithm Analysis
CSC 311 Introduction to Theory of Computation
CSC 361 Junior Seminar
CSC 375 Operating Systems
CSC 410 Data Base Systems
CSC 415 Organization of Programming Languages
CSC 435 Software Engineering
CSC 461 Senior Seminar

The following mathematics courses are required:

MTH 161 Calculus I
MTH 162 Calculus II
MTH 271 Linear Algebra
MTH 253 Set Theory or MTH 211 Discrete Mathematics
MTH 341 Probability and Statistics

The following science courses are required:

BIO 111 General Biology
PHY 154 Mechanics
PHY 253 Electric and Magnetism

SUGGESTED COURSE SEQUENCE FOR COMPUTER SCIENCE MAJORS

Freshman Year

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 106</td>
<td>3 hours</td>
</tr>
<tr>
<td>MTH 161</td>
<td>4</td>
</tr>
<tr>
<td>ENG 101</td>
<td>3</td>
</tr>
<tr>
<td>HIS 111</td>
<td>3</td>
</tr>
<tr>
<td>MFL 201</td>
<td>3</td>
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<tr>
<td>HEDU 151</td>
<td>0</td>
</tr>
<tr>
<td>HEDU 153</td>
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<td>TOTAL</td>
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<td></td>
<td></td>
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<tr>
<td>CSC 110</td>
<td>3 hours</td>
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<tr>
<td>MTH 162</td>
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<tr>
<td>ENG 102</td>
<td>3</td>
</tr>
<tr>
<td>HIS 112</td>
<td>3</td>
</tr>
<tr>
<td>MFL 202</td>
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<tr>
<td>HEDU 152</td>
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<td>HEDU 154</td>
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<tr>
<td>TOTAL</td>
<td>16 hours</td>
</tr>
</tbody>
</table>
## Sophomore Year

### FALL SEMESTER
- CSC 160 3 hours
- MTH 255 3
- ENG 250 3
- PHY 154 4
- SOC SCI elective 3
- HEDU 251 0

**TOTAL** 16 hours

### SPRING SEMESTER
- CSC 285 3 hours
- CSC 260 3
- MUS elective 3
- PHY 253 4
- SOC SCI elective 3
- HEDU 252 0
- HPED elective 1

**TOTAL** 17 hours

## Junior Year

### FALL SEMESTER
- HEDU 351 3
- REL elective 3
- MTH 271 4
- BIO 111 3
- CSC 310 3
- HEDU 353 0
- CSC 361 0

**TOTAL** 16 hours

### SPRING SEMESTER
- MTH 341 3
- CSC 311 3
- PHI elective 3
- ART elective 3
- CSC 375 3
- HEDU 354 0
- HPED elective II 1

**TOTAL** 16 hours

## Senior Year

### FALL SEMESTER
- CSC 410 3
- CSC 435 3
- CSC 4XX 3
- CSC 4XX 3
- HEDU 451 0
- CSC 461 0

**TOTAL** 12 hours

### SPRING SEMESTER
- CSC 415 3
- CSC 4XX 3
- Free electives 3
- Free electives 3
- HEDU 452 0

**TOTAL** 12 hours

### COMPUTER SCIENCE (CSC)

**106. Introduction to Computer Science I**

Introduction to the basic concepts and different areas of computer science. Provides students with a foundation from which they can appreciate the various layers of computing systems: information, hardware, programming, operating systems, applications and communications.

### 110. Computer Programming I

Engages the student in principles of software design. Includes problem solving, program design, code development and program testing. The programming language is C++.

### 160. Computer Programming II

A continuation of CSC 110 which emphasizes applications of advanced language features to larger, more complex problems. This course presents the fundamentals of problem solving, programming requirements and program design from an object-oriented and functional decomposition perspective. As such, it is a study of the design, implementation, and use of collection classes and functions for problem resolution. The programming language is C++. **Prerequisite: CSC 110.**
210. Computer Systems  3 hours
Introduction to basic concepts of computer systems, computer architecture, and assembly language. Topics include computer structure and machine language, assembly language, addressing techniques, macros, file I/O program segmentation and linkage, assembler construction.

221. COOP/Internship  Pass/Fail Basis
Experiential learning in a structured computer business or computer science-related environment. Prerequisites: CSC 160 and departmental approval.

260. Computer Organization  3 hours
Introduction to computer architecture and organization; emphasizing the design and implementation of the major hardware components of computers, and fundamentals of logic design. Topics include digital logic design, binary number representation, binary arithmetic, and computer architecture. Prerequisite: CSC 160.

285. Discrete Structures  3 hours
Fundamental concepts of set algebra, algebraic structures, functions and relations, recurrence relations, formal logic, graph theory, combinatorial techniques, graphs, introduction to logic programming and proof of program correctness. Applications of these structures to various areas of computer science. Prerequisite: MTH 161.

300. Advanced Programming Using JAVA  3 Hours
An introduction to problem-solving methods using Java that lead to the development of correct, well-structured programs that are interactive. Topics also include the fundamentals of software development and the basic design of graphical user interfaces. Prerequisite: CSC 110.

310. Data Structures and Algorithm Analysis  3 Hours
Utilization of algorithmic analysis and design criteria in the selection of methods for data manipulation and implementation. Topics include stacks, queues, lists, trees, heaps and hashing tables. Prerequisite: CSC 160.

311. Introduction to Theory of Computation  3 Hours
Study of fundamental concepts in the formal theory of automata including finite state automata, pushdown automata, turing machines and Chomsky hierarchy of grammars and languages. Computational power of different machines and halting problems. Prerequisite: CSC 310.

312L. Telecommunications Laboratory  0 hours
Provides hands-on experience with the technology and equipment supporting the telecommunications industry through interactive modular laboratory activities. Next offered Fall 2009.

315. Microcomputer Laboratory  3 hours
Hands-on hardware experience for CSC majors. Construction and programming of an operating microcomputer; digital logic lab work is included. Prerequisites: CSC 260

320. Technology I  3 hours
Provides an opportunity for the student to acquire knowledge and skills in a significant new development in computer technology. Prerequisite: Departmental approval.

321. COOP/Internship  Pass/Fail basis
Experiential learning in a structured computer business or computer science related environment. Prerequisite: Departmental approval.

350. Scientific Computation Using FORTRAN  3 hours
Algorithmic processes of problem solving, development of algorithms, for the solution of numerical and scientific problems. Emphasis given to underlying concepts for corrections and completeness of computer solutions. A variety of algorithms will be developed and implemented using a high-level language (FORTRAN). Prerequisite: CSC110.
361. Junior Seminar Pass/Fail
Introductory research/seminar course designed to aid junior computer science students in developing individual or group projects based on topics of interest. Methodology and design are emphasized.

370. File Processing 3 hours
Introduction to concepts and techniques of structuring data on bulk storage devices to provide the foundation for applications of data structures and file processing techniques. File processing environment, sequential and random access techniques, and file input/output. A programming project will be assigned to students using a high-level language.

375. Operating Systems 3 hours
To develop an understanding of the organization and architecture of the computer systems at the register-transfer and programming levels of system description, to improve major areas of operating system principles. Topics include dynamic procedure activation, system structure, evaluation, memory management, recovery procedures, concurrent process, resource allocation protection. Prerequisite: CSC 260.

380. Technical Communications & Project Management 3 hours

390. Software Systems Analysis & Design 3 hours
Study of software requirements analysis, functional specification and software system design methodologies using contemporary tools. Software development productivity issues, analysis, software change control, estimating, testing, maintenance. A software design problem of significant magnitude, such that the above principles will be applied. Prerequisite: CSC 310.

401. Computer Graphics 3 hours
Introduction to computer graphics, hardware, database and software organization for graphics; 2D and 3D transformations, programming project implementation of a subject of the above. Prerequisite: MTH 271 and CSC 310.

410. Database Systems 3 hours
Introduction to the concepts and structures to design and implement a database management system. Understanding of various physical file organization and data organization techniques. Topics include data model, data integrity and reliability. Prerequisite: CSC 310.

412. Management Information Systems 3 hours
Methodology for the design and implementation of management information systems in industrial, business and governmental organization. Feasibility studies, system development, implementation and valuations. Information retrieval and database management system to support software development. Prerequisite: CSC 110.

415. Organization of Programming Languages 3 hours
Designed to develop an understanding of the organization of programming languages. Formal study of programming languages design and specification. Topics include language definition structure, data types and structures, control structures and data flow. Run-Time consideration, interpretative languages, lexical analysis and parsing. Comparison of language feature using PASCAL, FORTRAN, COBOL, LISP, ADA, “C,” and PL/I. Prerequisite: CSC 311.

420. Compiler Construction 3 hours
Study of the basic techniques of compiler design and implementation. Programming implementation. Topics include top- down parsing, bottom- up parsers, syntax- directed translation, static representation of data objects, run- time machine structure, object code and machine representation, optimization, and error recover. Prerequisite: CSC 310.
425. Artificial Intelligence 3 hours
Study of intelligence in man and machines as it relates to research efforts in areas such as computer vision and learning, game playing, theorem proving, and natural language, question/answering robotics. Introduction to programming language LISP with emphasis on list processing and nonnumerical computation. Prerequisite: CSC 310

430. Advanced Operating Systems 3 hours
Practical hands-on research and development experience using a contemporary operating system model. In-depth study of the architecture and organization of current processor technology. Prerequisite: CSC 375

435. Software Engineering 3 hours
Instruction and work towards developing project management skills. Study of software development life cycle and implementation using available tools. A large-scale project will be undertaken. Prerequisite: CSC 110.

440. Design and Analysis of Algorithms 3 hours

445. Data Communications 3 hours
Introduction to data communication for computers. Topics include communications, media, codes, data transmission, multiplexing, software, protocols, switching and networks. Prerequisites: CSC 260 and CSC 310

450. High-Performance Scientific Computing 3 hours
Study of high-performance machines used in implementing scientific and engineering problem solutions. Parallel architecture, parallel software’s, parallel algorithm design and implementation on SIMD, MIMD and vector/pipelined processors. Prerequisite: MTH 271 and CSC 110.

461. Senior Seminar Pass/Fail
Advanced research/seminar course designed to encourage Senior Computer Science students to use an innovative interdisciplinary approach to research and design based on current technologies. Pass/Fail.

480. Special Topics in Computer Science 3 hours
Lectures in topics of current interest. Topics offered vary with the interests and needs of students. Students are admitted by permission of the instructor.

490-491. Research Projects 3 hours
Exploring an approved subject in the area of computer science. Prerequisite: Consent of research mentor.

495. Independent Study 3 hours
Open to qualified students to develop a problem solution, such as a senior thesis, through advanced study under the direction of a member of staff. Prerequisite: Consent of the Department Chairman.

SERVICE COURSES

101. Survey of Computers and Software Packages 3 hours
Introduction of computing environment and utilization of commercial software packages for problems solutions. Topics covered include DOS, Windows, word-processing, spreadsheets and data management systems.

105 Data Analysis and Computer Usage 3 hours
Introduction to statistical software. Emphasis will be placed on the problem solving and analysis design.

107 Beginning Programming (FORTRAN) 3 hours
Disciplined approach to problem solving and algorithm development, program structures, program development methods and style. Mathematical and scientific problems will be featured.
108 Beginning Programming (Pascal)  
Disciplined approach to problem solving and algorithm development, program structures, program development methods and style. Structured programming methodologies will be emphasized.

CRIMINAL JUSTICE

THE CRIMINAL JUSTICE MINOR

The Department of Sociology offers a minor in criminal justice that complements a range of career orientations and academic interests. The curriculum for the minor seeks to promote systematic, critical analysis of issues of crime and justice, stressing the theoretical and methodological and paying careful attention to social policy, and includes the core courses typically required for a major in the field of sociology. Students are provided with a foundation for direct entry into criminal justice related careers, and, complementing their major discipline, are provided with a solid preparation for graduate and professional study. Students also gain a sound basis for civic and community involvement with issues related to crime and criminal justice, particularly as they concern African Americans.

The criminal justice minor consists of nine (9) hours of required core and nine (9) hours of designated electives, for a total of 18 hours. Students minoring in criminal justice are encouraged to take a research methods course and to complete an internship with a criminal justice agency. Upper-division courses in criminal justice assume a mastery of knowledge and skills acquired in lower-division courses.

REQUIREMENTS FOR THE MINOR IN CRIMINAL JUSTICE

Required Core (9 hours)
- SOC 215 Criminology
- SOC 316 Corrections
- SOC 416 Law and Society
  OR
- PSC 350 Race and the Law

Designated Electives (9 hours must be earned with 3 courses from the list below):
- SOC 301 Statistics
- SOC 317 The Police and Law Enforcement
- SOC 415 Juvenile Delinquency
- SOC 492 Criminal Justice Internship

CRIMINAL JUSTICE MINOR WITH A MAJOR IN SOCIOLOGY

Students majoring in sociology may pursue a minor in criminal justice. These students may meet the lower elective requirement with Criminology (SOC 215) and the upper level electives requirement with Law and Society (SOC 416). The Police and Law Enforcement (SOC 317), Juvenile Delinquency (SOC 415), and/or Race and the Law (PSC 350).

ECONOMICS

MISSION STATEMENT

The mission of the Department of Economics is to prepare students for careers as economic practitioners and researchers in the private sector, academia and government. To accomplish this mission, the economics program emphasizes the requisite skills in analytical reasoning and effective communication through a solid background in economic theory and quantitative techniques. The program also stresses the importance of ethical professionalism and social awareness. The economics program is designed to
improve the ability of students to think critically and write and speak effectively regarding economic issues. These skills should be reflected in students’ increased abilities to do the following:

1. Identify those processes and institutions both domestically and internationally through which productive activity is organized.
2. Identify issues and problems where economic analysis can be appropriately applied.
3. Determine the appropriate tools of analysis to apply to a given economic issue or problem.
4. Adequately analyze an economic issue or problem and offer viable conclusions and recommendations.

DEGREE REQUIREMENTS FOR THE ECONOMICS MAJOR

An economics major’s program of study consists of three components: the college-wide core curriculum (53 semester hours), the major (53-54 semester hours), and free electives (14-13 semester hours). All economics majors must satisfactorily complete the following designated core curriculum courses: MTH 100 and MTH 120 (a student who places into a higher level of mathematics should consult his adviser); six semester hours of political science, psychology and/or sociology courses, the prerequisites for which the student satisfies; and PHI 302. All economics majors must also satisfactorily complete the following economics core courses (27 semester hours): ECO 201, ECO 202, ECO 221, ECO 301, ECO 302, ECO 321, ECO 401, ECO 405 and ECO 421. Finally, all economics majors must satisfactorily complete nine (9) semester hours from the following economics elective courses: ECO 303, ECO 304, ECO 305, ECO 306, ECO 321, ECO 403, ECO 404, ECO 406, ECO 408, ECO 410 and ECO 412. The remainder of the economics major consists of related electives. A student must choose either the Math Option or the Non-Math Option to satisfy the related electives requirement.

Economics majors selecting the Math Option must satisfactorily complete the following mathematics courses (17 semester hours): MTH 161, MTH 162, MTH 271, MTH 321 and one three-semester-hour computer course. In addition, ENG 351 must be satisfactorily completed.

Economics majors selecting the Non-Math Option must satisfactorily complete the following courses (19 semester hours): MTH 161, ENG 351, one three-semester-hour computer course, and 9 semester hours of individualized coursework.

All economics majors are subject to the following departmental policies:

1. A grade of C or higher is required for majors to “satisfactorily complete” all economics core courses, related electives and electives designated for the major.
2. Not more than three economics courses taken at other institutions will be accepted for credit toward the B.A. in economics at Morehouse.
3. Students who enroll in BUS or ECO courses without meeting their prerequisites are subject to disenrollment by the department regardless of performance or time elapsed.

DEPARTMENTAL HONORS

Students majoring in economics may qualify to graduate with departmental honors by earning an overall GPA of 3.0 and a GPA of 3.25 in economics courses completed in the department.

REQUIREMENTS FOR THE ECONOMICS MINOR

To minor in economics, the student must complete eighteen (18) hours consisting of the following courses: ECO 201, 202, 221, and any three 300- or 400-level ECO courses.

SUGGESTED COURSE SEQUENCE FOR THE ECONOMICS MAJOR

The course sequence suggested below applies only to economics majors who select the math option and who are not in the pilot core. Economics majors in the pilot core and selecting the non-math option must consult the economics program to develop the appropriate course sequence.
### ECONOMICS MAJOR (MATH OPTION)

**Freshman Year**

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<thead>
<tr>
<th>FALL SEMESTER</th>
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<tbody>
<tr>
<td>ENG 101</td>
<td>ENG 102</td>
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**Sophomore Year**

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**Junior Year**

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**Senior Year**

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### ECONOMICS MAJOR (NON-MATH OPTION)

**Freshman Year**

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Sophomore Year

**FALL SEMESTER**

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**SPRING SEMESTER**

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Junior Year

**FALL SEMESTER**

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**SPRING SEMESTER**

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Senior Year

**FALL SEMESTER**

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**SPRING SEMESTER**

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<td><strong>TOTAL</strong></td>
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**ECONOMICS (ECO)**

201. Principles of Macroeconomics  
Systematic study of the causes and consequences of fluctuations in aggregate production and the general price level and of government policies to control inflation and unemployment. **Prerequisite:** MTH 120 or MTH 160 or MTH 161 or MTH 162 (C or better).

202. Principles of Microeconomics  
Examination of the determinants of the prices and levels of production of individual commodities and services, and of the income of households. **Prerequisite:** MTH 120 or MTH 160 or MTH 161 or MTH 162 (C or better).

221. Basic Statistics I  
Basic statistics as applied to business and economic problems. Emphasis upon measures of central tendency, variation, probability, sampling, statistical inference, and linear regression. **Prerequisite:** MTH 120 or higher (C or better).
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<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<td>Microeconomic Theory</td>
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<tr>
<td></td>
<td>Business firm cost and revenue, consumer choice, marginal analysis, market demand, market supply, competitive firm in short-run and long-run equilibrium, market equilibrium, pure competition, monopoly, monopolistic competition, and oligopoly. <strong>Prerequisites:</strong> ECO 201, ECO 202 and MTH 161 or MTH 160 (C or better).</td>
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<tr>
<td>302</td>
<td>Macroeconomic Theory</td>
<td>3</td>
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<tr>
<td></td>
<td>Static theory of national income determination; theories of growth, inflation and cycles in economic activity; and theory of public economic policy. <strong>Prerequisites:</strong> ECO 201, ECO 202 and MTH 161 or MTH 160 (C or better).</td>
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<tr>
<td>303</td>
<td>Economic History of the United States</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A study of the process, pace and pattern of U.S. economic development from the colonial period to the present. The changing roles and status of African Americans are highlighted. <strong>Prerequisites:</strong> ECO 201 and ECO 202 (Cs or better).</td>
<td></td>
</tr>
<tr>
<td>304</td>
<td>Money and Banking</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Determinants of size and changes in domestic money supply; evolution of the United States banking system, history of monetary theory and policy, and international monetary policy and its relation to the domestic situation. <strong>Prerequisites:</strong> ECO 201 and ECO 202 (Cs or better).</td>
<td></td>
</tr>
<tr>
<td>305</td>
<td>Economic Development</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Study of problems encountered by less-developed countries of the world in trying to raise their productivity and improve their living standards. Role of more-developed countries in contributing to the growth of less-developed countries. <strong>Prerequisites:</strong> ECO 201 and ECO 202 (Cs or better).</td>
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</tr>
<tr>
<td>306</td>
<td>Environmental Economics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Explores the economic basis of environmental issues and policies. An examination of property rights, externalities and the common-property basis of environmental problems. Alternative policies are analyzed, involving such issues as air and water pollution, solid-waste disposal, hazardous substances, wilderness preservation and climate change. <strong>Prerequisites:</strong> ECO 201 and ECO 202 (Cs or better).</td>
<td></td>
</tr>
<tr>
<td>321</td>
<td>Principles of Econometrics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Statistical methods for estimating and testing economic theory. Single and simultaneous equation estimation, identification, forecasting, and problems caused by departures from the classical linear regression model assumptions. <strong>Prerequisites:</strong> ECO 222, ECO 221, ECO 301, ECO 302, MTH 161 (C’s or better).</td>
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</tr>
<tr>
<td>401</td>
<td>Economic Doctrines</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Survey of economic thought covering medieval thought, mercantilism, the Physiocrats and the classical school, early socialist thought and Marxism, the marginalist school, the neoclassical school, mathematical economics, and some modern schools of economic thought. <strong>Prerequisites:</strong> ECO 301 and ECO 302 (Cs or better) or instructor’s permission.</td>
<td></td>
</tr>
<tr>
<td>403</td>
<td>Labor Economics</td>
<td>3</td>
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<tr>
<td></td>
<td>Examines structure of labor markets and role of supply and demand in determining wage rates and workers’ income. Growth and present status of trade unions and their position in the American economy is an important part of course. <strong>Prerequisites:</strong> ECO 201 and ECO 202 (Cs or better).</td>
<td></td>
</tr>
<tr>
<td>404</td>
<td>Urban Economics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Basic background in the growth of urban areas and the location of economic activity in urban areas. Basic economic concepts required to analyze urban problems introduced within a cost-benefit framework. This framework used to analyze urban problems of poverty and race, housing, transportation, pollution, crime, and public finance. Emphasis on evaluating potential solutions to urban problems with respect to efficiency and equity. <strong>Prerequisites:</strong> ECO 201 and ECO 202 (Cs or better).</td>
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</tr>
</tbody>
</table>
405. International Economics 3 hours  
Survey of international trade theory, international trade policy, foreign exchange markets and balance of payments, and the international monetary system. Prerequisite: ECO 201 and 202 (C or better).

406. Public Finance 3 hours  
Analysis and description of the role of the public sector in a market economy. The course describes and evaluates techniques for improving efficiency in public activities and analyzes the effect of government spending and revenue collection upon resource allocation, the distribution of income, and incentives to work, save and invest. Prerequisites: ECO 201 and 202 (C or better).

409. Directed Reading in Economics 3 hours  
Directed and intensive study in a special area of economics. Prerequisite: Permission of department chairperson.

410. Mathematical Economics 3 hours  
An introduction to the mathematical methods that serve as the foundation of modern economy theory such as optimization, statics (equilibrium analysis) comparative statics, and dynamics utilizing the formalisms and methods of matrix algebra, differential and integral calculus, differential and difference equations. Prerequisites: ECO 301, ECO 302, MTH 161 (C or better).

412. Financial Economics 3 hours  
An introduction to the fundamental theory and methods for pricing traded equity and debt. The course will cover the central themes of modern finance including individual investment decisions under uncertainty, stochastic dominance, mean-variance theory, capital market equilibrium and asset valuation, arbitrage pricing theory, option pricing, and their potential application. Prerequisites: ECO 301, ECO 302, MTH 161 (C or better).

421. Topics in Econometrics 3 hours  
An advanced-level course treating topics in economics not covered or not covered in depth by regularly offered economics courses. Typically taught in a seminar format. Prerequisite: ECO 321.
DUAL-DEGREE ENGINEERING PROGRAM

Since 1969, Morehouse College has offered students the option of studying engineering through the Dual Degree Engineering Program (DDEP), which consists of cooperative agreements with a number of engineering schools. The participating engineering institutions are:

1. Auburn University
2. Clarkson University
3. Columbia University
4. Dartmouth College (Thayer School of Engineering)
5. Georgia Institute of Technology
6. Indiana University – Purdue University Indianapolis (IUPUI)
7. Missouri University of Science and Technology
8. North Carolina Agricultural & Technical State University
9. Notre Dame University
10. Rensselaer Polytechnic Institute
11. Rochester Institute of Technology
12. University of Alabama – Huntsville
13. University of Michigan – Ann Arbor
14. University of Southern California

The Dual Degree Engineering Program (DDEP) at Morehouse College provides an opportunity for students to obtain both a liberal arts education and a professional engineering education.

In order for a student to be considered in the Dual Degree Engineering Program, he must complete the following courses with a grade of C or better.

EGR 101 Freshman Engineering Design
MTH 161 Calculus I

Prospective students are advised to take the above courses at their earliest opportunity.

BACHELOR OF SCIENCE DEGREES UNDER DDEP

Upon completion of all DDEP requirements, the student is awarded two baccalaureate degrees: one from Morehouse and the other from his engineering institution. The degree from Morehouse College is awarded according to one of two options.

Option I – B.S. in General Science

Under Option I, Morehouse grants a Bachelor of Science degree in General Science after successful completion of:

• All general education requirements at Morehouse College;
• All necessary pre-engineering courses at Morehouse College;
• The remaining program requirements at the engineering institution.

Option II – B.S. in Applied Physics, Chemistry, or Mathematics

Under Option II, Morehouse grants a Bachelor of Science degree in Applied Physics, Chemistry, or Mathematics after successful completion of:

• All general education requirements at Morehouse College;
• All necessary pre-engineering courses at Morehouse College;
• All requirements for the chosen science major at Morehouse College;
• The remaining program requirements at the engineering institution.
Students in the Dual Degree Engineering Program typically spend a minimum of three (3) years in pre-engineering at Morehouse College, followed by at least two (2) years in engineering at an affiliated institution. **However, DDEP is not time-driven – it is course-driven!** The DDEP student MUST complete all his general education and pre-engineering courses at Morehouse College **BEFORE transferring to his engineering institution.** In the event that an Option I student is unable to complete the requirements at the engineering institution, he must return to Morehouse College and complete requirements for a liberal arts major before a baccalaureate degree can be awarded.

**Because of the special nature of the Dual Degree Engineering Program, the baccalaureate degree will not be conferred by either Morehouse College or the engineering institution until all of the requirements established by both institutions have been satisfactorily completed.**

**THE MOREHOUSE COMPONENT**

In addition to completing the College’s general education requirements, a student pursuing Bachelor of Science degrees under DDEP must complete the following pre-engineering courses at Morehouse College.

- **BIO 113** Comprehensive Biology
- **CHE 111** Elementary Inorganic Chemistry I
- **CHE 112** Elementary Inorganic Chemistry II
- **CSC 110** Computer Programming I (MATLAB preferred)
- **CSC 160** Computer Programming II (not required for all majors)
- **EGR 101** Freshman Engineering Design
- **EGR 201** Engineering Graphics
- **EGR 205** Engineering Statics
- **EGR 206** Mechanics of Materials (not required for all majors)
- **EGR 308** Engineering Dynamics
- **MTH 161** Calculus I
- **MTH 162** Calculus II
- **MTH 263** Calculus III
- **MTH 271** Introduction to Linear Algebra
- **MTH 321** Introduction to Ordinary Differential Equations
- **PHY 154** Mechanics
- **PHY 253** Electricity and Magnetism
- **PHY 254** Optics and Modern Physics

Note that taking the pre-engineering courses allows the DDEP student to automatically satisfy the B.S. degree requirement of completing an introductory course from two different science departments.

In general, DDEP students are required to maintain a 2.80 cumulative grade-point average (with a minimum 3.0 GPA in the pre-engineering courses and a minimum 2.50 GPA in the general education courses) to be eligible to continue in DDEP. Note that each engineering institution has its own minimum requirements.
A SUGGESTED COURSE SEQUENCE FOR DDEP MAJORS IN OPTION 1

Freshman Year

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
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</thead>
<tbody>
<tr>
<td>EGR 101</td>
<td>PHY 154</td>
</tr>
<tr>
<td>MTH 161</td>
<td>MTH 162</td>
</tr>
<tr>
<td>ENG 101</td>
<td>ENG 102</td>
</tr>
<tr>
<td>HIS 111</td>
<td>HIS 112</td>
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<tr>
<td>MFL 201</td>
<td>MFL 202</td>
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<tr>
<td></td>
<td>HPED 15x</td>
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</tbody>
</table>

TOTAL 16 hours  TOTAL 18 hours

Sophomore Year

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
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</thead>
<tbody>
<tr>
<td>EGR 201</td>
<td>EGR 205</td>
</tr>
<tr>
<td>PHY 253</td>
<td>PHY 254</td>
</tr>
<tr>
<td>MTH 263</td>
<td>MTH 271</td>
</tr>
<tr>
<td>CHE 111</td>
<td>CHE 112</td>
</tr>
<tr>
<td>ENG or REL 201</td>
<td>ART 110 or PHI 302</td>
</tr>
</tbody>
</table>

TOTAL 18 hours  TOTAL 17 hours

Junior Year

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>EGR 308</td>
<td>BIO 113</td>
</tr>
<tr>
<td>MTH 321</td>
<td>ENG 35x</td>
</tr>
<tr>
<td>CSC 110 (MATLAB)</td>
<td>MUS xxx</td>
</tr>
<tr>
<td>ECO 201 or 202</td>
<td>PSC 251</td>
</tr>
<tr>
<td>REL or ENG 250</td>
<td>PHI 302 or ART 110</td>
</tr>
<tr>
<td>HPED 15x</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL 16 hours  TOTAL 16 hours

HCSC 160 (Computer Programming II) is also required for DDEP students pursuing Computer, Electrical, and Industrial Engineering.

ENGINEERING (EGR)

101. Freshman Engineering Design  3 Hours (Lect. 2 hours, Lab. 3 hours)
Provides an introduction to the engineering profession focusing on the nature of engineering problems and their solutions, the roles of experimentation, the computer and communication skills in engineering practice. Fundamental procedures for tackling new, unsolved, open-ended problems. Essential details of analyzing, synthesizing, and implementing design solutions. Importance of teamwork in engineering practice. Computer laboratory and design studio are key components of this course.

201. Engineering Graphics  3 Hours
Covers the visualization and modeling techniques for product design and development. Specifically, the course covers design methodology, graphics standards, projection theory, freehand sketching, and spatial geometry. Includes the fundamentals of computer graphics, with an emphasis on AutoCAD applications to drafting and design.
205. Engineering Statics 3 Hours
Elements of statics in two and three dimensions; centroids; analysis of structures and machines; friction; moments of inertia. Prerequisite: PHY 154 and MTH 162-Calculus II.

206. Mechanics of Materials 3 Hours (Lect. 3 hr., Lab. 0 hour)
Fundamental concepts of stress and strain; stress-strain relationships; application to axially loaded members; torsion of circular bars; bending of beams; normal and shear stresses in beams; beam deflection and combined loading; and stability of columns. Prerequisite: EGR 205.

308. Engineering Dynamics 3 Hours
Kinematics and kinetics of particles and systems of particles; kinematics and kinetics of rigid bodies in plane motion; application of work and energy relationships; and impulse momentum principles. Prerequisite: EGR 205.

ENGLISH

THE MISSION OF THE DEPARTMENT
All courses in the department are designed to meet the overall mission of the College as stated in this publication. Thus, the department asserts that a properly educated Morehouse student, trained through the medium of English, should read, write, speak, listen and reason with above-average skills and should understand and appreciate the ways human beings express themselves and their culture through literature and other arts. One goal of the Department of English is to provide instruction leading to the acquisition and development of such skills and appreciation by all students of the College. The department in particular emphasizes the development of proficiency in writing. A second goal of the department is to provide advanced instruction of such variety and scope that the student majoring in English receives a deep and fulfilling experience of the possibilities of language and literature.

THE CURRICULUM IN ENGLISH
The department offers instruction in writing; the English language; English, American, African Diasporic, and world literature; oral communication; and reading. The introductory writing course is designed for the freshman year and is a general requirement of the College, as is a semester of world literature, which is required at the sophomore level. Students whose entering scores indicate the need for development are placed in required freshman-level reading courses, and those with such needs in writing must enroll for supplementary instruction in the Writing Skills Laboratory, which is also available to all Morehouse College students at announced times. The upper-level courses in composition, language and literature are designed to develop competencies not only for English majors and minors but for all students who elect to take the courses.

Exemptions from required core curriculum courses are made on the basis of scores on the Advanced Placement Examination (AP), College Language Equivalency Program (CLEP), International Baccalaureate Diploma (IB) and British A Level Examinations. Students must obtain exemption status by consultation with the Department of English upon initial admission to the College.

Courses in communication skills and language represent the effort of the department to meet students' societal needs and interests and to broaden career opportunities for majors and minors. According to many students of law, legal professionals, deans of law schools and corporate executives, English is an excellent major for prospective attorneys and businessmen because of its emphasis on communication skills, critical thinking and cultural diversity.

A student may major in English by successfully completing 45 hours beyond the college core curriculum in English. The required courses for the major are ENG 241; 265; 271-272; 273; 341; 351; 363-364; 375 or 376; 377; 380; two of the following — 457, 480, 483, 485, or 489; and 497.
A minor in English requires successful completion of 18 hours beyond the requirements in the college core curriculum in English. The required courses for the minor are ENG 241; 265; 375; 377; one of the following — 271, 272, 363, or 364; and one of the following — 380, 480, or 489.

To major in English with a concentration in African-American studies, a student must satisfy all requirements for a major in English and complete 16 hours of African-American Studies approved by the department, of which at least 6 hours must be in approved literature studies. The department also sponsors the forensics program, which provides curricular and extracurricular learning, including the Morehouse Debate Team, and experiences in forensics involving tournament competition in debate, public speaking and oral interpretation of literature.

HONORS IN ENGLISH

A graduating senior who is an English major and has attained a cumulative, minimum average of 3.0 and a minimum of 3.25 in the major — retained during the year of graduation — may qualify for departmental honors in English by satisfying the following requirements:

1. Submitting a letter of application expressing the desire to qualify for honors;
2. Submitting an extended paper that meets the standards specified by the department in its annual announcement;
3. Requesting that three members of the department who have taught him in major courses each submit a letter of recommendation directly to the Departmental Honors Committee; and
4. Meeting the stated deadline for all documents.

STUDY ABROAD

English majors and minors are encouraged to apply for grants and fellowships to study in other countries during summer semesters or year-long terms. Credit for such work is assessed and awarded toward graduation as applicable.

COURSE SEQUENCE FOR MAJORS IN ENGLISH

Freshman Year

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
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<tbody>
<tr>
<td>ENG 101 (or 103)</td>
<td>3 hours</td>
</tr>
<tr>
<td>MTH 100</td>
<td>3</td>
</tr>
<tr>
<td>MFL 201</td>
<td>3</td>
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<tr>
<td>HIS 111</td>
<td>3</td>
</tr>
<tr>
<td>BIO 101</td>
<td>3</td>
</tr>
<tr>
<td>KSP</td>
<td>1</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>16 hours</strong></td>
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</table>

Sophomore Year

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
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</thead>
<tbody>
<tr>
<td>ENG 241</td>
<td>3</td>
</tr>
<tr>
<td>ENG 250</td>
<td>3</td>
</tr>
<tr>
<td>ENG 271</td>
<td>3</td>
</tr>
<tr>
<td>ART/MUS</td>
<td>3</td>
</tr>
<tr>
<td>SOC SCI</td>
<td>3</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>15 hours</strong></td>
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</tbody>
</table>
Junior Year

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
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</thead>
<tbody>
<tr>
<td>ENG 341</td>
<td>ENG 364</td>
</tr>
<tr>
<td>ENG 351</td>
<td>ENG 376/Elective</td>
</tr>
<tr>
<td>ENG 363</td>
<td>ENG 377</td>
</tr>
<tr>
<td>ENG 375*/Elective***</td>
<td>ENG 380</td>
</tr>
<tr>
<td>SOC SCI</td>
<td>PHI</td>
</tr>
<tr>
<td>TOTAL 15 hours</td>
<td>TOTAL 15 hours</td>
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</tbody>
</table>

Senior Year

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 480/483**</td>
<td>ENG 457/485/489**</td>
</tr>
<tr>
<td>Electives 12</td>
<td>Electives 9</td>
</tr>
<tr>
<td>TOTAL 15 hours</td>
<td>TOTAL 15 hours</td>
</tr>
</tbody>
</table>

* Students are currently required to take either Chaucer (375) or Milton (376).

** Students are currently required to take any two of these five courses (in addition to ENG. 380) to accumulate nine hours in literature of the African Diaspora.

*** Electives may be chosen from any discipline according to the student’s career and personal needs or his interests.

All students must satisfy the core curriculum requirement in English composition by one of the following methods, depending upon placement scores at the time of admission to the College: a two-semester sequence, ENG 101-102, or a one-semester course, ENG 103. Each student must earn a grade of C or above to pass any course in freshman composition, and all majors must earn a grade of C or above to pass required courses in the major. In addition, each student must earn 24 Crown Forum units (a core curriculum requirement).

**ENGLISH (ENG)**

**101-102. Composition** 3 hours each

A two-semester, freshman-level sequence in which enrollment is based on strong placement scores upon admission to the College so that writing and analytical skills are enhanced through extensive work in expository, argumentative, and documented essays. Activities allow exploration of a variety of perspectives in different disciplines and cultures, with an emphasis on works by African-American authors. A grade of C or above is required in each course for successful completion of this sequence, which satisfies the Core requirement in Composition. English 101 is prerequisite for 102, and English 102 is prerequisite for English 250.

**103. Composition** 3 hours

A one-semester, freshman-level course designed for students with highest placement scores upon admission to the College; it offers enhancement of writing and critical-thinking skills through intensive writing and analysis of exposition, argumentation, and research. Activities are chosen for analysis and written expression of ideas and issues in a variety of disciplines, perspectives, and cultures, with emphasis on models by African-American authors. Enrollment in this course is granted through entering placement only. A grade of C or above is required for successful completion. The course satisfies the core requirement in Composition.
103. Honors Composition (See “Honors Program”) 3 hours

200. Writing Skills Laboratory
A freshman-level supplementary course for students whose placement scores upon admission indicate a need for review of usage and strengthening of writing skills. Students in indicated sections of Composition 101 are required to spend an additional hour each week in intensive computer-and tutor-assisted instruction and must successfully complete each component before advancement to English 102.

241. Literary Form 3 hours
A one-semester, sophomore-level course, required as an initial course for students who major or minor in English, which teaches them techniques of critical analysis of literature through intensive study of literary genres and study of trends in and approaches to literature. This is a prerequisite for all 300 level courses. Prerequisite: ENG 101 and ENG 102 or ENG 103.

250. World Literature 3 hours
A sophomore-level, one-semester course which introduces students to works from oral traditions and writings, including Biblical literature, poetry, drama, fiction, and essays. Works are selected to expose students to cultural contests of Africa, Asia, Europe, and North and South America, and students are required to develop a literary vocabulary as well as experience with different approaches to literature to assist in their analytical and critical oral and written responses. This course is a Core requirement for all students and is offered each semester. Prerequisites: ENG 101-102 or 103.

250. Honors World Literature (See “Honors Program”) 3 hours

265. Advanced Composition 3 hours
A sophomore-level requirement for students who major or minor in English. The course offers enhancement of skills in expository, critical, and specialized writing. Prerequisites: ENG 101 and ENG 102 or ENG 103.

271-272. Survey of English Literature I and II 3 hours each
Study of British literature, from Anglo-Saxon to modern – including postcolonial – with emphasis on tradition, genres, and conventions along with attention to the intellectual and social climate of works through close study of selected texts. This is a sophomore-level requirement for majors.

273. History of the English Language 3 hours
Study of the development of English language from its beginning to modern American English with emphasis on changes in sound systems, grammar, and vocabulary. Required of majors at the sophomore level, the course is offered each semester.

310. Internship 2-3 hours
Supervised activity for students in close relationship between the department and an on-site monitor in a nonprofit organization, corporation, or program outside the department which offers students hands-on enhancement of analytical, critical, and communication skills. This course carries a pass or fail grade. Approval of the chair of the department is required in advance.

341. Introduction to Literary Theory 3 hours
Introduction to formal literary criticism and theory through analysis of historical and current trends, approaches, and schools; activities include readings of fiction and drama and demonstration essays. Required of majors at the junior level; ENG 241 is prerequisite. (Offered in fall semesters)

350. Principles of Speech Communication 3 hours
Overview of the discipline of speech communication with special emphasis on individual development of effective oral skills in a variety of speaking situations.
351. Professional Communication 3 hours
Practicum to prepare students in all disciplines to communicate orally for professional survival and success in all settings. Required of English majors.

352. Communicating in Small Groups and Teams 3 hours
Designed to provide students the understanding and skills need to communicate in any group, whether a social, religious, or high-level corporate, or diplomatic one.

353. Public Speaking 3 hours
Familiarizes student with rhetorical skills necessary for effective modern communication and techniques of speech writing and oral presentation. Skills and techniques demonstrated through delivery of speeches for special occasions.

354. Intercultural Communication 3 hours
Study of the basic sociocultural elements which affect communication, the obstacles which interfere with intercultural communication, and the skills needed to overcome these obstacles.

355. Argumentation and Debate 3 hours
Study of argumentation theory, including logic, case construction, refutation, speaker credibility, and ethics. Students apply principles of argumentation in debates on public policies and legal issues. Complements the pre-law program.

357. Semantics: Propaganda and Persuasion 3 hours
Techniques of semantics, the study of meaning. Rhetorical power. The uses and misuses of language and logic. Intonational devices. Analysis of nonfiction, tapes, advertising, editorials, law briefs, political speeches, cartoons, body language. Prerequisite: C or above in 101-102. Best suited for juniors, seniors, and pre-law students.

363-364. Survey of American Literature I and II 3 hours each
Study of major works and literary movements from the colonial period to the late twentieth-century. Required of majors at the junior level.

375. Chaucer 3 hours
Study of Chaucer's major poetry through generally critical approach and some attention given to the grammar and pronunciation of Middle English. Usually offered in fall semesters. Required of majors at the junior year as alternate to ENG 376.

376. Milton 3 hours
Study of Paradise Lost, Paradise Regained, and Samson Agonistes, a selection of the minor poems, and Areopagitica. Usually offered in spring semesters. Required of majors at junior year as alternate to ENG 375.

377. Shakespeare 3 hours
Study of themes, imagery, and conventions in several plays and sonnets. Some focus on historical and literary background as well as trends in Shakespearean criticism and theatrical productions. Required of majors in the junior year.

380. Survey of African-American Literature I 3 hours
Study of African-American literature from its beginning through 1915 with emphasis on cultural, historical, political, and social influences. Required of majors at the junior level and offered each semester.

387. Special Topics in Literary Studies 3 hours
An exploration in detail of a topic that reflects present issues and trends in literary or rhetorical studies. Topics may focus on genres, current literary theory, literary movements, single authors, contemporary themes, or special areas of literary study such as comparative studies, Native American literature, and postcolonial literature. A junior-level elective which may be taken again, with new focus, at the senior level.
391. Creative Writing: Poetry 3 hours
Writing workshop that introduces the student to the elements and techniques of composition in verse. Develops his skills through exercises, assignments and class response.

392. Creative Writing: Fiction and Drama 3 hours
Writing workshop that introduces the student to the elements and techniques of short fiction and drama. Develops his skills through close review of literary fiction and drama and through composition of his original works of fiction and drama in a workshop setting.

393. Business and Professional Writing 3 hours
Business and Professional Writing is a one-semester course that teaches writing that is typically used in correspondence in business and in a variety of professions. Since professionals write for practical reasons, the class focuses on writing letters, memoranda, personal statements, reports for communication problem solving, and on proposals and publications to increase business and to create awareness. The course also includes the effective use of electronic communication. In addition, the course provides instruction in adhering to formal requirements (such as formatting) particular to business and the professions, and the effective use of rhetorical devices to achieve clarity, conciseness, accuracy, thoroughness, persuasiveness, and professionalism. Prerequisite: ENG 102 or ENG 103

410. (A sequel to English 310; cannot be taken concurrently.) 3 hours

457. The Caribbean Novel 3 hours
Critical reading and discussion of selected Caribbean novels. Exploration of the relationship between the Caribbean novel and Caribbean society to enhance understanding and appreciation of similarities and differences between Caribbean and African-American cultures. A senior-level course offered in alternate semesters.

461. West African Fiction and Film 3 hours
A critical examination of postcolonial African fiction and cinema, ENG 461 is designed to provide students with an in-depth background on literature in West Africa, with a focus on both Anglophone and Francophone (in translation) classic novels of the genre, as well as a comparative background of critical Africana and feminist/womanist perspectives on African fiction, history, and culture. Films and film theory provide a vehicle for visual studies and comparative contexts.

480. Survey of African-American Literature II 3 hours
Critical examination of African-American literary works from 1915 to the present with emphasis on periods, genres, sociopolitical influences, and critical responses. A senior-level course which is offered alternate semesters.

483. Harlem Renaissance 3 hours
Critical examination – through contextual reading, students’ analytical writing and discussion – of the meaning and legacy of this vibrant cultural and literary period in African-American arts and letters. A senior-level course which is offered in alternate semesters.

485. Contemporary African-American Novel 3 hours
Critical exploration of African-American novels written since 1960 with emphasis on aesthetic, cultural, moral, psychological and social ideas and issues embedded in or provoked by the works. A senior-level course which is offered in alternate semesters.

487. Special Topics 3 hours
A senior-level version of ENG 387.

489. Major Authors of African-American Literature 3 hours
In-depth study of African-American literary works written since 1940 with emphasis on style and structure and on analysis within the contexts of African-American literary history, culture, literary criticism,
and theory; focus on selected writers. A senior-level course which is offered in alternate semesters.

497. Senior Seminar 3 hours
Capstone course required of senior majors with work tailored to meet the needs of each student in preparation for varied post-undergraduate work; designed to enhance skills, for in-depth analysis of areas beyond the scope of the other requirements in the major as a topic-focused exploration, or to allow pursuit of a compelling personal project approved by the instructor. Open only to students classified as seniors. This should be among the last courses taken in the major.

499. Independent Study 2-3 hours
Special, carefully supervised reading and research for selected senior majors. Assigned by department chair only.

JOURNALISM AND SPORTS PROGRAM MINOR CURRICULUM

The Journalism and Sports Program offers a minor (18 credit hours) that every Morehouse student can take. The minor is designed to provide a foundation in print journalism, and all students can choose journalism courses as electives. Even if a student does not want to be a journalist, through our courses:

- His writing will become clearer, more concise, and better organized.
- His critical thinking, grammar, and punctuation skills will improve.
- He will be introduced to multimedia platforms and technology.

This is a general journalism program, meaning that students with a wide variety of interests – politics, entertainment, health issues, race and gender, the law – will be able to explore them through story assignments and class discussions. Also, as its founders Spike Lee ’79 and Ralph Wiley desired, this program emphasizes the development of African-American students who seek careers in sports media, sports management or the business side of athletics. Coursework, guest speakers and career panels help carry out that mission.

The program is supplemented by journalism skills workshops, mentoring, internship opportunities, and advice about graduate schools.

Required courses (12 credit hours)

Step 1: Enroll in ENGLISH 258 Basic News Writing, the introductory course.

- ENGLISH 258 Basic News Writing – Students are introduced to newswriting style and learn what is newsworthy, how to conduct interviews, and how to utilize the Associated Press Stylebook. Students write news, sports, crime, and feature stories – often under deadline pressure. *(Prerequisite is passing English 101, 102 and/or 103, or instructor’s permission).*

Step 2: Upon completing the introductory course with a C or better, enroll in any of the three other required courses or Advanced News Writing. If a student signs up for the minor, he should take all required courses before graduating.

- ENGLISH 378 Sports Reporting – Students specialize in the craft of sports writing, analyze and critique the coverage of hot topics in sports, report on live high school and college sports events, read and discuss black sports pioneers and history books, and interview special guests. *(Prerequisite is passing Basic News Writing with a C or better, or instructor’s permission.)*
• ENGLISH 388 New Media Technology – Students examine ways in which technology is changing journalism and learn how to use various forms of content delivery, including photography, video, audio and text through podcasting, blogging and the use of social networking applications. (*Prerequisite is passing Basic News Writing with a C or better, or instructor’s permission.*)

• KINESIOLOGY 100 History and Principles of Health and Physical Education – provides an overview of the history of sports from the ancient world to the modern period.

Electives (total of 6 credit hours)
The remaining 6 credit hours can consist of:

a. A journalism or sports-related internship and any journalism elective, or . . .

b. ENGLISH 368 Advanced News Writing: Crafting the Complex Article and any other journalism elective.

Descriptions of Journalism Electives from various departments follow:

• ENGLISH 310 or 410 Internship – a journalism or sports-related internship.

• ENGLISH 368 Advanced News Writing: Crafting the Complex Article – Expands upon basic reporting skills by requiring students to write more in-depth articles in various story forms. Students utilize databases and other research methods, building toward writing a lengthy profile. (*Prerequisite is passing Basic News Writing with a C or better, or instructor’s permission. Highly recommended before taking New Media Technology.*)

• Economics 202 Principles of Microeconomics – Sports generates financial outcomes tied to the productivity of teams and individuals. The analytics of economic science question what determines individual compensation, what productivity signifies in sports related to performance, and how race and gender help determine pay and performance.

• History 222 African American History since 1865 – explores the role of journalists in the Civil Rights Movement and the black search for identity, the rise of black major sports figures, and the contribution of journalists and pro athletes to the rise of the black middle and upper classes.

• Kinesiology 162 Organization and Administration of Health, Physical Education, Recreation, and Athletics – exposes students to sports management administrative duties in various occupations.

• Philosophy 302 Introduction to Philosophical Ethics – improves students’ critical thinking about important moral issues that often are covered in news stories or challenge reporters’ personal ethics.

• Political Science 477 African Politics – students use African media sources to write a paper about emergent nations in Africa.

• Political Science 490 Conflict and Conflict Resolution – whether it be physical or intellectual, conflict frequently is at the core of news articles. Also, students are required to evaluate media and think tank sources.

• Psychology 303 Social Psychology – emphasizes how to understand behavior as people interact in a social environment, a common theme within sports articles.

• Sociology 156 Men in Society – focuses on the meaning and consequences of being a male, especially a black male. Examines athletics as an area of black male dominance in prominent American sports.
ENVIRONMENTAL STUDIES

The relationship between people and their environment has been central to the human condition since the beginning of our existence. The rapid changes in technology, population growth and the globalization of political and economic systems demand that we take a global view of this relationship. Environmental problems are often local but have implications that are regional, national and international. We can no longer effectively address environmental issues from the perspective of one academic discipline, nor can future leaders hope to solve environmental problems without a broad multifaceted approach. The environmental studies minor incorporates existing courses in the social sciences, humanities and natural sciences that will prepare students for graduate studies, careers, and leadership.

The purpose of the environmental studies minor is to provide students with an understanding of the multidimensional nature of environmental problems. This academic minor will present students, who may major in any academic subject, with the opportunity to gain knowledge of and sensitivity to the scientific, social, political, economic and cultural aspects of the human-environment interaction. We will pay attention to the human—environment interactions that particularly impact African-American communities. The scale of human-environment interactions ranges from the local community to the national and international scale. For this reason, the environmental studies minor includes community service activities involving students and faculty and significant international issues. The ultimate purpose of this curriculum is to foster understanding of the causes of current environmental problems (including our personal roles in causing these problems) and to empower students to change their own behavior and take leadership roles in addressing environmental issues.

REQUIREMENTS FOR THE ENVIRONMENTAL STUDIES MINOR

An environmental studies minor consists of 15 semester hours. Every student in the environmental studies minor will be required to take Environmental Biology (BIO 497-3 credits), typically in the senior year. The remaining 12 credit hours will be elective courses and at least 6 credit hours must be 300- or 400-level courses. The environmental studies minor is intended to foster interdisciplinary study, so no more than 6 credits of elective coursework may be taken in any one academic division (science and mathematics; business administration and economics; and humanities and social science). Elective credit for off-campus programs in environmental studies at biological field stations or study abroad programs may be arranged with permission of the program coordinator.

SUGGESTED COURSE SEQUENCE

Generally, the required course, Environmental Biology (BIO 497), will be taken in the senior year and elective courses approved for the environmental studies minor will be taken where they fit into the individual student’s schedule. Students should note that three of the environmental studies elective courses (listed below) also satisfy core curriculum requirements (indicated by the notation CCR). Each student will develop an individualized course sequence for the environmental studies minor in consultation with the program director.

ENVIRONMENTAL STUDIES ELECTIVES

Science and Mathematics Division

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<thead>
<tr>
<th>Science and Mathematics Division</th>
<th>Requirement</th>
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<tbody>
<tr>
<td><strong>Biology</strong></td>
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<tr>
<td>BIO 320</td>
<td>Ecology (3 credit hours)</td>
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<tr>
<td>BIO 320L</td>
<td>Ecology Laboratory (1 credit hour)</td>
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<tr>
<td><strong>Chemistry</strong></td>
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<tr>
<td>CHE 435</td>
<td>Introduction to Space Science (4 credit hours)</td>
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<tr>
<td>CHE 437</td>
<td>Instrumental Methods in Atmospheric Chemistry (4 credit hours)</td>
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</table>
Environmental Science (at Spelman College)
SES 384 Industrial Ecology (3 credit hours)
SES 451 (SCHE 451) Environmental Chemistry (3 credit hours)

Physics (at Clark Atlanta University)
CPHY 104 Introduction to Earth System Science (3 hours)
CPHY 104L Introduction to Earth System Science Laboratory (1 hour)
CPHY 105 Orientation to Earth System Science (1 hour)
CPHY 353 Weather Analysis and Prediction (3 hours)
CPHY 353L Weather Analysis and Prediction Laboratory (1 hour)
CPHY 370 Earth System Modeling (3 hours)
CPHY 370L Earth System Modeling Laboratory (1 credit hour)
CPHY 460 Atmospheric Chemistry (3 credit hours)
CPHY 460L Atmospheric Chemistry Laboratory (1 credit hour)
CPHY 620 Introduction to Atmospheric Science (3 credit hours)

Business Administration and Economics Division
Economics
ECO 404 Urban Economics (3 credit hours)

Humanities & Social Science Division
Political Science
PSC 488 International Political Economy (3 credit hours)

Public Administration (at Clark Atlanta University)
CPAD 507 Formulation of Public Policy (3 credit hours)

Sociology
SOC 305 Urban and Community Sociology (3 credit hours)
SOC 356 Demography, Ecology, and the Environment (3 credit hours)

Sociology (at Clark Atlanta University)
CSOC 521 Population and Society (3 credit hours)
CSOC 581 Environment and Society (3 credit hours)

Urban Studies Program
UST 261 Introduction to Urban Studies I (CCR) (3 credit hours)
UST 262 Introduction to Urban Studies II (CCR) (3 credit hours)
UST 420 Transportation Planning and Policy (3 credit hours)

Philosophy
PHI 302 Introduction to Philosophical Ethics (CCR) (3 credit hours)
OFF-CAMPUS AND INTERNATIONAL PROGRAMS

Completion of a full academic semester program—such as the Marine Biological Laboratory at Woods Hole; Ecosystems Center’s Semester in Environmental Science; the Organization for Tropical Studies, Semester Abroad; the Sea Education Association, SEA Semester; or the School for International Training (SIT) environmental programs—will be equivalent to the completion of the 12 elective hours in the environmental studies minor. Course credits from these full semester programs may also fulfill course requirements in the core curriculum or your academic major.

Completion of the six-week summer field study program will be equivalent to the completion of 6 elective hours in the environmental studies minor at the 300-400 level.

Completion of the four-week summer field study program will be equivalent to the completion of 3 elective hours in the environmental studies minor at the 300-400 level.

The environmental studies program director will assist you in identifying and applying for off-campus and international programs. Financial aid is available for many of these programs, and on-campus financial aid may apply to off-campus programs.

COMMUNITY SERVICE IN THE ENVIRONMENTAL STUDIES MINOR

An important component of the ES minor, we propose, is community outreach and community service. Students in this program will be encouraged to participate in community service projects, and they will be required to participate in a community service project as part of the environmental biology course, BIO 497. Community service projects will be developed to address both campus environmental issues (recycling, energy management, transportation) and neighborhood environmental problems.

KINESIOLOGY, SPORTS STUDIES, & PHYSICAL EDUCATION

The mission of the Department of Kinesiology, Sports Studies, and Physical Education is to broaden the understanding of human movement as it pertains to physical activity, exercise, and sport-skill performance. The department achieves its mission through student-centered instruction, scholarship, and professional service. It is through the study of volitional human movement that our students will come to better understand the working components of the human body and its functions. The department’s focus is to prepare students to be competitive in their professional endeavors beyond Morehouse College.

Kinesiology, sports studies, and physical education as a discipline works to promote lifelong learning and participation in human movement that will enhance the quality of life for all. The department’s goal is to provide students with a solid understanding of health and human performance that will help them become competent and productive leaders in a variety of professional roles within fitness, exercise and sports.

Students who major in kinesiology, sports studies, and physical education will have several career paths to pursue. The students’ career paths may include graduate and professional schools (i.e., for sports medicine, physical therapy, and occupational therapy), teaching, the health and fitness industry, recreation and leisure facilities, coaching, research, exercise and fitness consulting, fitness directing, aquatics directing, etc. To accomplish these goals, students are expected to have attained the following learning outcomes at the time of graduation:

• The ability to make reasoned value judgments;
• The ability to analyze and synthesize facts;
• The ability to engage in independent scholarly endeavors;
• The ability to understand and coordinate knowledge from other disciplines;
• The ability to articulate a philosophy that physical activity programs are important to the health and well being of individuals, and that physical activity can foster self-expression, development, and learning;
Morehouse College/102
2011-2013

- A scholarly, informed understanding of the cultural heritage of African–Americans;
- A knowledge and appreciation of cultures other than one's own;
- A demonstrated capacity and ability to speak as well as write cogently, effectively and correctly; and
- A commitment to community service.

THE HEALTH AND PHYSICAL EDUCATION FITNESS ACTIVITY
SERVICE PROGRAM GENERAL EDUCATION COURSES

The Fitness Activity Service Program’s general education courses focus on three learning outcomes: knowledge of various physical activities, skill development related to those physical activities, and improvement in attitudes about physical activity in order that it might become a lifetime endeavor.

All freshmen or first-year students must successfully complete two (one-hour) service courses during their first year. The following areas constitute the general life skills activity courses: aquatics, badminton, basketball, scuba diving, tennis, and weight training.

- HPED 151 Aquatics and Fitness
- HPED 152 Badminton and Fitness
- HPED 153 Basketball and Fitness
- HPED 154 Tennis and Fitness
- HPED 155 Fitness for the Nontraditional Student*
- HPED 156 Individualized Fitness Program for the Nontraditional Student*
- HPED 157 Weight Training and Fitness
- HPED 160 Scuba Diving

(All physical education courses worth 1 credit hour are graded on a pass/fail basis).

*Prior to enrolling in these courses, each student must 1) receive approval from the Wellness Center and the department chair and 2) provide a physician’s statement explaining the medical problem or disability, its resulting limitations, and a suggested plan to follow based on the student’s particular condition.

Physical Education Exemption

With submission of DD214, veterans of the armed services may have the requirements for physical education waived.

THE MAJOR IN KINESIOLOGY, SPORTS STUDIES AND HEALTH AND PHYSICAL EDUCATION - REQUIRED COURSES

Majors in kinesiology, sports studies, and physical education are required to complete 42 prescribed academic hours within the department, eight hours of prescribed skills techniques courses, and the required comprehensive departmental examination. Additionally, nine hours of electives from cognate areas are required.

Eight (8) Hours of Prescribed Skills and Techniques Courses

- KSP 283 Skills and Techniques of Swimming I (Intermediate)
- KSP 284 Skills and Techniques of Swimming II (Advanced)
- KSP 381 Skills and Techniques of Individual/Dual Sports
- KSP 382 Skills and Techniques of Team Sports

Forty-two (42) Hours of Theory Courses

- KSP 100 History and Principles of Health & Physical Education
- KSP 162 Organization and Administration of Health, Physical Education, Recreation, and Athletics
- KSP 253 Programs in Health Education
KSP 258  Preventive and Therapeutic Aspects of Sports Injuries  
KSP 321  Human Anatomy  
KSP 357  Kinesiology  
KSP 365  Human Physiology  
KSP 372  Physiology of Exercise/Activity  
KSP 453  Methods and Materials for Coaching Selected Individual Sports  
KSP 454  Methods and Materials for Coaching Selected Team Sports  
KSP 455  Test and Measurements in Health and Physical Education  
KSP 456  Adapted Physical Education  
KSP 458  Directed Reading and Research in Health and Physical Education  
KSP 462  Mechanical Analysis of Motion  

Nine (9) hours of electives from cognate areas

Kinesiology, Sports Studies, and Physical Education majors will supplement their concentrations with nine (9) hours of cognate electives. These cognate classes are KSP 252, Community Recreation (3 hours); KSP 461, Methods of Teaching Health and Physical Education in Pre-School and Elementary (3 hours); and KSP 463, Methods of Teaching Health and Physical Education in Secondary School (3 hours; Prerequisite: KSP 461).

DEPARTMENTAL REQUIREMENTS

1. All majors must participate satisfactorily in the Kinesiology, Sports Studies, and Physical Education Majors Club (James P. Haines Society). Membership is not optional; participation in the Majors Club is linked to major course requirements; and all majors will hold memberships in professional organizations (regional or national).

2. All majors are required to satisfy the College’s speech requirement by enrolling in either English 350 or 351.

3. All upperclassmen interested in majoring in Kinesiology, Sports Studies, and Physical Education must have minimum cumulative Grade-Point Average of 2.0.

4. Senior majors may qualify for departmental honors by possessing a minimum academic index in the major discipline of 3.0, without a grade of “C-“ or below.

5. Senior majors may qualify for departmental honors by satisfactorily passing the comprehensive departmental exit examination.

6. Senior majors may qualify for departmental honors by successfully participating or completing the following activities: an experimental research project; an authorized independent study project or internship within a public school system or a sport-related organization.

COMPUTER LITERACY AND QUANTITATIVE ANALYSIS

The students are introduced to the computer as a tool for bibliographic searches, report writings. The students will be able to:

- Understand and utilize basic software appropriate in developing a research proposal;
- Access data from appropriate databanks;
- Present data in charts, tables, and graphs; and
- Interpret elementary statistics and data presented in charts, tables and graphs.
### COURSE SEQUENCE FOR MAJORS IN HEALTH AND PHYSICAL EDUCATION

#### Freshman Year

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<tr>
<th>FALL SEMESTER</th>
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<td>ART 110</td>
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**TOTAL** 16 hours

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**TOTAL** 17 hours

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#### Junior Year

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<tr>
<td>ENG 350</td>
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#### Senior Year

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<tr>
<th>FALL SEMESTER</th>
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<tr>
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<td>KSP 453</td>
<td>KSP 463</td>
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<tr>
<td>KSP 461</td>
<td>REL 201</td>
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**TOTAL** 15 hours

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### PHYSICAL EDUCATION (HPED)

#### SPORT AND FITNESS SERVICE PROGRAM

*(All physical education courses worth one [1] credit hour are graded on a pass/fail basis.)*

**151. Aquatics**  
1 hour

Designed to teach basic swimming skills, elementary survival techniques, lifesaving methods, fitness and carry-over values. Improvement is a vital concern and ARC (American Red Cross) certification, where appropriate, will be issued.
152. Badminton and Fitness
Designed to teach badminton history; rules; scoring; court courtesies; selection, care and use of the equipment; strategies for single and doubles play; safety measures of the game; and sport fitness benefits.

153. Basketball and Fitness
Designed to increase the student's knowledge and appreciation of the sport of basketball as well as its sport fitness benefits. Focuses on the historical background, rules and strategy. Basic skills, techniques and strategies taught and practiced through participation.

154. Tennis and Fitness
Designed to expose beginners in tennis to the fundamentals of the game. Concentrates on the basic stroke techniques of tennis and their application; tennis history, rules, scoring, and court courtesies; selection, care and use of the equipment; strategies for singles and doubles play; safety measures of the game; game's fitness benefits.

155. Fitness for the Nontraditional Student
Designed to expose nontraditional students to fitness for contemporary living and sport adaptations as lifelong activities for the African-American male.

156. Individualized Fitness Program for the Nontraditional Student
Designed to implement the individual plan designed for the nontraditional student and a selected individual/dual sport activity as a lifelong activity for the African-American male.

157. Weight Training
This pass-fail course is designed to involve students in a comprehensive fitness program that will use weight training as a vehicle to address such areas as fitness development, exercises and weight management, stress reduction through management, enhancement of flexibility and proper diet and nutrition.

160. Scuba Diving
This pass-fail course is designed to train participants in basic underwater physics and physiology as it relates to their health and safety in the water.

*Prior to enrolling in these courses, each student must do the following 1) receive approval from the Wellness Center and the department chair and 2) provide a physician’s statement explaining the medical problem or disability, its resulting limitations, and a suggested plan to follow based on the student's particular condition. Students may be nontraditional due to age, disabilities, medical problems, etc.

COURSE DESCRIPTIONS FOR REQUIRED COURSES

100. History and Principles of Health and Physical Education
Special references are made to historical and philosophical phases of physical education.

Designed to present and discuss administrative procedures of health, physical education and athletics on a problem basis.

253. Programs in Health Education
Designed to study school health programs including personal, community health programs, health instruction, health services and healthful living.

258. Preventive and Therapeutic Aspects of Sports Injuries
Designed to prepare health and physical education majors to cope intelligently with the inevitable sports injury. Within the limitations of nonmedical boundaries, emphasis will be placed on physical agents (light, heat, water, electricity, joint fixations, and other physical applications) in the restoration of the temporarily handicapped athlete. First aid procedures, safety and vital information gained from cursory physical inspection and/or diagnosis will be utilized.
283. **Skills and Techniques of Swimming I (Intermediate)** 2 hours
This course will teach students the basic swimming strokes, such as the crawl stroke, breaststroke, elementary backstroke and side stroke. Students will learn the fundamental skills of water entry techniques. Students will receive basic first aid skills and CPR (adult, child and infant phases).

284. **Skills and Techniques of Swimming II (Advanced)** 2 hours
This course will review basic swimming strokes and introduce both the back crawl and butterfly swim strokes. Students will be responsible for a teaching assignment that will strengthen the student’s understanding of how to teach swimming skills to others. The students will also learn lifeguard training techniques that will lead to American Red Cross certification. Upon completion of this course, students will be able to lifeguard and perform basic first aid skills. **Prerequisite: KSP 283.**

321. **Human Anatomy** 3 hours
Designed to introduce the fundamentals of the skeletal structure of the human body, which will enable students to obtain an understanding of the anatomical and mechanical fundamentals of the body. Opportunities will be provided for students to apply anatomical and mechanical analysis to their learning process. Required of all majors in physical education.

357. **Kinesiology** 3 hours
Designed to introduce the fundamentals of kinesiology, which will enable students to obtain an understanding of the anatomical and mechanical fundamentals of human motion.

365. **Human Physiology** 3 hours
Designed to present the fundamental mechanisms of human physical functioning. Introductory course which presupposes a limited background in the biological sciences.

372. **Physiology of Exercise/Activity** 3 hours
Designed to examine the effects of physical education activities on organisms and in applied physiology and environmental health. **Prerequisite: KSP 365.**

381. **Skills and Techniques--Individual/Dual Sports** 2 hours
Designed to improve techniques and developmental analysis of skills of selected individual/dual sports (archery, badminton, fencing, golf, gymnastics, tumbling, handball, tennis, track and field, handball, wrestling, self-defense and martial arts). Concentrates on the areas of knowledge or rules, terminology, equipment, safety techniques and learning procedures. Focus is directed towards mastering course designing, structure, organization and presentation of activity identified by the instructor.

382. **Skills and Techniques --Team Sports** 2 hours
Designed to improve techniques and developmental analysis of skills of selected team sports (basketball, soccer, softball, team handball, touch and flag football, and volleyball). Concentrates on the areas of knowledge or rules, terminology, equipment, safety techniques and learning procedures. Focus is directed toward mastering course designing, structure, organization and presentation of activity identified by the instructor. **Prerequisite: KSP 381.**

453. **Methods and Materials of Coaching Selected Individual Sports** 3 hours
Designed to improve techniques and developmental analysis of coaching selected individual sports. Focuses on effective behavioral coaching, terminology, and preparations needed to become an effective coach and teacher. Emphasis will be placed on mastering knowledge concerning the coaching profession and coaching philosophies. Required of all majors in physical education. **Permission of the Department Chair or senior status**
454. Methods and Materials of Coaching Selected Team Sports 3 hours
Designed to improve techniques and developmental analysis of coaching selected team sports. Focuses on effective behavioral coaching, terminology, and preparations needed to become an effective coach and teacher. Emphasis will be placed on mastering knowledge concerning the coaching profession and coaching philosophies. Required of all majors in physical education. Prerequisite: KSP 453.

455. Tests and Measurements in Health and Physical Education 3 hours
Designed to deal with the systematic and practical procedures for test making in health and physical education. Essential procedures for evaluating tests and their results will be covered. Permission of the Department Chair or senior status.

456. Adapted Physical Education Programs 3 hours
Designed to consider various forms of physical activities and ways they may be modified to meet the needs of individuals who, because of physical disabilities, are unable to participate in regular class activities or need additional guidance beyond regular physical education activities. Permission of the Department Chair or senior status.

458. Directed Reading and Research in HPED 3 hours
Designed for students to survey and critique issues pertaining to health and physical education. Focuses on techniques appropriate to experimental, descriptive, historical and other methods of research. Efforts will be made to discover and/or revise facts, theories and applications pertinent to problem solving and to apply computer skills in analyzing and reporting data. Permission of the Department Chair or senior status.

462. Mechanical Analysis of Motion 3 hours
Designed to analyze various motor activities, emphasizing the relationship of fundamental laws of physics as they pertain to motion, force, levers, moments of inertia, and hydrostatics. Provides students with scientific bases for teaching correct forms for theoretically perfect execution of fundamental movements in various physical education activities. An understanding of kinesiology, elements dynamics, algebra and trigonometry would facilitate students’ grasp of the course’s contents. Prerequisite: KSP 357.

COURSE DESCRIPTIONS FOR ELECTIVE COURSES

252. Community Recreation 3 hours
Designed to prepare the student to deal intelligently with the expanding concepts of recreation and its place in modern society.

461. Methods of Teaching Health and Phys. Ed. in Preschool and Elementary 3 hours
Designed to explore methods and materials for teaching fundamental movement skills to small or large groups of elementary and preschool children. Focuses on the areas of body awareness, spatial orientation, relationships, energy, object manipulation, sports, rhythms, dance, games.

463. Methods of Teaching Health and Phys. Ed. in Secondary Schools 3 hours
Designed to present methods and materials for teaching small and large groups stunts and various sports in the secondary schools. Designed to present methods, objectives, content material, and organizational procedures for teaching physical education in secondary schools. Prerequisite: KSP 461.
DEPARTMENTAL MISSION AND OBJECTIVES

The aims, goals and objectives of the Department of History are determined by the general mission and objectives of Morehouse College. Our primary purpose at Morehouse is to develop men who will aspire to be leaders in both the general society and the African-American community.

The College’s emphasis on character development is aided especially by courses such as Great Men and Women of America (HIS 461) and Modern American Social and Intellectual History (HIS 452), while the History of the United States (HIS 215-216), African-American History (HIS 221-222), History of the Ancient World (HIS 231) and Topics in World History (HIS 111-112) provide students a broad background upon which to build knowledge from other disciplines.

In addition to providing a program of instruction, counseling and extracurricular activities that will help students to better understand the world in which they live, how it works and the dynamics of social change, the department also prepares students for graduate study and law school and for careers in history and historical preservation, government, the ministry, business and teaching.

To accomplish these goals, the department expects students to have attained the following at the time of graduation:

1. The ability to make reasoned value judgments;
2. The ability to analyze and synthesize facts;
3. The ability to engage in independent scholarly endeavors;
4. The ability to understand and coordinate knowledge from other disciplines;
5. A scholarly, informed understanding of the cultural heritage of African-American people;
6. A knowledge and appreciation of cultures other than one’s own;
7. A demonstrated capacity and ability to speak as well as write cogently, effectively and correctly; and
8. A commitment to community service.

DEGREE REQUIREMENTS FOR THE MAJOR

To major in history, a student must successfully complete 60 semester hours, including HIS 111-112, HIS 215-216, HIS 221-222, one semester of HIS 231, one semester of HIS 232, HIS 257-258, HIS 261, HIS 373, HIS 461, and ENG 353.

The remaining 18 hours should be taken from among departmentally approved electives. Students may use these elective hours for a minor concentration.

SUGGESTED COURSE SEQUENCE FOR THE MAJOR

Freshman Year

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<thead>
<tr>
<th>FALL SEMESTER</th>
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<tbody>
<tr>
<td>ENG 101</td>
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<tr>
<td>16 hours</td>
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</table>
Sophomore Year

FALL SEMESTER
- HIS 215 3 hours
- HIS 221 3
- HIS 231 3
- Soc Sci 3
- ENG 250 3

TOTAL 15 hours

SPRING SEMESTER
- HIS 216 3 hours
- HIS 222 3
- HIS 232 3
- Soc Sci 3
- General Elective 3

TOTAL 15 hours

Junior Year

FALL SEMESTER
- HIS 257 3
- HIS 261 3
- HIS 373 3
- ENG 353 3
- PHI 201 3

TOTAL 15 hours

SPRING SEMESTER
- HIS 258 3
- Req. Selected Coll. 3
- ART 110 3
- MUS 111 3
- PHI 202 3

TOTAL 15 hours

Senior Year

FALL SEMESTER
- HIS 461 3
- HIS 487 3
- HIS 488 3
- Req. Selected Seminar 3
- General Elective 3

TOTAL 15 hours

SPRING SEMESTER
- HIS 467 3
- HIS 489 3
- Req. Selected Seminar 3
- General Elective 3
- General Elective 3

TOTAL 15 hours

Courses required for majors and several elective history courses meet irregularly or in alternate years. Students should plan their schedules carefully, recognizing that the schedule of course offerings may change.

Electives (for majors and other students)
- HIS 358 Islam in West Africa (Colloquium – 3 hours)
- HIS 361 History of the African-American Church (Colloquium – 3 hours)
- HIS 451 Early American Social and Intellectual History (Seminar – 3 hours)
- HIS 452 Modern American Social and Intellectual History (Seminar – 3 hours)
- HIS 467 History of the African Diaspora in America (Seminar - 3 hours)
- HIS 476 Recent United States History (Seminar – 3 hours)
- HIS 478 The South and the African American (Seminar – 3 hours)
- HIS 487 Readings in History (Independent Study – 3 hours)
- HIS 488 Readings in History (Independent Study – 3 hours)
- HIS 489 Readings in History (Independent Study – 3 hours)
- HIS 490 Special Projects (3 hours)

SPECIAL REQUIREMENTS

Freshman majors with outstanding performances in History (HIS) 111 may, upon the recommendation of their instructor and the approval of the department chair, take sophomore-level history courses during the second semester of their freshman year.
The department grants its majors credit for one semester each of United States History and History of Modern Europe for Advanced Placement (AP) and College Level (CLEP) examinations upon presentation of AP scores of three or above or similar level CLEP scores. Majors may also take a departmentally prepared and administered examination that may lead to three hours credit in United States History. Students must make a score of 75 or above on this examination.

History majors who are eligible for general honors may also try for departmental honors in history through the honors course in history; however, this course may not be taken by any student except upon approval of the departments. Departmental honors will be awarded to students who successfully complete the requirements of HIS 491-492 or 493-494, with a cumulative average of at least 3.2 or higher and a favorable recommendation from the instructor.

REQUIREMENTS FOR THE MINOR IN HISTORY

To minor in history, a student must successfully complete 18 semester hours, including HIS 255-256; six semester hours from among 211, 212, 213-214; and six semester hours from among 221, 222, 257-258, and 357.

HISTORY (HIS)

111-112. World History: Topical Approaches 6 hours
Study of selected topics in the history of civilizations, with an emphasis on the modern world. One-third attention given to the United States, including the African-American experience; one-third attention given to Europe; one-third attention given to Africa.

215. History of the United States to 1876 3 hours
Covers the period from colonial times to 1876. A thematic approach is used to examine such topics as the Columbus controversy; the social and economic evolution of the colonies; women in Colonial America; the Constitution; the issue of slavery; the seeds of tension, conflict and crisis in 16th-century American society; democracy and nationalism within the New Republic; the era of social and religious reform; women's rights; anti-slavery and pro-slavery arguments; the Civil War; Manifest Destiny; and Reconstruction and the nation.

216. History of the United States since 1876 3 hours
Covers the period from 1876 to the present. A thematic approach is used to examine such topics as the post-reconstruction era; industrialization; the age of robber barons; American imperialism; populism; progressivism; the First World War; the Harlem Renaissance; expressions of black nationalism; the stock market crash of the late 1920s; the Great Depression; the New Deal; the Second World War; the Cold War and American politics; the Korean War; the conservative 1950s and McCarthyism; the turbulent 1960s and the New Left; the civil rights movement; the new feminism; the veteran crisis; Nixon and Watergate; the presidencies of James E. Carter and Ronald Reagan; domestic and foreign policy in the 1980s; African Americans and the political right; George Bush and the defusion of the cold war; and economic prosperity and the Clinton administration.

221. History of African Americans 3 hours
Begins with the African background of African Americans and continues through the period of African and African-American bondage to the constitutional emancipation of bonds persons in 1865.

222. History of African Americans 3 hours
Covers the experiences of blacks in the United States from the end of the Civil War to the present.

231. History of the Ancient World 3 hours
Surveys ancient history from the emergence of humans to 500 C.E., followed by detailed study of two or three civilizations, including ancient China and ancient Greece. Students will read primary as well as secondary works. The course requires use of the computer and is writing intensive.
232. **History of Modern Europe** 3 hours
Surveys modern European history from the 17th century to the present. Topics include the French Revolution and Napoleon; industrialization; liberalism and nationalism in politics; rise of new states; socialism and communism; colonial policy; racism; balance of power; World War I; three-cornered struggle between World War I and World War II; intellectual trends between the wars; post-war Europe after World War II; conflict, cold war; and the balance of terror; recovery, democracy, and prosperity in Western Europe; end of the British and French empires; formation of the European Economic Community and its evolution into the European Union; fall of communism in East Europe. Students will read primary as well as secondary works. The course requires use of the computer and is writing intensive.

257-258. **History of Africa** 6 hours
Study of important themes in the historical development of Africa from the beginnings to the present. Represents an overview of the social, political and economic affairs of the continent. Major topics include the origin of humankind; the growth of empire and trade; slavery and the slave trade; the transition from the slave trade to “legitimate” commerce in agricultural and sylvan products and minerals; European imperialism and the partitioning of Africa; colonial rule and “dependency” relationships; the spread of Islam and Christianity; the role of women in contemporary Africa; the development of political parties after World War II and the attainment of independence by the European-dominated colonies; and the European Common Market and Africa.

261. **History of Latin America: The Colonial Period** 3 hours
Survey of Latin American/Caribbean history and culture with an emphasis on the influence of African peoples. Major topics include pre-Columbian cultures and differences among races, classes, castes, colonial affiliations, nationalities and ideologies.

262. **History of Latin America: The National Period** 3 hours
A survey of Latin American History from the Independence era to the present. Major topics include the colonial inheritances which influenced national development; political and economic trends of the nineteenth century; revolutionary trends in the twentieth century; and an analysis of inter-American relations.

321. **Urban History of the United States** 3 hours
Survey of recent developments in urban history. Prerequisites: HIS 215-216. Offered in alternate years.

361. **History of the African-American Church** 3 hours
Deals with social and political forces, issues and personalities in the African-American Church since the Civil War. Offered in alternate years.

373. **Revolution and Modernization (Mandatory Colloquium)** 3 hours
Examines revolutions that have influenced modernization, including those in Africa, Europe, Asia, the Americas and other parts of the world. Since the teaching of this course will be done on a rotational basis, the topics to be included will be selected by the responsible instructor. Students will read primary as well as secondary works. The course may require the use of the computer and is writing intensive.

451. **Early American Social and Intellectual History** 3 hours
Colonial period to mid-nineteenth century. Study of major problems in the development of American culture; puritanism and individualism; open society and the self-made man; revolution; the frontier; democracy and dissent; and the impact of slavery. Irregular offering.

452. **Modern American Social and Intellectual History** 3 hours
Post-Civil War to present. Topics include consensus and dissent in American life; immigration; urbanism; reconstruction and the New South; labor consciousness and the development of unions; the rejection of socialism; the Jazz Age; despair and depression; the intellectual radical; and black protest. Irregular offering.
461. Great Men and Women of America (Mandatory Seminar)  
3 hours
Selected biographies. Critical analysis. Research. Oral and written reports. Special emphasis on black makers of history. **Prerequisites:** HIS 215-216 and the consent of the instructor.

467. History of the African Diaspora in America  
3 hours
Major topics include the African presence in the Americas before Columbus; Africa and nation-building; the impact of slavery in the Americas; the influence of African culture on music, religion, and art; African women in the Americas; and modern-day relationships between Africans and African Americans.

476. Seminar in Recent United States History  
3 hours
Selected topics, 1877-present. Critical analysis. **Prerequisites:** HIS 215-216 and consent of the instructor. **Offered in alternate years.**

478. The South and the African American  
3 hours
Offers an intensive study of the South with a major emphasis on the role of blacks from colonial times to about 1929. **Offered in alternate years.**

487. Readings in History  
3 hours
Independent reading and research. **Prerequisites:** Junior or senior standing and consent of the instructor.

488. Readings in History  
3 hours
Independent reading and research. **Prerequisites:** Junior or senior standing and consent of the instructor.

489. Readings in History  
3 hours
Independent reading and research. **Prerequisites:** Junior or senior standing and consent of the instructor.

490. Special Projects  
3 hours
Permits students to engage in nontraditional studies and other activities with academic value. **Consent of the department chair is required.**

491-492. Honors in U.S. History  
6 hours
Permits the senior honor student to engage in intensive and independent reading and research on selected topics in U.S. history between 1829 and 1877. (Second semester, 1877-1929). **Prerequisites:** HIS 215-216 or at least junior standing and consent of the instructor.

493-494. Honors in European and Non-Western History  
6 hours
Permits the senior honor student to engage in intensive and independent reading and research on selected topics in European and non-Western History. **Prerequisites:** HIS 231 and HIS 232 and consent of the instructor.

**INTERNATIONAL STUDIES**

The International Studies Program at Morehouse offers an interdisciplinary major designed to meet the growing demand for skills in the analysis and solution of contemporary world problems, including the special need to prepare African Americans for career opportunities and service in international affairs. The program includes pre-professional training for individuals interested in careers in government (national, state and local), business, law, and journalism, as well as careers as translators, interpreters, and literary critics. This undergraduate program also includes preparation for graduate and professional studies.

Although the students of international studies have usually come from the traditional discipline of political science, a growing number of students from other disciplines are becoming interested in the greater world in which we live — the economic, social and cultural forces in the international community that shape our lives and the important issue of peaceful coexistence. In response to this trend, the program permits students majoring in international studies to emphasize either political science, sociology, economics, the humanities or natural sciences.
In order to major in international studies, the student must complete 39 core hours, including ECO 201; SOC 202 or ENG 354; one course in history of a region of the world; two advanced foreign language courses; PSC 285; PSC 479 or PSC 363 (Spelman, American Foreign Policy) or PSC 480; PSC 385; PSC 484, or PSC 468 or PSC 488; PSC 228; PSC 487 or ECO 202; PSC 291 or PSC 387 or PSC 475; and IST 497. Students will also choose six hours of electives (including internship) and 15 hours in one of the following disciplinary concentrations: business and economics; humanities; social sciences; and natural sciences.

In consultation with the program director, a student majoring in international studies will select 21 hours of electives to design a concentration that reflects his individual interests and needs. It is advisable for students in the program to study abroad.

**REQUIREMENTS FOR THE MAJOR**

**Core Courses (39 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ECO 201</td>
<td>Principles of Economics</td>
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<tr>
<td>SOC 202</td>
<td>Cultural Anthropology</td>
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<td></td>
<td>or  ENG 354: Intercultural Communication</td>
<td>3</td>
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<td></td>
<td>One course in African or Asian or Caribbean</td>
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<tr>
<td></td>
<td>or European or Latin American History</td>
<td>3</td>
</tr>
<tr>
<td>PSC 285</td>
<td>Intro to International Relations</td>
<td>3</td>
</tr>
<tr>
<td>PSC 479</td>
<td>Comparative Foreign Policy</td>
<td>3</td>
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<td>or American Foreign Policy (Spelman, PSC 363)</td>
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<tr>
<td>PSC 480</td>
<td>Diplomacy</td>
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<tr>
<td>PSC 385</td>
<td>Theories of International Relations/Politics</td>
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<tr>
<td>PSC 484</td>
<td>International Law</td>
<td>3</td>
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<td>or Seminar on International</td>
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<td></td>
<td>Security after the Cold War</td>
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<td>PSC 488</td>
<td>International Political Economy</td>
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<td>PSC 228</td>
<td>Comparative Politics</td>
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<tr>
<td>PSC 487</td>
<td>International Organizations</td>
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<tr>
<td></td>
<td>or Microeconomics</td>
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<td>Area Studies: Latin America (PSC 475)</td>
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<tr>
<td></td>
<td>or Third World Politics (PSC 302)</td>
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<td>or African Politics (PSC 387)</td>
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<td>Seminar in Political Science: IST 499</td>
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DISCIPLINARY CONCENTRATION (15 HOURS)

The student majoring in international studies should take five courses in one of the following disciplinary areas:

- Business and Economics Concentration
- Humanities Concentration (English, Foreign Language, History, etc.)
- Social Science Concentration (Political Science, Sociology, Psychology)
- Natural Sciences and Mathematics Concentration (Chemistry, Biology, Physics, etc.)

ELECTIVES (6 HOURS)

An internship may count as one of the electives. Students are advised to seek internships and study abroad opportunities.

Students taking a double major are required to fulfill the core requirements. It is, however, possible at the discretion of the program director to satisfy some of the non-core courses with courses in the other major.

MINOR

Students wishing to minor in international studies are required to take 18 hours as follows:

- PSC 487: International Organizations or 3
- PSC 484: International Law
- PSC 480: Diplomacy
- PSC468: Seminar on International Security after the Cold War 3
- PSC488: International Political Economy 3
- ECO 201: Principles of Economics 3
- SOC 202: Cultural Anthropology
- English 354: Intercultural Communication 3
- History of Europe, History of Africa, History of the Caribbean, History of Asia, History of Latin America 3
- PSC 285: Introduction to International Relations 3
- PSC 479: Comparative Foreign Policy
- PSC 365: American Foreign Policy (Spelman, PSC 363) 3

DEPARTMENTAL HONORS

Students who desire to graduate with departmental honors must have a GPA of 3.2 or higher.
## COURSE SEQUENCE

### Freshman Year

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<thead>
<tr>
<th>SPRING SEMESTER</th>
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### Sophomore Year

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<td>MFL 201 3</td>
<td>MFL 202 3</td>
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<tr>
<td>Humanities 3</td>
<td>PSC 285 3</td>
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<td>ECO 201 3</td>
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### Junior Year

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<tr>
<td>SOC 202 or ENG 354 3</td>
<td>Elective 3</td>
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<tr>
<td>European History/African History/Asian/Latin 3</td>
<td>PSC 228 or ECO 202 3</td>
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<tr>
<td>American/Caribbean History 3</td>
<td>PSC 302 or 475 3</td>
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<td>Advanced Foreign Language 3</td>
<td>PSC 387 3</td>
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<td>PSC 385 or PSC 480 3</td>
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### Senior Year

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<tbody>
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<td>Course in Concentration 3</td>
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<td><strong>TOTAL</strong> 15 hours</td>
<td><strong>TOTAL</strong> 15 hours</td>
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</tbody>
</table>
INTERNATIONAL STUDIES (IST)

401-402. Internship 3 hours each
Meshes academic training with practical experience in international affairs. Provides exposure to various organizations concerned with international affairs. Prerequisite: Consent of program director.

493. Directed Study 3 hours
Provides students the opportunity to explore an international issue in depth. Prerequisite: Consent of the instructor.

497. Senior Seminar in Political Science 1 hour
The course is designed to enable each major to demonstrate his mastery of an international problem by researching and writing an acceptable project. Prerequisite: Seniors only.

LEADERSHIP STUDIES

At the heart of the Leadership Center’s comprehensive approach to developing leaders is its Leadership Studies Program. Which is an interdisciplinary exploration of leadership history and theory. Consisting of the leadership studies minor, general education pilot, and international ethical leadership certificate courses, the program emphasizes the need for 21st century leaders to develop ethical, integrated solutions to complex issues.

LEADERSHIP STUDIES MINOR

Mission and Objectives
The leadership studies (LS) minor is an interdisciplinary course of study providing students with in-depth exposure to concepts, history, theories and best practices of leadership with special emphasis on the need for emerging leaders to present informed, integrated and ethical solutions to local, national and international issues that affect civil society.

Goal
Using new and emerging instructional and information technology, students explore critical ethical leadership issues that impact civil society. The goal of the leadership studies minor curriculum is to prepare students, through a rigorous interdisciplinary course of study, to:

- Apply modes of inquiry and knowledge bases from various disciplines to the study and practice of leadership with a particular emphasis on science and technology, humanities and the social sciences, and business and economics;
- Think critically about the relationship among knowledge, values and the practice of leadership from a local, national and international perspective;
- Retrieve, examine, and, when desirable and necessary, critically reframe leadership practices that have historically marked African-American life and culture;
- Understand personal and public roles of leadership in an increasingly diverse and global world;
- Discern, deliberate, and decide on appropriate strategies for action and change directed by values of courage, justice, and compassion;
- Develop adaptive strategies that promote teamwork and cooperation;
- Imagine worthwhile visions of the future and inspire others to join in bringing about change when desirable and necessary; and
• Serve effectively in leadership roles in diverse settings while emerging as leaders through interdisciplinary, self-directed, lifelong learning with an emphasis on international ethical challenges (e.g., global warming, racial-ethnic conflicts, HIV-AIDS and poverty).

**REQUIREMENTS FOR THE LEADERSHIP STUDIES MINOR**

It is recommended that students begin the course sequence leading to a minor in leadership studies during their freshman or sophomore year. The 15-hour curriculum comprises five courses:

**Three leadership studies core courses (9- hours total):**
- LS 101: Foundations of Leadership *(a prerequisite to LS 201)*
- LS 201: History and Theories of Leadership *(a prerequisite to LS 301)*
- LS 301: Ethical Leadership and African-American Moral Traditions *(capstone course)*

**Two elective courses (6- hours total)**
- LS 454: International Ethical Leadership and the Crisis in Global North-South Relations, *(prerequisite for Certificate in International Ethical Leadership)*

To be selected by the students from a predetermined list of LS minor electives (see leadership studies coordinator for current electives)

Students must apply to the LS minor before completion of the second course of the program. Additional requirements for the minor in leadership studies are completion of a service learning project, attendance at the Bank of America and Coca Cola Leadership Lecture Series, a Summer National/International Academic Experience and a senior thesis.

**LEADERSHIP STUDIES (LS)**

**101. Foundations of Leadership**

3 hours

Studying leadership is a journey of self-discovery. It requires emerging leaders to examine beliefs and values, and to suspend judgment in order to become critical thinkers and innovative and imaginative practitioners. This course is designed as a beginning point for the examination of the issues and concepts involved in the study of leadership by focusing on the nature and character of the leadership itself. The readings and class discussions address basic questions such as the following: What is leadership and what are the traditional concepts associated with the discipline? How does context affect the practice of leadership? How do persons become effective leaders and/or effective followers? What is the moral purpose of leadership? What are the historical references for our contemporary leadership theories and ideas?

**201. History and Theories of Leadership**

3 hours

This course is designed to introduce the student to both historical and theoretical dimensions of leadership, with an emphasis on contemporary theories and models. The course emphasizes the "intellectual history" of leadership, providing the student with an enhanced understanding of the richness and diversity of the field of leadership studies. The course explores a wealth of diverse sources and approaches to leadership, including ancient mythology, classical philosophy, literature, history, social scientific theories of leadership and contemporary insights. The material is integrated in such a way that each perspective falls logically into a pattern of evolving conceptions of leadership over time. At the end of the course, the student should have an enhanced understanding of leadership, the ability to articulate clearly a personal understanding of leadership theory and practice, and have the confidence and the ability to apply concepts of leadership to actual situations. Prerequisite: LS 101.
301. Ethical Leadership and African-American Moral Traditions 3 hours
This capstone seminar is designed to acquaint students with major figures, movements, and issues in African-American social, cultural and ethical traditions. The seminar, which focuses heavily on leadership emerging from 19th and 20th century black culture, explores theoretical concerns within respective traditions and offers a forum for practical engagement with contemporary problems associated with African-American life and culture and with the increasingly complex global questions of change and diversity. Prerequisite: LS 201.

412. Spirituality, Ethics and Leadership 3 hours
The course will explore a wealth of differing sources and approaches to spirituality, ethics and leadership, including ancient mythology; theology; classical, modern and contemporary philosophy; aesthetics; literature; history; ethics; and social scientific theories of leadership. Discussions of spirituality will cover a diverse and increasingly complex spectrum of beliefs, practices and approaches within and beyond traditional religious circles. Spirituality will be viewed from three perspectives: 1) formal notions of spirituality that are related to established religions; 2) informal notions of spirituality that are "self-actualized" or "self-defined" by individuals or small groups that may or may not be associated with an established religious institution; and 3) philosophical or ethical notions of spirituality related to values and perceived goods, e.g., truth, beauty, justice, etc.-- These three categories will also be used as exploratory devices that provide lenses through which students will look at the vast landscape of a developing literature that incorporates ideas, beliefs and practices from an array of traditions and perspectives health, science, technology, politics, business and education. At the end of the course, students should have an enhanced understanding of the relationship of spirituality, ethics, and leadership; the ability to articulate clearly their personal understanding of this relationship in theory and practice; and confidence in their ability to apply these lessons to actual leadership situations. General Education: pilot course.

414. Leadership and Civic Engagement (Capstone) 3 hours
This course is designed to provide a basic understanding of leadership as a process that includes leaders, followers, and the situation. Students will be introduced to the academic study of leadership from both theoretical and practical perspectives in a variety of practical situations. This course will help students to develop a foundation in the conceptual aspects of leadership by exploring the skills, practices, and activities of civicly-engaged leadership identified by leadership scholars and practitioners. The course includes educational innovations to advance civic engagement, such as thematically linked learning communities, community-based research, collaborative projects, service learning, mentored internships and reflective experiential learning and practice. General Education: pilot course.

454. International Ethical Leadership:
The Crisis of Global North-South Relations 3 hours
The purpose of this team-taught interdisciplinary course is to acquaint students with critical skills and competencies associated with ethical leadership practices in international contexts. The multifaceted demands wrought by globalization that leaders encounter, in their work and personal lives, call for forms of self-development that enable leaders to think globally, appreciate diversity, develop technologically, build partnerships and alliances, and share leadership. Specific objectives of this course are to familiarize students with the forces that have influenced and are influencing leadership and ethical decision making within the selected study countries. As such, the course attempts to provide students with means to (1) critically examine personal and global leadership based upon ethical perspectives; (2) critically examine contemporary developing economies as laboratories for ethical reflection and discussion; and (3) to appraise current efforts in relationship to socio economic contexts and their challenges for ethical leaders (e.g., trade, aid, militarization, terrorism and migration). Through the study of international ethical leadership, students will gain critical insight into some of the great ethical issues of the 21st century.
The Department of Mathematics strives to prepare students for successful graduate study or a career in private industry, governmental service, or teaching.

The mission of the Department of Mathematics is to produce competent mathematics graduates by providing a rigorous and balanced mathematics curriculum and to serve the mathematical needs of the College. In keeping with the mission of the College, we strive to foster in our students ethical and civic behavior as well as provide them with leadership opportunities. We maintain high expectations and instill habits for independent and lifelong learning. We also prepare our students to succeed in graduate and professional schools and to pursue professional careers. The Department enhances its students’ intellectual abilities by developing their mathematical thinking skills (logical reasoning, generalization, abstraction, and formal proof), communication skills to convey mathematical knowledge and technology skills for comprehension and mathematical research, as well as by exposing students to the mathematical sciences both in breadth and depth.

A student pursuing a major in mathematics is encouraged to choose a minor in one of a variety of areas in the physical, social, managerial, biological, chemical, computer or engineering sciences in which mathematics is an essential tool.

**REQUIREMENTS FOR A DEGREE IN MATHEMATICS**

In order to qualify for a Bachelor of Science degree in mathematics, a student must complete 42 hours of required mathematics courses as follows: MTH 161, 162, 255, 263, 271, 361, 371, and 497; at least three of MTH 321, 341, 362, 372; and, two other 400-level or one other 300-level and one other 400-level mathematics courses. Mathematics majors, especially those preparing for graduate school, are recommended to take both MTH 362 and 372, but Dual Degree Engineering Program students, who have already taken MTH 321 and 341, may find it expedient to take only one of MTH 362 and MTH 372. In addition, the student is required to complete six other mathematics or science courses from the approved cognate list. The six courses must include a three-hour course in computer programming and one sequence (two courses) of other mathematics or science courses from the approved cognate course list (for example, MTH 341 and 342; BIO 111 and 112; PHY 154 and 253; or CS 110 and 160) selected by the student in consultation with his adviser and approved by the department. Finally, the student must choose nine hours of mathematics or science cognate electives from the approved list of cognate electives for the B.S. A grade of C or better is required in all courses counted toward the degree. The maximum number of semester hours of mathematics coursework applied to the mathematics major is restricted to 54 hours. Thus, the total course load required for the B.S. degree in mathematics is 60 hours.

In order to qualify for a Bachelor of Arts in mathematics, a student must complete 42 hours of required mathematics courses as follows: MTH 161, 162, 255, 263, 271, 361, 371, and 497; either MTH 321 or 341; either MTH 362 or 372; and he must complete three other mathematics courses at the 300 or above level, of which at least one must be at the 400 level. In addition, the student is required to complete 18 hours of cognate electives selected by the student in consultation with his adviser and approved by the chairman of the mathematics department. A three-hour course in computer programming must be included in the 18 hours of cognate electives. A grade of C or better is required in all courses counted toward the degree. The maximum number of semester hours of mathematics coursework applied to the mathematics major is restricted to 54 hours. Thus, the total course load required for the B.A. in mathematics is 60 hours.

A student who has completed the degree requirements for a major in mathematics may also be recommended to receive departmental honors provided he qualifies for college honors, receives a grade of B or better in MTH 497, and has an average of 3.0 or better in all mathematics courses taken in residence.
To qualify for a minor in mathematics, a student must complete the following mathematics courses: MTH 161, 162, 255, 263 and 271.

**Cognate Electives**

The approved list of cognate electives for the B. S. includes, but is not limited to the following:

- MTH 321
- MTH 325
- MTH 465
- MTH 467
- MTH 475
- MTH 485
- MTH 487
- MTH 498
- BIO 251
- BIO 300 or above
- CHE 111
- CHE 121
- CHE 231
- CHE 232
- CHE 300 or above
- CSC 110
- CSC 160
- CSC 250
- CSC 300 or above
- HEGR 201
- HEGR 205
- HEGR 206
- HEGR 201
- HEGR 205
- PHY 154
- PHY 253
- PHY 254
- ECO 201
- ECO 202
- ECO 300 or above
- PHY 300 or above

**Model Plan of Study for B. S. in Mathematics**

**First Semester**

- MTH 161 4
- ENG 101 3
- HIS 111 3
- MUS 111 3
- HEDU 151 0
- HPED 151 1
- TOTAL 14 hours

**Second Semester**

- MTH 162 4
- CSC 110 (Programming Cognate) 3
- ENG 102 3
- HIS 112 3
- PSY 101 3
- HEDU 152 0
- HEDU 154 0
- TOTAL 16 hours
### Sophomore Year

**FIRST SEMESTER**
- MTH 263 4 hours
- MTH 255 3
- MFL 201 3
- ENG 250 3
- HEDU 251 0
- HPED 154 1

**SECOND SEMESTER**
- MTH 271 3 hours
- MTH or Science
- Cognate Elective 3
- MFL 202 3
- REL 201 3
- PHY 154 4
- HEDU 252 0

**TOTAL** 14 hours

**TOTAL** 16 hours

### Junior Year

**FIRST SEMESTER**
- MTH 361 3
- MTH 371 3
- MTH 321 3
- ART 110 3
- PHI 261 3
- HEDU 351 0

**SECOND SEMESTER**
- MTH 341 3
- MTH 362 3
- MTH 372 3
- MTH or Science
- Cognate Elective 3
- ENG 351 3
- HEDU 352 0

**TOTAL** 15 hours

**TOTAL** 15 hours

### Senior Year

**FIRST SEMESTER**
- MTH 497 3
- MTH Elective (400- level) 3
- MTH or Science
- Cognate Sequence 3
- BIO 111 4
- Free Elective 3

**SECOND SEMESTER**
- MTH Elective
- MTH or Science
- Cognate Sequence 3
- Economics 201 3
- Free Elective 2
- Free Elective 3

**TOTAL** 16 hours

**TOTAL** 14 hours

### Freshman Year

**FIRST SEMESTER**
- MTH 161 4 hours
- ENG 101 3
- HIS 111 3
- MUS 111 3
- HEDU 151 0
- HPED 151 1

**SECOND SEMESTER**
- MTH 162 4 hours
- CSC 110 (Programming Cognate) 3
- ENG 102 3
- HIS 112 3
- PSY 101 3
- HEDU 152 0
- HEDU 154 0

**TOTAL** 14 hours

**TOTAL** 16 hours

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**MODEL PLAN OF STUDY FOR B.A. IN MATHEMATICS**
Sophomore Year

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Junior Year

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Senior Year

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SPECIAL COLLEGE CORE CURRICULUM REQUIREMENTS

To satisfy the special College core curriculum requirements in oral communication effectiveness, each mathematics major, in consultation with his adviser, will take one of the following courses: Principles of Speech Communication, Professional Communication, Communicating in Small Groups and Teams, Public Speaking, Argumentation and Debate or Semantics. For a Bachelor of Science degree in mathematics, a student must take BIO 111 or BIO 113 and either PHY 154 or CHE 111 to satisfy the college core curriculum requirement in science.

The College core curriculum is satisfied by successful completion of the sequence MTH 100 and 110 (for students majoring in a program in the Division of Humanities and Social Sciences); the sequence MTH 100 and 120 (for students majoring in a program in the Division of Business Administration and Economics or for students majoring in a non-mathematics program in the Division of Science and Mathematics); or MTH 161 and 162 (for students majoring in mathematics).

Alternate satisfaction: sequence MTH 110 and 130 (Division of Humanities and Social Sciences); MTH 120 and 160 (Division of Business Administration and Economics); MTH 130 and 160 (Division of Business Administration and Economics); MTH 120 and 157 (Division of Business Administration and Economics or Division of Science and Mathematics [non-mathematics major]); MTH 120 and 161 (Division of Business and Economics or Division of Science and Mathematics [non-mathematics major]); or, MTH 161 and 162 (Division of Business Administration and Economics or Division of Science and Mathematics).

Any other sequence must be approved by the Department of Mathematics.
MATHEMATICS (MTH)

090. Basic Mathematics  3 hours
A review of intermediate algebra. Topics include arithmetic of natural numbers, integers, and real numbers; operations with algebraic expressions; exponents and radicals; linear equations and inequalities; and quadratic equations and inequalities. *Institutional credit only.*

100. College Algebra  3 hours
A course designed to provide the student with the fundamental concepts of algebra, which are essential for all higher mathematics courses. After completing this course, the student should understand the concepts and know how to apply the knowledge of algebraic equations and inequalities; functions and graphs; polynomial and rational functions; exponential and logarithmic functions; and systems of equations and inequalities. *Prerequisite: MTH 090 (with a C or better) or mathematics placement.*

110. Finite Mathematics  3 hours
A course designed to provide the non-science/mathematics/engineering/business student an intense introduction to the foundations and fundamentals of mathematics for liberal arts majors. This course introduces many branches of mathematics and concentrates on pertinent and concrete examples and applications. After completing this course, the student should be able to work basic problems and word problems in linear algebra, logic, set theory, counting theory, probability, and statistics. *Prerequisite: MTH 100 (with a C or better) or mathematics placement.*

120. Precalculus  3 hours
Trigonometric functions; exponential and logarithmic functions; analytic geometry; mathematical induction; complex numbers; and the binomial theorem. *Prerequisite: MTH 100 (with a C or better) or mathematics placement.*

130. Basic Statistics  3 hours
A course designed to provide the student an intense foundational introduction to the fundamentals of statistics. The course includes an introduction to frequency of distribution and graphs; measures of central tendency; measures of variation; normal distribution; sampling; hypothesis testing; correlation; and linear regression. Also included is the use of some statistical packages (Excel, Minitab, SPSS, SAS, etc.). *Prerequisite: MTH 110 (with a C or better) or mathematics placement.*

157. Principles of Mathematics  3 hours
A course designed to provide the student a strong foundation in the fundamentals of mathematics. Topics include axiomatic logic; predicate calculus; syllogistic logic; basic logic proof techniques; axiom systems; the philosophy of mathematics; and the first principle of mathematical induction. Also included are introductions to linear algebra; sets; combinatorics; probability; and statistics. Emphasis is placed on logic and its role as one of the foundations of mathematics. *Prerequisite: MTH 120 (with a C or better) or mathematics placement.*

160. Calculus for Business  3 hours
A course designed to provide the business student a concentrated foundational introduction to the fundamentals of applied calculus. The course includes an introduction to both differential and integral calculus with a concentration in business applications. *Prerequisite: MTH 110 or MTH 120 (with a C or better) or mathematics placement.*

161. Calculus I  4 hours
Calculus I is a first course in differential calculus and basic integral calculus. Topics include limits, continuity, elementary transcendental functions, plane analytic geometry, differentiation, implicit differentiation, related rates, maxima and minima, the fundamental theorem of calculus, and introduction to definite integral with applications. *Prerequisite: MTH 120 (with a C or better) or mathematics placement.*
162. Calculus II  4 hours
Calculus II is a continuation of Calculus I. Topics include techniques and applications of integration, polar coordinates, parametric equations, infinite sequences and series, numerical integration, differential equations, L'Hôpital's rule, and improper integration. Prerequisite: MTH 161 (with a C or better) or mathematics placement.

211. Introduction to Discrete Mathematics  3 hours
A course designed to provide the student an intense foundational introduction to “discrete” methods of mathematics. Topics include logic; elementary set theory; algebraic structures; combinatorics; Boolean algebra; recurrence relations; and graph theory. This course is primarily designed for students in computer science, but students in other disciplines also benefit from the study of “discrete” methods as a complement to “continuous” methods. Prerequisite: MTH 110 or MTH 120 (with a C or better).

255. Introduction to Set Theory  3 hours
A course designed to provide the student an introduction to the nature of mathematics and the use of proof. Topics include a review of logic; reading, understanding, and constructing proofs; the first and second principle of mathematical induction, quantification, sets and their properties; axiomatics; product sets; relations; functions; cardinality. Emphasis is placed on sets and their role as one of the foundations of mathematics. Prerequisite: MTH 161 (with a C or better).

263. Calculus III  4 hours
Calculus III is a continuation of Calculus II. Topics include multivariable calculus; solid analytic geometry; linear approximation and Taylor's theorems; Lagrange multiples and constrained optimization; multiple integration and vector analysis, including the theorems of Green, Gauss and Stokes; vector functions and curves in space; functions of several variables; and partial derivatives. Prerequisite: MTH 162 (with a C or better).

271. Introduction to Linear Algebra  3 hours
Topics include matrices and determinants; simultaneous linear equations; vectors; linear transformations; matrix calculus; canonical forms; special matrices; applications to linear systems; least squares problems; and eigenvalues and eigenvectors. Prerequisite: MTH 161 (with a C or better).

321. Introduction to Ordinary Differential Equations  3 hours
A course designed to provide the student an introduction to the mathematical formulation of physical problems in terms of ordinary differential equations, solutions to these equations, and physical interpretations of these solutions. Topics include first order equations, n\textsuperscript{th} order equations; numerical approximation techniques; Laplace transforms and systems of equations. Prerequisite: MTH 162 (with a C or better).

325. Applied Mathematics I  3 hours
A course designed to provide the student an introduction to topics selected topics from the following: convergence of infinite series and sequences; second order ordinary differential equations; uniform convergence; regions; Fourier series and integrals; eigenvalues and eigenfunctions; adjointness and boundary-value problems; and Sturm-Liouville Theory. Prerequisites: MTH 263 and MTH 321 (with Cs or better).

327. Applied Mathematics II  3 hours
A continuation of Applied Mathematics I. Topics include partial differential equations; conformal mappings applications to two-dimension potential problems; classification of second-order partial differential equations; complex variables; integral equations; conformal mappings; Green's functions; Legendre functions; Bessel functions; integral equations; wave motion; heat conduction; and L\textsuperscript{2} functions. Prerequisite: MTH 325 (with a C or better).
341. Probability and Statistics I 3 hours
A course designed to provide the student an introduction to the mathematical theory of probability and statistics. Topics include the combinatorial analysis; axioms of probability; conditional probability; random variables; mass functions; distribution functions; discrete and continuous probability functions; marginal distributions; special distributions; joint distributions; and properties of expectation. Prerequisites: MTH 255 or MTH 211; and, MTH 162 (with C or better).

342. Probability and Statistics II 3 hours
A continuation of Probability and Statistics I. Topics include random processes; the expected value; variance; covariance; correlation; conditional expectation; moment generating functions; Chebyshev's Inequality; the Central Limit Theorem; estimation theory; bounding; hypothesis testing; analysis of variance; regression; parametric statistics; and nonparametric statistics. Prerequisite: MTH 341 (with C or better).

361. Real Analysis I 3 hours
The real numbers, completeness, and elementary topology of Euclidean Spaces; limits, convergence, sequences in \( \mathbb{R}^n \); continuity; differentiability and integrability in \( \mathbb{R} \). Prerequisites: MTH 255 and MTH 263 (with C or better).

362. Real Analysis II 3 hours
Real Analysis II is a continuation of Real Analysis I; the theory of multivariable calculus; sequences of functions and series of functions; uniform convergence; transformations; differentiation in \( \mathbb{R}^n \); implicit and inverse function theorems; integration in \( \mathbb{R}^n \) and Jacobian. Prerequisites: MTH 271 and MTH 361 (with C or better).

371. Abstract Algebra I 3 hours
Topics include groups; subgroups; cyclic groups; permutation groups; normal subgroups and quotient groups; homomorphisms; isomorphisms and the fundamental isomorphism theorems; fundamental theorem of finite abelian groups; rings; integral domains; fields; subrings and ideals; quotient rings; ring homomorphism; and polynomial rings with coefficients in a field. Prerequisites: MTH 255 or MTH 211; and MTH 271 (with C or better).

372. Abstract Algebra II 3 hours
A continuation of Abstract Algebra I. Topics include Sylow theorems; prime ideals; principal ideals and principal ideal domains; unique factorization domains; Euclidean domains; field extensions; and Galois Theory. Prerequisite: MTH 371 (with C or better).

391. Special Topics in Mathematics 3 hours
Designed to expose the student to areas of mathematics that are not part of the current curriculum, but are recognized as important to the field. Particular attention is paid to recent advances in mathematics. Prerequisites: Dependent on the subject.

398. Directed Reading 1 hour
Student works with a faculty tutor who advises him in choice of material to be read. The student meets with the advisor frequently to discuss the topic studied. This course may be taken at most three times. Prerequisites: MTH 255 and consent of instructor and department.

463. Real Variables 3 hours
Topics include advanced theory of the reals; Lebesgue integration; metric spaces; \( L^p \) spaces; Banach spaces; measure theory; and Borel sets. Prerequisite: MTH 362 (with C or better).
465. Complex Variables 3 hours
Topics include elementary properties of real and complex numbers; elementary topology in the complex plane; continuity, differentiability, and integrability of a complex variable; the Cauchy Theorem; Cauchy integral formula; elementary complex functions; complex sequences and series; Laurent and Taylor series; residue theory; and contour integration. Prerequisite: MTH 361 (with C or better).

467. Numerical Analysis 3 hours
Topics include the basic concepts of numerical analysis; interpolation; finite differences; integration and approximation of orthogonal functions. Trigonometric interpolation; inverse interpolation; least squares; asymptotic representation; differential equations; continued fractions; and linear programming. Prerequisites: MTH 263, MTH 271, and MTH 321 (with Cs or better).

475. Number Theory 3 hours
Topics include divisibility; Euclidean algorithm; primes; linear and quadratic congruences; arithmetic functions; primitive roots and indices; diophantine equations; and cryptography. Prerequisite: MTH 371 (with C or better).

485. Topology 3 hours
Topics include metric spaces; pseudometrics; topologies; continuous functions; compactness; connectedness; continua; separation axioms; Moore spaces; Tychonoff spaces; and Hausdorff spaces. Prerequisite: MTH 361 (with a C or better).

487. Differential Geometry 3 hours
Topics include differential manifolds; tangent spaces; theory curves; torsion; the Frenet frame; directional forms; surfaces; tensor analysis; shape operators; orientation; and intrinsic geometry. Prerequisites: MTH 361 and MTH 271 (with C or better).

497. Senior Seminar 3 hours
As the capstone course in mathematics, the Senior Seminar will seek to integrate concepts, theories and their applications from the various subfields of mathematics. All students will be required to research, write, and present a substantive paper in their respective areas of concentration. Prerequisites: MTH 361 and MTH 371 (with C or better).

498. Directed Reading and Research 1 hour
Student works with a faculty tutor who advises him in choice of material to be read and researched. The student meets with the advisor frequently to discuss and present the topic studied. This course may be taken at most 3 times. Prerequisites: MTH 361, MTH 371, or MTH 398 and consent of instructor.

MODERN FOREIGN LANGUAGES

SPECIAL NOTE TO NEW STUDENTS: LANGUAGE REQUIREMENT
Beginning with the academic year of 1995, the foreign language requirement of the General Education curriculum at Morehouse College may be satisfied by taking two semesters (6 hours) of a foreign language at the 201-202 intermediate level. Courses taken at the 101-102 elementary level may be taken for elective credit only.

MISSION AND OBJECTIVES
The Department of Modern Foreign Languages, which offers Chinese, French, German and Spanish is aware of the process of globalization in all aspects of life, which makes proficiency in a modern foreign language especially essential to Morehouse College students as they prepare themselves to enter the mainstream of professional life in politics, business, international affairs, medicine, law, and a variety of other fields. Graduates with a sound
background in a language other than English is increasingly becoming a requirement for by the private business sector, government organizations, and the scientific community and, of course, for agencies and companies operating in foreign countries. These venues offer new career paths for foreign language students that augment the traditional path, which led to careers in the humanities.

Accordingly, the department offers major and minor concentrations in French and Spanish. The course of studies leading to a major requires 30 hours of classes beyond the general studies requirement. These hours will be designed to reinforce the reading and writing skills and oral proficiency in the selected language as well as provide an in-depth study of the literary and cultural contributions of the relevant country or countries through courses dealing with specific genres, historical periods, and authors.

It is expected that students who have completed the prescribed course of studies for a major concentration in a foreign language will be able to read, write, and speak at an advanced level according to the guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students also will have demonstrated a general knowledge of the literature and culture of the country or region in which they have chosen to specialize.

In order to encourage students to travel and study abroad, the department cooperates with several established educational organizations that provide semester or full academic year programs in foreign countries. Students may complete a substantial part of their requirements for a major concentration in a language through one of these programs. In addition, the department sponsors its own summer study abroad programs in Mexico and Martinique. See the department or the Morehouse College director for study abroad programs for further details.

A student who has chosen a major in a foreign language may qualify for departmental honors by satisfying the following requirements: (1) eligibility for college honors, (2) a 3.5 grade-point average within the department, and (3) successful completion of a designated research project that will be evaluated by a departmental committee. The latter condition will require enrollment in a 440 Directed Study course under the supervision of a selected faculty member of the department.

**Sigma Delta Pi.** Since 1984, Morehouse College has had a chapter of the National Hispanic Honor Society. Requirements include at least 18 hours in Spanish, a minimum 3.5 average in the major courses attempted, and eligibility for college honors.

**Pi Delta Phi.** Since 1965, Morehouse College has had a chapter (Beta Upsilon) of the National French Honor Society. Requirements include a minimum 3.0 GPA overall and a minimum 3.0 in all major courses with no grade below C in major courses.

**NOTE:** All students majoring in a modern foreign language are required to take ENG 354, Intercultural Communication, as a cognate elective. In special circumstances, and with the approval of the department, a student may substitute another course offered by the Speech Program in order to satisfy this requirement.

**FRENCH**

The course of studies leading to a major in French requires no fewer than 30 hours beyond the general studies requirement (FLF 201-202). These hours must include FLF 311, 312, 331, 341, 342, 447, 446 and three more courses at the 400 level. Substitutions may be approved by the department. FLF 251 and 252 may be counted towards a major or minor. Students planning to certify as French teachers at the elementary or secondary level should also take FLF 492, Applied Linguistics, and FLF 491, Methods of Teaching Modern Foreign Languages.

To minor in French, a student must complete no fewer than 18 hours in French beyond the general studies requirement. Within these hours must be included FLF 311-312, 331, and 341-342.
# COURSE SEQUENCE FOR MAJORS IN FRENCH

## Freshman Year

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 3 hours</td>
<td>ENG 102 3 hours</td>
</tr>
<tr>
<td>HIS 111 3</td>
<td>HIS 112 3</td>
</tr>
<tr>
<td>MTH 100 3</td>
<td>MTH 110 3</td>
</tr>
<tr>
<td>FLF 201, 251, or higher 3</td>
<td>FLF 202, 252, or higher 3</td>
</tr>
<tr>
<td>BIO 101 3</td>
<td>PHY 102 3</td>
</tr>
<tr>
<td>HEDU 151 0</td>
<td>HEDU 152 0</td>
</tr>
<tr>
<td>HEDU 153 0</td>
<td>HEDU 154 0</td>
</tr>
<tr>
<td><strong>TOTAL 15 hours</strong></td>
<td><strong>TOTAL 15 hours</strong></td>
</tr>
</tbody>
</table>

## Sophomore Year

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 250 3</td>
<td>Humanities 3</td>
</tr>
<tr>
<td>Humanities 3</td>
<td>Humanities 3</td>
</tr>
<tr>
<td>SOC Sci. 3</td>
<td>PSY 101 3</td>
</tr>
<tr>
<td>FLF 331 3</td>
<td>Humanities 3</td>
</tr>
<tr>
<td>FLF 341 3</td>
<td>FLF 342 3</td>
</tr>
<tr>
<td>HEDU 251 0</td>
<td>HEDU 252 0</td>
</tr>
<tr>
<td><strong>TOTAL 15 hours</strong></td>
<td><strong>TOTAL 15 hours</strong></td>
</tr>
</tbody>
</table>

## Junior Year

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLF 311 3</td>
<td>FLF 312 3</td>
</tr>
<tr>
<td>FLF 446 3</td>
<td>Free Elective 3</td>
</tr>
<tr>
<td>FLF 447 3</td>
<td>FLF 448 3</td>
</tr>
<tr>
<td>ENG 354 3</td>
<td>Free Elective 3</td>
</tr>
<tr>
<td>Free Elective 3</td>
<td>Free Elective 3</td>
</tr>
<tr>
<td>HEDU 353 0</td>
<td>HEDU 354 0</td>
</tr>
<tr>
<td><strong>TOTAL 15 hours</strong></td>
<td><strong>TOTAL 15 hours</strong></td>
</tr>
</tbody>
</table>

## Senior Year

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Elective 3</td>
<td>Free Elective 3</td>
</tr>
<tr>
<td>Free Elective 3</td>
<td>Free Elective 3</td>
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<tr>
<td>Free Elective 3</td>
<td>Free Elective 3</td>
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<tr>
<td>Free Elective 3</td>
<td>Free Elective 3</td>
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<tr>
<td>Free Elective 3</td>
<td>Free Elective 3</td>
</tr>
<tr>
<td>HPED 1</td>
<td>HPED 1</td>
</tr>
<tr>
<td><strong>TOTAL 16 hours</strong></td>
<td><strong>TOTAL 16 hours</strong></td>
</tr>
</tbody>
</table>

**NOTE:** Summer study abroad credit is given with departmental approval and can substitute for certain courses offered during the regular academic year (in particular, refer to FLF 253, FLF 254, and FLF 305). The 300- and 400-level courses are offered in conjunction with Spelman College.
SPANISH

The course of studies leading to a major in Spanish requires no fewer than 30 hours beyond the general studies requirement (FLS 201-202). These hours must include FLS 303, 304, 306, 307, 309-310 and 311-312, and at least two courses at the 400 level. Substitutions may be approved by the department. FLS 251-252 may be counted toward a major or minor. Students planning to certify as Spanish teachers at the elementary or secondary level should also take FLS 491, Methods of Teaching Foreign Languages, and FLS 492, Applied Linguistics.

To minor in Spanish, a student must complete no fewer than 18 hours beyond the general studies requirement. Within these hours must be included FLS 303, 304, 306, 307, 311 and any one of the following: 309, 310 or 312.

### COURSE SEQUENCE FOR MAJORS IN SPANISH

#### Freshman Year

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>3 hours</td>
</tr>
<tr>
<td>HEDU 151</td>
<td></td>
</tr>
<tr>
<td>HEDU 153</td>
<td>0</td>
</tr>
<tr>
<td>HIS 111</td>
<td>3</td>
</tr>
<tr>
<td>MTH 100</td>
<td>3</td>
</tr>
<tr>
<td>FLS 201 or 251</td>
<td>3</td>
</tr>
<tr>
<td>BIO 101</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td><strong>15 hours</strong></td>
</tr>
</tbody>
</table>

#### Sophomore Year

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 250</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>SOC Sci.</td>
<td>3</td>
</tr>
<tr>
<td>FLS 303</td>
<td>3</td>
</tr>
<tr>
<td>FLS 306</td>
<td>3</td>
</tr>
<tr>
<td>HEDU 251</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td><strong>15 hours</strong></td>
</tr>
</tbody>
</table>

#### Junior Year

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>FLS 309</td>
<td>3</td>
</tr>
<tr>
<td>FLS 311</td>
<td>3</td>
</tr>
<tr>
<td>FLS 321 or 331</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td>HEDU 353</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td><strong>15 hours</strong></td>
</tr>
</tbody>
</table>

#### Senior Year

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLS 433</td>
<td>3</td>
</tr>
<tr>
<td>FLS 443</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>9</td>
</tr>
<tr>
<td>HPED</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td><strong>16 hours</strong></td>
</tr>
</tbody>
</table>
**NOTE:** Summer study abroad credit is given with departmental approval and can substitute for certain courses offered during the regular academic year; in particular, refer to FLS 253-254, FLS 305-306, FLS 441 and FLS 442.

**NOTE:** The 300- and 400-level courses are offered under some circumstances in conjunction with Spelman College.

### FRENCH (FLF)

*(All elementary and intermediate courses must be taken in sequence).*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>101-102.</td>
<td>Elementary French</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Fundamentals of French grammar, with drills in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>written and spoken French. Use of language is</td>
<td></td>
</tr>
<tr>
<td></td>
<td>stressed through practical exercises in guided</td>
<td></td>
</tr>
<tr>
<td></td>
<td>French conversation. Emphasis is placed on</td>
<td></td>
</tr>
<tr>
<td></td>
<td>development of proficiency in four fundamental</td>
<td></td>
</tr>
<tr>
<td></td>
<td>skills — listening, speaking, reading, and writing.</td>
<td></td>
</tr>
<tr>
<td>201-202.</td>
<td>Intermediate French</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Review of principles of French grammar and study</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of more complicated aspects of the French</td>
<td></td>
</tr>
<tr>
<td></td>
<td>language, with literary selections in prose and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>poetry from some of the best known writers of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>French and Francophone Africa and the West Indies.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisites:</strong> FLF 102 or equivalent for FLF 201; and FLF 201 or equivalent for FLF 202.</td>
<td></td>
</tr>
<tr>
<td>251-252. Intensive Intermediate French</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accelerated second-year course designed for</td>
<td></td>
</tr>
<tr>
<td></td>
<td>honors students and students intending to major</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or minor in French. Emphasizes selected readings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>in classic and modern works of literature, which</td>
<td></td>
</tr>
<tr>
<td></td>
<td>form the basis of discussions and compositions;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>intensive review of grammar is also included.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course satisfies the 201-202 General Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>requirements for language. <strong>Prerequisite:</strong> FLF 102 or equivalent.</td>
<td></td>
</tr>
<tr>
<td>253.</td>
<td>Intermediate French/Summer Abroad</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Emphasis on conversational and written French at</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the intermediate level. Extensive use is made of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the daily situations that students encounter</td>
<td></td>
</tr>
<tr>
<td></td>
<td>living in the host country. FLF 253 satisfies the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FLF 201 general education requirement. <strong>Prerequisite:</strong> FLF 102 (Elementary French) or equivalent.</td>
<td></td>
</tr>
<tr>
<td>254.</td>
<td>Intermediate French/Summer Abroad</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Emphasis will be placed on conversational and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>written French at the intermediate level. Extensive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>use is made of daily situations that students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>encounter living in the host country. FLF 254</td>
<td></td>
</tr>
<tr>
<td></td>
<td>satisfies the FLF 202 general education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>requirement and may also satisfy requirements for</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a major or minor in French. <strong>Prerequisites:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FLF 201, 252, or 253 (Intermediate French or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>equivalent).</td>
<td></td>
</tr>
<tr>
<td>305.</td>
<td>Advanced French Grammar and Conversation/Summer</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Abroad</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In-depth study of grammar and intensive training</td>
<td></td>
</tr>
<tr>
<td></td>
<td>in the idiomatic use of the language with</td>
<td></td>
</tr>
<tr>
<td></td>
<td>attention to the linguistic idiosyncrasies of the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>local area. <strong>Prerequisites:</strong> FLF 202, 252, or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>254 (Intermediate French or equivalent).</td>
<td></td>
</tr>
<tr>
<td>307.</td>
<td>Oral Communication Skills/Reading Selections in</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Francoph Literature</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course will emphasize selected readings from</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Francophone Literature of the Caribbean, and from</td>
<td></td>
</tr>
<tr>
<td></td>
<td>some countries of French. Speaking Africa, which</td>
<td></td>
</tr>
<tr>
<td></td>
<td>will form the basis for oral and writing skills.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> FLF 201 – 202 or equivalent.</td>
<td></td>
</tr>
<tr>
<td>311-312.</td>
<td>General Survey of French Literature</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Study of essential works in the literature of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>France from the early Middle Ages to present day.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> FLF 201-202 or equivalent.</td>
<td></td>
</tr>
<tr>
<td>317.</td>
<td>Oral Communication Skills/Reading Selections in</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>French Literature</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course will emphasize selected readings from</td>
<td></td>
</tr>
<tr>
<td></td>
<td>classical and contemporary French literature as a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>basis for oral and writing skills. <strong>Prerequisite:</strong> FLF 201 – 202 or equivalent</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Hours</td>
</tr>
<tr>
<td>-------------</td>
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</tr>
<tr>
<td>319</td>
<td>Francophone Literature, Language and Culture Through Film</td>
<td>3</td>
</tr>
<tr>
<td>320</td>
<td>French Literature, Language and Culture Through Film</td>
<td>3</td>
</tr>
<tr>
<td>331</td>
<td>French Conversation</td>
<td>3</td>
</tr>
<tr>
<td>332</td>
<td>French Phonetics and Readings</td>
<td>3</td>
</tr>
<tr>
<td>341-342</td>
<td>Advanced French Grammar and Composition</td>
<td>6</td>
</tr>
<tr>
<td>350</td>
<td>French for Business</td>
<td>3</td>
</tr>
<tr>
<td>311</td>
<td>Early French Literature</td>
<td>3</td>
</tr>
<tr>
<td>321</td>
<td>Seventeenth-Century Literature</td>
<td>3</td>
</tr>
<tr>
<td>340</td>
<td>Age of Enlightenment</td>
<td>3</td>
</tr>
<tr>
<td>341</td>
<td>Historical Perspective of Francophone Africa</td>
<td>3</td>
</tr>
</tbody>
</table>
432. Poetry of Negritude  3 hours
Introduction to poetry of contemporary Francophone Africa and the Caribbean Islands.

433. Afro-French Folk Literature  3 hours
Introduction to the oral literary tradition of French-speaking Africa and the West Indies through study of folktales, contes, proverbs, etc.

434. Afro-French Novel  3 hours
Study of the evolution of the African and Caribbean novel of French expression from its beginning to the present.

440. Directed Study  3 hours
Special interest areas for more in-depth study and investigation or intensive audio-lingual practice under the supervision of an instructor. All special study projects must be approved in advance by the supervising instructor in consultation with the department chairperson. This course may be repeated.

441. Directed Study/Summer Abroad
(See listing for FLS 441.)

442. Internship-Field Work/Summer Abroad
(See listing for FLS 442.)

443. Nineteenth-Century Literature I  3 hours
Study of the concept and expression of romanticism as reflected in poetry, novels and drama of the major writers of the period. Lectures, discussions, oral readings, oral reports, tests, and a major paper required. Prerequisites: FLF 311-312 and FLF 341.

444. Nineteenth-Century Literature II  3 hours
Study of the evolution of the major literary currents during the second half of the century through an analysis of selected literary works of novelists and poets of the period. Lectures, discussions, oral and written reports, and a major paper required. Prerequisite: FLF 441.

446. Topics in Francophone Literature: Negritude et Creolite  3 hours
This course focuses on the strategies used by the Francophone writers of the Caribbean in their search for the truest expression of the totality of their colonial experience.

447-448. French Civilization and Culture  6 hours
Study of French people from their origins to the present time through their geographical, historical, economic, and cultural backgrounds. 447 is required for the major.

451. Twentieth-Century French Literature I  3 hours
Study of the writers and dominant literary currents from 1900 to the 1950s. Required of majors. Discussion, oral and written reports, tests, and papers required. Prerequisite: FLF 311.

452. Twentieth-Century French Literature II  3 hours
Continuation of FLF 451, covering literary works since the 1950s. Discussion, oral and written reports, tests, and papers required. Prerequisite: FLF 311.

491. Methods of Teaching Foreign Languages  3 hours
Preparation to teach a modern foreign language at the elementary and secondary levels. Application of the latest techniques and procedures for teaching languages. Status of language learning and research in contemporary school curriculum. Offered at Spelman College.

492. Applied Linguistics  3 hours
Analysis of research in linguistics and its applicability to teaching foreign language. Emphasis will be placed on methods and techniques of identifying and overcoming the interference of English speech habits and patterns in teaching foreign languages.
CHINESE (FLC)

(All elementary and intermediate courses must be taken in sequence.)

101-102. Elementary Chinese 4 hours
Chinese (Mandarin Chinese) 101 and 102 are the first-year Chinese courses. The prerequisite for 102 is Chinese 101. No prior instruction in Chinese is required. These courses emphasize the four language skills (listening, speaking, reading, and writing). Chinese is both the official spoken language of the People's Republic of China and also of the Republic of China (Taiwan). Initial instruction in this course uses a Romanized phonetic system instead of actual Chinese characters (ideographs). This enables students to rapidly master basic Chinese pronunciation and to immediately begin simple conversation in the language. Shortly thereafter, instruction of actual Chinese characters begins. Students will learn about the creation and evolution of Chinese characters including structure, strokes, order and the “traditional versus simplified” character usage.

201-202. Intermediate Chinese 4 hours
Chinese 201 and 202 are the second-year Chinese courses. The prerequisite for 201 is Chinese 102 and Chinese 201 for Chinese 202. These courses continue first-year Chinese (elementary Chinese), and will emphasize the four language skills (listening, speaking, reading, and writing) and cultural awareness. Prerequisites: FLC 102 for FLC 201; and FLC 201 for FLC 202

210. Chinese culture through film and literature 3 hours
This course is conducted in English with no prerequisite and is intended to provide students a window into modern Chinese culture, politics, and society.

301-302. Advanced Chinese 4 hours
Chinese 301 and 302 are the third-year Chinese courses. The prerequisite for 301 is Chinese 202 and Chinese 301 for Chinese 302. These courses will provide a continuation of the second-year Chinese (intermediate Chinese). They will also continue to emphasize and expand on the four language skills (listening, speaking, reading, and writing) and cultural awareness.

303. General Conversation Course 1 4 hours
This course will provide students with a platform to improve their listening and speaking skills. Focus will be on tone and fluency advancement. Prerequisites: FLC 202

310. Business Chinese 1 4 hours
This course is designed to enhance students' business communication skills and cultural awareness.

440. Directed Studies in Chinese 1-4 credit hours
Chinese 440 is an independent studies course. The content will vary every semester based on the need of the students who enroll in the course. Students who wish to enroll in this course must obtain the consent of the instructor.

CHINESE STUDIES MINOR

REQUIREMENT
The Chinese Studies Minor consists of 23-24 semester hours of course within the Chinese offerings. Every student in the Chinese Studies Minor will be required to take Chinese 201, Chinese 202, and Chinese 301. Each course is 4-credit hours (a total of 12-credit hours). The remaining credit hours will be elective courses and must be at the 200-level or above. For students planning to focus on the Chinese language, Chinese 302 (Advanced Chinese), Chinese 303 (General Conversation) and study abroad are highly recommended. Prerequisites: German 102 or equivalent
GERMAN (FLG)
(All elementary and intermediate courses must be taken in sequence.)

101-102. Elementary German 6 hours
Dialogues, vocabulary, and short reading selections, with an emphasis on grammatical structure. Pronunciation drill and homework exercises require language laboratory visits. Much cultural discussion on the three German-speaking countries: Germany, Austria, and Switzerland. Videos on grammar usage.

201-202. Intermediate German 6 hours
Introduction to German, Austrian, and Swiss culture, both popular and intellectual. Emphasis on listening, speaking, writing and reading in German, with class conducted mainly in German. Conversational exercises. Compositions based on short readings, videos, and materials brought by instructor; grammar review secondary. Prerequisites: German 102 or equivalent for FLG 201; and FLG 201 or equivalent for FLG 202.

JAPANESE (FLJ)
(All elementary and intermediate courses must be taken in sequence.)
Japanese can be taken at Spelman College thorough the AUC cross-registration program

101-102. Elementary Japanese 6 hours
Introduces students to fundamentals of written Japanese characters, syntax, grammar and phonology. Students receive practice in simple sentence building through audiolingual structural patterns and drills.

201-202. Intermediate Japanese 6 hours
Building on Japanese 101 and 102, this course introduces students to more intricate grammatical and syntactical forms and to reading Japanese.

SPANISH (FLS)
(All elementary and intermediate courses must be taken in sequence.)

101-102. Elementary Spanish 6 hours
Elements of Spanish grammar, oral and written exercises, pronunciation, conversation, and introduction to reading of graded Spanish texts.

201-202. Intermediate Spanish 6 hours
Review of Spanish grammar, exercises in oral and written composition, and the study of prose composition. Selected readings of Spanish and Spanish-American authors and introduction to topics on culture and civilization. Prerequisites: FLS 102 or equivalent for FLS 201; FLS 201 or equivalent for FLS 202.

251-252. Intensive Intermediate Spanish 6 hours
Accelerated second-year course designed for honors students and students intending to major or minor in Spanish. Emphasizes selected readings in classic and modern works of literature, which form the basis of discussions and compositions. An intensive review of grammar is also included. This course satisfies the 201-202 general education requirement for language. Prerequisites: FLS 102 or equivalent for 201; FLS 251 or equivalent for FLS 252.

253. Intermediate Spanish/Study Abroad 3 hours
Emphasis on conversational and written Spanish at the intermediate level. Extensive use will be made of the daily situations that students encounter while living in the host country. FLS 253 will satisfy the FLS 201 General Education requirement. Prerequisite: FLS 102 or equivalent.

303-304. General Conversation 6 hours
Intensive training in aural comprehension and the idiomatic use of the spoken language through class discussions. Preparation and delivery of talks on current events, lectures and discussions. Conducted in Spanish. Prerequisites: FLS 201-202 or equivalent. Required for the major and minor.
305. Advanced Spanish Grammar and Conversation/Summer Abroad  3 hours
In-depth study of grammar and intensive training in the idiomatric use of language with attention to the linguistic idiosyncrasies of the local area. Prerequisites: FLS 202, 252, or 254. Required for the major.

306. Advanced Spanish Grammar  3 hours
Concentrates on the various elements of Spanish grammar for the purpose of preparing students for advanced coursework. Exercises will cover examples from selected literary texts. Prerequisites: FLS 202, 252, or equivalent. Required for the major and minor.

307. Composition in Spanish  3 hours
Advanced problems in grammar and syntax are studied. Written exercises, free composition, translations, discussions of selected readings, and intensive and extensive reading of modern Spanish texts. Serves as a basis for oral practice and the development of composition technique. Prerequisites: FLS 202, 252, or equivalent. Required for the major and minor.

NOTE: the following courses should be taken in the sequence suggested for the major: 309-310, then 311-312, then other higher-level courses.

309-310. General Survey of Spanish-American Literature  6 hours
Main trends of Spanish-American literature from the Conquest to the contemporary period through readings, lectures, class discussions, and oral and written reports. Prerequisites: FLS 252, 306, 307 or higher-level course. Required for the major.

311-312. General Survey of Spanish Literature  6 hours
Main trends of Spanish literature from the Middle Ages to the contemporary period. Lecture, commentaries, class discussions, and oral and written reports. Prerequisites: FLS 252, 306, 307 or higher-level course. Required for the major. 311 is required for the minor.

316. Spanish Phonetics and Pronunciation  3 hours
Scientific study of the phonology and morphophonemics of Spanish for the purpose of helping students to improve their own pronunciation and to understand both standard and dialectal variations as they occur in the Spanish-speaking world. Required of majors.

321. Spanish (Peninsular) Civilization  3 hours
Study of the Spanish people and their geographical, historical, economic, and cultural background. Prerequisites: FLS 306-307 or higher-level course.

331. Spanish-American Civilization  3 hours
The geography, history, institutions, and cultural development of the Spanish-American world. Prerequisites: FLS 306-307 or higher-level course.

350. Spanish for Business  3 hours
Emphasis will be placed on the mastery of the Spanish language through situational practice in a business context. Students will also be introduced to the background of cultural assumptions and values necessary for doing business in Spain and Latin America. Prerequisites: FLS 306-307, FLS 309-310, FLS 311-312, or higher-level course.

353. Spanish Literature of the Middle Ages  3 hours
Designed to introduce students to the Spanish people through their literature of the twelfth, thirteenth, and fourteenth centuries. Prerequisites: FLS 311-312 or permission of the instructor.

425. Spanish Literature of the Golden Age  3 hours
Specialized course in Peninsular Spanish literature, concentrating on the main genres and trends of the Golden Age. Offers an in-depth examination of the poetry, theater and prose of the sixteenth and seventeenth centuries in Spain.
427. Nineteenth-Century Spanish Literature 3 hours
Reading and analysis of works representing major writers and literary movements from Romanticism through Naturalism in drama, poetry, the essay and the novel. Includes Larra, Espronceda, El Duque de Rivas, Zorilla, Becquer, Valera, Galdo and Pardo Bazan. Prerequisites: FLS 311-312 or permission of the instructor.

430. Twentieth-Century Spanish Literature 3 hours
Major developments in contemporary fiction, essay, poetry, and drama, including works by such writers as Unamuno, Antonio Machado, Azorin, Valle-Inclan, Buero Vallejo, Garcia Lorca, Aleixandre, Cela and Goytisolo. Prerequisites: FLS 311-312 or permission of the instructor.

433. Modern Spanish-American Literature 3 hours
Reading and analysis of works representing major writers and literary movements from Modernism through Surrealism in poetry, the essay, drama and fiction. Prerequisites: FLS 309-310 or permission of the instructor.

434. Topics in Spanish-American Literature 3 hours
Each time that it is taught, this course will cover the evolution of a genre or that of the representation of a specific topic in Spanish-American literature from 1900 to the present. It can be taken more than once. Prerequisites: FLS 309-310 or permission of the instructor.

440. Directed Study 3 hours
Special interest areas for more in-depth study and investigation of intensive audio-lingual practice under the supervision of an instructor. Honors Thesis. Prerequisite: All special study projects must be approved in advance by the supervising instructor in consultation with the department chairperson.

441. Directed Study/Summer Abroad 3 hours
Conducted mostly in English by local professors, consists of a lecture series and field trips. Topics cover the history, society, politics, religion, art, archeology, economics, and environment of the host country. Participating students are required to write a research paper regarding a particular topic of the series and will be evaluated by the Morehouse faculty directing the program. FLS 441 will not satisfy any part of the general education curriculum. However, students may receive credit toward a major or minor in Spanish if the research paper is written in that language. Students may also receive credit from other departments with prior approval before departure.

442. Internship-Field Work/Summer Abroad 3 hours
Students are placed in businesses or organizations whose activity deals with a student's major concentration. Students experience the cultural mores of business practices in foreign countries as well as acquire technical terms and vocabulary in the target language. Participating students are carefully monitored and supervised. Students must write a report on their experience that will be evaluated by one of the faculty directors of the program. Prior approval is required by the department in which the student expects to receive credit for the internship experience.

443. Afro-Hispanic Literature 3 hours
Reading and analysis of works produced by Hispanic writers who focus on the Black presence in Latin America. Includes Juan Francisco Manzano, Nicolas Guillen, Luis Pals Matos, Adalberto Ortiz, Carlos Sanchez, Romulo Gallegos and Francisco Arrivi. Prerequisites: FLS 309-310 or permission of the instructor.

491. Methods of Teaching Foreign Languages
(Offered at Spelman College). See the description under FLF 491.

492. Applied Linguistics
(See the description under FLF 492).
The Department of Music is committed to providing the most productive educational experiences for its students who wish to study music as one of the liberal arts. Fostering the development of artistic talent, humanitarian ideals and sensitivities, academic acumen, and respect for the highest professional standards is the principal aim of the department. Primary focal points of departmental activity include the following elements:

- Promotion of an understanding and appreciation of the knowledge and skills appropriate for undergraduates who wish to major in music as a part of a liberal arts program;
- Encouragement of intellectual development, individual creativity, artistic perspective, civic engagement, and ethical leadership through a variety of musical experiences;
- The study and performance of the music of African-Americans and the ways in which music from different cultures interacts;
- Promotion of music as essential to the appreciation of the human experience through courses in the core curriculum intended for the general college student in the humanities; and
- Exposure of students to the ways in which contemporary technologies may enhance their studies.

Students majoring in music must choose an emphasis in performance (woodwinds, brass, strings, voice, piano, organ), choral conducting and literature or composition. Music Education is not offered by the department as either a major or an emphasis.

**DEPARTMENTAL ADMISSION REQUIREMENTS**

Students pursuing a concentration in music must (1) be admitted to Morehouse College, (2) successfully complete a performance audition in at least one medium, and (3) take an advisory examination in music theory prior to matriculation in the department. Prospective majors should consult with the music chairperson.

**DEGREE REQUIREMENTS FOR MUSIC MAJORS**

Graduation requirements for a Bachelor of Arts with a major in music at Morehouse College include the following:

1. Satisfactory completion of the College’s core curriculum (53 hours). Successful completion of the 36-40 hour music “core” plus the additional 6-16 hours required in an area of departmental emphasis. Satisfactory completion of applied music in the student’s principal instrument or area of emphasis every semester he is enrolled in the Department.
2. Satisfactory completion of a piano proficiency exit examination, which may require enrollment in MUS 108-109 and continuing enrollment in 1-hour applied piano sections, MUS 101PN-MUS 402PN until piano proficiency requirements are met.”
3. Satisfaction of the oral communications requirement by completing English 351, Professional Communication; this three-hour course represents a designated elective, coming from the music student’s elective hours.
4. Satisfactory participation in at least one of the performing organizations in the Department of Music every semester the student is enrolled, up to a maximum of 8 semesters.
5. Satisfactory attendance at campus concerts and recitals. Further, a music major or minor must receive departmental approval prior to his involvement in any musical performance.
THE MUSIC CORE

MUS 101-402  Applied Music (8-12 hours) with co requisite
   Performance Seminars (0-2 hours)
MUS 117-118  Sight Singing and Ear Training (4 hours)
MUS 142-443  Music Seminar (1 hour)
MUS 251-252  Elementary Theory of Music (6 hours)
MUS 351-352  Advanced Theory of Music (6 hours)
MUS 353-354  History of Music (6 hours)
MUS 355  Contrapuntal Techniques (2 hours)
MUS 357  Form and Analysis (2 hours)
MUS 444  Senior Recital (1 hour)

ADDITIONAL REQUIRED COURSES
For Emphasis in Voice
MUS 271-272  Singer's Diction (2 hours)
MUS 275-276  Vocal Literature (4 hours)
For Emphasis in Composition
MUS 206  Introduction to Composition, with corequisite lab 206L (2 hours)
MUS 305-406  Composition, with corequisite labs 305L-406L (8 hours)
MUS 261  Orchestration (2 hours)
For Emphasis in Choral Conducting
MUS 264  Introduction to Conducting (2 hours)
MUS 363-464  Conducting (8 hours)
MUS 273-274  Choral Literature (4 hours)
MUS 261  Orchestration (2 hours)

MUSIC COURSES THAT SATISFY THE CORE REQUIREMENT

Any one of the following three-hour courses will fulfill the general student’s core requirement in music. Only one music course may be taken for credit in the core curriculum. Students must fulfill the remaining humanities requirements in the disciplines of art, philosophy, and religion.

MUS 111  Masterpieces of Music (3 hours)
MUS 116  The Oral Tradition in African-American Folk Music (3 hours)
MUS 203  Introduction to Church Music (3 hours)
MUS 310  History of Jazz (3 hours)
MUS 404  Survey of African-American Music (3 hours)

DEPARTMENTAL HONORS

Music majors may qualify for departmental honors by satisfying the following criteria:
1. Be eligible for college honors.
2. Maintain at least a 3.2 cumulative grade point average in the Department of Music.
3. Successfully complete a senior honors project approved and directed by the music faculty.

THE MUSIC MINOR

The music minor is a 15-21 credit hour course of study intended for the student who wishes to pursue a more in-depth study of music beyond the requirements of the core curriculum through a variety of musical experiences. The music minor is designed to enhance the student's knowledge and appreciation of music as one of the liberal arts and to instill an awareness of the ways in which the music of African-
Americans interacts with music from different cultures. A minor in music may be used as a complement to the student’s major, especially for those who may wish to pursue further study in interrelated disciplines such as business and music, musical theater, or music therapy. The student should declare his intention to minor in music to the music department chairperson and begin coursework by the first semester of his sophomore year. At this time, he will be assigned a faculty advisor from the department who must approve the student’s course of study.

**Theory (4-6 hours):**

The student pursuing a music minor must complete 2 consecutive semesters in the theory sequence at the 200 level or higher with a grade of C or better. The student’s initial course will be determined by a placement examination. The student may be placed in Music Fundamentals (MUS 100) to prepare him for the courses in the theory sequence. This class would be viewed as a development course and not as part of the hours counting toward the minor.

Theory Sequence: (complete two consecutive semesters)

- MUS 251-252  Elementary Theory of Music (3 hours each semester)
- MUS 351-352  Advanced Theory of Music (3 hours each semester)
- MUS 355  Contrapuntal Techniques (2 hours)
- MUS 307  Form and Analysis (2 hours)

**History and Literature (6 hours beyond core requirement):**

The student pursuing a music minor must complete MUS 111 (Masterpieces of Music and Music Literature) as part of his core curriculum. He must complete an additional two courses from the list of approved core curriculum courses in music. A student may elect to take either semester of the sequence MUS 353-354 (History of Music I and II) as a substitute for either of these additional courses, but he must have completed MUS 252 (Elementary Theory II) as a prerequisite for enrollment.

Required core courses:

- MUS 111  Masterpieces of Music and Music Literature (3 hours)

Additional approved core curriculum courses (choose two):

- MUS 116  Oral Traditions in African-American Folk Music (3 hours)
- MUS 203  Introduction to Church Music (3 hours)
- MUS 310  History of Jazz (3 hours)
- MUS 404  Survey of African-American Music (3 hours)

Possible substitutes for minor requirement in history and literature:

- MUS 353  History of Music I (prerequisite: MUS 252) (3 hours)
- MUS 354  History of Music II (prerequisite: MUS 252) (3 hours)

**Performance (4 hours):**

The student pursuing a music minor must complete 4 semesters of Applied Music with a grade of C or better. At least two of the semesters must be in the same discipline, and the student must enroll in any corresponding seminar courses. (Example: Voice Seminar is a required lab component for Applied Voice.) Minors should perform at least twice in student recitals. The repertoire and performance level must be approved by the student’s applied teacher for inclusion in any student recital.

**Ensemble (4 hours):**

The student pursuing a music minor must complete 4 semesters of participation in any of the ensembles sponsored by the Department of Music: Glee Club, Marching Band, Concert Band, Jazz Ensemble, Orchestra. The choice of the ensemble must be approved by the faculty adviser to ensure that it complements the student’s overall plan of study in the minor.
Music Seminar (1 hour):
The student pursuing a music minor must enroll in a minimum of 2 semesters of Music Seminar. One of the semesters should be taken for credit, and the student will be expected to prepare a paper to fulfill the requirement for that semester. The topic and length of the paper must be approved by the instructor of the course.

SUGGESTED COURSE SEQUENCE FOR MUSIC MAJORS

The following outlines represent suggested course sequences. The student is advised that not all courses are offered every academic year and adjustments may have to be made accordingly. Therefore, the music major is encouraged to use a sequence simply as a starting point in preparing a specific four-year plan with the assistance of his academic adviser. In some instances, placement criteria in music and the general core may result in fewer hours than the number required to graduate. In such cases, the student must choose additional elective courses in order to complete the minimum of 120 hours required for graduation.

(*) Indicates that the student may choose from a variety of approved courses in the General Core Requirements list that are offered by the respective department.

COURSE SEQUENCE FOR MUSIC MAJORS

EMPHASIS IN COMPOSITION

Freshman Year

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Sophomore Year

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**TOTAL** 17 hours

#### SPRING SEMESTER
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**TOTAL** 17 hours

### Senior Year

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**TOTAL** 13 hours

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**TOTAL** 12 hours

### EMPHASIS IN CHORAL CONDUCTING

#### Freshman Year

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**TOTAL** 16 hours

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**TOTAL** 17 hours
### Sophomore Year

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**TOTAL** 18 hours

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**TOTAL** 16 hours

### Junior Year

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**TOTAL** 17 hours

### Senior Year

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**TOTAL** 15 hours

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**TOTAL** 14 hours
EMPHASIS IN VOICE PERFORMANCE

Freshman Year

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Sophomore Year

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Junior Year

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## Senior Year

### FALL SEMESTER

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### SPRING SEMESTER

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## Emphasis in Piano Performance

### Freshman Year

### FALL SEMESTER

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### SPRING SEMESTER

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## Sophomore Year

### FALL SEMESTER

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### SPRING SEMESTER

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### Junior Year

**FALL SEMESTER**

- **MFL 201**: 3
- **PHI***: 3
- **SOC SCI***: 3
- **HEDU 353**: 0
- **MUS 301PN**: 2
- **MUS 331**: 0
- **MUS 342**: 0
- **MUS 351**: 3
- **MUS 353**: 3
- **ENSEMBLE**: 1

**TOTAL**: 18 hours

**SPRING SEMESTER**

- **MFL 202**: 3
- **REL 201**: 3
- **ELECTIVE**: 3
- **HEDU 354**: 0
- **MUS 302PN**: 2
- **MUS 332**: 0
- **MUS 343**: 0
- **MUS 352**: 3
- **MUS 354**: 3
- **ENSEMBLE**: 1

**TOTAL**: 18 hours

### Senior Year

**FALL SEMESTER**

- **HPED***: 1
- **MUS 355**: 2
- **MUS 401PN**: 2
- **ELECTIVE**: 3
- **MUS 431**: 1
- **MUS 442**: 0
- **ELECTIVE**: 3
- **ENG 351**: 3
- **ENSEMBLE**: 1

**TOTAL**: 16 hours

**SPRING SEMESTER**

- **MUS 357**: 2
- **MUS 402PN**: 2
- **ELECTIVE**: 3
- **MUS 432**: 1
- **MUS 443**: 1
- **ELECTIVE**: 3
- **MUS 444**: 1
- **ENSEMBLE**: 1

**TOTAL**: 14 hours

### EMPHASIS IN ORGAN PERFORMANCE

**Freshman Year**

**FALL SEMESTER**

- **ENG 101**: 3 hours
- **HIS 111**: 3
- **HPED***: 1
- **MTH 100**: 3
- **HEDU 151**: 0
- **HEDU 153**: 0
- **MUS CORE***: 3
- **MUS 101OR**: 1
- **MUS 101PN**: 1
- **MUS 131**: 0
- **MUS 142**: 0
- **ENSEMBLE**: 1

**TOTAL**: 16 hours

**SPRING SEMESTER**

- **ENG 102**: 3 hours
- **HIS 112**: 3
- **SOC SCI***: 3
- **MTH 110**: 3
- **HEDU 152**: 0
- **HEDU 154**: 0
- **MUS 100**: 2
- **MUS 102OR**: 1
- **MUS 102PN**: 1
- **MUS 132**: 0
- **MUS 143**: 0
- **ENSEMBLE**: 1

**TOTAL**: 17 hours
### Sophomore Year

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### Junior Year

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### Senior Year

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**Total**  
**16 hours**

### EMPHASIS IN WIND INSTRUMENTAL PERFORMANCE

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**Sophomore Year**

**FALL SEMESTER**

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**Junior Year**

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**Senior Year**

**FALL SEMESTER**

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**TOTAL**

- **Sophomore Year**: 16 hours
- **Junior Year**: 15 hours
- **Senior Year**: 15 hours
# EMPHASIS IN STRING PERFORMANCE

## Freshman Year

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**TOTAL** 16 hours  
**TOTAL** 15 hours

## Sophomore Year

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**TOTAL** 16 hours  
**TOTAL** 16 hours

## Junior Year

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**TOTAL** 15 hours  
**TOTAL** 15 hours
Senior Year

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MUSIC (MUS)

100. Music Fundamentals 2 hours
This course is designed for music majors as an introduction to basic music fundamentals and for non-majors as a general overview of the subject matter. The acquisition of basic skills in music theory is stressed, with an emphasis on the identification and writing of basic elements such as intervals, scales, and chords. The student may exempt this course by successfully completing an advisory examination in music theory. *This course may be chosen as an elective for non-music majors. However, it does not satisfy the general core requirements for music.*

101-102. Applied Music 1 hour
Private studio lessons. *Prerequisites: Successful audition in the area of applied music; permission of instructor.*

103, 204, 303, 403. Wind Ensemble (offered fall semester) 1 hour each
Wind Ensemble is comprised of both music majors and non-music majors. Wind Ensemble is a small chamber performance group that explores a variety of repertoire from the classical and folk music traditions. The primary purpose of this ensemble is to afford the student the opportunity to continue development on his respective wind instrument. Participation in this ensemble is granted by audition at the beginning of the fall semester.

108-109. Class Piano 1 hour each
This course is designed for music majors who need to develop keyboard proficiency and for nonmajors who wish to acquire keyboard skills. It is intended for students having little or no previous training in piano. If necessary, the student continues his study with MUS 201, Applied Piano, until he successfully passes a departmental piano proficiency examination.

110. Voice Class 1 hour
This course is designed for the beginning singer. The student will study proper usage of his voice and body. He will study simple songs in English, Italian, etc.

111. Masterpieces of Music and Music Literature 3 hours
This course, designed for the general college student, is an introduction to music primarily through musical compositions. It satisfies the music requirement in the general studies curriculum. Emphasis is placed on the development of musical styles within each historical period, from antiquity to the present.
112-113. **Voice Seminar** 0 hours
This is a performance seminar required of all students of applied voice and designed to assist the student in developing performance skills, including score preparation, stage presence, interpretation through language and communication skills, diction and projection as well as other needed performance capabilities. The most important component of this class is the laboratory performance environment and critical evaluation. At the end of the semester, each nonmajor is required to perform in studio class recital. Majors and minors are required to complete a performance jury.

116. **The Oral Tradition in African-American Folk Music** 3 hours
This course, designed for the general college student, is an introduction to the elements of music as a basis for a more in-depth study of African-American music which belongs to, and/or has been significantly influenced by the practice of oral transmission. It satisfies the music requirement in the general studies curriculum. The focus of this class is on information that has been preserved, enhanced, modified, and in some cases, threatened by transmission in the folk manner among African-Americans.

117-118. **Sight Singing and Ear Training** 2 hours each
This course endeavors to develop a student’s skills in reading music notation, demonstrated through vocal production. In addition, the student learns to notate sounds played on an instrument or performed by a human voice. Pitch discrimination, rhythmic proficiency, and the ability to recognize basic harmonic progressions are included.

119-120, 219-220, 319-320, 419-420. **Glee Club** 1 hour each
This course is designed to develop tonal concepts, breathing, good singing posture, and familiarization with the musical score, in addition to good vocal techniques, choral tone and sight-singing. Emphasis is given to studying and learning music of varied styles and types suitable for performance at and away from the College. Attendance is required at all rehearsals and all official college functions. Entry is by individual audition. This course is the required ensemble for music majors and minors whose concentration is voice or choral conducting. Other students may take the course for credit if desired. Glee Club members may also be given the opportunity to participate in the Morehouse-Spelman Chorus for no additional credit.

123-124. **Wind Seminar** 0 hours
This class consists mainly of student performances and discussions, and is designed to give the student of Applied Winds frequent opportunities to perform for and to be evaluated by his peers and the professor in order to prepare him for public performances. The class meets once a week for an hour, and it is required of all students enrolled in Applied Music in the area of wind instruments. Students must be concurrently enrolled in the appropriate level of Applied Music (flute, saxophone, trumpet, tuba, etc.) during the same semester.

131-132. **Piano Seminar** 0 hours
This class consists mainly of student performances and discussions, and it is designed to give the student of Applied Piano frequent opportunities to perform for and to be evaluated by his peers and the professor in order to prepare him for public performances. This class meets once a week for an hour, and it is required of all students enrolled in Applied Piano (101PN-102PN).

142-143. **Music Seminar** 0 hours
This course is designed to broaden the student's awareness of music and music literature. Topics include elements of musical performance and literature, music research, African-American music and its impact, and the elements of 20th century composition. The music major must enroll in Music Seminar at the appropriate level during each semester of residency.
Marching Band (offered fall semester) 1 hour each
The Morehouse College Marching Band is comprised of both music majors and nonmusic majors. The primary function of the band is to represent the school at various athletic events and games throughout the football season. However, the band also performs for a variety of audiences in parades, private performances and band competitions. This ensemble meets during the fall semester and occasionally performs during the spring semester for special events.

Jazz Ensemble (offered spring semester) 1 hour each
The Morehouse College Jazz Ensemble is comprised of both music majors and nonmusic majors. The ensemble often is called upon to perform for a series of school-related functions as well as outside engagements. These performances allow the student to experience a situation similar to that of a professional performer. The highlight of the Jazz Ensemble’s work is the annual Morehouse College Jazz Festival, during which the band is featured alongside some of the most highly acclaimed jazz artists and clinicians. Participation in this ensemble is granted by audition, which takes place during the fall semester (following the football season).

Concert Band (offered spring semester) 1 hour each
Concert Band is comprised of both music majors and non-music majors from Morehouse and Spelman College. Concert Band is a large performance group that explores a variety of repertoire from the various musical periods, cultures, and styles. The primary purpose of this ensemble is to afford the student the opportunity to continue development on his respective instrument.

AUC Symphony Orchestra 1 hour each
The Atlanta University Center Symphony Orchestra is comprised of both music majors and nonmusic majors. It is part of a shared program that is made up of students from each of the sister undergraduate schools in the Atlanta University Center. The primary function of the orchestra is to engage the student in performances of various styles and genres of works written for the orchestra and chamber ensembles that include the medium of strings. It performs a variety of public concerts each semester of the year. Only those students who perform in the orchestra qualify for applied lessons in string performance.

Applied Music 2 hours
Private studio lessons. Prerequisites: MUS 102 or equivalent; permission of instructor.

Introduction to Church Music 3 hours
This course fulfills the music core requirement for the general college student. It is an introduction to the principal historical and philosophical bases for music in the Christian church, including the African-American church. In addition, exposure to various music genres and to systems of church music administration provides the framework for the course.

Introduction to Composition 1 hour
This is the first course in the music composition sequence. Basic concepts and theoretical constructs of composition are introduced to the beginning student. Corequisite: MUS 206L.

Composition Laboratory 1 hour each
The laboratory component of composition (206L, 305L, etc.), taken in tandem with composition (206, 305, etc.), is a combined meeting of all students enrolled in composition that semester. Topics explored include score study and preparation, rehearsal planning, computer applications and professional issues. In each semester that the student is enrolled in any level of composition, he is expected to enroll in the laboratory section that matches his section for composition class (example: Composition MUS 305 with Composition Lab MUS 305L).

Brasswind Ensemble 1 hour
212-213. Voice Seminar 0 hours
This is a performance seminar required of all students of Applied Voice and designed to assist the student in developing performance skills, including score preparation, stage presence, interpretation through language and communication skills, diction and projection as well as other needed performance capabilities. The most important component of this class is the laboratory performance environment and critical evaluation. At the end of the semester, each non-major is required to perform in studio class recital. Majors and minors are required to complete a performance jury.

215. Introduction to the Music Industry 3 hours
This course is a study of career opportunities in the music industry, including publishing, artist management, record production, marketing, merchandising and retailing. The class introduces music industry terminology and career options, as well as the roles and responsibilities of industry executives. Students will be required to read and outline materials related to the music industry. This course may be chosen as an elective. It does not satisfy the general core requirement for music.

223-224. Wind Seminar 0 hours
This class consists mainly of student performances and discussions, and is designed to give the student of Applied Winds frequent opportunities to perform for and to be evaluated by his peers and the professor in order to prepare him for public performances. The class meets once a week for an hour, and it is required of all students enrolled in Applied Music in the area of wind instruments. Students must be concurrently enrolled in the appropriate level of Applied Music (flute, saxophone, trumpet, tuba, etc.) during the same semester.

231-232. Piano Seminar 0 hours
This class consists mainly of student performances and discussions, and it is designed to give the student of Applied Piano frequent opportunities to perform for and to be evaluated by his peers and the professor in order to prepare him for public performances. This class meets once a week for an hour and it is required of all students enrolled in Applied Piano (201PN-202PN).

240. Elementary Jazz Improvisation 2 hours
This course introduces the styles of jazz from a performance perspective. Materials covered include scales, chords, chord substitutes, modes, blues, and standard jazz repertoire. Offered fall semester only.

241. Advanced Jazz Improvisation 2 hours
This course is designed to further the student's ability to improvise by using exotic scale patterns, symmetrical harmony and intervals, and chord substitutions. Prerequisite: MUS 240. Offered spring semester only.

242-243. Music Seminar 0 hours
A continuation of MUS 143. The music major must enroll in Music Seminar at the appropriate level during each semester of residency.

251-252. Elementary Theory of Music 3 hours each
This course is designed to familiarize the beginning music major with fundamental concepts of music theory. The development of basic analytical skills, aural perception, and an awareness of theoretical tools employed in various musical styles of the “common practice period” is a primary thrust of this course. Prerequisite: MUS 100 or by placement examination.

261. Orchestration 2 hours
This course introduces scoring techniques in instrumental music, particularly orchestra. Classification and nomenclature of instruments, paring techniques, and developing familiarity with the performing limitations of instruments are considered. A principal goal is the scoring of a work for instrumental ensemble. Prerequisite: MUS 251 or equivalent. Offered spring semester only.

264. Introduction to Conducting 2 hours
This is the first course in the conducting sequence for the music major who wishes to concentrate in choral conducting. Basic beat patterns and fundamental techniques of conducting are covered. Various ensemble styles and literature are introduced. *Offered spring semester only.*

**271-272. Singer’s Diction**  
This course emphasizes the principles governing sung diction in the following languages: English, Italian, Spanish, French, and German. The symbols and the proper usage of the International Phonetic Alphabets for phonetic translations and pronunciations of words in English, Italian, German, and French are introduced. It will also stress the need for students to master this skill, as it is one of the top ten reasons for a successful career.

**273-274. Choral Literature**  
This course focuses on the major styles of choral history, primarily from the Renaissance to the 20th century. The music of African Americans is included in this study. *Offered every other year.*

**275-276. Vocal Literature I and II**  
This course is designed for the student concentrating in vocal performance. The symbols and the proper usage of the International Phonetic Alphabets for phonetic translations and pronunciations of words in English, Italian, German, and French, introduced in Singer’s Diction, are reinforced. Grammatical structure in the four subject languages will be focused on for the purpose of accurate translations of foreign texts in solo song literature, vocal/orchestral works and opera. History, style analysis, and performance practices will be emphasized. *Prerequisites: MUS 271-272 or equivalent. Offered every other year.*

**301-302. Applied Music**  
Music majors with an emphasis in performance should enroll for 2 hours of credit each semester at the 301-402 levels. All others should enroll for 1 hour credit. Private studio lessons. *Prerequisites: MUS 202 or equivalent; permission of instructor.*

**305-306. Composition**  
This two semester sequence is part of a four-semester sequence of composition classes designed for music majors or those who by evaluation demonstrate significant knowledge of music theory. They are designed to build compositional skills and to encourage individual writing creativity. Both European and African-American traditions are explored. *Corequisites: MUS 305L-306L.*

**310. History of Jazz**  
Designed as a jazz appreciation course, this course fulfills the music requirement in the general studies curriculum. The major style periods, composers, and performers are covered.

**312-313. Voice Seminar**  
This is a performance seminar required of all students of Applied Voice and designed to assist the student in developing performance skills, including score preparation, stage presence, interpretation through language and communication skills, diction and projection as well as other needed performance capabilities. The most important component of this class is the laboratory performance environment and critical evaluation. At the end of the semester, each non-major is required to perform in studio class recital. Majors and minors are required to complete a performance jury.

**323-324. Wind Seminar**  
The class consists mainly of student performances and discussions, and is designed to give the student of Applied Winds frequent opportunities to perform for and to be evaluated by his peers and the professor in order to prepare him for public performances. The class meets once a week for an hour, and it is required of all students enrolled in Applied Music in the area of wind instruments. Students must be concurrently enrolled in the appropriate level of Applied Music (flute, saxophone, trumpet, tuba, etc.) during the same semester.
331-332. Piano Seminar 0 hours
This class consists mainly of student performances and discussions, and it is designed to give the student of Applied Piano frequent opportunities to perform for and to be evaluated by his peers and the professor in order to prepare him for public performances. This class meets once a week for an hour, and it is required of all students enrolled in Applied Piano (301PN-302PN).

342-343. Music Seminar 0 hours
Continuation of MUS 243. The music major must enroll in Music Seminar at the appropriate level during each semester of residency.

351-352. Advanced Theory of Music 3 hours each
This course focuses on the study and application of music theory and the analysis of musical compositions. Primary emphasis is placed on harmonic practices of various eras in Western European and African-American music. Partwriting is a primary means of studying the principles of harmony included in this course. Prerequisite: MUS 252 or equivalent.

353-354. History of Music 3 hours each
This class provides an in-depth survey of Western music from the Middle Ages through the twentieth century. Emphasis is placed on examining stylistic aspects of each period together with works of major composers. Prerequisite: MUS 252 or equivalent.

355. Contrapuntal Techniques 2 hours
In this course, students will study polyphonic compositions of 16th- through 20th-century composers. Analysis of selected works and student efforts in the composition of representative examples of contrapuntal techniques are essential. Prerequisite: MUS 252 or equivalent. Offered fall semester only.

357. Form and Analysis 2 hours
This course is devoted to the principal techniques of formal organization in music. It includes analysis and synthesis of small forms and their combinations to form larger structures of the standard repertoire. Prerequisite: MUS 352 or equivalent. Offered spring semester only.

363-364. 463-464. Conducting 2 hours each
Advanced concepts of and continuing exposure to choral literature, conducting principles and practices. This course leads to a public performance of a senior recital of choral music. Prerequisite: MUS 264.

401-402. Applied Music 1-2 hours each
Music majors with an emphasis in performance should enroll for 2 hours of credit each semester at the 301-402 levels. All others should enroll for 1 hour of credit. Private studio lessons. Prerequisites: MUS 302 or equivalent; permission of instructor.

404. Survey of African-American Music 3 hours
Successful completion of this course satisfies the general studies requirement in music. It deals with major categories of African-American music and proceeds to establish theories of origin and paths of development. Then, this course examines the musical practices in the lifestyles of the people who produced it. Every effort is made to examine distinguishing characteristics of each genre of composed music, of music improvised in contemporary society, and of music from the oral tradition. Some attention is devoted to developing a realistic perspective of African-American music in contemporary American society.

405-406. Composition 1 hour each
These two classes are the upper-level courses of a four-semester sequence designed for music majors or those who by evaluation demonstrate significant knowledge of music theory. The course is designed to build compositional skills and to encourage individual writing creativity. Both European and African-American traditions are explored. Corequisites: MUS 405L-406L.
412–413. Voice Seminar  
0 - 1 hour each
This is a performance seminar required of all students of Applied Voice and designed to assist the student in developing performance skills, including score preparation, stage presence, interpretation through language and communication skills, diction and projection as well as other needed performance capabilities. The most important component of this class is the laboratory performance environment and critical evaluation. At the end of the semester, each non-major is required to perform in studio class recital. Majors and minors are required to complete a performance jury. Senior voice performance majors may elect to register for MUS 412 and 413 for one (1) credit hour each.

423–424. Wind Seminar  
0-1 hour each
This class consists mainly of student performances and discussions, and is designed to give the student of Applied Winds frequent opportunities to perform for and to be evaluated by his peers and the professor in order to prepare him for public performances. Because they would be expected to perform more frequently as they prepare their graduation recitals, seniors with an emphasis in wind performance may elect to register for MUS 423 and 424 for one (1) credit hour each. The class meets once a week for an hour and it is required of all students enrolled in Applied Music in the area of wind instruments. Students must be concurrently enrolled in the appropriate level of Applied Music (flute, saxophone, trumpet, tuba, etc.) during the same semester.

431–432. Piano Seminar  
0 - 1 hour each
The class consists mainly of student performances and discussions, and it is designed to give the student of applied piano frequent opportunities to perform for and to be evaluated by his peers and the professor in order to prepare him for public performances. Because they would be expected to perform more frequently as they prepare their graduation recitals, seniors with an emphasis in piano performance may elect to register for MUS 431 and 432 for one (1) credit hour each.

433. Performance Practices  
2 hours
In this course, the student investigates attitudes and practices employed in the authentic performance of music from the Baroque era to the twentieth century.

441. Readings in Music History  
1 hour
This course is designed to equip the student with authentic information regarding treatises, history and performance practices. Much of the work is done as independent study. A term project in introductory musicology is undertaken.

442–443. Music Seminar  
1 hour
A continuation of MUS 343. The music major must enroll in Music Seminar at the appropriate level during each semester of residency. He is required to enroll in consultation with his adviser for one credit hour once during his senior year. During this semester, the student completes a required project and presents it to the class.

444. Senior Recital  
1 hour
Senior Recital is an outgrowth of the student’s lessons in applied music. A successful public performance is the goal of the course. The senior music major is expected to demonstrate a high level of proficiency in a performance medium. Prerequisites: Successful completion of each of the following: 90 credit hours toward the 120 needed for graduation; a minimum of 5 semesters of Applied Music; MUS 352; MUS 353 or MUS 354; 4 semesters of Music Seminar.

445. Directed Studies  
1-3 hours
This course will offer opportunities for creative research and performance projects outside of the structured classroom environment; accommodate flexible and independent activities, including internships, research in performance practices, innovative composition and music technology projects; and accommodate exploration of areas such as music publication and recording. Additionally, the course is designed to give consideration to aspects of music that go beyond the provincial applied performance areas, as well as those that extend beyond the physical boundaries of the College.
451. Introduction to Music Research 2 hours
This course consists of three parts: (1) a survey of bibliographic materials, (2) investigation of problems and methods of historical research, and (3) a writing project devoted to some aspect of music history.

NEUROSCIENCE

The neuroscience minor arises from an effort to encourage students to approach biology and psychology from an interdisciplinary perspective and to distinguish students who have pursued an interest in the topic beyond the courses and electives required for their major.

Neuroscience is a field on the frontier of science. Training in this area will be useful for many careers in the 21st century, including anthropology, biology, journalism, law, medicine, neuroscience, occupational therapy, physical therapy, pharmacology, psychiatry, psychology, public health, and veterinary medicine.

REQUIREMENTS FOR A MINOR IN NEUROSCIENCE

Students of any major and in any division are encouraged to pursue a minor in neuroscience. To minor in neuroscience, students must complete 17 hours, consisting of the following courses: BIO 112, BIO 123/PSY 123, BIO 317, PSY 460, and one elective. In addition, students must take an advanced laboratory class, either BIO 317L or PSY 461. Students interested in pursuing a minor in neuroscience are encouraged to take PSY 101 as their social science elective. Allowable electives are offered in the biology, psychology, and computer science departments at Morehouse College, as well as on other campuses in Atlanta.

SUGGESTIONS FOR COURSE SEQUENCE

BIO 123/PSY 123 (Mind and Brain) has no prerequisites and should be taken during the freshman year. All students pursuing a neuroscience minor must take the BIO 111/112 (General Biology) sequence, instead of BIO 101 (Biological Sciences). For non-biology majors, it is recommended that the BIO 111/112 sequence be taken in the sophomore year. BIO 112 must be completed before students may enroll in BIO 317 (Principles of Neurobiology). Many psychology courses require PSY 101 as a prerequisite; therefore, students planning to take their neuroscience elective in the Department of Psychology should take PSY 101 as their social science elective.

APPROVED ELECTIVE COURSES FOR THE MINOR IN NEUROSCIENCE

Students are encouraged to cross-register at other campuses for elective courses in neuroscience. Elective credit for classes not on this list may be arranged with the neuroscience coordinators. Courses required for your major are NOT allowable as neuroscience electives.

APPROVED ELECTIVE COURSES AT MOREHOUSE COLLEGE

Biology Department

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 316</td>
<td>Principles of Physiology</td>
</tr>
<tr>
<td>BIO 471</td>
<td>Principles of Animal Development</td>
</tr>
</tbody>
</table>

Psychology Department

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 341</td>
<td>Animal Behavior</td>
</tr>
<tr>
<td>PSY 372</td>
<td>Learning and Memory</td>
</tr>
<tr>
<td>PSY 386</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>PSY 393</td>
<td>Health/Medical Psychology</td>
</tr>
</tbody>
</table>

Computer Science Department

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 425</td>
<td>Artificial Intelligence</td>
</tr>
</tbody>
</table>
PHILOSOPHY AND RELIGION

The twofold objective of this department is to prepare students for graduate or professional study in the fields of philosophy and religious studies and to enable them to satisfy the College requirements in the General Education Program. The courses in philosophy and religion seek to provide the student not only with a firm base in these two academic disciplines, but also with a means for self-examination and self-orientation. The work in philosophy aims to develop a critical and analytical approach to all the major areas of human inquiry. The work in religion aims to describe, analyze and evaluate the role of religion in the life of humans since earliest times and to examine how the religious quest continues as a variegated and often tortuous climb toward human growth and fulfillment.

THE MAJOR IN PHILOSOPHY

The objectives of the major in philosophy are:

1. To develop skills of critical and analytical thinking.
2. To develop the skills for constructing and evaluating argumentative essays.
3. To develop a knowledge of major themes, problems and issues in the history of philosophical thought.
4. To develop a familiarity with the theoretical problems of contemporary ethics, theory of knowledge, and metaphysics.

Students who major in philosophy will be required to complete a minimum of 30 semester hours in philosophy, above core requirements, plus 3 hours of cognate electives to be selected in consultation with a departmental adviser. ENG 350 (Principles of Speech Communication) will be the speech requirement. Included in the 30 hours must be PHI 202, PHI 302, PHI 310, PHI 311 and PHI 312.

In order to qualify for graduation, every philosophy major must write a substantial research paper either (a) in one of the regular courses in the major or (b) in a directed study course.

The research paper must have at least 20 pages of text (at 250 words per page) and a bibliography of works cited containing at least 10 books and 10 periodical articles. This research can be carried out in the junior or senior year. If a student wants to write his research paper in a regular course in his major, he must seek the approval of the instructor before the last day of classes of the previous semester. Similarly, a student who decides to do his research project as a part of the directed study course must obtain the approval of the professor who will teach the course and make the research paper a part of it. This, too, must be done before the last day of classes of the semester preceding the course.

Every student must fill out a copy of the appropriate departmental form to register for the research paper and submit it to the department chair before the last day of classes of the semester preceding the research project. A research paper that is done as part of the requirements for a regular course should count for at least one third of the grade for the course.

A copy of the final paper should be given to the department chair by the end of the semester in which the project is carried out.

This policy makes the research requirement a part of the 30-hour requirement for a philosophy major.

THE MINOR IN PHILOSOPHY

Satisfactory completion of a minimum of 18 hours above core requirements is necessary for a minor in philosophy. PHI 202, PHI 310, and PHI 311 are required.
DEPARTMENTAL HONORS

In addition to the departmental requirements listed above, any senior may qualify for departmental honors in philosophy by satisfying the following criteria: (1) qualifying for College honors; (2) earning at least a 3.5 grade point average in philosophy; (3) completing a research paper on a topic approved by the department chairperson or an adviser appointed by the chairperson, and in accordance with the department’s regulations.

COURSE SEQUENCE FOR MAJORS IN PHILOSOPHY

Freshman Year

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<thead>
<tr>
<th>FALL SEMESTER</th>
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<td>MTH 100</td>
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<td>MFL 201</td>
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<tr>
<td>HIS 111</td>
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<td>BIO 101</td>
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Sophomore Year

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<tr>
<td>ENG 250</td>
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<tr>
<td>PHI 201</td>
<td>3</td>
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<td>SOC SCI</td>
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<tr>
<td>HEDU 251</td>
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Junior Year

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<tr>
<td>ENG 350</td>
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<td>PHI 302</td>
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<td>PHI 461</td>
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<td>Elective</td>
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Senior Year

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<td>TOTAL</td>
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</table>
THE MAJOR IN RELIGION

The objectives of the major in religion are (1) to develop an understanding of the world’s religions as historical and cultural phenomena through the study of the various religious traditions, including their history, sacred texts, beliefs, rituals and institutions; and (2) to develop an understanding of the fundamental role of religion in the life of individuals and of the human race.

Students who major in religion will be required to complete a minimum of 30 hours of religion above the core requirements. In these 30 hours, students must include REL 210, REL 211, REL 220-221, REL 300, PHI 410, and REL 400. Also, religion majors must complete six (6) hours of cognate electives to be selected in consultation with a departmental adviser. The speech requirement is ENG 350 (Principles of Speech Communication). In order to qualify for graduation, every religion major must write a substantial research paper either (a) in one of the regular courses in the major, or (b) in a directed study course.

The research paper must have at least 20 pages of text (at 250 words per page) and a bibliography of works cited containing at least 10 books and 10 periodical articles. This research can be carried out in the junior or senior year. If a student wants to write his research paper in a regular course in his major, he must seek the approval of the instructor before the last day of classes of the previous semester. Similarly, a student who decides to do his research project as a part of the directed study course must obtain the approval of the professor who will teach the course and make the research paper a part of it. This, too, must be done before the last day of classes of the semester preceding the course.

Every student must fill out a copy of the appropriate departmental form to register for the research paper and submit it to the department chair before the last day of classes of the semester preceding the research project. A research paper that is done as part of the requirements for a regular course should count for at least one third of the grade for the course.

A copy of the final paper should be given to the department chair by the end of the semester in which the project is carried out.

This policy makes the research requirement a part of the 30-hour requirement for a religion major.

THE MINOR IN RELIGION

Satisfactory completion of a minimum of 18 hours above core requirements is necessary for a minor in religion. These classes are the following: REL 210, REL 211, REL 220, REL 221, REL 300, and REL 400.

DEPARTMENTAL HONORS

In addition to the departmental requirements listed above, any senior may qualify for departmental honors in religion by satisfying the following criteria: (1) qualifying for college honors; (2) earning at least a 3.5 grade-point average in religion; (3) and completing a research paper on a topic approved by the department chair or an adviser appointed by the chair, and in accordance with the department’s regulations.

COURSE SEQUENCE FOR MAJORS IN RELIGION

Freshman Year

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
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<tbody>
<tr>
<td>ENG 101 3 hours</td>
<td>ENG 102 3 hours</td>
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<td>MTH 110 or higher 3</td>
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<td>MFL 201 3</td>
<td>MFL 202 3</td>
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<td>HIS 111 3</td>
<td>HIS 112 3</td>
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<td>PHY 102 3</td>
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<td>HPED 1</td>
</tr>
<tr>
<td>HEDU 151 0</td>
<td>HEDU 152 0</td>
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<td>TOTAL 16 hours</td>
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## Sophomore Year

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<tbody>
<tr>
<td>ENG 250</td>
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<td>ART/MUS</td>
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<td>REL 201</td>
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<td>SOC SCI</td>
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<td>REL 210</td>
<td>REL 211</td>
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<td>HEDU 251</td>
<td>HEDU 252</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>TOTAL</strong></td>
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<tr>
<td><strong>15 hours</strong></td>
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## Junior Year

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<tr>
<th>FALL SEMESTER</th>
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<tbody>
<tr>
<td>PHI 201</td>
<td>ENG 350</td>
</tr>
<tr>
<td>REL 220</td>
<td>REL 221</td>
</tr>
<tr>
<td>ENG 265</td>
<td>Cognate</td>
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<td>REL 300</td>
<td>REL Elective</td>
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<td>Elective</td>
<td>Elective</td>
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<tr>
<td>HEDU 353</td>
<td>HEDU 354</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<tr>
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## Senior Year

<table>
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<th>FALL SEMESTER</th>
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<tbody>
<tr>
<td>PHI 410</td>
<td>REL 310</td>
</tr>
<tr>
<td>REL 400</td>
<td>REL 465</td>
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<tr>
<td>Electives</td>
<td>Electives</td>
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<tr>
<td>Research Paper</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>TOTAL</strong></td>
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<tr>
<td><strong>15 hours</strong></td>
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</tbody>
</table>

### PHILOSOPHY (PHI)

#### PHILOSOPHY (PHI)

**201. Introduction to Philosophy**

3 hours

Introduction to the scope and nature of philosophical thinking through discussion of a variety of philosophical issues and arguments.

**202. Critical Thinking**

3 hours

Introduction to deductive reasoning and the scientific method. Includes the fundamental types of deductive inference (including traditional syllogisms), fallacies, the art of definition, and the scientific method.

**301. Formal Logic**

3 hours

A course dealing with the symbolic representation of argument forms and the assessment of their validity. Sentential logic is treated with and without quantification. The main topic of the course is the development of formal proofs. 
Prerequisite: PHI 201 or consent of the instructor.

**302. Introduction to Philosophical Ethics**

3 hours

Provides an introduction to philosophical reflection about the nature and function of morality. Readings will include both historical and contemporary materials.

**303. Theory of Knowledge**

3 hours

Survey of key philosophical issues related to the nature and foundation of human knowledge. 
Prerequisite: PHI 201 or consent of the instructor.
310. Ancient and Medieval Philosophy  
Survey of thinkers and philosophical schools from the pre-Socratics to Augustine. Prerequisite: PHI 201 or consent of the instructor.

311. Modern Philosophy  
Survey of major Western thinkers and schools of thought from Boethius to Hume. Prerequisite: PHI 201 or consent of the instructor.

312. Nineteenth-Century Philosophy  
Survey of major thinkers and schools of thought in Western philosophy from Kant to the end of the nineteenth century. (A writing intensive course) Prerequisite: PHI 201 or consent of the instructor.

315. Philosophy of Science  
Explores fundamental philosophical questions raised by the rise and success of the sciences. Some background in an empirical science is recommended. Prerequisite: PHI 201 or consent of the instructor.

316. Aesthetics  
Introduction to the philosophical study of art, beauty and the imagination. It centers upon the nature of art and beauty, the significance of human imagination, and the question of truth in art. Analytical Philosophy, Hermeneutics, Existentialism and other schools of thought. Prerequisite: PHI 201 or consent of the instructor.

400. Contemporary Philosophy  
Covers major Western thinkers and schools of thought in the twentieth century: Phenomenology, Analytical Philosophy, Hermeneutics, Existentialism and other schools of thought. (A writing intensive course) Prerequisite: PHI 201 or consent of the instructor.

410. Philosophy of Religion  
Examination of philosophical questions involved in religion and religious beliefs. Prerequisite: PHI 201 or consent of the instructor.

461. History of Political Thought  
Greek and Roman political philosophy. Church and state in the Middle Ages; Machiavelli and the emergence of the modern state. Prerequisite: PSC 461 (Offered by the political science department.)

462. Modern Political Theory  
Political philosophy in the Reformation period and the modern world. Locke, Hobbes, Montesquieu, Rousseau, Hegel and Marx are the main thinkers considered. Prerequisite: PSC 461 (Offered by the political science department.)

465. Directed Study  
Designed for students to conduct extensive research in the area of their choice. Taught on an individual basis pre-arranged between student and instructor.

475. Topics in Philosophy  
Study of a special topic chosen by the instructor.

RELIGION (REL)

201. Introduction to Religion  
Introduction to religion as an academic discipline. Examines methods of studying religion and the perspectives they represent. Covers the religious dimension of human experiences and culture through the study of the basic rites, symbols, myths and beliefs of the major religions of the world. Also addresses the problems of religious meaning and interpretation, the positive and negative interaction of religious convictions and cultural expressions both Western and Eastern, and such problems as the nature of religious language, forms of religious quest, religion and its relation to society and the individual, and the question of ultimate destiny.
210. Introduction to the Old Testament 3 hours
Survey of the literature of the Old Testament, bringing to bear upon it the fruits of modern historical and archaeological research. Prerequisite: REL 201 or consent of the instructor.

211. Introduction to the New Testament 3 hours
Covers three major areas: (a) an introduction to the history, terminology and procedures of modern biblical criticism inclusive of African-American biblical interpretation; (b) an introduction to the social, political and religious environment in which early Christianity and the New Testament arose; and (c) an introduction to the literary, historical and theoretical issues of the New Testament writings as canonical documents. Prerequisite: REL 201 or consent of the instructor.

220-221. World Religions 6 hours
Provides an introduction to the diverse character, experiences, history and dynamics of religious life throughout the world, including past and present forms of religious beliefs and behavior. Main topics covered include primordial religion, Hinduism, Buddhism, Confucianism, Taoism, ancient religions, Judaism, Islam, the African heritage, and African religions in the Americas. Prerequisite: REL 201 or consent of the instructor.

230. Understanding the Bible 3 hours
Interdisciplinary approach to the study of the Bible. Draws upon historical, literary and theological perspectives in examining the Bible as a potent force in human life, past and present.

235. The Eighth-Century Prophets 3 hours
Examination of the great movement of Hebrew prophecy involving Amos, Hosea, Isaiah and Micah in relation to the social, economic and political background of the period. Prerequisite: REL 201 or consent of the instructor.

300. Ethics and Religion 3 hours
Examines the nature of ethics and selected problems. Considers philosophical and theological theories of ethics with an emphasis on the Christian ethic. Analyzes contemporary moral issues and dilemmas for the individual and society. Develops the student’s capacity to analyze the major factors involved in the task of moral decision making. Students will go through a variety of experiences to achieve this goal. (A writing intensive course) Prerequisite: REL 201 or consent of the instructor.

310. The African-American Church 3 hours
Explores the development of Christianity and related movements among African Americans from the time Africans reached the Americas (primarily as slaves and indentured servants) to the present. Although religious activity among Africans in Central and South America and the Caribbean will be mentioned, the content of the course focuses upon the religious experience of Africans in the United States. Prerequisite: REL 201 or consent of the instructor.

320. The Life and Thought of Martin Luther King Jr. 3 hours
Interdisciplinary examination of King’s life and thought and the Civil Rights Movement. Insights from religion, philosophy, history and political science are brought to bear on King’s philosophy of non-violence.

400. Introduction to Theology 3 hours
Designed to introduce students to the field of theological studies from a Christian perspective, including, but not exclusively, systematic, biblical, historical and sociological issues. (A writing intensive course) Prerequisite: REL 201 or consent of the instructor.

410. Psychology of Religion 3 hours
Involves an examination of psychological research and theory as it relates to religious experience and behavior. Also deals with religious conduct and mental processes involved in religious experience. The psychological approach to the study of religion is applied in such a way as to acquaint students with the growth and development of religious attitudes. Prerequisite: REL 201 or consent of the instructor.
465. Directed Study  
3 hours
Designed for students to conduct extensive research in an area of their choice. Taught on an individual basis pre-arranged between student and instructor. Prerequisite: REL 201 or consent of the instructor.

475. Topics in Religion  
3 hours
Study of a special topic chosen by the instructor. Prerequisite: REL 201 or consent of the instructor.

PHYSICS

The mission of the Department of Physics at Morehouse College is to enhance our students’ intellectual skills through the study of physics. Toward this end, the Department offers a spectrum of courses that reflects both the integral character of physics in the liberal arts curriculum and its essential role in engineering and technology.

The goals of the Department of Physics are to:
1. Prepare physics majors for graduate study in physics and other professional careers;
2. Prepare Dual Degree Engineering Program (DDEP) majors for matriculation at engineering schools;
3. Support the preparation of students majoring in biology, chemistry, computer science, and mathematics;
4. Assist other majors in satisfying the College’s general education requirements in science.

Although the Department plays a multipurpose role in the curriculum of the College, its primary objective is to prepare students for graduate study and ultimately successful careers in physics. The Department also recognizes and accepts its responsibility to address the under-representation of African Americans in science and engineering. Historically, this has been and remains a foremost responsibility in our program. In this light, the Department fosters in its students the ideals of ethical behavior and civic engagement, which are necessary for them to become leaders in the realm of science and engineering. The Department of Physics, as well as the College at large, fosters high expectations and habits in its students, resulting in the making of Morehouse Men.

To this end, students matriculating in one of the Department’s programs or courses are expected to:
1. (For physics majors) Identify and understand the fundamental principles of classical and modern physics, and acquire the analytical and conceptual skills needed to apply these principles to the solution of problems of practical interest.
2. (For DDEP majors) Understand the fundamental principles of physics and demonstrate proficiency in applying them to practical problems in engineering and technology.
3. (For all students) Develop an awareness of the implications of the role that scientific and technological advances play in contemporary society.

The Department offers programs of study in physics and applied physics. It also offers a dual-degree engineering program. The majors in physics and applied physics each lead to the Bachelor of Science degree in its discipline. The Dual-Degree Engineering Program leads to the Bachelor of Science degree in an engineering field and a bachelor’s degree from Morehouse in a field dependent on the choice made by the student.

BACHELOR OF SCIENCE DEGREE IN PHYSICS

In addition to completing the College’s general education requirements, a student pursuing the Bachelor of Science degree in Physics must complete a program of study that consists of the following four components: Introductory Physics Sequence, Core Physics Courses, Physics Electives, and Mathematics Requirements.
1. Introductory Physics Sequence – 12 credit hours
An introductory sequence of three (3) elementary courses is offered for students who need preparation prior to beginning the core physics courses.

HPHY 154  Mechanics
HPHY 253  Electricity and Magnetism
HPHY 254  Optics and Modern Physics

2. Core Physics Courses – 18 credit hours
The student must take the following seven (7) courses.

HPHY 350   Physics Seminar
HPHY 353   Mathematical Physics I
HPHY 360   Thermodynamics
HPHY 361   Electromagnetic Theory
HPHY 362   Classical Mechanics
HPHY 363   Quantum Mechanics I
HPHY 451   Advanced Laboratory I

3. Physics Electives – 9 credit hours
The student must take three (3) of the following courses.

HPHY 354   Mathematical Physics II
HPHY 364   Quantum Mechanics II
HPHY 367   Advanced Optics
HPHY 452   Advanced Laboratory II
HPHY 460   Special Problems in Physics (no more than twice)
HPHY 473   Nuclear and Particle Physics
HPHY 474   Solid-State Physics

4. Mathematics Requirements – 18 credit hours
The student must take the following five (5) courses.

HMTH 161   Calculus I
HMTH 162   Calculus II
HMTH 263   Calculus III
HMTH 271   Introduction to Linear Algebra
HMTH 321   Introduction to Ordinary Differential Equations

Note that each student pursuing a B.S. degree must complete a suitable introductory course from two science departments other than the department of his major. By taking HBIO 113 (Comprehensive Biology) and HCHE 111 (Elementary Inorganic Chemistry), the major in physics satisfies this B.S. requirement. Students can alternatively take higher-level courses in these disciplines.

BACHELOR OF SCIENCE DEGREE IN APPLIED PHYSICS
The Applied Physics Program involves a physics curriculum that complements various fields of engineering and extends the knowledge base in physics for students who pursue this major. The Applied Physics Program is currently available only to students in the Dual Degree Engineering Program (DDEP) with majors in Aerospace, Architectural, Biomedical, Civil, Computer, Electrical, Environmental, Mechanical, or Nuclear Engineering. All students with majors in these engineering fields should consider the Applied Physics Program. It is attractive from the perspectives of both time and curriculum.

In addition to completing the College’s general education requirements, a student pursuing the Bachelor of Science degree in Applied Physics must complete a program of study that consists of the following three components: Pre-Engineering Requirements, Core Physics Requirements, and Engineering Requirements.
1. Pre-Engineering Requirements

These requirements are the pre-engineering courses belonging to the Dual Degree Engineering Program.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HBIO 113</td>
<td>Comprehensive Biology</td>
</tr>
<tr>
<td>HCHE 111</td>
<td>Elementary Inorganic Chemistry I</td>
</tr>
<tr>
<td>HCHE 112</td>
<td>Elementary Inorganic Chemistry II</td>
</tr>
<tr>
<td>HCSC 110</td>
<td>Computer Programming I (MATLAB preferred)</td>
</tr>
<tr>
<td>HCSC 160</td>
<td>Computer Programming II (not required for all majors)</td>
</tr>
<tr>
<td>HEGR 101</td>
<td>Freshman Engineering Design</td>
</tr>
<tr>
<td>HEGR 201</td>
<td>Engineering Graphics</td>
</tr>
<tr>
<td>HEGR 205</td>
<td>Engineering Statics</td>
</tr>
<tr>
<td>HEGR 206</td>
<td>Mechanics of Materials (not required for all majors)</td>
</tr>
<tr>
<td>HEGR 308</td>
<td>Engineering Dynamics</td>
</tr>
<tr>
<td>HMTH 161</td>
<td>Calculus I</td>
</tr>
<tr>
<td>HMTH 162</td>
<td>Calculus II</td>
</tr>
<tr>
<td>HMTH 263</td>
<td>Calculus III</td>
</tr>
<tr>
<td>HMTH 271</td>
<td>Introduction to Linear Algebra</td>
</tr>
<tr>
<td>HMTH 321</td>
<td>Introduction to Ordinary Differential Equations</td>
</tr>
<tr>
<td>HPHY 154</td>
<td>Mechanics</td>
</tr>
<tr>
<td>HPHY 253</td>
<td>Electricity and Magnetism</td>
</tr>
<tr>
<td>HPHY 254</td>
<td>Optics and Modern Physics</td>
</tr>
</tbody>
</table>

2. Core Physics Requirements

The student must take three (3) of the following upper-level physics courses according to his engineering field.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPHY 353</td>
<td>Mathematical Physics I</td>
</tr>
<tr>
<td>HPHY 360</td>
<td>Thermodynamics</td>
</tr>
<tr>
<td>HPHY 361</td>
<td>Electromagnetic Theory</td>
</tr>
<tr>
<td>HPHY 362</td>
<td>Classical Mechanics</td>
</tr>
<tr>
<td>HPHY 363</td>
<td>Quantum Mechanics I</td>
</tr>
<tr>
<td>HPHY 451</td>
<td>Advanced Laboratory I</td>
</tr>
<tr>
<td>HPHY 460</td>
<td>Special Problems in Physics (as Nanoscience)</td>
</tr>
</tbody>
</table>

The required courses for the various engineering fields are as follows.

- Aerospace or Mechanical Engineering: 353, 360, (361 or 363)
- Architectural, Civil, or Environmental Engineering: 353, (360 or 362), (361 or 363)
- Biomedical or Nuclear Engineering: 353, (360 or 361), (451 or 460)
- Computer or Electrical Engineering: 353, 362, (360 or 363)

3. Engineering Requirements

At the engineering institution, the student must take at least twelve (12) hours of upper-level (that is, junior or senior) engineering courses. At least six of these twelve hours must be at the senior level. Moreover, the student must complete one upper-level laboratory course at the engineering institution. Note that these requirements at the engineering institution are most likely part of the student’s program there.

Upon completion of all degree requirements, the student is awarded a B.S. degree in Applied Physics according to DDEP Option II.

MINOR IN PHYSICS

Although the College does not have a set of specific course requirements for a minor, a number of students find it beneficial to take additional courses beyond the introductory sequence in physics. A minor
in physics is available to the student who completes 18 hours of relevant coursework at Morehouse College with no grade lower than C. The selection of courses beyond the introductory physics sequence should be made in consultation with the student's academic advisor and should take into consideration the student's major, educational goals, and career goals.

**DEPARTMENTAL HONORS**

A major in physics may be recommended for departmental honors by completing the following requirements: [1] eligibility for college honors; [2] an average of B or above in all core physics courses; [3] the successful completion of a faculty-supervised research project; and [4] the presentation of acceptable written or oral reports of the project results to the faculty.

**SUGGESTED COURSE SEQUENCE FOR MAJORS IN PHYSICS**

### Freshman Year

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC SCI #1</td>
<td>PHY 154</td>
</tr>
<tr>
<td>3 hours</td>
<td>3 hours</td>
</tr>
<tr>
<td>MTH 161</td>
<td>MTH 162</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>ENG 101</td>
<td>ENG 102</td>
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<td>3</td>
<td>3</td>
</tr>
<tr>
<td>HIS 111</td>
<td>HIS 112</td>
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<td>3</td>
<td>3</td>
</tr>
<tr>
<td>MFL 201</td>
<td>MNF 202</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>16 hours</strong></td>
</tr>
</tbody>
</table>

### Sophomore Year

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 253</td>
<td>PHY 254</td>
</tr>
<tr>
<td>4 hours</td>
<td>4 hours</td>
</tr>
<tr>
<td>CHE 111</td>
<td>PHY 353</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>MTH 263</td>
<td>MTH 271</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>ENG 250</td>
<td>ART 110</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>REL 201</td>
<td>PHI 302</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>16 hours</strong></td>
</tr>
</tbody>
</table>

### Junior Year

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 360</td>
<td>PHY 361</td>
</tr>
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<td>3</td>
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<tr>
<td>PHY 352</td>
<td>PHY 363</td>
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<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>PHY 451</td>
<td>PHY Elective</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>MTH 321</td>
<td>BIO 113</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>PED15x</td>
<td>PED 15x</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>14 hours</strong></td>
</tr>
</tbody>
</table>

### Senior Year

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 350</td>
<td>PHY Elective</td>
</tr>
<tr>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>PHY Elective</td>
<td>SOC SCI #2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>MUS xxx</td>
<td>Other course</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ENG 35X</td>
<td>Other course</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Other course</td>
<td>Other course</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>15 hours</strong></td>
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</table>
A SUGGESTED COURSE SEQUENCE
FOR DDEP MAJORS IN APPLIED PHYSICS

Freshman Year

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 3 hours</td>
<td>PHY 154 3 hours</td>
</tr>
<tr>
<td>MTH 161 4</td>
<td>MTH 162 4</td>
</tr>
<tr>
<td>ENG 101 3</td>
<td>ENG 102 3</td>
</tr>
<tr>
<td>HIS 111 3</td>
<td>HIS 112 3</td>
</tr>
<tr>
<td>MFL 201 3</td>
<td>MFL 202 3</td>
</tr>
<tr>
<td>PED 15x 1</td>
<td>PED 15x 1</td>
</tr>
<tr>
<td><strong>TOTAL 17 hours</strong></td>
<td><strong>TOTAL 18 hours</strong></td>
</tr>
</tbody>
</table>

Sophomore Year

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>EGR 201 3 hours</td>
<td>PHY 254 4 hours</td>
</tr>
<tr>
<td>PHY 253 4</td>
<td>PHY 353 3</td>
</tr>
<tr>
<td>MTH 263 4</td>
<td>MTH 271 3</td>
</tr>
<tr>
<td>CHE 111 3</td>
<td>ART 110 or PHI 302 3</td>
</tr>
<tr>
<td>ENG 250 or REL 201 3</td>
<td>MUS xxx or PSC 251 3</td>
</tr>
<tr>
<td><strong>TOTAL 18 hours</strong></td>
<td><strong>TOTAL 16 hours</strong></td>
</tr>
</tbody>
</table>

Junior Year

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>EGR 205 3</td>
<td>EGR 308 3</td>
</tr>
<tr>
<td>PHY xxx 3</td>
<td>PHY xxx 3</td>
</tr>
<tr>
<td>MTH 321 3</td>
<td>BIO 113 4</td>
</tr>
<tr>
<td>CSC 110 (MATHLAB) 3</td>
<td>ENG 35x 3</td>
</tr>
<tr>
<td>REL 201 or ENG 250 3</td>
<td>PHI 302 or ART 110 3</td>
</tr>
<tr>
<td>ECO 201 or 202 3</td>
<td>PSC 251 or MUS xxx 3</td>
</tr>
<tr>
<td><strong>TOTAL 18 hours</strong></td>
<td><strong>TOTAL 19 hours</strong></td>
</tr>
</tbody>
</table>

HCSC 160 (Computer Programming II) is also required for DDEP students pursuing Computer, Electrical, and Industrial Engineering.

PHYSICS (PHY)

102. Physical Science 3 hours
Survey of the principles and laws of physics. Emphasis is placed on the role of experiment in the development of natural science and on the foundation that physics provides for technology. Explores the interplay between technology and science and the influence of technology in the world community. The approach is primarily conceptual, and physics is presented as an historical and humanistic development of human intellect.

151. General Physics I 4 hours
Non-calculus based introduction to mechanics, thermodynamics, and sound. Specifically, the topics covered include measurement, vector algebra, kinematics, Newton’s laws of motion, energy, momentum and collisions, gravitation, fluid mechanics, vibrations and waves, and sound. Prerequisite: MTH 120.

152. General Physics II 4 hours
Second part of the non-calculus based introduction to physics. Covers electricity and magnetism, optics and modern physics. Specifically, the course topics include electric charge, Coulomb’s law, the electric field,
electric potential, capacitance, Ohm’s law, circuit analysis, the magnetic field, the Biot-Savart law, Ampere’s law, Faraday’s law, induction, alternating currents, Maxwell’s equations, electromagnetic waves, geometrical optics, waves optics (interference and diffraction), special relativity. Prerequisites: PHY 151 and MTH 120.

154. Mechanics 4 hours
Introductory, calculus-based course focusing on the field of mechanics. Specifically, the course covers vector algebra, kinematics, dynamics, statics, Newton’s laws of motion, conservation of energy and momentum, oscillations, gravitational and rotational dynamics. Prerequisite is HMTH 161 or departmental approval.

253. Electricity & Magnetism 4 hours
Provides an elementary, calculus-based introduction to the fundamental laws of electricity and magnetism. Begins with the topic of electric charge and builds to a statement of Maxwell’s equations in integral form. Topics covered include electric charge, Coulomb’s law, the electric field, Gauss’s law for electricity, electric potential, capacitance, Ohm’s law, circuit analysis, the magnetic field, the Hall effect, Ampere’s law, Faraday’s law, induction, Gauss’ law for magnetism, electromagnetic oscillations, alternating currents and Maxwell’s equations. PHY 154 (C or better) and MTH 162 (or concurrent enrollment), (C or better).

254. Optics & Modern Physics 4 hours
Completes the introductory calculus-based sequence. The topics include elastic waves electromagnetic waves, geometrical optics, wave optics to include interference and diffraction, special relativity, wave-particle duality and Bohr theory of the Hydrogen atom. Prerequisite: PHY 253.

350. Physics Seminar 0 hours
Addresses the formal communication of research in the physics community. Students are required to present a seminar on a research problem/topic on which they have worked. Problems and topics are approved by the instructor. The instructor provides guidelines for papers and oral presentations.

353. Mathematical Physics I 3 hours
Provides some of the applied mathematics essential to the upper division courses in physics. Topics covered include infinite series, Fourier series, Fourier transforms, Laplace transforms, Legendre’s equation, Legendre’s associated equation, Bessel’s equation, Hermite’s equation, Laguerre’s equation and Laguerre’s associated equation. Prerequisite is PHY 253.

354. Mathematical Physics II 3 hours
Continuation of Physics 353 and a recommended course for students who plan to attend graduate school in physics. Covers the Strum-Liouville problem; the gamma, beta and error functions; partial differential equations; integral equations; and complex variables. Prerequisite: PHY 353.

360. Thermodynamics 3 hours
Primarily involves a study of the laws of thermodynamics. Includes the kinetic theory of gases and an introduction to statistical mechanics. Addresses temperature and the zeroth law of thermodynamics, thermodynamic equilibrium, diagrams, equations of state, work, heat, the first law of thermodynamics, kinetic theory, engines, refrigerators, the second law of thermodynamics, reversibility, the Kelvin temperature scale, entropy, thermodynamic potentials, Maxwell relations, phase transitions and the partition function. Prerequisites: HPHY 253 and HPHY 254.

361. Electromagnetic Theory 3 hours
Covers the basic laws of electromagnetism and Maxwell’s equations at an advanced undergraduate level. Topics include Coulomb’s law, Gauss’ law for electricity, Poisson’s and Laplace’s equations, multipole expansions, energy, capacitance, electric circuits, dielectric materials, electric polarization, method of images, the vector potential, Ampere’s law, magnetic materials, Faraday’s law, Lentz’s law, Maxwell’s equations, plane electromagnetic waves, wave guides, radiation, and special relativity. Prerequisites: HPHY 254 and HPHY 353.
362. Classical Mechanics
Encompasses a study of the principles and laws of mechanics at an advanced undergraduate level. Central to the course are Lagrangian dynamics, the calculus of variations and Hamilton’s principle, the central force problem, accelerated reference frames, and rigid body motion. Other topics include gravitation, the motion of a system of particles, oscillations, and the mechanics of continuous media. *Prerequisites: HPHY 353.*

363. Quantum Mechanics
Introduction to the basic concepts, postulates and principles of quantum mechanics. Includes a mathematical introduction (linear algebra, Dirac notation, and Fourier transforms) to the postulates of quantum mechanics, solving the Schrödinger equation for some one-dimensional problems, the harmonic oscillator, the path integral formulation of quantum mechanics and the Heisenberg uncertainty relations. *Prerequisite: HPHY 254 and HPHY 353.*

364. Quantum Mechanics II
A continuation of Quantum Mechanics I. Topics include systems with N degrees of freedom, identical particles, symmetries, angular momentum, the hydrogen atom, spin, addition of angular momenta, approximation methods (variational method, WKB, perturbation theory), scattering theory, and the Dirac equation. *Prerequisite: PHY 363.*

367. Advanced Optics
A continuation of the topics covered in Physics 254, Optics and Modern Physics. Designed to sharpen the student’s knowledge of calculus and his appreciation of the interrelationship between theory and application. Covers the electromagnetic theory of light, wave optics, fiber optics, polarization, Fourier optics, and holography. *Prerequisite: PHY 254.*

369. Vector and Tensor Analysis
Provides an introduction to an area of mathematics that is essential for the study of physics and engineering. Topics include the scalar and vector products, triple scalar product, triple vector product, differentiation of vectors, gradient of a scalar function, divergence and curl of a vector, curvilinear coordinates, the Riemann integral, the line integral, Stokes' theorem and Gauss' divergence theorem. Covers contravariant and covariant vectors, the scalar product of two vectors, tensors, the line element, geodesics in Riemannian space, Christoffel symbols, covariant differentiation, the curvature tensor and the Riemann Christoffel tensor. *Prerequisite: MTH 263.*

451-452. Advanced Laboratory

460. Special Problems in Physics
Designed to add flexibility to the curriculum by allowing the study of special topics in physics that are outside the structured curriculum, but have significance in the discipline. *Prerequisite: Senior physics majors. Others by permission of the instructor.*

473. Nuclear and Particle Physics
Provides an introduction to the study of nuclei and particles. Topics covered in nuclear physics include nuclear properties, nuclear models, the nuclear force, radioactive decay, and nuclear reactions. Topics from particle physics are particle interaction, symmetries, conservation laws, quarks, gluons and grand unified theories. *Prerequisite: PHY 363.*

474. Solid State Physics
Designed for the advanced student interested in proceeding to graduate school. Provides strong links between solid state phenomena and the basic laws of quantum mechanics, electromagnetism, and thermodynamics. Covers crystal structure, reciprocal lattice, crystal binding, crystal vibrations, thermal properties, free electron Fermi gas, energy bands, semiconductor crystals, optical processes and superconductivity. *Prerequisites: PHY 360, 361, and 363.*
ENGINEERING (EGR)

101. Freshman Engineering Design  3 hours (Lect. 2 hrs., Lab. 3 hrs.)
Provides an introduction to the engineering profession focusing on the nature of engineering problems and their solutions, the roles of experimentation, the computer and communication skills in engineering practice. Fundamental procedures for tackling new, unsolved, open-ended problems. Essential details of analyzing, synthesizing and implementing design solutions. Importance of teamwork in engineering practice. Computer laboratory and design studio are key components of this course.

201. Engineering Graphics 3 hours
Covers the visualization and modeling techniques for product design and development. Specifically, the course covers design methodology, graphics standards, projection theory, freehand sketching, and spatial geometry. Includes the fundamentals of computer graphics, with an emphasis on AutoCAD applications to drafting and design.

205. Engineering Statics 3 hours
Elements of statics in two and three dimensions; centroids; analysis of structures and machines; friction; moments of inertia. Prerequisite: PHY 154 and MTH 162 (or concurrent enrollment)

206. Mechanics of Materials 3 hours (Lect. 3 hr., Lab. 0 hr.)
Fundamental concepts of stress and strain; stress-strain relationships; application to axially loaded members; torsion of circular bars; bending of beams; normal and shear stresses in beams; beam deflection and combined loading; stability of columns. Prerequisite: EGR 205.

308. Engineering Dynamics 3 hours
Kinematics and kinetics of particles and systems of particles; kinematics and kinetics of rigid bodies in plane motion; application of work and energy relationships; and impulse momentum principles. Prerequisite: EGR 205.

POLITICAL SCIENCE

MISSION
The department’s mission derives from the mission statement of the College. Specifically, the primary goal of the department is to prepare students for successful entry into, and completion of, graduate and professional schools, especially law school. The second goal of the department is to prepare students for entry-level professional employment in public agencies at all levels—international, national, state and local. The department's primary strategic objective is to increase the number of its students who attend and graduate from professional and graduate schools.

DEGREE REQUIREMENTS FOR THE MAJOR
To graduate with a major in Political Science, a student must complete 39 hours distributed as follows, with no grade below C:

Core Political Science Courses 21 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC 228</td>
<td>Comparative Politics</td>
<td>3</td>
</tr>
<tr>
<td>PSC 251</td>
<td>National Government</td>
<td>3</td>
</tr>
<tr>
<td>PSC 253</td>
<td>Scope and Methods in Political Science</td>
<td>3</td>
</tr>
<tr>
<td>PSC 285</td>
<td>Introduction to International Relations</td>
<td>3</td>
</tr>
<tr>
<td>PSC 294</td>
<td>Introduction to Political Theory</td>
<td>3</td>
</tr>
</tbody>
</table>
PSC 348 American Constitutional Law 3 hours
PSC 497 Senior Seminar in Political Science 3 hours

Cognate Electives 9 hours
ECO 201 Macro-Economics 3 hours
ECO 202 Micro-Economics 3 hours
ENG 265 Advanced Composition 3 hours

Tracks 9 hours
Each student is required to choose a track from one of the following areas: American Government and Politics, Comparative Politics, International Relations, and Political Philosophy. Each track will consist of nine hours of advanced courses chosen from the list below:

American Government and Politics Track
PSC 321 The American Presidency
PSC 350 Race and the Law
PSC 371 Introduction to Public Management
PSC/UST 372 Urban Management and Policy Analysis
PSC 410 Political Parties, Elections and Interest Groups
PSC 411 Financial Management in Local Government
PSC 429 Seminar in Policy and Urban Politicst

Comparative Politics Track
PSC 302 Third World Politics
PSC 477 Contemporary African Politics
PSC 475 Latin American Politics
PSC 486 Political Ideologies

International Relations Track
PSC 385 Theories of International Relations
PSC 468 Seminar on Int'l Security after the Cold War
PSC 479 Comparative Foreign Policy
PSC 480 Diplomacy
PSC 484 International Law
PSC 487 International Organizations
PSC 488 International Political Economy
PSC 489 Problems of International Politics
PSC 490 Conflict and Conflict Resolution

Political Philosophy Track
PSC 461 History of Political Thought
PSC 462 Modern Political Theory
PSC 465 Contemporary Theories of Justice
PSC 486 Political Ideologies
Free Electives 10 hours

Majors may choose their free electives from any discipline or disciplines. Internships can be used to fulfill this requirement.

DEGREE REQUIREMENT FOR THE MINOR

Students electing to take a minor in political science must complete eighteen hours in the discipline with no grade less than C. The following courses constitute the minor:

- PSC 228 Comparative Politics 3 hours
- PSC 251 National Government 3 hours
- PSC 253 Scope and Methods in Political Science 3 hours
- PSC 285 Introduction to International Relations 3 hours
- PSC 294 Introduction to Political Theory 3 hours
- One elective course in Political Science 3 hours

SPECIAL SKILLS REQUIREMENT

Oral Communication Effectiveness (Select one course: ENG 350, ENG 351, ENG 352, ENG 353, ENG 354, ENG 355)

PRE-LAW PROGRAM

The Department of Political Science is responsible for the College’s pre-law program. Students who intend to pursue law degrees are encouraged to take the following cognate courses:

- BA 225 Legal Environment of Business
- PHI 202 Critical Thinking
- ENG 265 Advanced Composition

Pre-Law at Morehouse includes three components: curriculum analysis, individualized advisement, and student activity. Curriculum analysis begins with the consideration of courses at Morehouse that will enhance the performance of the student on the Law School Admissions Test (LSAT), overall study during a three year program at law school and passage of a state bar examination at the conclusion of law school. Individualized pre-law advising is the critical link between the student and entry into the field of law. The third component, student activity, promotes student involvement in all activities that sharpen his communication, critical thinking and analytical experience. These student activities at Morehouse now include Mock Trial, debate, directed study, internship service and writing in the field of law. Any activity that may improve a student’s analytical writing and reading comprehension may also be included. Pre-Law at Morehouse includes these elements — The Morehouse-Spelman Pre-Law Society, the Pre-Law Fraternity (Phi Alpha Delta), the Mock Trial Team, and a Student Advisory Board. Please visit the Pre-Law at Morehouse website.

Pre-Law at Morehouse, as part of the curriculum analysis, strongly recommends that future law students take the following courses during their first three years at Morehouse:

- ENG 265 Advanced Composition
- PHI 202 Critical Thinking
- PHI 301 Formal Logic
- PSC 348 American Constitutional Law

Consistent with the goals of enhanced analytical thinking, it is recommended that a future law student, when possible, also take one or more of the following courses as well:
BUS 323 Comprehensive Business Law  
ENG 241 Literary Form  
HIS 476 Seminar in Recent United States History  
MTH 211 Introduction to Discrete Mathematics  
PHI 201 Introduction to Philosophy  
PSC 385 Theories of International Relations  
PSC 461 History of Political Thought  
PSC 482 International Ethics  
PSC 490 Conflict and Conflict Resolution  
SOC 215 Criminology  
SOC 307 History of Social Thought  
SOC 407 Contemporary Sociological Theory  
SOC 414 Political Sociology  
SOC 416 Law and Society  

**SUGGESTED COURSE SEQUENCE**

**Freshman Year**

<table>
<thead>
<tr>
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</table>

* Students should meet the College’s social science requirement of six hours during their freshman year. Check catalog for specific courses in psychology, sociology, and urban studies that meet this requirement. Courses in these areas do not count toward hours required for a major in political science.

**Sophomore Year**

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**Junior Year**

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POLITICAL SCIENCE (PSC)

228. Comparative Politics 3 hours
Methods, political environment, political structures, participation and socialization; public policy processes of selected political systems.

251. National Government 3 hours
Study of the ideas, institutions, and processes relevant to the American political system.

252. State and Local Government 3 hours
State and local institutions, process and state-federal relations.

253. Scope and Methods in Political Science 3 hours
Political science as a discipline, subfields of political science; approaches and models, logic and epistemology of empirical research methodology. \textit{Prerequisite: PSC 251.}

285. Introduction to International Relations 3 hours
Approaches to international politics: idealism and realism, systems and decision making at the national level; foreign policy objectives.

294. Introduction to Political Theory 3 hours
This course examines some of the main issues and classic works of political theory. It combines consideration of writers such as Plato, Aristotle, Hobbs, Locke and Rousseau with more recent writings by contemporary authors with diverse perspectives.

302. Third World Politics 3 hours
Characteristics of developing nations, political structures, stability and problems of economic development. \textit{Prerequisite: Consent of instructor.}

321. The American Presidency 3 hours
Examines how presidents govern both in the country and in Washington, DC. Considers factors such as effectiveness in office, character, personality, and political style, as well as current ideas and scholarship associated with this important subfield of American politics.

348. American Constitutional Law 3 hours
Judicial processes, federal judicial behavior. Policy making, constitutional cases, and issues. \textit{Prerequisites: PSC 251.}

350. Race and the Law 3 hours
An overview of the role of race in the development of American Constitutional law and an examination of landmark Supreme Court decisions during the last two centuries that illustrate how the Supreme Court has
both furthered and frustrated black Americans’ quest for equality.

**371. Introduction to Public Management** 3 hours
Examines problems and concepts encountered in both the study and the practice of public administration. Analyzes the implication of problems and process from the vantage point of blacks generally, and black managers more specifically. *Prerequisite: PSC 251 or equivalent.*

**372. Urban Management and Policy Analysis** 3 hours
Examines and analyzes politics and policy making in urban areas; the role of bureaucracy in urban political systems; service production and delivery; privatization and economic development. Describes and assesses management functions. Considers the impact of problems and policies on African Americans. *Prerequisite: PSC 252 or equivalent.*

**385. Theories of International Relations** 3 hours
Examines theoretical approaches to the study of international relations and politics; realism, idealism, neorealism, environmental theories, and decision-making theories. *Prerequisite: PSC 285.*

**401-402. Internship** 6 hours
Meshes academic training with real-life experience. Provides exposure to entry level positions available to political science majors; enhances the background of students planning to attend graduate or professional school. *Prerequisite: Consent of the internship director.*

**410. Political Parties, Elections and Interest Groups** 3 hours
Examines the party system in America from the Founding to the present. Considers factors that influence party growth and development, change and decline, as well as the role of interest groups in the American political process.

**411. Financial Management in Local Government** 3 hours

**429. Seminar in Policy and Urban Politics** 3 hours
Examines significant problems of particular interest to African-Americans. Seminar format; major research paper required. Students admitted to seminar only by invitation of the instructor.

**461. History of Political Thought** 3 hours
Examines the works and thought of political philosophers from Plato to Marx.

**462. Modern Political Theory** 3 hours
Political philosophy in the Reformation period and the modern world. Locke, Hobbes, Montesquieu, Rousseau, Hegel and Marx are the main thinkers considered.

**463. Contemporary Theories of Justice** 3 hours
This course examines alternative views of political society and justice, as presented in major texts. Ethical issues such as justice, obligation, liberty, equality, the common good, the role of reason, the aims of government, and, the nature of politics will be examined.

**464. Black Political Thought** 3 hours
This course introduces some of the basic contours of black political thinking across the history and geography of the African diaspora. A series of distinctive and influential strands of modern black political thought will be surveyed including: radical egalitarianism, disillusioned liberalism, black Marxism, black conservatism, black feminism, and black nationalism.

**468. Seminar on International Security after the Cold War** 3 hours
Seminar on major theories and issues dealing with national and international security, with special emphasis on the post-cold war world.
475. Latin American Politics 3 hours
Socioeconomic characteristics of the emergent nations of Latin America, political structures, processes of political socialization, participation and public policy. Prerequisite: PSC 285 or equivalent.

477. Contemporary African Politics 3 hours
Socioeconomic characteristics of the emergent nations of Africa, political structures, processes of political socialization, participation and public policy. Prerequisite: Consent of instructor.

479. Comparative Foreign Policy 3 hours
Cross-national examination of foreign policy institutions, structures, processes and orientations of various states — developed and developing. Prerequisites: PSC 228 and PSC 285 or equivalent.

480. Diplomacy 3 hours
Devoted to the study of diplomatic history; the structures, procedures and personnel of diplomatic missions; and the process of interstate negotiations, including bilateral, multilateral, and public diplomacy. Prerequisite: PSC 285.

484. International Law 3 hours
Introduction to the study of international law. Examines the use of norms, rules, and customs in regulating the behavior of actors in the international system, state and non-state. Prerequisite: PSC 385 or equivalent.

486. Political Ideologies 3 hours
Nature and functions of ideologies; nationalism; Marxism and socialism; democratic socialism and liberal democracy; the new left and the new right.

487. International Organizations 3 hours
Study of the evolution, institutions, and processes of the United Nations and various regional organizations — the Organization of African Unity, the Organization of American States, the League of Arab States, and others. Specific emphasis is placed on these organizations' roles in conflict resolution, development, and human rights. Prerequisite: PSC 385.

488. International Political Economy 3 hours
Study of the interplay among international and political and economic factors, and the ways they impact on global issues such as foreign aid, trade, private investment, technology transfer, debt and development. Prerequisites: ECO 201 and PSC 285 or equivalent.

489. Problems of International Politics 3 hours
Case studies in international politics; the problems of conflict and integration; the world policy process model; developing transnational organization. Prerequisite: PSC 285 or equivalent.

490. Conflict and Conflict Resolution 3 hours
Examination of the causes and sources of both civil and international conflicts, and the various methods that are used to resolve them. Prerequisite: Consent of instructor.

493. Directed Study 3 hours
Provides students an opportunity to conduct advanced research on a topic of interest in political science. Prerequisites: Senior status and consent of instructor.

497. Seminar in Political Science 3 hours
As the capstone course in political science, the seminar will cover selected topics in the various subfields: American government and politics, comparative politics, international relations and political theory. To the fullest extent possible, the course will seek to integrate concepts, theories and issues from the various subfields of political science. Each student will be required to research and write a substantive paper in his area of concentration.
PSYCHOLOGY

The objectives of the Morehouse College Psychology Department are: to equip students with an understanding of the basic and evolving theories and concepts in psychology; to provide a strong foundation for understanding the basic principles of research in the behavioral sciences; to prepare students, academically and professionally, for advanced graduate training in psychology and related fields; to provide students with an awareness of the African American experience, and other cultural perspectives as they relate to psychology; to equip students with skills and experiences for understanding and working effectively with the social and psychological problems encountered by African American and other communities; to enhance the liberal arts experience with training in written and oral communication skills; to encourage and provide training in critical and creative thinking; to encourage ethical behavior and a tolerance for ambiguity, reflecting the values of the discipline of psychology; and to foster self-understanding, self-improvement and insight into others’ behavior.

Psychology majors have the option of pursuing either the Bachelor of Arts (B.A.) or the Bachelor of Science (B.S.) degree. Because of the interdisciplinary nature of psychology and the diversity of career options available to psychology majors, students are encouraged to take courses in the allied areas of the social and biological sciences, as well as in the humanities. The Bachelor of Science degree in psychology is an acceptable route for pre-medical and other pre-health professions preparation. The department also provides students with a strong foundation for work in various social services occupations, whether graduates obtain employment or pursue graduate degrees in psychology, public health, social work or other related areas. Students making less than a C in Psychology 101-102 will be discouraged from pursuing a psychology major. In addition to the required courses for the B.A. or B.S., individual programs will be tailored to the student’s interests with the help of his adviser.

Once a newly declared psychology major submits his declaration of major form into the department office he will be assigned an academic advisor. Psychology majors should be aware that an academic advisement hold will be placed on their account every semester which will require them to see their academic advisor at least once each semester to review their course schedule and have the advisement (registration) hold released. Meeting with his advisor early in the semester will enable the student to avoid the pre-registration rush and have more choices of courses and times. Furthermore, advising is about more than clearance for registration. Students should take advantage of the knowledge and experience of the advisor. The psychology department faculty are available and willing to help students to organize their thoughts and plan for their post-Morehouse future. Majors should talk with their advisor about the various options and opportunities available during the academic year, summers and after graduation. These include preparing for post-graduate education, jobs, careers, etc.

Majors are encouraged to participate in the activities of the Psychology Association. The purpose of the Psychology Association is to address the concerns of the students in the department as well as provide a sense of unity for psychology majors.

The department has a chapter of Psi Chi National Honor Society. Psi Chi is a prestigious scholarly national society in the area of psychology. Individuals are advised to apply for membership in their junior or senior year. A 3.0 GPA in Psychology and a 3.0 GPA overall is required.
COURSE REQUIREMENTS FOR THE MAJOR

BACHELOR OF ARTS DEGREE IN PSYCHOLOGY

For a B.A. degree in psychology, there is a total of 37 required semester hours in courses offered by the Psychology Department, plus 3 hours of speech in the English Department (specific course options specified by the Psychology Department). An additional 9 semester hours of cognate electives are required for the B.A. degree. The Introduction to Psychology as a Social Science (PSY 101) course serves as a general prerequisite for majors and MUST be completed before enrolling in any other psychology course.

To complete the Bachelor of Arts degree in Psychology, you must have:
1) a total of 120 academic semester hours
2) a total of 49 hours in Psychology (including electives and speech)
3) a minimum overall GPA of 2.0
4) satisfactory completion of required courses in the department, including nine hours of electives
5) satisfactory completion of general studies courses required in the core curriculum

BACHELOR OF SCIENCE DEGREE IN PSYCHOLOGY

A total of 60 hours in science is required for the B.S. degree. These hours must include the following specified courses, along with science electives chosen in consultation with your advisor. The following courses are in addition to the core psychology courses for the B.A. degree. They will satisfy 2 of the 3 elective requirements in psychology.

Major Requirements
- Psychobiology with the Laboratory (offered Fall Semester only)
- Animal Behavior with the Laboratory (offered Spring Semester only)

Core Curriculum Requirements
- Math 100 & 120 (or other approved science sequence in math)
- General Biology 111/111L & 112/112L (for majors) in place of Biology 101 (Biological Science).
- At least one semester of Chemistry for majors (with the laboratory) (e.g. Chemistry 111/111L)
  -OR- Physics for majors (with the laboratory) (e.g. Physics 151/151L) in place of Physics 102
  (Physical Science). The full year of either the chemistry or physics is recommended.

The B.S. degree in Psychology provides a wide range of career options, giving the student an excellent foundation for graduate work in such areas as the Neurosciences, Health/Medical Psychology, Biology, Public Health and Clinical Psychology.

PRE-MEDICAL/PRE-DENTAL PSYCHOLOGY MAJORS

Psychology majors planning to attend medical, dental or other health professional school after graduation must take the following courses to meet minimum admission requirements for most medical/dental schools. This sequence should be started in the freshman year.
- General Biology for majors 8 hours
- General Chemistry for majors 8 hours
- Organic Chemistry for majors 8 hours
- Physics for majors 8 hours
- Mathematics (100-120 or higher) 6 hours
- Some medical schools may require a year of calculus

Additional courses (such as anatomy, physiology, biochemistry, etc.) may be required by some schools. Students planning to attend medical or dental school must check with the Office of Health Professions in order to remain current on application procedures, specific requirements for the schools you are interested in, and information on special summer programs.
A total of 60 hours in science is required for the B.S. degree. These hours must include the following specified courses, along with science electives chosen in consultation with your advisor. The following courses are in addition to the core psychology courses for the B.A. degree. They will satisfy the 2 of the 3 elective requirements in psychology.

**Major Requirements**

- Psychobiology with the Laboratory (offered Fall Semester only)
- Animal Behavior with the Laboratory (offered Spring Semester only)

**Core Curriculum Requirements**

- Math 100 & 120 (or other approved science sequence in math)
- General Biology 111/111L & 112/112L (for majors) in place of Biology 101 (Biological Science).
- At least one semester of Chemistry for majors (with the laboratory) (e.g. Chemistry 111/111L) -OR- Physics for majors (with the laboratory) (e.g. Physics 151/151L) in place of Physics 102 (Physical Science). The full year of either the chemistry or physics is recommended.

The B.S. degree in Psychology provides a wide range of career options, giving the student an excellent foundation for graduate work in such areas as the Neurosciences, Health/Medical Psychology, Biology, Public Health and Clinical Psychology.

**BACHELOR OF ARTS DEGREE IN PSYCHOLOGY**

Psychology majors planning to attend medical, dental or other health professional school after graduation must take the following courses to meet minimum admission requirements for most medical/dental schools. *This sequence should be started in the freshman year.*

- General Biology for majors 8 hours
- General Chemistry for majors 8 hours
- Organic Chemistry for majors 8 hours
- Physics for majors 8 hours
- Mathematics (100-120 or higher) 6 hours

Some medical schools may require a year of calculus. Additional courses (such as anatomy, physiology, biochemistry, etc.) may be required by some schools. Students planning to attend medical or dental school must check with the Office of Health Professions in order to remain current on application procedures, specific requirements for the schools you are interested in, and information on special summer programs.

**COGNATE PSYCHOLOGY ELECTIVES**

The core requirements for the major in Psychology will provide the student with a strong foundation for careers or advanced study in psychology, business, law or the health professions. To round out these basic requirements you should select your psychology electives to enhance your background in areas you are considering for your future career. The elective courses available in the department will enable you to follow one of three possible "tracks". These are: Clinical/Community/Counseling; Industrial/Organizational/Social; and Experimental/Biological. For example, if you are interested in conducting research on or working in an applied setting with individuals having varying degrees of emotional problems you should take electives such as Clinical Assessment, Techniques in Psychotherapy, Community Psychology, Health/Medical Psychology, and/or Developmental Psychology. If your career interests lie more in applied work with groups or individuals in business, industry or governmental settings your electives could include Social Psychology, Industrial/Organizational Psychology, and/or Community Psychology. If you are interested in the health professions or in applied and/or basic research, the appropriate electives would include
Psychobiology, Animal Behavior, and/or Health/Medical Psychology. These tracks are not mutually exclusive. You should discuss your career interests with your advisor and select your electives carefully.

**REQUIREMENTS FOR A MINOR IN PSYCHOLOGY**

To complete a minor in Psychology, a student must take Psychology 101, 102, 201, 201L and 9 elective hours in the department.

**COMPLEMENTARY MINORS**

Psychology majors may further expand their foundation in psychology by completing a minor in the Neurosciences or the Public Health Sciences Minor. See your advisor for further information about these opportunities.

A total of 60 hours in science is required for the B.S. degree. These hours must include the following specified courses, along with science electives chosen in consultation with your advisor. The following courses are in addition to the core psychology courses for the B.A. degree. They will satisfy the 2 of the 3 elective requirements in psychology.

**DEPARTMENTAL HONORS**

Departmental honors are available to graduating seniors who have met the requirements set by the department. Details of the requirements for departmental honors are outlined in the department handbook, which is provided to all psychology majors, and is also available in the psychology department office.

**RESEARCH OPPORTUNITIES**

Students majoring in Psychology who plan to pursue the Ph.D. in psychology or another science discipline are encouraged to become actively engaged in science research and to take part in one of several federally sponsored research training programs open to students majoring in psychology. These include the NSF Research Careers for Minority Scholars Program; the Public Health Sciences Institute; the Minority Biomedical Research Support Program-Research Initiative for Scientific Enhancement Program (MBRS-RISE); the Historically Black Colleges and Universities-Undergraduate Program (HBCU-UP); the Hopps Scholars Program; the Ronald E. McNair Post-Baccalaureate Achievement Program; the National Institute of Mental Health-Career Opportunities in Research Education and Training (NIMH-COR) - Honors Undergraduate Research Training Program; and the National Institute of General Medical Sciences-Minority Access to Research Careers/Undergraduate Student Training in Academic Research Program (NIGMS-MARC/U*STAR).

Several of these programs provide research training starting in the freshman year. Two programs starting in the junior year are the NIMH-COR and NIGMS-MARC/U*STAR Programs. These honors research training programs provide juniors and seniors with advanced research training opportunities.

Additional opportunities for research participation are available through the neuroscience curriculum at Morehouse as well as the National Science Foundation’s Center for Behavioral Neuroscience. The latter program involves all of the AUC schools, Georgia State University and Emory University and provides multidisciplinary research opportunities in the behavioral neurosciences (www.cbn-atl.org).

Other research opportunities are available through individual faculty conducting research. Students interested in any of the above programs or in conducting research with individual faculty should consult their advisor for additional information.
### SUGGESTED COURSE SEQUENCE FOR MAJORS IN PSYCHOLOGY

**Psychology Major B.A.**

#### Freshman Year

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#### Sophomore Year

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#### Junior Year

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#### Senior Year

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<tr>
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PSYCHOLOGY MAJOR B.S.

Freshman Year

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
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<tbody>
<tr>
<td>ENG 101</td>
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</tr>
<tr>
<td>MTH 100</td>
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<td>MFL 201</td>
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<td>HIS 111</td>
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<tr>
<td>PSY 101</td>
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<tr>
<td>HEDU 151</td>
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<td>HEDU 153</td>
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<td><strong>TOTAL</strong></td>
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Sophomore Year

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<tr>
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<tbody>
<tr>
<td>ENG 250</td>
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<tr>
<td>Humanities</td>
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<td>PSY 201</td>
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<tr>
<td>PSY 250</td>
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<td>BIO 111/lab</td>
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Junior Year

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<td>ENG 350 or 351</td>
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<td>PSY 371/lab</td>
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<tr>
<td>PSY 283</td>
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<tr>
<td>CHEM 111/lab or PHY 151/lab</td>
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Senior Year

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<tr>
<td>PSY 498</td>
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<td><strong>TOTAL</strong></td>
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### PSYCHOLOGY MAJOR B.S. (PRE-MEDICINE/HEALTH PROFESSIONS)

#### Freshman Year

<table>
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<tr>
<th>Semester</th>
<th>Course</th>
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<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td>ENG 101</td>
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<td>MTH 100</td>
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<tr>
<td></td>
<td>BIO 111/lab</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>HIS 111</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSY 101</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HEDU 151</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>HEDU 153</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
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<td>BIO 112/lab</td>
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<td></td>
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<tr>
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#### Sophomore Year

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<th>Course</th>
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<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td>ENG 250</td>
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<td>PSY 201</td>
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<td>PSY 250</td>
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<td></td>
<td>CHE 111/lab</td>
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<td>HEDU 251</td>
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<td><strong>SPRING SEMESTER</strong></td>
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<td>PSY 260</td>
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<td>PSY 202</td>
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<td>CHE 112/lab</td>
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<td>HEDU 252</td>
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#### Junior Year

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<tr>
<td><strong>FALL SEMESTER</strong></td>
<td>ENG 350 or 351</td>
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<td>PSY 371/lab</td>
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<td>CHE 231</td>
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<td>Humanities</td>
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<tr>
<td></td>
<td>HEDU 353</td>
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<td>PSY 386</td>
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<td>Humanities</td>
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<td></td>
<td>HEDU 354</td>
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#### Senior Year

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<tbody>
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<td><strong>FALL SEMESTER</strong></td>
<td>PSY 498</td>
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<td></td>
<td>PSY 460</td>
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<tr>
<td></td>
<td>PSY 461</td>
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<tr>
<td></td>
<td>HPED</td>
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<tr>
<td></td>
<td>PHY 151</td>
<td>4</td>
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<tr>
<td></td>
<td>Humanities</td>
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<th>Semester</th>
<th>Course</th>
<th>Hours</th>
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<tr>
<td><strong>SPRING SEMESTER</strong></td>
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<td>PSY 341/lab</td>
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<td>PSY 496</td>
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<td>PHY 152/lab</td>
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<td>Free Elective</td>
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<td><strong>TOTAL</strong></td>
<td>15 hours</td>
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PSYCHOLOGY (PSY)

101. Introduction to Psychology as a Social Science  
3 hours
Introduction to the general areas of psychology including such topics as learning, socialization, motivation, personality and development. This course is a prerequisite to all other psychology courses, unless otherwise specified.

102. Introduction to Psychology as a Natural Science  
3 hours
Survey of general areas of psychology emphasizing the biological and physiological roots of behavior, including topics such as sensation, perception, behavioral genetics, animal behavior and physiological psychology. Prerequisite: PSY 101.

123. Mind and Brain: An Introduction to the Neurosciences  
3 hours
This course is designed to provide a broad overview of the scientific study of the brain, focusing on topics of immediate interest to brain owners. Material is presented by the course director as well as 2-4 top neuroscientists from the Atlanta area who, as guest lecturers, present material related to their expertise and research. Course topics include drugs and the nervous system, mental health, aging and Alzheimer’s disease, memory and attention, and social affiliation.

201. Research Methods and Statistics I  
3 hours
Introduction to the scientific method and the mathematical basis of descriptive statistics. Scientific method, the organization, description, and characterization of data, scales of measurement, construction and interpretation of graphs and tables, measures of central tendency and variability, standardizing scores, correlation, regression, probability, and an introduction to hypothesis testing will be addressed in this course. Prerequisite: Psychology 101. Co-requisite

201L. Research Methods and Statistics I Lab  
1 hours
Introduction to the use of descriptive statistics in psychological research. Topics covered in this course will include an introduction to research methods, the scientific method, developing research ideas, the role of statistics in psychological research, defining and measuring variables, frequency distributions, central tendency, variability, z-scores, correlation, introduction to probability, and hypothesis testing. Computer software programs such as SPSS and MS Excel will be used to summarize, describe and present data. Prerequisite: Psychology 101. Co-requisite with PSY 201

202. Research Methods and Statistics II  
3 hours
Introduction to inferential statistics, advanced probability theory, nonparametric statistics and an examination of the strengths and weaknesses of hypothesis testing. The emphasis in this course will be on designing experiments and interpreting results, including the appropriate selection of controls, statistical testing and graphical presentation. Students will also critically analyze published work in the field. Prerequisite: Psychology 201/201L. Co-requisite with PSY 202L Co-requisite with.

202L. Research Methods and Statistics II /Lab  
1 hour
Introduction to inferential statistics, advanced probability theory, nonparametric statistics and an examination of the strengths and weaknesses of hypothesis testing. The emphasis in this course will be on designing experiments and interpreting results (includes choosing appropriate controls, applying appropriate statistical tests and representing the results graphically). Students will conduct research experiments in the field and under laboratory conditions using human and nonhuman animal controls. Prerequisite: Psychology 201/201L. Co-requisite with PSY 202

203. Research Methods and Statistics III  
3 hours
Introduction to advanced statistical techniques, including those used in qualitative research designs. Students will be exposed to a number of statistical techniques, including 1 & 2 way ANOVA within design, 2 & 3 way ANOVA between design, multiple regression and correlation, Bayesian reasoning and Bayesian statistics.
Students will critically evaluate published work in the field. **Prerequisites:** Psychology 102, Psychology 202 and 202L. **Co-requisite with PSY 203L.**

### 203L. Research Methods and Statistics III/Lab 1 hour
Introduction to advanced statistical techniques, including those used in qualitative research designs. The emphasis of this course will be on the design and implementation of advanced studies and data analyses utilizing the following statistical techniques: 1 & 2 way ANOVA within design, 2 & 3 way ANOVA between design, multiple regression and correlation, Bayesian reasoning and Bayesian statistics. Students will also critically evaluate published work in the field. Conduct of research experiments in the field and under laboratory conditions using human and nonhuman animal subjects is required. **Prerequisites:** Psychology 102 and Psychology 202 and 202L. **Co-requisite with PSY 203.**

### 204. Educational Psychology 3 hours
Principles, research and applications of psychology in the human learning and teaching process. Topics that are covered include cognitive and social development, theories of learning, learning abilities and challenges, motivation, learning environments, pedagogical approaches, assessment, and the roles of cultural factors. Both mainstream theories and theories that are grounded in understanding African and African American issues in the field are discussed. **Prerequisite:** Psychology 101 or permission of instructor.

### 260. Psychology of the African American Experience 3 hours
A study of theoretical and empirical psychological literature pertaining to the cultural, social and political realities of African Americans and the distinctions between the Africentric and Eurocentric perspectives. **Prerequisite:** Psychology 101 or permission of instructor.

### 283. Theories of Personality 3 hours
Review of important theories of personality from psychoanalytic to learning theory approaches. Theorists studied include Freud, Jung, Fromm, Rogers, Dollard and Miller, Skinner and others. **Prerequisite:** Psychology 102.

### 287. Developmental Psychology 3 hours
Survey of human development from a lifespan perspective, including social, emotional and cognitive development. Discussions will include genetic and environmental factors, parent-child relationships, and racial identity development. **Prerequisite:** Psychology 101 or permission of instructor.

### 297. Black Men, Black Boys and the Psychology of Modern Media 3 hours
A personality psychology-rooted course that will look at the varied positioning of Black boys and men within media spaces. The course will explore how these framings inform identity assumption and behaviors across cultures. This exploration will be done through deconstructing contexts and human behavior paradigms relative to social norms, stereotype and less widely considered realities. Emphasis will be placed on fundamentals of human behavior, media history, pop culture critique and content analysis. While cinema, television, recorded music and periodicals are considered for much of the course, new media streams will also be examined for behavioral and social influence on Black male identification. Black Boys, Black Men and the Psychology of Modern Media is based across the personality psychology levels of dispositional traits, characteristic adaptation and life story tellings (McAdams, 2004). This general structure is dynamic in a way that allows for shifting popular culture norms and for additional grounding in the media critique of sociologist Pierre Bourdieu (1998). **Prerequisite:** Psychology 102 or Sociology 102 and with instructor’s approval.

### 303. Social Psychology 3 hours
Exploration of influence of others on the individual, including conformity behavior, obedience, prejudice, attitude formation and change, social cognition, and political behavior. **Prerequisite:** Psychology 101 or permission of instructor.
341. Animal Behavior 3 hours
A synthesis of comparative psychology and ethology, studying the behavior of animals. Begins with an introduction to the role of evolution, genetics and neurophysiology in behavior. Continues with an examination of specific areas in animal behavior, such as migration, sexual behavior, communication, dominance, territoriality, predator-prey relationships and social behavior. Includes an introduction to areas that are closely related to animal behavior, such as sociobiology and behavioral ecology. Prerequisite: Permission of Instructor.

341L. Animal Behavior Laboratory 1 hour
Laboratory and field research projects using a variety of small animals. Investigating topics such as sexual behavior, territoriality, aggression, grooming and social behavior. Prerequisite: Permission of Instructor.

360. African Centered Psychology II 3 hours
Focuses upon understanding and applying various perspectives of African worldview to psychology. The course utilizes the research and theoretical literature in psychology and other sciences, that attempt to explain pre-colonial African thought as it applies to human psychological functioning. Applications to contemporary African American lifestyles are discussed. Prerequisite: Psychology 101 or permission of instructor.

369. Relationships Between the Sexes 3 hours
Study of the psychology of male/female relationships and interactions utilizing small group methods. Prerequisite: Permission of Instructor.

372. Learning and Memory 3 hours
An empirical and theoretical examination of the processes of learning and memory. Prerequisites: Psychology 203/203L.

372L. Learning and Memory Laboratory 1 hour
Laboratory and field investigations of human and animal learning and memory. Prerequisites: Psychology 203/203L. One hour.

381. Community Psychology 3 hours
Examination of interaction between individuals and institutions in the community and the psychologist’s role in intervention to maximize psychological functioning in this non-traditional setting. Prerequisite: Psychology 101 or permission of instructor.

386. Abnormal Psychology 3 hours
Study of causation, description, and treatment of psychological maladjustment including mood and anxiety disorders, somatoform and dissociative disorders, personality disorders, and organic brain dysfunction as listed in DSM-IV-TR. Prerequisites: Psychology 102 and Psychology 202 and 202L.

389-390. Selected Topics In Psychology 3 hours
This course may be offered each semester depending upon departmental needs, and the specific topic may vary. Faculty and specific topic will be chosen through departmental discussion each semester. Some topics may be repeated every other year while others may be repeated less frequently, depending on need, student interest, and faculty availability. Possible topics include:

- Neuropsychology
- Psychopharmacology
- Behavioral Neuroscience
- Qualitative Research
- Language Development & Psycholinguistics
- Forensic psychology
- Environmental psychology
- Advanced Seminar in ..(various areas)

Although the course structure is determined by the instructor, seminar format is encouraged, especially in the advanced topic courses. Prerequisite: Psychology 101 or permission of instructor.
393. Health/Medical Psychology 3 hours
Familiarizes students with the area of health psychology and the role of the health psychologist. Understanding will be gained of the impact of psychological factors in health and illness. Examines, from a biopsychosocial and cross-cultural perspective, the prevention, etiology, diagnosis, and treatment of illness; relation of stress and health; coping strategies; interacting with health care systems; as well as health policy formation and implementation. Prerequisite: Psychology 101 or permission of instructor.

394. Honors Advanced Research Methodologies 3 hours
An exploration of the research process from selection of topic to research proposal. Prerequisite: Participation in the NIMH-COR Program.

395. Honors Applied Computer/Data Analysis 3 hours
Practical applications of computers in various research settings. Analysis and interpretation of data. Prerequisite: Participation in the NIMH-COR Program.

397-398. Honors Research and Communications Seminar 3 hours
Ongoing in-depth examination of the research process through student presentations and guest speakers. Prerequisite: Participation in the NIMH-COR Program. May be repeated for credit.

400-401. Supervised Fieldwork 3 hours
Practical work experience in various community service centers and projects supervised by faculty and agency directors. Prerequisite: Psychology 102 or permission of instructor.

444. Leadership, Creativity, and Innovation 3 hours
This multi-disciplinary course will explore practices that facilitate creative collaboration and innovation. Prerequisite: Psychology 101 or permission of instructor.

450. Clinical Assessment 3 hours
Introduction to the administration and interpretation of basic psychometric instruments, including tests of intelligence, aptitude, and personality. Prerequisite: Either Psychology 283 or 386.

452. Techniques of Psychotherapy 3 hours
Introduction to the basic theoretical orientations, methods and techniques of individual and group therapy as well as other intervention strategies. Prerequisite: Either Psychology 283 or 386. Clinical Assessment (PSY 451) need not be taken in order to take Techniques of Psychotherapy.

460. Psychobiology 3 hours
An examination of the interactions between biological aspects of an organism and its behavior; covers basic neuroanatomy and neural physiology; techniques of psychobiology; sleep and wakefulness; internal regulation of motivation and emotion; neural basis of learning and memory; higher cortical functions, language, and recovery of function. Prerequisite: Permission of Instructor.

461. Psychobiology Laboratory 1 hour
Designed to familiarize the student with some of the techniques used in the study of psychobiology. The combination of demonstrations and individual projects gives the student an opportunity to work directly with various types of equipment in the investigation of the areas covered in Psychology 460. Optional for B.A students taking 460. Prerequisite: Permission of Instructor.

470. Industrial/Organizational Psychology 3 hours
The goal of the course is to provide broad exposure to the field of Industrial/Organizational Psychology. It includes methods and procedures used in maximizing the effectiveness of personnel selection and training. It will also cover theory and research on organizational and environmental factors that influence behavior and employee satisfaction in the work setting. Prerequisite: Psychology 101 or permission of instructor.
495–496. Directed Studies 3 hours
Special problems, individual research, or field work under faculty supervision. Prerequisites: Psychology 102 and Psychology 202 and 202L.

PUBLIC HEALTH SCIENCES

DESCRIPTION OF THE MINOR IN PUBLIC HEALTH
Students choosing to pursue the minor are required to complete a twelve (12) credit-hour core curriculum consisting of Introduction to Public Health Science (BIO 240), Introduction to Epidemiology (BIO 330), Introduction to Biostatistics (BIO 340), Public Health Sciences Seminar and Practicum (BIO 450), and one (1) additional 3-hour elective course, totaling 15 credit hours. Students may choose courses offered at the different AUC institutions, that satisfy the elective requirements. A faculty member in the PHSI must approve all elective courses. An updated list of elective courses is generated each semester to ensure breadth of study and to exercise quality control. In addition, as a result of our interaction with other historically black colleges and universities, courses in public health have been established. The following is a list of courses for the minor in public health.

BIO 240. Introduction to Public Health Science
Designed to give students a strong foundation in the administration and practice of public health and to provide an understanding of the technical, social, and political parameters surrounding public health research and practice. This course includes a lecture series; field trips to local, state and federal agencies and services; and a research project. This course is also cross-listed with other departments (Interdisciplinary.)

BIO 330. Introduction to Epidemiology
A study of the distribution and determinants of health-related states and events in populations with a view towards identifying the etiology of diseases. It includes fundamental strategies for epidemiological research; the framework for assessing valid statistical associations and making judgements for causality; measures of disease frequency and association; detailed discussions of the various types of study designs; analysis and interpretation of epidemiological data; and methods for the evaluation and control of chance, bias and confounding data in assessing the presence of a valid statistical association.

BIO 340. Biostatistics
Applications of statistics in the biomedical and health sciences. It introduces parametric and non-parametric statistical methodology, including descriptive measures; elementary probability, estimation and hypothesis testing, correlation, regression and single factor analysis of variance. Underlying theory is empirically demonstrated utilizing biomedical applications. Computer-based statistical analysis is used throughout the course. Diseases that affect African Americans are discussed with accompanying statistics.

BIO 450. Public Health Sciences Seminar and Practicum
Provide students with 1) a forum for discussion and critical analysis of contemporary health service issues; and 2) a practical experience in a health service agency. A major research project is required of all students enrolled. All of the public health courses are cross-listed in other departments (interdisciplinary).

Introduction to Public Health and Introduction to Epidemiology are PHSI’s most popular courses, the latter course attracting more than 25 students each semester during the last six (6) years. In 1997 computer laboratories for biostatistics and epidemiology courses were introduced to reinforce ideas taught in the classroom. The SAS statistical package is used in biostatistics, while the Epi Info software package is used in the epidemiology course. These packages have allowed students to have a hands-on approach and to better understand data analysis. The public health courses have proven to be very popular in the Atlanta University Consortium, attracting generally an increasing number of students each year.
Electives
BIO 450  Public Health Sciences Seminar and Practicum (3)

Science Majors
(MC) BIO 497 or (SP) BIO 314  Environmental Biology (4)
(CAU) AHP 113  Nutrition (3)
(MC) SOC 356  Demography, Ecology and the Environment (3)
(CAU) AHP 242  Introduction to Disease (4)

Business Majors
(CAU) AHP 402  Health Care Management (3)
(CAU) AHP 313  Health Care Delivery (3)
(CAU) AHP 437  Health Finance (3)
(CAU) AHP 439  Quality Assurance-Risk Management

Psychology Majors
(MC) PSY 393  Social Psychology (3)
(MC) PSY 288  Public Policy and Mental Health (3)
(CAU) AHP 431  Introduction to Mental Health (3)
(CAU) HPE 300  Psychological and Mental Health (3)

**READING (REA)**

The goal of the Reading Program is to help students acquire, reacquire, strengthen, refine, and internalize reading skills needed for academic success in college. The reading faculty provides group as well as individual instruction designed to meet the particular needs of the students in the program. The goal of the Reading Program is to help students acquire, reacquire, strengthen, refine, and internalize reading skills needed for academic success in college.

The program offers noncredit and credit courses. The noncredit courses yield a letter grade for the semester's work and three hours of institutional credit not applied toward graduation. The credit courses yield a letter grade and three credit hours that can be applied toward graduation as electives.

All students in the reading program must earn a letter grade of C for each semester's work and score at or above the cut-off on a reading achievement test in order to complete satisfactorily the required work in reading. Two semesters of reading improvement are required for students who place into Reading 098. One of these two semesters may be Advanced College Reading and Study Skills I with three hours credit, depending upon performance in the first semester's work. One semester of reading is required for students who place into Reading 099. The second semester for students in 099 is required only upon recommendation of the staff or at the discretion of the student, at which time he may take an upper level reading course as an elective.

**098-099. Fundamental College Reading and Study Skills I and II**
6 hours*

Required of freshman and transfer students who score below the cut-off on a reading test selected for screening and placement of entering students, this course provides systematic developmental reading instruction and personal enrichment. (*No credit toward degree requirements.)

**101-102. Advanced College Reading and Study Skills I and II**
6 hours

Designed to provide a variety of reading experiences for the student who needs to enhance reading skills and abilities and broaden reading interests. Emphasizes on vocabulary, advanced comprehension skills, and flexibility of rate while reading for information or pleasure. Recommended for freshmen who place above the cut-off point for 098-099 as well as for upperclassmen. (Electives).
The goals of the Sociology department are organized to ensure that students graduating from the department of sociology are prepared to:

1. Enter graduate and professional studies.
2. Use their sociological skills and knowledge to begin careers.
3. Apply the sociological imagination and critical thinking to everyday life and community concerns.
4. Demonstrate a global orientation and enhanced awareness, knowledge, and appreciation of the African experience in Africa and the Diaspora.

The principal objective of the Department of Sociology at Morehouse College is to provide an integrated program of instruction in the understanding of human culture and social organization. To achieve this end, courses in the Department of Sociology are designed to facilitate learning utilizing a model of student development that progresses learners from basic knowledge and comprehension through analysis and synthesis. All courses stress critical thinking through the development of each student's sociological imagination and rigorous attention to social scientific methodologies. This model informs students in the discipline and enhances the foundation of a strong liberal education.

Sociology does not simply describe how human social behavior is organized and how it changes; but it seeks to explain the reasons for such organization and change. To this end, the professional sociologist seeks to learn how to anticipate and predict patterns of human group interaction. Such information, systematically and objectively derived, provides knowledge from which enlightened, informed social policies and planning can ensue. The department has designed its courses and programs to academically stimulate our majors, while at the same time to provide other departments within the College an appropriate range of social science electives.

The department's core curriculum is structured to orient students interested in sociology and other professional areas. Experience in these courses helps to free the mind from the fetters of traditionalism, fostering critical analysis of the social-scientific context. Students are strongly encouraged to engage internships, fieldwork and undergraduate research. In addition to the major and minor in general sociology, the department offers a minor in criminal justice and a concentration in the sociology of family and gender. The department also fosters careful preparation for successful graduate study and employment, not only in sociology and research, but also in a number of other fields. The careers of the department's graduates are illustrative and include criminal justice, law, social work, environmental planning, policy analysis, gerontology, medical sociology, clinical counseling, public health, medicine, theology, teaching and educational administration, government service, marketing research, industrial sociology, public relations, diplomatic service, organizational research, and administration in industry or community service organizations.

Students majoring and minoring in sociology are eligible for election to Alpha Kappa Delta International Sociological Honor Society. The department also sponsors a discipline-oriented group, the Morehouse Sociological Association. The department's rich history is exemplified by its students, faculty, and programs. The most renowned alumnus to major in sociology is Dr. Martin Luther King Jr. Professors of note who have served in the department include W.E.B. DuBois, Ira De A. Reid, Anna Harvin Grant, Walter Chivers, and E. Franklin Frazier.

The Morehouse Research Institute and the Chivers-Grant Institute for Family and Community Studies are self-supporting research and service units of the Department of Sociology. The general mission of these institutes is to conduct basic research and develop and manage projects to serve the needs of underserved populations. The institutes also serve as a resource for the research and intellectual needs of students, faculty and staff from the Atlanta University Consortium. Institute staff represents areas such as sociology, psychology, economics, and criminal justice. One feature of the institutes is the recognition of outstanding service to the family as an institution through the Family Service and Pacesetter awards and student research awards.
THE MAJOR IN SOCIOLOGY

Sociology prepares students for graduate and professional study in a variety of disciplines and establishes a foundation for entry into a diversity of professional fields. The major consists of 21 hours of required core courses; nine hours of electives; three hours of advanced applications courses; six hours of capstone courses (3 hours MUST be the Senior Seminar in Sociology (SOC 495). Students who major in sociology must meet the college social science requirement by taking 6 hours of social science courses outside the field of sociology.

REQUIREMENTS FOR THE MAJOR

The major curriculum contains four types of courses organized around the four principal goals of the department and designed to provide breadth and depth of pedagogical experiences. Students seeking a degree in sociology must fulfill the requirements for all four types of courses listed below.

I. Sociological Foundations

These courses include basic concepts, ideas and empirical generalizations that explain society. They do not assume prior knowledge of sociology.

Required Core (9 hours)
SOC 101 Introduction to Sociology
and 3 hours from:
SOC 102 Cultural Anthropology
SOC 103 Social Problems
SOC 156 Men in Society
AND
SOC 294 Principles of Sociology

Lower Level Electives (3 hours)
SOC 215 Criminology
SOC 255 The Family
SOC 259 Women in Society

II. Tools and Intermediate Applications

The following Required Core courses require successful completion of all Sociological Foundations course work:

Required Core (12 hours)
SOC 301 Statistics
SOC 302 Social Research Methods
SOC 307 Social Thought
SOC 407 Sociological Theory
The following Upper Level Elective courses assume successful completion of at least one prior social science course:

Upper Level Electives (6 hours)
SOC 305 Urban and Community Sociology
SOC 316 Corrections
SOC 317 The Police and Law Enforcement
SOC 322 Social Inequality
SOC 331 Work in a Changing Society
SOC 355 Sexuality and Sexual Expression
SOC 360 Pan-Africanism as Cross Cultural Dialogue*
SOC 361 African and African Diaspora Families*
SOC 414 Political Sociology
SOC 415 Juvenile Delinquency
SOC 416 Law and Society
SOC 422 Race and Ethnic Relations
SOC 455 The African American Family

*Courses designated for the Morehouse Pan-African Global Experience (M-PAGE)

III. Advanced Applications
These courses assume a background in social theory and social research methods and are designed for students with majors or minors in sociology or related social science and humanities disciplines.
SOC 340 Medical Sociology
SOC 341 The Life Cycle and Aging
SOC 356 Demography, Ecology, and the Environment
SOC 403 Survey Research and Data Analysis
SOC 460 Sustainability and Development*

*Courses designated for the Morehouse Pan-African Global Experience (M-PAGE)

IV. Capstone Courses (6 Hours)
The Capstone Courses are intended to promote the synthesis of the various elements of the discipline as an approach to inquiry and to life.
SOC 495 Seminar in Sociology/Senior Project
and 3 hours from:
SOC 492 Criminal Justice Internship
SOC 493 Criminal Justice Internship
SOC 496 Directed Studies/Mentored Research
SOC 497 Department Honors/Thesisy
SOC 498 Internship/Fieldwork in Sociology
SOC 499 Internship/Fieldwork in Sociology
EXIT EXAM

All sociology majors must complete a senior project that demonstrates adequate accomplishment in the major. The project must conform to the guidelines established by the department and available in its office. This project is an integral component of the major and is incorporated in the Seminar in Sociology. The senior project is submitted to the department and is formally presented in the Seminar in Sociology. Additionally, all sociology majors must pass the sociology area exam produced by the Educational Testing Service. Students should minimally attain a scaled score equivalent to the 70th-percentile of students testing nationally. The exam is administered annually in the fall semester in the senior seminar. (Note: while the Major Field Test is NOT used as the sole instrument for establishing grades, it is a critical component for our programmatic assessment of departmental goals and objectives.

DEPARTMENTAL HONORS

Students are urged to work toward departmental honors. When a student communicates the desire to be considered for departmental honors, he selects an appropriate honors paper adviser. He should consult regularly with the adviser. If he wishes, he may also consult with other members of the faculty concerning the paper. The requirements for participation in departmental honors follow:

1. Cumulative grade point average of 3.0 in sociology with no grade below C.
2. A satisfactory senior honors paper begun in the junior year and completed no later than the end of the semester preceding graduation.
3. Recommendation of the departmental faculty.
4. Successfully complete SOC 497 Department Honors/Thesis and 9 hours of electives at the 200 level and above.

THE MINOR IN SOCIOLOGY

A minor in sociology consists of 6 hours of required core courses. Students minoring in sociology may satisfy 3 hours of the college social science requirement with SOC 101. Those students only seeking a minor in Sociology are not required to take Senior Seminar (SOC 495).

REQUIREMENTS FOR THE MINOR

Required Core (9 hours)

Students wishing to minor in sociology MUST TAKE ONE of the following courses:

SOC 101  Introduction to Sociology
SOC 102  Cultural Anthropology
SOC 103  Social Problems
SOC 156  Men in Society

AND students wishing to minor in sociology MUST TAKE the following course:

SOC 294  Principles of Sociology t

AND students wishing to minor in sociology MUST TAKE ONE the following course:

SOC 294  Social Research Methods
SOC 307  History of Social Thought

AND students wishing to minor in sociology MUST TAKE THREE the following course:

Electives (9 hours at the 200 level or above)

SOC 215  Criminology
SOC 255  The Family
SOC 259  Women in Society
SOC 305  Urban and Community Sociology
SOC 316  Corrections
SOC 317  The Police and Law Enforcement
SOC 322  Social Inequality  
SOC 331  Work in a Changing Society  
SOC 340  Medical Sociology  
SOC 341  The Life Cycle and Aging  
SOC 355  Sexuality and Sexual Expression  
SOC 356  Demography, Ecology and the Environment  
SOC 414  Political Sociology  
SOC 415  Juvenile Delinquency  
SOC 416  Law and Society  
SOC 422  Race and Ethnic Relations  
SOC 455  The African American Family  

Designated Electives (6 hours)  
SOC 102  Cultural Anthropology  
SOC 103  Social Problems  
SOC 256  Men in Society  
SOC 259  Women in Society  
SOC 316  Corrections  
SOC 331  Work in a Changing Society  
SOC 416  Law and Society  
SOC 422  Race and Ethnic Relations  

Free Electives (6 hours)  

THE CRIMINAL JUSTICE MINOR  
The Department of Sociology offers a minor in criminal justice that complements a range of career orientations and academic interests. The curriculum for the minor seeks to promote systematic, critical analysis of issues of crime and justice, stressing the theoretical and methodological and paying careful attention to social policy, and includes the core courses typically required for a major in the field of sociology. Students are provided with a foundation for direct entry into criminal justice related careers. Complementing many major disciplines, students are provided with a solid preparation for graduate and professional study. Students also gain a sound basis for civic and community involvement with issues related to crime and criminal justice, particularly as they concern African Americans.  

CRIMINAL JUSTICE MINOR WITH A MAJOR IN SOCIOLOGY  
Students majoring in sociology may pursue a minor in criminal justice. These students may meet the elective requirements with SOC 215 Criminology and SOC 416 Law and Society. (For additional requirements for the minor, see Criminal Justice). Concentration in Family and Gender Sociology A concentration in family and gender sociology with a major in sociology consists of The Family (SOC 255); Men in Society (SOC 256); Women in Society (SOC 259); Sexuality and Sexual Expression (SOC 355); and African-American Families (SOC 455).  

CONCENTRATION IN FAMILY AND GENDER SOCIOLOGY  
A concentration in family and gender sociology with a major in sociology consists of The Family (SOC 255); Men in Society (SOC 156); Women in Society (SOC 259); Sexuality and Sexual Expression (SOC 355); and African-American Families (SOC 455).
COURSE SEQUENCE FOR MAJORS IN SOCIOLOGY

Students majoring in sociology are required to consult with their faculty advisers on a regular basis to develop, assess, and make adjustments to their academic and career plans. This is particularly important for students wishing to concentrate in criminal justice and other meaning areas. The department will offer to consult with their advisees to make sure they are registered for the right electives. Especially in their senior year, majors are encouraged to use free elective hours to pursue independent reading, research, and internship projects, which may or may not be related to their senior paper.

Freshman Year

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Senior Year

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SOCILOGY (SOC)

101. Introduction to Sociology 3 hours
Introduces the sociological perspective. Focuses on the scientific study of social interaction in global context and major areas of sociology. Elements of sociological analysis based on scientific research, as opposed to “common sense” approaches, are emphasized.

102. Cultural Anthropology 3 hours
Introductory survey of cultural anthropology, that examines how anthropology, through its distinctive methods, can clarify our understanding of each other and ourselves. Major themes studied are the impact of culture on human behavior, the interrelationships between different parts of culture, and cultures as adaptive systems. Also addressed are the science of culture, society and social life, ideology and symbolism, and cultural change and diversity, especially as they relate to the African-American experience. Offered alternate semesters.

103. Social Problems 3 hours
Principal scope is based on personal and group problems at the local, national and international levels. Alienation, alcohol and drug abuse, interpersonal violence, political corruption, homelessness, unemployment, racial and ethnic conflict, environmental pollution, refugees, world health, and hunger are among the topics covered.

156. Men in Society 3 hours
Focuses on the meaning and consequences of being a male, particularly a black male. Topics considered are gender as a social process; differential statuses and roles; socialization for manhood; power and conflict; economics; health education and well-being; the sociological context in which we learn how the larger society defines manhood; and the barriers and costs for minority men.

215. Criminology 3 hours
Crime is analyzed in terms of the social, cultural and institutional contexts in which it occurs. Examines the epidemiologist of crime, sources of data on crime, international comparisons of crime and criminal justice, theories of causation, social reaction to crime, and criminal justice policy. It includes an overview of the American criminal justice system. Offered alternate semesters. Prerequisite: ENG 101 (C or better).

255. The Family 3 hours
Examines marriage as a social institution and family as social organization. Explores family interaction patterns, the interrelationships between the family and economic and other institutions, cross-cultural comparisons, social psychological and social class influences, and alternative family forms. Offered alternate semesters. Prerequisite: ENG 101 (C or better).

259. Women in Society 3 hours
Examines the statuses and roles of women in the United States and the world. Introduction to the fundamental concepts, theories, and methods in the social sciences for understanding the social, political, and economic consequences of gender. Social structure and consciousness, socialization, power and authority relationships, and change and continuity are among the issues covered. Prerequisite: ENG 101 (C or better).

294. Principles of Sociology 3 hours
This gateway course to the major explores theories, substantive topics, research methods, ethics, policies, and other principles of the discipline. Career planning issues will also be introduced. Prerequisites: ENG 101 (C or better) and Sociology 101 (C or better).
300. Contemporary Issues in Sociology  
Reviews research and writing in an area that is of current interest in the field. Specific topic(s) to be covered will be announced at the time the course is being offered, given that the topic will vary as an on-demand offering and will be dictated by arresting events and changes in our own and world societies. **Prerequisites:** ENG 101 (C or better) and junior standing; or permission of the instructor.

301. Statistics  
Introduces skills necessary for general statistical literacy and further study in statistical and social science research techniques using the computer. Among the topics covered are methods of measurement; analysis and presentation of data in numerical form; frequency distribution; measures of central tendency and dispersion; correlation and regression; probability and sampling; hypothesis testing; confidence intervals; t-tests and chi square. Using computers in statistics. **Prerequisites:** SOC 101 and SOC 294.

302. Social Research Methods  
Examines the nature and uses of social research and the scientific method as ways of knowing and understanding reality. Topics considered are logical and empirical conditions for warranted inference, problem definition, research design, data collection and analysis. Using computers and information technology in quantitative and qualitative research and critical examination of research studies is also stressed. **Prerequisites:** SOC 101 and SOC 294.

305. Urban and Community Sociology  
Analyzes the characteristics and historical background of urbanism, urban regions, and urban communities, along with environmental problems, human relations, personality, institutional functions, and planning. International comparisons are included. Offered alternate semesters. **Prerequisite:** ENG 101 (C or better).

306. Social Psychology  
Introductory course focusing on the relationship between individual behavior and patterned social relationships. Provides an overview of the interdisciplinary field of social psychology; its key theoretical perspectives, concepts, and methods; the impact of small groups, organizations, and social systems on individual cognition perception, motivation, and behavior; the ways attitudes, values, and beliefs develop and change; and the implications of social psychological factors for social policy, interpersonal relationships and knowledge of self.

307. History of Social Thought  
Historical survey of social thought up to 1950. This course examines the ideas and symbols of social life as reflected in the intellectual traditions of sociology and other social sciences. Includes an introduction to the contributions of such early African-American sociologists as W.E.B. DuBois, E. Franklin Frazier, and Charles S. Johnson. Also provides a theoretical orientation for the senior paper. Offered alternate semesters. **Prerequisites:** ENG 101 (C or better); SOC 101 and SOC 294.

316. Corrections  
Investigates history, philosophy and current practices in punishment and corrections. Examines the roles of official agents, innovative alternatives to incarceration, probation and parole, and the nature and consequences of incarceration. Emphasizes the implications for African Americans, comparative correctional systems and policy options. Offered alternate semesters. **Prerequisite:** ENG 101 (C or better).

317. The Police and Law Enforcement  
Concerned with the organization, history, functions and problems of public and private law enforcement agencies in the United States and in cross-national comparisons. Offered alternate semesters. **Prerequisite:** ENG 101 (C or better).
322. Social Inequality  
3 hours
Presents theories and research in social stratification. Emphasizes class relations and structural sources and manifestations of inequality and its consequences. Offered alternate years. Prerequisite: ENG 101 (C or better).

331. Work in a Changing Society  
3 hours
Work and occupations are analyzed historically and culturally, and in relation to changes in the economy, in the structure of the labor force and in the meaning of work. Stresses the implications of a postindustrial, information and service economy, as well as institutional interrelationships, power and relations in business, and reciprocity between business and the community. Offered alternate semesters. Prerequisite: ENG 101 (C or better).

340. Medical Sociology  
3 hours
Analyzes medicine as a social institution. Concerned with health and illness; human behavior in illness; epidemiology; social organization of medical care; health and health care of African Americans; social aspects of recruitment, training and practices in health care professions; costs of health care delivery; international comparisons; and values and ethical issues. Offered alternate semesters. Prerequisite: ENG 101 (C or better).

341. The Life Cycle and Aging  
3 hours
Concerns identity, status, and role throughout the life cycle; demographic and socioeconomic characteristics of age cohorts; race, ethnicity, and gender issues; and international comparisons of the life cycle and aging. Considers mental and physical health of the elderly, long term care, and alternative living arrangements, and touches on grief, death, and dying. Also emphasizes lifestyles and family relationships throughout the life course. Prerequisite: ENG 101 (C or better).

355. Sexuality and Sexual Expression  
3 hours
Examines human sexuality from the sociological perspective. Emphasizes research and clinical observations demonstrating the need for accurate and dispassionate sex information. Also investigates the social climate in which we express sexuality inside and outside the family and familial configurations. Prerequisite: ENG 101 (C or better).

356. Demography, Ecology and the Environment  
3 hours
Focuses on the theories and methods of demography and ecology. Concerned with the distribution, composition, and growth of populations. Fertility and mortality, migration, ecological relationships, and environmental resources and policies are also covered. Offered alternate semesters. Prerequisite: ENG 101 (C or better).

403. Survey Research and Data Analysis  
3 hours
Provides a basic introduction to the principles of survey research, quantitative and qualitative analysis and the research process and rules of inference. Offered alternate semesters. Prerequisites: Junior standing and SOC 101, SOC 294, SOC 301 and SOC 302; or permission of the instructor.

407. Contemporary Sociological Theory  
3 hours
Examines the major theoretical perspectives as they speak to problems of structure in historical, biographical, and intellectual context. Includes the contributions of African and African-American sociologists and examines the relationship between theory and research in social scientific explanation. Offered alternate semesters. Prerequisites: Junior standing, SOC 101, SOC 294 and SOC 307; or permission of the instructor.

414. Political Sociology  
3 hours
Concerned with the sociology of power distribution. Analyzes sources of influence, power, and legitimacy and includes comparative analysis of authority structures. Offered alternate years. Prerequisite: ENG 101 (C or better).
415. **Juvenile Delinquency**

3 hours

Analyzes causes, trends, prevention, designation and treatment of delinquency in the United States and in comparison with other cultures. Considers in-depth juvenile intake, legal and social investigations, judicial and administrative decision making, and dispositions; inquires into juvenile institutions, their uses, capabilities, and programs; and explores creative and changing juvenile justice policies. Also stresses implications for African-American youth. Offered alternate semesters. **Prerequisite: ENG 101 (C or better).**

416. **Law and Society**

3 hours

Analyzes law as a social institution in the United States and in global perspective, with special attention to criminal law. Reviews the functions, origin and development of law; legal systems and legal culture; justice and legal issues for African Americans; and current problems and issues in law. Offered alternate semesters. **Prerequisite: ENG 101 (C or better).**

422. **Race and Ethnic Relations**

3 hours

Survey of racial and ethnic characteristics of the people of the United States, with special attention to ethnic groups of color. Considers the nature, sources and areas of intra- and inter-group conflict, incorporating a global perspective as well as programs, policies and possibilities of resolving conflict and developing progressive relations. Offered alternate semesters. **Prerequisite: ENG 101 (C or better).**

455. **African-American Families**

3 hours

Provides a systematic and comparative sociological analysis of black family structures, stresses, strengths and changes; male-female relationships; reproduction; child rearing; and economic, educational and emotional dynamics as influenced by minority status. Also recognizes strengths of black families. Ideally this course should follow SOC 255, a general course on the family as a social institution. Offered alternate semesters. **Prerequisite: ENG 101 (C or better).**

492 and 493. **Criminal Justice Internship**

3 hours each

Through individually appropriate field experiences, students are given the opportunity to apply knowledge, theory, and understanding gained in course work to professional situations and settings. **Prerequisite: Permission of department.**

495. **Seminar in Sociology**

3 hours

An integrative course designed to promote the synthesis of diverse elements of the major curriculum into a coherent and mature conception of sociology. To accomplish this goal, the course utilizes an integrative approach. Lectures, projects, reports and discussion on selected areas of sociological interest and research are to be developed by the instructors and students. **Prerequisites: SOC 101; SOC 294; SOC 301; SOC 302 and SOC 307.**

496. **Directed Studies**

Variable: 1-4 hours

Supervised opportunities to pursue projects of special interest within the discipline and/or to extend knowledge of particular areas through independent study. Students are allowed to propose and submit projects of their own design to appropriate faculty and the department head for approval. May be taken for credit more than once. **Prerequisite: Permission of department.**

497. **Departmental Honors**

3 hours

See statement above under departmental honors. Register with the department head, who will assign a faculty mentor. **Prerequisite: Permission of department.**

498 and 499. **Internship/Fieldwork in Sociology**

3 hours each

Work performance, supervised community contact, interaction, placement, observation, and reporting. Approval of department head and supervision by an on-site monitor, the chair or a designated faculty member are required. **Prerequisite: Permission of department.**
The Urban Studies Program was established at Morehouse College in 1976. The program enjoys an excellent national reputation, especially among the universities and colleges in Atlanta that offer urban studies and city and regional planning programs. The program in urban studies at Morehouse is made up of the core curriculum, which is designed to introduce students to the field and prepare them for advanced work. In addition, the program offers two concentrations - Management - of which urban studies majors must select one. These two concentrations are designed to provide students with knowledge and competencies specific to each area of study.

MISSION

The goals of the program are: (1) to prepare graduates for entry-level professional positions as planners, managers, and program research specialists in government, business, and not-for-profit organizations; and (2) to prepare interested students for acceptance to and competent performance in graduate and professional schools. Students completing the curriculum should be able to go directly into graduate programs in planning, management, and policy analysis without having to take qualifying courses. The program is multidisciplinary in nature, drawing together skills and approaches of the various social science departments and other disciplines in order to help students understand urban phenomena in their local, national, and global manifestations.

SPECIAL SKILLS REQUIREMENTS

All Morehouse students must satisfy an oral communication effectiveness requirement and a writing skills requirement. Urban studies majors must satisfy their oral and communication effectiveness requirements by earning at least a "C" in any of the following courses: ENG 350, 351, 352, or 354 (see descriptions of these in the English section of the catalog curriculum). Program majors must satisfy the writing effectiveness requirement by completing UST 490 with at least a "C" grade.

DEGREE REQUIREMENTS FOR THE MAJOR

The core curriculum consists of 36 credit hours that all urban studies majors are required to complete. These courses are:

- UST 261-262 Introduction to Urban Studies (I & II) 6 hours
- PSC 251 National Government of the United States 3 hours
- PSC 252 State and Local Government 3 hours
- SOC 301 Social Statistics 3 hours
- SOC 305 Urban and Community Sociology 3 hours
- UST 361 Introduction to Urban Planning 3 hours
- UST 372 Urban Management and Policy Analysis 3 hours
- UST 401-402 Internship 6 hours
- ECO 404 Urban Economics 3 hours
- UST 490 Senior Seminar in Urban Planning & Management 3 hours
- ECO 201-202 Macro and Micro Economics (for the 6 hours of Social Science requirement)

36 hours total
I. URBAN PLANNING CONCENTRATION

In addition to the 36 hours of core courses, planning concentration majors should complete 24 credit hours as follow:

- **ECO 305** Economic Development 3 hours
- **UST 362** Techniques of Urban Planning 3 hours
- **UST 363** Urban Planning Workshop (GIS Applications) 3 hours
- **UST 413** Housing and Community Development 3 hours
- **UST 420** Transportation Planning and Policy 3 hours
- **ENG 350 or 351** Oral Communication Effectiveness 3 hours
  or 352 or 354

**FREE ELECTIVES IN URBAN PLANNING CONCENTRATION**

Concentration majors are strongly advised to select their free electives from these courses (select two):

- **CSC 106** Introduction to Computer Science I 3 hours
- **PSC 302** Third World Politics 3 hours
- **ECO 304** Money and Banking 3 hours
- **SOC 322** Social Inequality 3 hours
- **SOC 356** Demography, Ecology and the Environment 3 hours
- **UST 411** Financial Management in Local Government 3 hours

II. URBAN MANAGEMENT CONCENTRATION

In addition to the 36 hours of core courses, management concentration majors should complete 24 credit hours as follows:

- **BUS 211** Principles of Accounting I 3 hours
- **UST 371** Introduction to Public Management 3 hours
- **ECO 406** Public Finance 3 hours
- **UST 411** Financial Management in Local Government 3 hours
- **UST 413** Housing and Community Development 3 hours
- **ENG 350 or 351** Oral Communication Effectiveness 3 hours
  or 352 or 354

**FREE ELECTIVES IN URBAN MANAGEMENT CONCENTRATION**

Concentration majors are strongly advised to select their free electives from these courses (select two):

- **CSC 106** Introduction to Computer Science I 3 hours
- **UST 363** Urban Planning Workshop (GIS Applications) 3 hours
- **BUS 250** Principles of Management 3 hours
- **SOC 356** Demography, Ecology and the Environment 3 hours
- **UST 420** Transportation Planning and Policy 3 hours
- **BUS 450** Organizational Behavior 3 hours

Students must earn a grade of C or better in all courses submitted to fulfill the urban studies major.
REQUIREMENTS FOR THE URBAN STUDIES MINOR

Students choosing to minor in urban studies must complete each of the courses indicated below with a grade of C or better:

- UST 261 Introduction to Urban Studies (Part I) 3 hours
- UST 262 Introduction to Urban Studies (Part II) 3 hours
- UST 361 Introduction to Urban Planning 3 hours
- UST 372 Urban Management and Policy Analysis 3 hours
- UST 420 Transportation Planning 3 hours
- UST 490 Senior Seminar in Urban Planning and Management 3 hours

DEPARTMENTAL HONORS

Students must meet the College’s requirement for honors, and attain a B average in urban studies with no grade less than a C.

SUGGESTED COURSE SEQUENCE FOR MAJOR

Planning Concentration

Freshman Year

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Sophomore Year

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Junior Year

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Senior Year

**FALL SEMESTER**
- UST 401 3 hours
- UST 413 3
- UST 490 3
- Free Elective 3
- Humanities 3

**TOTAL** 15 hours

**SPRING SEMESTER**
- UST 402 3 hours
- UST 420 3
- Free Elective 3
- Free Elective 3

**TOTAL** 12 hours

Management Concentration

Freshman Year

**FALL SEMESTER**
- Same as Planning Concentration

**SPRING SEMESTER**
- Same as Planning Concentration

Sophomore Year

**FALL SEMESTER**
- BUS 211 3 hours
- ECO 201 3
- UST 361 3
- PSC 251 3
- ENG 250 3
- HEDU 251 0

**TOTAL** 15 hours

**SPRING SEMESTER**
- Humanities 3
- ECO 202 3
- PSC 252 3
- SOC 301 3
- ENG 350 3
- HEDU 252 0

**TOTAL** 15 hours

Junior Year

**FALL SEMESTER**
- Humanities 3
- UST 361 3
- ECO 305 3
- Cognate Elective 3
- ECO 404 3
- HEDU 353 0

**TOTAL** 15 hours

**SPRING SEMESTER**
- SOC 305 3
- PSC 371 3
- ECO 406 3
- UST 372 3
- Humanities 3
- HEDU 354 0

**TOTAL** 15 hours

Senior Year

**FALL SEMESTER**
- UST 401 3
- UST 411 3
- Cognate Elective 3
- Free Elective 3
- Free Elective 3
- Humanities 3

**TOTAL** 18 hours

**SPRING SEMESTER**
- UST 402 3
- UST 413 3
- Free Elective 3
- Free Elective 3
- Free Elective 3

**TOTAL** 15 hours
Courses in other departments that are part of the urban studies major are included with the course descriptions of the respective departments (e.g., sociology, economics and business).

261. Introduction to Urban Studies I 3 hours
Introduction to the historical development and ecological processes of urban-industrial society from the pre-industrial city to the present from a multi-disciplinary perspective. Examines the socio-cultural, economic, and political nature of urban society over time.

262. Introduction to Urban Studies II 3 hours
A problems approach to urban society in the 20th century. Examines social, economic, physical, and government policies, along with alternatives to them that could result in an improved urban society. Knowledge of micro-computers. Including basic computer concepts, hardware and software, and the uses of micro-computers in urban studies.

361. Introduction to Urban Planning 3 hours
Surveys the history of the field; planning theory and planning methods; and micro-computer application in urban studies and planning.

362. Techniques of Urban Planning 3 hours
Methods and techniques for carrying out descriptive studies of current or anticipated urban conditions. Data collection analysis and presentation techniques. Methods and models for predicting future conditions, requirements and problems. Steps for developing a planning document. Prerequisite: UST 361.

363. Urban Planning Workshop 3 hours
A hypothetical or real-life problem is assigned for which a planning study is carried out and a professional document is prepared. Reviews and refines the content of UST 361 and UST 362. Prerequisite: UST 362.

371. Introduction to Public Management 3 hours
Examines significant issues, problems, and concepts encountered in both the study and the practice of public administration. Analyzes the implication of problems and process from the vantage point of blacks generally, and black managers more specifically. Prerequisites: PSC 251, 252, or equivalent.

372. Urban Management and Policy Analysis 3 hours
Examines problems and policy making in urban areas; the role of bureaucracy in urban political systems; service production and delivery; privatization and economic development; and management functions (e.g., organizing, planning, budgeting). Prerequisite: PSC 252 or PSC 371.

401-402. Internship 6 hours
Integrates academic training (theory) with real-life experience (practice). The practicum provides exposure to entry-level positions available to urban studies majors and enhances the background of students headed for graduate and professional schools. Students may pursue their internships during their junior or senior years. Prerequisite: Permission of the director.

411. Financial Management in Local Government 3 hours
Analyzes the financial functions of local governments; explores expenditures, revenues, and the budgeting process. Financial administration and intergovernmental fiscal relations. Prerequisite: UST 371 or 372.

413. Housing and Community Development 3 hours
Analyzes the role of housing and urban renewal in the planning process and community development in the United States. Discusses housing segregation and black employment; the suburbanization of jobs; and the consequent impact of these forces on the revitalization policy of central cities. Prerequisite: Junior status.
420. Transportation Planning and Policy  3 hours
Historical development of urban transportation planning in the United States; contemporary political and administrative frameworks. Relationship between transportation planning and comprehensive land use planning; transportation policies; characteristics and functions of various modes of urban transportation. Prerequisite: Junior status.

490. Senior Seminar in Urban Planning and Management  3 hours
Significant topics in the planning and management of urban systems in the United States. Comparative urbanization; planning and regional development in developing countries. Term research paper that reflects substantial knowledge of planning and public management is required of each student. Requires the student to conceive, design, and follow through on a research project. Prerequisite: Senior status.

OTHER ACADEMIC PROGRAMS

THE ANDREW YOUNG CENTER FOR INTERNATIONAL AFFAIRS
The Andrew Young Center for International Affairs was established at Morehouse College in 1993 as the Center for International Studies. The center has as its mission the globalization of the College’s academic programs, curricula and activities and the preparation of students for service in the world community. Responsibilities at the center include oversight for the International Studies Program, Study Abroad and International Exchange Programs and International Infrastructure Assistance Programs.

STUDY ABROAD AND INTERNATIONAL EXCHANGE PROGRAMS
The Study Abroad and International Exchange Programs coordinate some 200 study abroad programs available to Morehouse students in all academic disciplines. Annually, a total of some 50 Morehouse students participate in study abroad programs in various parts of the world. This program also oversees, with the Department of Modern Foreign Languages, the administration of the College’s own study abroad programs in Mexico and Martinique.

EMMA AND JOE ADAMS PUBLIC SERVICE INSTITUTE
The Emma and Joe Adams Public Service Institute (EJAPSI) is a clearinghouse for service activities that help meet the articulated needs of the community. Since its establishment in 1993 as the Morehouse College Office of Community Service, the EJAPSI has sought to facilitate service opportunities for students, faculty and staff to engage in forms of community outreach that uplift, empower, effect positive social change and support community redevelopment.

Morehouse College students are strongly encouraged to embrace the idea that service to others is essential to their personal development. With this in mind, the EJAPSI administers programs that provide students with the knowledge and skills to work with community partners and organizations, impact public policy, and effectively advocate on behalf of our youth. To meet these objectives, the EJAPSI manages the following six major programs, two of which provide scholarship opportunities for students who have demonstrated a strong commitment to service:

- Adams Scholarship Program
- Bonner Scholarship Program
- Morehouse Mentoring Program-Frederick Douglass Tutorial Institute
- The Federal Work-Study/Community Scholars Program
- The Community Revitalization Task Force
- The United Way Internship
THE HONORS PROGRAM

The Morehouse College Honors Program (HP) is a four-year academic program for outstanding students, based in the liberal arts core and integrating the General Studies curriculum with specially designed traditional and cross-disciplinary offerings. Students of high intellectual ability, strong motivation, and broad interests are provided stimulating learning opportunities in the classroom and outside the regular academic environment. HP members take special sections of regular Morehouse courses, taught by Honors faculty members who are chosen on the basis of their reputations as outstanding teachers. Course enrollment is limited to approximately 20 students. The program is open to students in all academic disciplines and majors. Faculty members in the program nurture the Honors Program participant throughout his college life in the areas of scholarly inquiry, independent and creative thinking, and exemplary scholarship. The program emphasizes leadership and social outreach to balance the student’s academic pursuits.

ADMISSION TO THE PROGRAM

Admission to the Honors Program is based on SAT and ACT scores (generally a minimum of 1170 and 27, respectively), high school GPA (a minimum of 3.0), and a profile completed by each prospective freshman; a typical student enters the four-year program as a freshman. Students enrolled in dual-degree programs at other institutions graduate from the Honors Program at the end of five years. Ninety-five percent enter as first-semester freshmen. Second-semester freshmen and first-semester sophomores may apply for admission if they are not admitted at the beginning of freshman year. These students usually have been recommended by teachers or departmental chairpersons and have maintained a GPA of 3.25. In rare cases of promising freshmen whose entrance scores fall just below the minimum, admission is possible on a one-semester, conditional basis. Entering freshmen may petition for exemption credit based on AP, IB, and A-Level scores from high school programs, as well as on approved college credits received during high school.

LOWER-DIVISION HONORS (FRESHMEN AND SOPHOMORES)

Over a two-year period, students on this level are enrolled in sections of English, world history, mathematics (either pre-calculus or calculus, depending on the major), world literature, French, Spanish, philosophy, political science, sociology, and psychology. Each student takes other lower-division and major courses with members of the regular student body. During the first two years, each student is provided close guidance and advisement from the director of the program, who works closely with departmental chairpersons on matters of course selection and sectioning. In addition, upper-class Honors Program students serve actively as advisors, tutors, and role models for freshmen, from orientation week throughout the first year.

UPPER-DIVISION HONORS (JUNIORS AND SENIORS)

Students on this level are not required to take HP courses. However, they are expected to perform honors-level work in selected courses. The student will complete special course-related assignments, make presentations, participate in seminars, and focus on departmental research. One Honors Program interdisciplinary seminar is offered for seniors and selected juniors.

During the senior year, each student will be expected to write and defend a senior thesis or project in his major department. A staple of honors programs across the country, the senior thesis will provide excellent preparation for students desiring to do graduate or professional studies or to enter high-level positions upon graduation.

The following courses are offered in the Honors Program, in conjunction with the designated College departments:

- Biology 111-112 & Lab
- Biology 320 (on demand)
- English 103 (Composition)
- English 250 (World Literature)
- French 251-252
- History 111-112
- Mathematics 100
- Mathematics 120
- Mathematics 361-362
- Mathematics 100
- Mathematics 351
- Philosophy 201
- Political Science 251
- Psychology 101
- Senior Seminar 340
- Sociology 101
- Spanish 251-252
At graduation, students must have a minimum of 10 Honors Program courses or their equivalent and a minimum of one cross-disciplinary seminar.

REQUIREMENTS AND STANDARDS

The Honors Program student must maintain a minimum GPA of at least 3.0 during his freshman and sophomore years. The minimum for juniors and seniors is 3.25. Any student falling below the minimum is placed on a one-semester probation in the program; he will have the following semester to raise his GPA and to resume his good standing in the program. If he does not attain the minimum, he will be dropped from the program. No first-semester freshman is dropped or put on probation, unless his GPA falls so low during the first semester (below 2.5) that it is impossible for him to recover in the following semester. Students who maintain high averages in the Honors Program are recognized throughout the academic year in special assembly programs, Collegewide Scholars Day, special scholarships and internships, and recommendations from teachers in the program for periodic national awards and prizes.

ADMINISTRATION OF THE HONORS PROGRAM

The program is administered by a director, a program assistant, and an Honors Program Council, composed of the senior vice president for academic affairs, selected departmental chairpersons and core faculty members, three student representatives and the director.

THE HONORS PROGRAM CLUB

The Honors Program Club (HPC) is a chartered, student-administered organization of all students in the program. It elects its own officers annually, holds monthly meetings to plan and implement social and academic activities, works with other chartered organizations to present speakers and programs, and participates in activities with Honors Program students in other local colleges. The club is governed by the College’s regulations for campus groups and by its own constitution and bylaws. HPC members have close associations with program members at Clark Atlanta University, Georgia State University, Spelman College and the University of Georgia. Honors Program Club members are encouraged to qualify for the (California-based national quiz bowl, Honda Campus All-Star Challenge,) which is sponsored by the Morehouse Honors Program and open to any interested student.

PROFESSIONAL AFFILIATIONS

Morehouse College holds institutional memberships in the National Collegiate Honors Council, the Southern Regional Honors Council, the National Association of African-American Honors Programs, and the Georgia Collegiate Honors Council. Students and faculty members take out individual memberships in these professional associations. Each organization holds an annual meeting, where selected Morehouse faculty and students attend as delegates, present papers, and conduct workshops.

THE LEADERSHIP CENTER AT MOREHOUSE COLLEGE

A Program Dedicated to Strengthening Civil Society
Through Ethical Leadership

The Leadership Center at Morehouse College (LCMC) was established in 1995 with a generous four-year grant from the Coca-Cola Foundation. The College currently is engaged in a drive to secure funds to build a state-of-the-art facility to house academic departments, institutes and related projects that will participate in a comprehensive interdisciplinary leadership program that will incorporate the latest technological resources and strategies. The leadership program is being developed with the input of a diverse planning committee composed of leadership scholars, faculty, staff, students, alumni and community leaders.

Program goals consist of education, research and training and of using new and emerging instructional
and information technologies to enable students, scholars and practitioners to study critical leadership issues that impact civil society; research projects and activities that involve faculty, students and scholars-in-residence in data collection, analysis, and publishing on interdisciplinary issues pertinent to the mission of the Center. In addition, the Leadership Center focuses on campus-based, local, state, national and international leadership training and consultation utilizing intensive experiential strategies, service learning and community development projects.

THE MARTIN LUTHER KING JR. INTERNATIONAL CHAPEL

The Martin Luther King Jr. International Chapel on the Morehouse College campus, with its Gandhi Institute for Reconciliation and its Chapel Assistants Program, aims to signify forever Christ’s ecumenical ministry of reconciliation to people of all faiths. The Chapel endeavors to support diverse “communities of hope” that live out positive divine promises of unity, peace, justice and nonviolence. Transdenominational, interdisciplinary and interfaith, it emphasizes mentor/mentee relationships and devotion to ethical and transcendent rule in optimum human conditions, which lead to genuine community and global excellence based on a Hindu-Buddhist-Islamic-Judaic-Christian love. The King International Chapel encourages an experience of awareness, prayer, praise, preaching and praxis that greatly enriches one’s life and brings each person into a meaningful relationship with God, people and nature. The Sunday College Worship Service addresses itself to the deepest needs and aspirations of the human spirit. In so doing, it does not seek to undermine whatever may be the religious preference that gives meaning and richness to a particular life, but, rather, to deepen the authentic lines along which a quest for spiritual reality has led. The worship service is a time of challenge, dedication and stimulation, and a symbol of the intent of Morehouse College to recognize spirituality as fundamental to the human experience. Our purpose is to create an environment where we realize that we are special and unique emanations of God, the Love-Intelligence that governs the universe.

THE MOREHOUSE RESEARCH INSTITUTE

In January of 1990, the Morehouse Research Institute (MRI) was established. Created to study and develop solutions to improve the condition of black men in America, MRI is a national clearinghouse of information about the more than 18 million African-American males in the United States. The Institute features researchers, educators, and activists working together on research on black males and social policy.

The principal objectives of MRI are to increase the availability of scholarly work on issues concerning the status of African-American men and boys, and to increase the visibility of researchers and policy analysts who are working on solutions to the problems that currently threaten not only the vitality of the black community but also the social and economic health of the nation.

As an integral component of Morehouse College, the programs of MRI aim to restore interest in the social sciences and the humanities as well as provide an increasingly accessible body of knowledge about black males. Students are involved at all levels.

TRIO PROGRAMS

The Federal Trio Programs are sponsored by the U.S. Department of Education and are funded under Title IV of the Higher Education Act of 1965. These programs assist students in overcoming class, social, academic and cultural barriers to higher education. Currently, there are seven programs on the Morehouse College campus, serving students from middle school to postbaccalaureate programs. There are over 1,500 students enrolled in these projects. These seven programs are: (1) Upward Bound (two projects), (2) Talent Search, (3) Student Support Services, (4) Math/Science Regional Center, (5) State Math Center, and (6) Ronald E. McNair Postbaccalaureate Program. They identify promising
students and assist them with the transition from middle school to high school as well as with the college application process (Talent Search); prepare students to do college-level work (Upward Bound); increase the number of high school students from underrepresented backgrounds on obtaining degrees in math, science and engineering (Math/Science Regional and State Centers); provide tutoring, counseling and preparation for graduate school for Morehouse students (Student Support Services); and provide research opportunities to increase the number of students who complete Ph.D. programs in the areas of math, science and engineering (Ronald E. McNair).

**ARMS RESERVE OFFICER TRAINING CORPS (AROTC) PROGRAMS**

**MISSION AND OBJECTIVE**

The mission of the Army ROTC Program is to prepare students for commissioning as U.S. Army officers. To accomplish this mission, the Army ROTC program emphasizes the requisite interpersonal, conceptual, technical and tactical skills to develop junior leaders. The Army ROTC Program also stresses the influencing, operating and improving actions required to lead organizations.

The Army ROTC program is designed to prepare our students to be bold and dynamic leaders who provide purpose, direction and motivation to an organization. Overall, the Army ROTC curriculum prepares students to become effective leaders and managers in a variety of responsible and challenging commissioned officer fields.

To be effective leaders, students should:

1. Be able to demonstrate loyalty, devotion to duty, respect, honor, integrity and personal courage.
2. Be able to think and act quickly and logically, even when there are no clear instructions or the original plan falls apart.
3. Understand the decision making process and its application to military decision making and problem solving.
4. Develop effective communication.
5. Be able to meet Army physical fitness, height and weight standards.
6. Understand basic military leadership techniques and their appropriate applications.
7. Be able to demonstrate mature, responsible behavior that inspires trust and earns respect.
8. Understand team-building concepts and motivational techniques and be able to apply them to improving, developing and building an organization.
9. Understand concepts of human behavior and counseling techniques and be able to apply them effectively within an organization.
10. Understand and appreciate military history and be able to apply lessons learned to future decision making.
11. Understand the impact of political, moral and ethical issues and be able to anticipate their impact on decision making.
COMPLETION REQUIREMENTS FOR ARMY ROTC COMMISSIONING

Currently, a major or minor is not offered through Army ROTC. Instead, Army ROTC courses are incorporated into a student’s normal degree requirements. The Army ROTC curriculum is divided into two components and consists of 24 semester hours of military science courses: a basic course component (12 hours), open to all students; and an advanced course component (12 hours) for all junior, senior and graduate students. The student who is undecided about pursuing a commission has the option of participating in the basic course without incurring a military obligation. Successful completion of the basic course (or equivalent training), a minimum 2.0 cumulative grade point average, and the appropriate medical and physical qualifications are prerequisites for enrollment in the advanced course. Successful completion of both courses, advanced camp, professional military education courses and the award of a bachelor’s degree constitute the normal progression to gaining a commission as a Second Lieutenant and begin service in the Active Army, Army Reserve or Army National Guard. Courses are available to both men and women. Courses are also available to Spelman College and Clark Atlanta University students through standard cross-enrollment procedures.

THE BASIC COURSE CURRICULUM

The basic course curriculum consists of four three-semester hour courses and corresponding laboratories, taken during the freshman and sophomore years. Successful completion of all these courses (or equivalent training) satisfies the military science requirements for progression to the advanced course curriculum. These courses provide a foundation in basic military subjects such as customs and traditions, history, leadership and map reading. They complement a student’s academic life, provide a challenge, foster confidence, and facilitate personal growth and development. Courses are offered fall and spring semesters only. Courses are three semester hours and normally meet twice a week. As part of each course, participation in a corresponding leadership laboratory is also required. Students in the basic course do not incur any military obligation unless they are on an Army ROTC scholarship. Scholarship cadets are required to participate in a field-training exercise each semester. They are issued uniforms and may participate in other ROTC-related events and training, such as Airborne (parachutist) School, Air Assault (rappel) school, and Northern Warfare Training. The basic course consists of the following:

- MSC 110 The Military Role in Perspective
- MSC 110L Leadership Laboratory
- MSC 120 Terrain Analysis and Land Navigation
- MSC 120L Leadership Laboratory
- MSC 210 Basic Leadership
- MSC 210L Leadership Laboratory
- MSC 220 Analysis of Command and Leadership
- MSC 220L Leadership Laboratory

LEADERS TRAINING COURSE (LTC)

The LTC option is designed for academically qualified students, including graduate students, who were unable to fulfill the requirement of the basic course curriculum and have at least two academic years remaining. Students who successfully complete basic camp preparatory training qualify for admission into the advanced course curriculum. This option provides a two-year program in lieu of the standard four-year curriculum.

The LTC option consists of a six-week training period, during the summer months, conducted at an active Army installation. During each summer, various course dates will be available to meet student needs. Students choosing this option are required to submit a formal application and pass a general physical examination. Students electing the LTC training program are paid approximately $700. The government furnishes travel, uniforms, medical care and meals. Interested students should contact the military science department to apply or receive more information.
THE ADVANCE COURSE CURRICULUM

The advanced course is designed to fully develop a cadet’s leadership and management potential. Emphasis is on physical stamina and self-confidence, as well as those personal characteristics desired in an Army officer. The objective is to produce the highest caliber junior officer, fully capable of discharging a wide spectrum of command and management responsibilities required in the modern Army and business world.

The advanced course consists of 12 semester hours of instruction, normally taken during the junior and senior years. Successful completion of the four courses fulfills the military science academic requirements for award of an officer’s commission. Each student must also participate in a regular physical conditioning program and successfully pass the Army Physical Fitness Test. All advanced course students must participate in field training exercise once each semester. Advanced course students receive a subsistence allowance of $200 a month during the length of the school year. Service veterans and service academy cadets may qualify for direct entry into the advanced course. Advanced course students are eligible to participate in the Simultaneous Membership Program with the Army Reserve or National Guard. Students in this program join the Army Reserve or National Guard, receive permission to participate in Army ROTC, and affiliate with a unit as an officer trainee. Once all ROTC training and degree requirements are complete, an Army commission is awarded. The advanced course consists of the following:

- MSC 310 Advanced Navigation
- MSC 310L Leadership Laboratory
- MSC 320 Tactical Decision Making
- MSC 320L Leadership Laboratory
- MSC 410 Military Justice and the Law of War
- MSC 410L Leadership Laboratory
- MSC 420 The Military Profession
- MSC 420L Leadership Laboratory

NATIONAL ADVANCED LEADERSHIP COURSE (NALC)

To be eligible for commissioning, advanced course students are also required to complete a five-week camp. NALC attendance normally occurs during the summer between the junior and senior years. In preparation for NALC, students will be required to attend several mandatory weekend training events, during the prior school year. Additionally, students can also participate in voluntary training, such as Airborne (parachutist) School or Cadet Troop Leader Training (a several-week internship with an Active Army Unit).

Professional Military Education Requirement

In addition to completing the basic and advanced course curricula, students must complete at least one undergraduate course from each of five designated fields of study:

1. **Written communications**: select any English composition or creative writing course.
2. **Human Behavior**: select any psychology, sociology, anthropology or ethics course.
3. **Military History/National Security Studies**: select any history or political science course and get the approval of the professor of military science.
4. **Computer Literacy**: select any computer science course that introduces the student to personal computer terminology, hardware, and application software (word processing, spreadsheet or database, and graphics or briefing presentation applications) or otherwise demonstrate proficiency.
5. **Mathematics Reasoning**: select any course offered through the Department of Mathematics and get the approval of the professor of military science.
SUGGESTED COURSE SEQUENCE

Freshman Year

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Junior Year

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<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
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<tr>
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<td>MSC 310L</td>
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Senior Year

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<td>MSC 420L</td>
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<td>3 hours</td>
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AIR FORCE ROTC

Morehouse College students may participate in the Air Force Reserve Officer Training Corps through the ARCHE cross-registration program. It involves an elective curriculum taken alongside required college classes. Students participating in the program will attend Air Force ROTC classes and training taught weekly at the Georgia Institute of Technology on Tuesdays and Thursdays. Students earn a college degree and an officer’s commission in the U.S. Air Force at the same time. A student who completes the Air Force ROTC Program qualifies as a commissioned officer and will be allowed to enter active duty in the U.S. Air Force. Air Force ROTC offers competitive 4-, 3.5-, 3-, 2.5-, and 2-year college scholarships to qualified college students based on merit. Non-competitive scholarships are also available based on major to include foreign languages. Scholarships vary from $3,000, $9,000, $15,000, all the way up to full tuition and required fees. Scholarship winners also receive a stipend of up to $400 for each academic month in addition to a $900 allowance for books and other educational items. Non-scholarship students also receive the stipend and book allowance as contracted cadets in the program.

SPECIAL REQUIREMENTS FOR SCHOLARSHIP RECIPIENTS

In addition to class attendance, all Army ROTC scholarship and contracted students are required to attend physical training, corresponding leadership laboratory and several mandatory weekend training events. Weekend training is designed to provide additional leadership training and practice of military skills. Specific details, times and locations for these events are included in each course syllabus. All attempts will be made to keep weekend training to a minimum. However, some mandatory training is necessary in order to meet NALC and commissioning requirements.
SCHOLARSHIP PROGRAMS

Each year, Army ROTC offers a variety of full scholarship programs to those young men and women who have demonstrated outstanding academic and leadership potential. Eligibility for a four-, three- or two-year scholarship is based on the number of academic years required for degree completion. Students with less than two academic years remaining are ineligible. Scholarships are applied only toward tuition and mandatory educational fees. An additional scholarship benefit is a designated book allowance (currently $600 per year), and a tax-free subsistence allowance of $300 per month throughout the school year. Scholarship students will incur an obligation to serve in the Active Army, Army Reserve or National Guard.

Four-year scholarships are awarded to incoming freshmen during their senior year of high school through a national merit competition. Incoming freshmen need to apply prior to November 15, of their senior year. For application or eligibility information, students can call 1-800-USA-ROTC.

Under the Campus-Based Scholarship Program (CBSP), three-year and two-year scholarships are available directly through the professor of military science. Students are encouraged to apply early in the spring semester, beginning in January. The deadline for three-year CBSP scholarship applications is April 15. The deadline for two-year CBSP scholarship applications is June 1. Students who wish to obtain a commission as an officer but do not desire to serve on active duty can request a two-year Guaranteed Reserve Forces Duty (GRFD) scholarship application for either the Army Reserve or National Guard. In this program, students are guaranteed, in writing, that they will not be selected for active duty service and can fulfill their entire commitment in the Army Reserve or National Guard. Students will be required to enlist in the Army Reserve or National Guard, based on the type of GRFD scholarship selected and prior to scholarship activation. The deadline for two-year GRFD scholarship applications is April 1. For application or eligibility information, students can contact the Department of Military Science at (404) 758-2561 or 752-8826.

MILITARY SCIENCE AND LEADERSHIP (MSL)

MSL 101. Foundations of Officercship
Introduces students to issues and competencies that are central to a commissioned officer’s responsibilities. Establishes a framework for understanding officership, leadership and Army values along with “life skills” such as physical fitness and time management.

MSL 102. Basic leadership
Establishes the foundation of basic leadership fundamentals such as problem solving; communicating; briefings and effective writing; goal setting; techniques for improving listening and speaking skills; and counseling.

MSL 201. Individual Leadership Studies
Students identify successful leadership characteristics through observation of others and self via experiential learning exercises. Students record observed traits (good and bad) in a dimensional leadership journal and discuss observations in small group settings.

MSL 202. Leadership and Teamwork
Examines successful team-building various methods for influencing action, effective communication in setting and achieving goals, the importance of timing a decision, creativity in the problem-solving process and obtaining team buy-in through immediate feedback.

MSL 301. Leadership and Problem Solving
Students conduct self-assessment of leadership style, develop personal fitness regimen and learn to plan and conduct individual/small unit tactical training while testing reasoning and problem-solving techniques. Students receive direct feedback on leadership abilities.
MSL 302. Leadership and Ethics  3 hours
Examines the role communications, values and ethics play in effective leadership. Topics include ethical decision-making, consideration of others, spirituality in the military, and Army leadership doctrine. Emphasis on improving oral and written communication skills.

MSL 401. Leadership and Management  3 hours
Develops student proficiency in planning and executing complex operations, functioning as a member of a staff, and mentoring subordinates. Students explore training management, methods of effective staff collaboration and developmental counseling techniques.

MSL 402. Officership  3 hours
Includes case study analysis of military law and practical exercises on establishing an ethical command climate. Students must complete a semester-long senior leadership project that requires them to plan, organize, collaborate, analyze and demonstrate their leadership skills.

Leadership labs are required for all cadets.

NAVY RESERVE OFFICER TRAINING CORPS (NROTC) PROGRAMS

GENERAL INFORMATION
The NROTC Program is an officer accession point for the United States Navy and Marine Corps. Upon graduation and subsequent commissioning, naval officers are ordered to active duty service primarily in the aviation, submarine and surface warfare communities. Marine Corps commissionees report to the Marine Corps Basic School for further training and follow-up assignments in a variety of specialties.

The program’s objective is to provide students with the basic concepts and principles that they will need as commissioned officers in the naval service. NROTC students receive an educational background in the basics of naval science, principles of leadership and management, and requirements for national security. This background allows later participation in advanced naval education programs.

NROTC students are enrolled in one of the three categories outlined below.

NROTC SCHOLARSHIP STUDENTS
The NROTC scholarship pays for tuition, fees (labs, etc.), and a portion of textbooks. The Navy also provides uniforms and a monthly subsistence allowance. Scholarship students must complete the naval science curriculum and take summer cruises of four to six weeks duration between academic years, usually aboard Navy ships, submarines or Marine Corps Bulldog Training.

Four-year scholarship students are selected through nation-wide competition. Selection criteria are derived from SAT or ACT scores, high school academic performance and extracurricular activities. The selection process is administered by the Naval Recruiting Command; however, the NROTC unit will provide guidance and information to applicants.

NONSCHOLARSHIP STUDENTS
Nonscholarship students interested in a naval commission may apply for the NROTC College Program. In this program the Navy provides uniforms and naval science textbooks. College program students are eligible to compete for a one-, two- or three-year NROTC scholarship as described above. NROTC College Program requirements include the completion of the naval science curriculum and participation in a summer cruise between the junior and senior year.

Interested students may apply at the NROTC unit or through the director of admissions. The application process includes a review of previous academic performance and an interview.
TWO-YEAR SCHOLARSHIP PROGRAM

Sophomore students who have not been enrolled in the NROTC Program may become NROTC midshipmen by applying and competing nationally for a two-year NROTC scholarship. This scholarship provides tuition, fees, labs, and textbooks for the junior and senior years. Those selected for the program attend six weeks of training in Newport, R.I., which takes the place of the first two years of naval science classes. Upon successful completion of this training, the students join the NROTC unit on an equal footing with other NROTC students in their junior year of naval science classes.

NAVAL SCIENCE CURRICULUM

In addition to the required naval science courses, all Navy Option Scholarship Students are required to take two semesters of calculus, two semesters of calculus-based physics and one semester of computer science. Any additional requirements are based on the student's choice of a technical or nontechnical major, Navy or Marine selection, and scholarship or nonscholarship status. Any College-approved major is acceptable, though technical majors are preferred. Students should obtain a complete description of academic requirements from the NROTC unit and their class adviser.

Some naval science courses are not accepted by certain majors and do not count toward degree requirements. Students should be prepared to take a heavier course load in matriculating through the NROTC Program.

COURSE SEQUENCE

Freshman Year

**FALL SEMESTER**
Naval Science 101

**SPRING SEMESTER**
Naval Science 102

Sophomore Year

**FALL SEMESTER**
Naval Science 401  
Analysis I

**SPRING SEMESTER**
Naval Science 202  
Analysis II

Junior Year

**FALL SEMESTER**
Naval Science 301  
Physics (calculus-based)

**SPRING SEMESTER**
Naval Science 302  
Physics (calculus-based)

Senior Year

**FALL SEMESTER**
Naval Science 201

**SPRING SEMESTER**
Naval Science 402  
Computer Science  
International Affairs

NAVAL SCIENCE COURSE DESCRIPTIONS

101. Naval Orientation  
2 hours
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.

102. Seapower and Maritime Affairs  
3 hours
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.
201. Naval Weapon Systems  3 hours
Introduces 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.

202. Naval Engineering  3 hours
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.

301. Navigation I  3 hours
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.

302. Navigation II  3 hours
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.

310. Evolution of Warfare  3 hours
Studies forms of warfare practiced by past and present military strategists on economical, psychological, moral, political and technological bases. 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.

401. Naval Leadership and Management I  3 hours
Emphasizes the “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 include values, ethics, decision-making, communication, responsibility, authority, accountability, and total quality leadership (TQL).

402. Naval Leadership and Management II  3 hours
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.

410. Amphibious Warfare  3 hours
Provides an understanding of the importance of projecting sea power ashore with an 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 of a 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.
CAMPUS LIFE

Morehouse College is a community of persons committed to the advancement of knowledge, learning and public service. Thus, the educational mission of the institution is given highest priority. Viable student government and student activities reflect a thoughtful and mature commitment on the part of students to the institution’s purposes. The innovative leadership of students, as well as faculty and staff, is important to the future of Morehouse College and is made effective through an orderly process for change.

The College considers the participation of students in the life of the community an integral part of its educational purpose and the students’ obligation as citizens. Students are encouraged to become involved in activities that pertain to their interests and their development.

General administrative responsibility for college life at Morehouse College rests with the Office of the Vice President of Student Services.

FRESHMAN ORIENTATION

A College-directed orientation program for entering students, supervised by the dean of men for freshmen, begins several days before the College opens each fall. The orientation program includes a full schedule of informative sessions on all aspects of Morehouse College life. The arrangement of events is also designed to provide opportunities for students to become acquainted with one another, with upperclassmen, and with the faculty. Placement in classes is assigned during this period. A fee is charged for this activity.

STUDENT ACTIVITIES

As a supplement to the academic program, Morehouse offers a variety of activities for its students. The expenses of several of these extracurricular activities are included in the student activities fees so that no admission is charged for most athletic contests, debates and concerts. The Office of Student Life administers the student activities. Information on chartering and organizing clubs and activities may be obtained in the Office of Student Life.

STUDENT GOVERNMENT ASSOCIATION (SGA)

Experience in self-government is an effective means of developing sound judgment, the mark of a mature person. The SGA provides leadership opportunities for students enrolled at the College. The General Assembly, Student Council and Student Court compose the basic structure of the SGA. The Office of Student Life in connection with CASA (Campus Alliance for student activities sponsors performing artists periodically during the school year and works closely with freshman week activities, homecoming events and the Miss Maroon and White Pageant, in addition to other activities aimed at student fulfillment.

Discipline is the joint responsibility of students, faculty, and administration. In matters of student discipline, the Judicial Branch of SGA works with the Director of Student Conduct, College Judiciary Committee & College Appellate Committee to handle judicial matters.

HONOR SOCIETIES

Several honor societies have been established to recognize outstanding students who have achieved high scholarship. The following information describes the honor organizations sponsored by the College. Detailed information concerning other organizations may be found in the Student Handbook.

Delta Chapter of Georgia Phi Beta Kappa. Morehouse College became the sheltering institution for the Delta Chapter of the United Chapters of Phi Beta Kappa on January 6, 1968.

Founded in 1776 at the College of William and Mary in Williamsburg, Virginia, Phi Beta Kappa is the nation’s oldest honor society, with chapters at 249 of the foremost institutions of higher education across the country. The Delta of Georgia chapter at Morehouse is the fourth in the state of Georgia. Charter Members were Benjamin E. Mays, Brailsford R. Brazeal, Anna H. Grant, Kathryn Hunter, Edward A. Jones,
Lois Kropa and Jeannette Hume Lutton. Foundation Members (the first faculty members included) were Hugh M. Gloster, Stephen Henderson, James W. Mayo, Henry C. McBay, Addie S. Mitchell and Edward B. Williams. There are currently four Delta chapters at historically black colleges and universities, the others being Fisk University, Howard University and Spelman College.

In literature from Phi Beta Kappa, it is succinctly and firmly stated that one cannot “apply” for membership. There are three general criteria for eligibility as an undergraduate member in course: good character, high scholarship and liberal culture. In addition to academic standing, Phi Beta Kappa looks into a student’s character and future promise. The academic requirements are (1) for juniors (the highest honor), a cumulative GPA of at least 3.75 with no grade below C (includes grades for Freshman Orientation and Crown Forum); and (2) for seniors, a cumulative GPA of at least 3.5 with no grade below C. Additionally, the number of people a chapter may take in in any given year must not exceed 10% of the senior class. As a result, the chapter may raise the required GPA. The majority of the general education studies courses must be finished to include English and literature requirements, mathematics requirements and the intermediate level foreign language.

**Beta Kappa Chi Scientific Society.** This is a national organization devoted to the advancement and promotion of scholarship in science. Membership is open to science majors who maintain a better than a average rank in scholarship. The Alpha Beta Chapter was organized at Morehouse in 1946. The society meets monthly and often presents to the public scholars of distinction.

**Golden Key International Honor Society.** This is an academic honor society that recognizes and encourages scholastic achievement and excellence among college and university students from all academic disciplines. Invitation is extended to the top 15 percent of juniors and seniors.

**Pi Delta Phi.** Since 1955, Morehouse College has had a chapter of the national society in French, Pi Delta Phi. The Morehouse chapter, the Beta Upsilon Chapter, now serves four institutions in the Atlanta University Center: Clark Atlanta University, Morehouse College, Morris Brown College and Spelman College. Students beyond the second-year level in French are eligible for election to Pi Delta Phi if they have an overall average of B or above and an average of B or above in French, with no grade below C.

**Sigma Tau Delta.** The International English Honor Society’s central purpose is to confer distinction upon students of the English language and literature in undergraduate, graduate and professional studies. Membership is available to students with a minimum of a B or equivalent average in English, who rank at least in the highest 35 percent of their class in general scholarship, and who have completed at least three semesters of college work.

Alpha Kappa Delta. National Sociological Honor Society. Students of Morehouse with a major in sociology and at least ten hours in sociology, an overall average of B in the field, and (no grade below C) may qualify for membership in the society.

**Phi Alpha Theta.** International Honor Society in History. Students of Morehouse with a major in history and at least 12 hours in history, an average of B in the field, and a B average in two-thirds of other work may qualify for membership in the society.

**Psi Chi National Honor Society.** Psi Chi is the national honor society in psychology. Membership is open to those who are making the study of psychology one of their major interests. Eligibility for undergraduates includes:

1. completion of three (3) semesters of the college course;
2. completion of nine (9) semester hours of psychology courses;
3. a ranking in the top 35 percent of their class in general scholarship; and
4. a minimum 3.0 GPA both in psychology classes and in cumulative grades.

**Sigma Delta Pi.** Since 1984, Morehouse College has had a chapter of the National Hispanic Honor Society. Requirements include a minimum 3.5 average in the major courses attempted and eligibility for college honors.
INTERCOLLEGIATE ATHLETICS

The intercollegiate athletics program is recognized by the College as a valuable asset in developing campus spirit. Morehouse College athletic teams are known as the Maroon Tigers. College colors are maroon and white. Teams compete with similarly sized institutions in football, basketball, tennis and track, field golf, baseball and cross country.

Morehouse College is a member of the Southern Intercollegiate Athletic Conference (SIAC), composed of twelve colleges and universities in five states; and the National Collegiate Athletic Association (NCAA), Division II. This affiliation permits all Morehouse College athletes to receive regional and national recognition for their accomplishments.

The intercollegiate athletic program is under the direction of the director of athletics. A member of an athletic team must maintain good academic and social standing and may not represent the College if he is on athletic, academic or disciplinary probation. All students who meet NCAA association eligibility regulations may become candidates for athletic teams.

RELIGIOUS ACTIVITIES

The religious activities at Morehouse are provided through the Office of the Dean of the Chapel. Special worship services are held in the Martin Luther King Jr. International Chapel without regard to religious affiliation. Students interested in a career in the field of religion are encouraged to meet with the dean of the chapel. There are also four religious/spiritual organizations on campus — AUC Newman Club, King International Chapel Ministry, MLK Chapel Assistants, Muslim Student Organization. Local churches are well within walking distance of the campus, offering still another source of religious experience.

CAREER COUNSELING, PLACEMENT AND POSTBACCALAUREATE SERVICES

CAREER COUNSELING AND PLACEMENT FOR NON-BUSINESS MAJORS

The Office of Career Counseling and Placement has as its basic goal assisting the student in securing the career position that is most suitable for him. The office provides a centralized service for all nonbusiness majors, students and alumni of Morehouse College. Since career planning is a complex and important individual responsibility, career counseling must be started early, preferably during the freshman year.

The director of career counseling and placement is responsible for directing and coordinating the various counseling and placement activities of the College for nonbusiness majors. To accomplish this goal, the following activities are implemented: (1) secure all recruiting dates and arrange interviews for graduating seniors with representatives from graduate and professional schools, business and industry, school systems, and government agencies; (2) acquaint students, regardless of classification, with the world of work, and provide information about summer and off-campus part-time employment; (3) hold individual counseling sessions with graduating seniors about graduate study and career opportunities; (4) maintain an up-to-date career library, with catalogs, guides to graduate study, literature about grants and applications, company literature, and applications for all standardized tests; (5) develop and maintain an up-to-date, confidential file, which contains a record of the educational background, and professional and academic references, for each student or graduate who utilizes the services of the Office.

COUNSELING AND PHYSICAL HEALTH SERVICES

Morehouse recognizes the relationship between a healthy mind and a healthy body and offers a full range of counseling and health care services to maintain both. Coordinated by the Vice President of student services, counseling and physical health care are provided by licensed and certified professionals.
THE COUNCeling RESOURCE CENTER

The Counseling Resource Center provides counseling and psychology, learning and physical disabilities, and postbaccalaureate services. Any enrolled student can access the free and confidential services, which are organized by the following:

**Individual counseling** is available to help students with expansion of personal awareness, growth and personal concerns, including but not limited to adjustment issues, depression and anxiety. Students are seen by licensed professionals. More serious issues are assessed and referred to the appropriate level of care.

**Group counseling** provides students with peer support in a safe environment where communication and listening skills are enhanced. Led by licensed professionals, some topics of discussion are relationships, men’s issues, substance abuse and anger management.

**Exhibitions and demonstrations** educate students about healthy practices such as yoga, martial arts, meditation and stress relaxation exercises.

**Disability services** are available to assist students with learning and physical disabilities. Disability services assist physically and learning-challenged students with adjustments to academic, social and physical environments.

**Exhibitions and demonstrations** are available throughout the academic year to provide psychoeducational programs and skill development in time management, career decision making, stress management, study methods, interpersonal relationships, drug and alcohol awareness, HIV/AIDS education and violence prevention.

**The resource library** is filled with pamphlets, books and videos for students, faculty, and staff on Center-related topics.

**DISABILITY SERVICES**

**OUR MISSION**

Disability Services (DS) ensures that all students with disabilities have equal access to educational opportunities at Morehouse College. DS offers a range of services, accommodations, and auxiliary services for students with disabilities. Services are designed to accommodate, within reason, specific needs of students based on official documentation of the disability.

**SERVICES**

The needs for which DS provides services include but are not limited to, mobility, visual, or hearing impairments; speech impairments; illnesses such as diabetes, asthma, lupus, seizure disorders, head injuries; painful conditions such as back injuries or carpal tunnel syndrome; psychological disabilities such as bipolar disorder, severe anxiety or depression; attention deficit disorder; and learning disabilities.

**ACADEMIC ACCOMMODATIONS**

The coordinator determines accommodations the College can provide, which may include:

- Permission to make audio-recordings of class lectures;
- Extended time on examinations;
- Frequent breaks for rest, medication, food or exercise during exams;
- Copies of examinations in large print;
- The use of a basic four-function calculator during examinations;
- The use of a laptop computer during examinations;
- Making sure the student is not penalized for mechanical errors (spelling, punctuation, capitalization,
• Making sure the instructor uses alternative testing formats for the student’s exam (e.g., oral rather than written, short-answer rather than multiple choice or vice versa, or essay rather than multiple-choice).

Current standardized achievement test results determine whether learning disabilities will prevent the student’s mastery of course material in mathematics or foreign languages. In such cases, DS will assist the student in making specific written requests detailing the student’s need(s) to the division dean.

DS also assists with financial aid, award(s) concerns, issues that may be created by taking a reduced course load, or residential services concerns. The student should discuss any issue regarding continuity of DS with the coordinator of DS.

Morehouse College is not required to provide retroactive accommodations. It is the responsibility of the student to self-identify that he has a disability and request an accommodation(s) in order to be protected by the Americans with Disabilities Act and Section 504. Thus, Morehouse College’s responsibility begins upon notification and the receipt of appropriate documentation of a disability that justifies an accommodation.

STUDENT HEALTH SERVICES

For medical advice, treatment and referrals, the College operates a fully staffed health center. The College physician is available to students on a regular basis five days a week during the school year. Student Health Services maintains a staff of trained nurses for expert first-aid and emergency treatments, as well as for short-term sick-room care.

These services are offered without additional charge to the student as a part of the all-inclusive health center fee. Such services, however, shall not be interpreted to include x-rays, surgery, care for major accidents on or off campus, examination for glasses, dental services, out-of-office calls, cases of serious chronic disorder or other extraordinary situations. Nonboarding students will be charged at the regular rate for room and board while in the College health center. All uncovered costs are charged to the student’s account. As part of mandatory fees, students are also provided a secondary health insurance coverage.

STUDENT CONDUCT

Morehouse College assumes that its students, having voluntarily become members of the College, are in agreement with its philosophy and will abide by its general practices.

The basic philosophy governing conduct is that each student shares responsibility with fellow students, faculty and administrators for the development and maintenance of standards that contribute positively to the welfare of the entire Morehouse College community. The welfare of the College depends upon the willingness of persons to protect individual rights within the community, promote social and academic programs consistent with the College’s educational goals, maintain institutional facilities and activities, and a willingness to form relationships of mutual respect.

Students bear full responsibility for their conduct, both within and beyond the confines of the campus. The College expects students to exercise personal responsibility with regard to local, state, and federal laws, and to govern their conduct with concern for the entire community. When a student fails to abide by academic and social regulations, or acts in a manner which brings discredit upon the College, the student is liable for disciplinary action, including dismissal from the College. For specific details, students should consult the Morehouse College “Code of Student Conduct” as published in the Student Handbook available via TigerNet.
CLASS EXCUSE POLICY

Morehouse College expects each student to attend scheduled classes on a routine basis and to be punctual. However, in case of a family emergency, medical problem, official school business, military obligation, bereavement, or conference with dean/faculty/staff, the vice president of student services or his designee may provide verification of all official class excuses. Valid written documentation must be submitted to justify class absences within five (5) calendar days of the class absence.

Class excuses are not granted for the following:

• public transportation problems
• oversleeping
• automobile breakdowns
• court appearances where the student is the accused.

Class excuses are not issued during the summer session.

PHILOSOPHY

The Conduct and Discipline system affects and applies to all currently enrolled students at the College. Its major purpose is to maintain the integrity of the College and members of the College Community, to promote and preserve an orderly environment, to exercise proper control over disciplinary matters, and to implement established judicial procedures in matters affecting all students accused of violating College policies, rules and regulations.

This system is also a developmental tool with two main objectives. While its primary objective is to provide a safe, secure and hospitable environment for all students and visitors, another goal is to assist students in developing a high degree of integrity and moral character by encouraging acceptance of personal responsibility for behavior. Secondly, the Conduct and Discipline system attempts to modify those behaviors deemed unacceptable by the College, including, but not limited to, lewd, rude, slanderous or hostile behavior toward anyone by any Morehouse student, faculty or staff member.

THE CONDUCT REVIEW PROCESS

One of the major goals of the Student Conduct and Discipline system is to provide a fair hearing for all parties involved in an incident that may have resulted in a violation of the student conduct code. Another goal is to help college students develop a high degree of integrity and moral character by encouraging acceptance of personal responsibility for their behavior. The informal hearing is designed with this in mind. The informal hearing is a conference that is held to make sure that all parties fully understand the allegations of misconduct and the College judicial process. The informal hearing is scheduled when the “notification of violation” is prepared and sent to the referred student(s). Students who choose not to assume individual responsibility for their behavior through this process are required to have a formal hearing.

The formal hearing is designed to afford students reliable administrative and judicial procedures that afford “fundamental fairness” by peer or faculty/staff review. Any students subjected to judicial action must have their violation reviewed by one of the following: (a) Honor and Conduct Review Board (b) College Judicial Committee (c) the Administrative Committee.

HONOR AND CONDUCT REVIEW BOARD (HCRB)

Students are referred to the HCRB by the student conduct administrator to have their cases reviewed by their peers. In this type of hearing, there are five (5) student justices who will review the violation using the same procedures found in College Judicial Committee hearings. The chief justice of the HCRB, who is appointed by the SGA president, will serve as the chairperson for this judicial body. The student justices who comprise the HCRB serve approximately one (1) academic year and are elected by their class during the annual SGA student elections. In case a student justice seat is vacant after an election, the SGA president will appoint a
designee. (The HCRB can make only recommendations about disciplinary action and can make them only to its adviser.) The student conduct administrator or designee is responsible for administering the Conduct and Discipline system and serves as the adviser and will notify student(s) of the final decision.

COLLEGE JUDICIAL COMMITTEE (CJC)

Students may be referred to serve on the CJC by the student conduct administrator. In this type of hearing, a group of nine (9) members comprised of faculty, staff and students review the case using the same procedures outlined for informal hearings.

The exact membership of the committee may vary. For example, staff and student representatives on the CJC are appointed by the student conduct administrator and students may vary based upon graduation. Staff members who serve on the CJC are allowed to serve a minimum of two-year term. "Students appointees have a two-year term limit. Faculty representatives, who are appointed by the senior vice president for academic affairs serve two-year terms but may be reappointed”.

STANDARDS OF PROOF

The core issue in every student disciplinary violation is “conduct.” Therefore, the College judiciary need not be bound by the same standards of proof as a court of law. The burden of proof in judiciary hearings will be on the side of the complainant. It is the responsibility of the accused student to present new information that could clear him of the offenses that he has been accused of violating. The standard used in the Conduct and Discipline System is referred to as “more likely than not.” The judicial body’s determination shall be made on this basis. If sufficient doubt remains after applying this criteria, students are given the benefit of the doubt. Naturally, the more serious the incident, the level of strict scrutiny increases.

STUDENT DISCIPLINARY RECORDS

Disciplinary records are confidential and will not be released outside the College without the student’s written permission or by order of a court of law. Exceptions are noted below. A copy of disciplinary case materials will stay in the student’s file until approximately two years after graduation, at which time it will be purged and destroyed. Student disciplinary records are maintained in the Office of Student Conduct.

Notification of judicial action taken against students is made on a “need to know” basis and includes the athletic department in cases involving student athletes; the music department in cases involving Glee Club, jazz and marching band members; the housing and residential life department in cases involving residence hall students; and victims of violent crimes involving student perpetrators. Other College entities may be required to obtain a written release before they can receive notification. Copies of all judicial sanction letters are sent to the dean of student services.

In the case of a suspension or dismissal, notification is sent to the senior vice president for academic affairs, general counsel, vice president for student services, dean of admissions, registrar, chief of campus police, associate director of housing and residential life and the student.

JURISDICTION OF THE COLLEGE

Generally, College jurisdiction and discipline shall apply to conduct that occurs on College premises or that adversely affects the College community and/or the pursuit of its objectives. Students and student organizations will be considered for disciplinary action whenever violations are committed on College property. Whenever conduct violates both the law and guidelines found in this document, disciplinary action may be taken by the College irrespective of and separate from action taken by civil authorities. The College may proceed with disciplinary action before a trial or postpone action until after a trial, depending on individual circumstances of a case.

Any student, faculty member, staff member, or administrator may bring an alleged conduct violation to the attention of the vice president for student services for judicial action. Formal action requires information and/or testimony by the person referring the case to the student conduct administrator. Persons who plan
to bring conduct violation against the student’s should notify the Office of Student Services of their intention to do so as quickly as prudently possible. In cases where the facts are unclear or where the referral agent is unfamiliar with judicial procedures, an informal hearing may be conducted at the discretion of the student conduct administrator.

PROVISIONS FOR PROCESS

If a student is charged with an off-campus violation of federal, state or local laws that demonstrates flagrant disregard for the College community, the student conduct administrator or designee may conduct an investigation to determine if the violation has merit and/or if it can be disposed of administratively by mutual consent of the parties involved on a basis acceptable to general counsel and the dean of student services. Such disposition shall be final and there shall be no subsequent proceedings. If the violation cannot be disposed of by mutual consent, the student conduct administrator or designee may later serve in the same matter as the judicial body or a member thereof.

All violations shall be presented to the accused student in written form. A time shall be set for a hearing, and the student is notified in writing of said time. Scheduling of hearings may be extended at the discretion of the student conduct administrator or designee.

A judicial body shall conduct hearings according to the following guidelines:

- Hearings normally shall be conducted in private and subject to the discretion of the chairperson.
- Admission of any person to the hearing shall be at the discretion of the judicial body and/or student conduct administrator.
- In hearings involving more than one accused student, the chairperson of the judicial body, at his or her discretion, may permit the hearings concerning each student to be conducted separately.
- The complainant and the accused have the right to be assisted by an adviser of their choice; however, this adviser cannot be an attorney or parent. The complainant and/or the accused are each responsible for presenting their cases and, therefore, advisers are not permitted to speak or to participate directly in any hearing before a judicial body.
- The complainant, the accused and the judicial body shall have the privilege of presenting witnesses, who will be subjected to questioning by the judicial body.
- Pertinent records, exhibits and written statements may be accepted as information for consideration by a judicial body at the discretion of the chairperson.
- All procedural questions are subject to the final decision of the chairperson of the judicial body.

After the hearing, the judicial body shall determine (by majority vote if the judicial body consists of more than one person) whether the student has violated section of the conduct, which the student has violated. There shall be a single verbatim record, such as a tape recording, of all hearings before a judicial body. The record shall be the property of the College. If a student fails to obey the summons of a judicial body or College official, the student shall forfeit his right to bring forth information and/or testimony. In all cases, the information in support of the violation shall be presented and considered.

ACADEMIC INTEGRITY POLICY

Morehouse is an academic community. All members of the community are expected to abide by ethical standards both in their conduct and in their exercise of responsibilities toward other members of the community. The Morehouse College Policy on Academic Integrity establishes the basis for academic standards at the College and the procedures for handling violations. The policy is based on an understanding that actions in this regard should serve both an educational and disciplinary function.
The College expects students to understand and adhere to basic standards of honesty and academic integrity. These standards include, but are not limited, to:

**PLAGIARISM**

The term "plagiarism" includes, but is not limited to, the use by paraphrase or direct quotation, from the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers and other academic materials.

In projects and assignments prepared independently, students must never represent the ideas or the language of others as their own.

**DESTRUCTION OF RESOURCES OR THE WORK OF OTHERS**

Students must not destroy or alter either the work of other students or the educational resources and materials of the College.

**USE OF WORK IN ONE COURSE FROM ANOTHER**

Students must not take unfair advantage of fellow students by representing work completed for one course as original work for another or by deliberately disregarding course rules and regulations.

**CHEATING**

Students must not engage in cheating while completing coursework. Unless directed by the faculty member, students should neither give nor receive assistance on assignments or examinations.

The term “cheating” includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the College faculty or staff.

**INCORRECT REPORTING OF DATA**

In laboratory research projects involving the collection of data, students must accurately report data observed and not alter or falsify data for any reason.

**PHASE I: FACULTY ACTION AND MEDIATION**

As used in this policy, the term “days” shall mean calendar days in which the College is in session, including reading and examination periods, but excluding weekends and the days after the last examination in one semester and the first day of class in another.

Faculty members who suspect a violation of academic integrity should adhere to the following procedures:

If the faculty member believes that the violation resulted from an error in judgment and was unintentional, he or she may, using his or her discretion, elect to handle the matter preliminarily. If the instance can be used to educate the student about appropriate academic standards, the faculty member shall inform the student of the charge, meet to discuss the matter and then take action within the context of the course. The permitted actions of a faculty member in such an instance shall include requiring the student to repeat the assignment or examination or to complete an alternate assignment or examination; or issuing a failing grade in the assignment, examination or course. The faculty member shall notify the student of his or her decision and the manner in which it was resolved.

In the case of a course failure, a notice must be given in writing to the student and the registrar. A student who receives a failing grade in the course in this manner may appeal the decision to the academic student conduct administrator, as hereinafter defined, within four days of receipt of the aforementioned notice. From that point on, the matter shall be handled as if it were initiated with the divisional dean’s (academic student conduct administrator) and referred to the Office of Student Conduct for disciplinary adjudication.
If a faculty member elects to address the violations in an academic manner, he or she shall send written notification of the violation and action taken to the appropriate academic student conduct administrator [for the division in which the student has declared his major.] (Note: the faculty chair in the student’s declared major is responsible for reporting/monitoring multiple violations of this policy). The academic student conduct administrator shall use such information in order to monitor multiple violations of the academic integrity code by the same student.

In all other cases, the appropriate faculty members are required to notify the dean of student services of any alleged violation. The faculty member must report the alleged violation, together with documentation, within five calendar days of discovery of the conduct giving rise to the violation. The chief student conduct administrator will notify the student in writing of the violation and arrange to meet within five business days with the student and the faculty member. At this meeting, the student will be advised in writing of the violation, presented the information submitted by the faculty member, advised of his rights to request, in writing, a formal conduct review before the Honor and Conduct Review Board (HCRB), and given an opportunity to respond.

If possible, this situation may be disposed of administratively by mutual consent or through a process of mediation between the student and the faculty person. If a resolution is reached, the chief student conduct administrator may impose sanctions, up to and including dismissal from the College.

**PHASE II - FORMAL REVIEW**

If there is no mutual resolution, the College judicial officer shall refer the matter to his designee (the coordinator) within 5 days after the informal meeting referenced above. Within five business days from receipt of the matter, the coordinator shall impanel five of the members of the Honor and Conduct Review Board, including three faculty members (one from each division, with one member to be designated by the coordinator as the presiding officer) and two students to hear the specific case.

At the time that a HCRB is impaneled, the coordinator shall, by mail or hand delivery, furnish the student with a written notice of the violation and the date, time and place for the hearing, which shall be held at least five calendar days, but not more than 10 days, after the board is impaneled.

The HCRB shall conduct a formal review of all violations and information. At the proceeding, the student will be afforded the opportunity to respond. The faculty member also shall be available to make a report to the board.

After reviewing the information, including the statements of all witnesses, the HCRB shall meet in closed session to determine whether a violation of the academic integrity code has occurred. If a majority of the members of the HCRB determines that the violation is supported by a preponderance of the information, then the HCRB shall determine the appropriate penalties. *(Or the HCRB may make a recommendation to the CJO. The CJO may accept, reject or modify the HCRB recommendation but may not impose any penalty greater than the one imposed by the HCRB).*

If the student fails to appear at the time and place appointed for the hearing, the HCRB may proceed without him. Legal counsel or parents will not be permitted to participate in the formal review of an HCRB proceeding and the rules of information do not apply.

**The penalties that may be imposed by the HCRB shall include:**

1. The student must repeat the assignment or exam or complete an alternative assignment;
2. The student receives an F on the assignment or exam;
3. The student receives an F in the class;
4. The student receives an F in the class, and a notation is made on the student’s record;
5. The student receives an F in the class, with or without a notation to the student’s record and the student is placed on academic probation;
6. The student receives an F in the class, a notation is made on the student’s record and the student is suspended for one (or more) terms from the College;
7. The student receives an F in the class, a notation is made on the student’s record and the student is dismissed from the College.

When the offense is sufficiently serious to merit failure in the course, immediately after such determination, (if no appeal is taken or a final decision on appeal which affirms the failing grade), the student will be administratively withdrawn from the course and will not be permitted to remain in class, to attend classes or to take any examinations in the course. A student may not withdraw from a class in which an allegation of an academic violation is pending unless and until the matter is resolved favorably for the student. A student who receives a failing grade and is administratively withdrawn from a course following faculty action, mediation or a hearing shall not be entitled to any refund or credit of tuition for that course.

Receiving an F in the class with academic probation and a notation on the internal academic folder, of violation of the “Crown Standards” should be considered the “default” penalty. Mitigating or aggravating circumstances may suggest alternate penalties. Mitigating circumstances include factors such as the student’s class status (freshman, sophomore, junior or senior). Aggravating circumstances include factors such as a repeat offense or the severity of the violation. Sanctions 1 and 2 above may be imposed by the AJO or HCRB only with the faculty member’s concurrence.

Records of a student’s violation of academic standards shall be retained for a period of two years from the date of the student’s graduation from the College, or five years from the date of the student’s last attendance at the College if the student ceases to matriculate prior to graduation. Notations made to the student’s permanent record shall remain indefinitely. All such records shall be maintained in a confidential manner. Students have a right to inspect their records relating to academic integrity violations in accordance with College policies.

PHASE III: THE APPEALS PROCESS

In all matters pending before them, the “Coordinator” or the HCRB, as appropriate, shall notify the student in writing of the findings and the penalty imposed. The student will be informed of his right to appeal to the College Appellate Committee (CAC). The CJO or AJO will automatically refer cases involving decisions for suspension or expulsion to the CAC. The student may file a written appeal with the CAC within four business days after he is notified of the decision of the “Coordinator” or HCRB. Appeals are limited to questions of improper procedure, excessive sanction, or the availability of new evidence that was not available to the student at the time of his informal review or the original HCRB meeting.

Following review, the CAC shall deliberate privately and vote on whether to uphold the decisions of the “coordinator” or HCRB. The CAC may deny the appeal, reduce the sanction or remand the matter to the appropriate party (CJO or HCRB) for a new hearing in the instance of improper procedure or new evidence. The judgment of the CAC shall be determined by a majority vote, and shall be considered the final judgment of the College on the matter.

STUDENT GRIEVANCE POLICY

POLICY STATEMENT

Morehouse College seeks to cultivate an academic village that encourages tolerant, respectful, and non-discriminatory behavior from all of its inhabitants. An environment that promotes communication, fairness and deference among students, faculty, staff and administration is of the highest priority to the College. To ensure that these behaviors are appropriately facilitated, Morehouse College has instituted such policies that provide a medium for resolving discrepancies of any nature. The following policy procedure pertain to the process by which a student may express a grievance over any occurrence involving any member of the College community.

GRIEVANCES
A “grievance” shall be defined as an actual or supposed circumstance that is regarded as just cause for complaint.

The “griever” shall be the complainant.

The “respondent” shall be the defendant.

- The expression of a grievance may be verbal or written using an approved format issued by the Office of Student Services.
- The process of execution of a grievance may be of a formal resolution procedure or an informal resolution procedure with a contingency of transposition.
- A grievance may also be co-authored if there is a circumstance that affects more than one student.

GENERAL GRIEVANCE

A grievance issued by a student against any member of the College community that violates the statutes expressed in the Grievance Policy Statement.

GRADE DISCREPANCY

**Informal Resolution Procedure**

- Student expresses grievance with member of the College Community
  - Grievance Resolved
  - Grievance expressed to Superior
    - Grievance Resolved

**Formal Resolution Procedure**

- Student Contacts the Attorney General
  - Formal Grievance filed with Office of Student Services
    - Preliminary Mediation Hearing
      - Grievance Dismissed
      - Grievance Resolved through Superior Recommendation
      - Grievance referred to the College Judicial Committee of Honor and Conduct Review Board
        - CJC/HCRB hears grievance and delivers resolution
          - Grievance Resolved
          - Appeal
            - Appeal filed with Office of Student Services through Attorney General
              - Judicial Officer hears appeal and delivers resolution
A grievance issued by a student whose intention is to dispute a grade in any course that they believe was given in an arbitrary or capricious manner by a professor.

**SEXUAL HARASSMENT**

Issued by a student, a grievance’s nature is explicitly sexual. The foundation of this grievance is any manner of infringement of the College’s Sexual Assault/Harassment Policy (outlined in the Student Handbook) against a student.

**DISCRIMINATION**

A grievance issued by a student who has experienced treatment or consideration based on class or category rather than on individual merit; discrimination includes partiality or prejudice based on ethnicity, gender, age, religion, sexual orientation or disability.

**INFORMAL RESOLUTION PROCEDURE**

The Informal Resolution Procedure invites all parties (the griever and the respondent), utilizing effective communication, to discuss the grieved circumstance and deduce a viable solution that is agreed upon by all parties involved. Students should take proactive measures to resolve their grievance with the respondent and make notations of such measures. Students are also encouraged to employ the use of a third-party mediator who is agreed to by all parties, in the event that effective communication warrants such an intermediary.

If a student finds his issue unsatisfactorily resolved, the respondent uncooperative or evasive, he may appeal to the respondent’s superior to obtain a desirable resolution.

**FORMAL RESOLUTION PROCEDURE**

The Formal Resolution Procedure may be used if, and only if, the Informal Resolution Procedure has failed to yield a satisfactory result for the student, based on irreconcilable differences. The Formal Resolution Procedure begins with the filing of a written grievance (using a format published by the Office of Student Services) with the Office of Student Services.

- Written grievances must be filed within thirty (30) days of occurrence. Grievances filed after the 30-day deadline will be considered at the discretion of the College Judicial Committee or the Honor and Conduct Review Board.
- Grievances filed using the Formal Resolution Procedure that are discovered to have been filed under false pretenses will be dismissed immediately, and the filer may be subject to corrective action.
- Formal grievances must not conflict with any other policy expressly stated by the College.
- All formal grievances will be kept confidential except for the privilege of those parties involved, and authorized members of the College. However, this confidentiality agreement may be voided with the consent of all parties involved in the grievance.
- The Formal Resolution Procedure may not be used as a medium for retaliation, intimidation or coercion. Such cases shall be dismissed indefinitely.

**THE PROCESS**

1. **File formal grievance**

   Formal grievance is filed with the Office of Student Services through the attorney general (appointed by the Student Government Association president)

   a. Copy of grievance sent to the designated superiors (Designated superior who has the authority to enforce resolution ruled by the College Judicial Committee or Honor and Conduct Review Board. Should the superior find the resolution unenforceable, he may offer an alternate solution within three (3) business days. The grieved and the judicial officer must approve any alternate resolution.
2. **Preliminary mediation hearing**
   The appointed judicial officer will determine the grievability of all cases. Cases found to be incredulously based and/or in violation of the statutes of the Formal Resolution Procedure will be dismissed. Dismissed cases are incontestable and may not be appealed.
   a. A written notice will be issued by the Office of Student Services to all parties involved (griever and respondent) informing them of the date, time and location of the hearing. Hearing with both parties will be held separately, and the grievability will be determined thereafter.
   b. The judicial officer, after discussing the position of both parties and a possible resolution, will submit a written recommendation to the College Judicial Committee or the Honor and Conduct Review Board.
   c. The judicial officer will refer cases to either the College Judicial Committee or the Honor and Conduct Review Board at his/her discretion.

3. **College Judicial Committee Hearing/Honor and Conduct Review Board**
   The CJC/HCRB will hear the case with all parties present and deliver an equitable and unbiased resolution.
   a. The attorney general may represent the student griever.
   b. The CJC/HCRB has 24 hours to make a ruling. In extenuating circumstances that require longer deliberation, the CJC/HCRB must inform all parties of the extension.

4. **Resolution**
   Resolutions given by the CJC/HCRB are forwarded to the respondent's superior to execute, and a copy of the grievance will be retained in the employee’s file with the Office of Human Resources. In the cases of students, the superior shall be the Office of Student Conduct, which will execute the decision of the CJC/HCRB.

**APPEALS**

Appeals must be filed within seven (7) days of the receiving the decision from CJC/HCRB. Appeals may only be filed if there is any new evidence/testimony that could sway the CJC/HCRB to overturn its decision.

1. File the appeal with the Office of Student Services and the appointed judicial officer through the attorney general. The judicial officer will deny of grant the appeal and decide a viable resolution to the case.

2. If the judicial officer does not find substantial basis for appeal, the case is thereby closed.
STUDENT GRIEVANCE PROCEDURE

STUDENT RIGHTS

Morehouse College is a private institution committed to equal opportunity and basic human rights for all students. Morehouse College does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs or activities.

Academic Rights

Morehouse College supports the right to academic freedom for every student in pursuit of his education. This includes the freedom to learn, the freedom to teach, and the freedom to speak the truth, all of which should be done in an atmosphere of mutual respect.

FERPA Rights

Every student has the right to:

• View educational records as required according to FERPA, the Family Educational Rights & Privacy Act,
• Request the amendment of any educational records that he believes are inaccurate or misleading,
• Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
• File a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.

Freedom of Speech

Morehouse College fully supports the right of a student to assemble peacefully and to express himself in a manner in which order is maintained.

Freedom To Learn

Morehouse College has determined that all students shall be responsible for conducting themselves in a manner that helps to enhance an environment of learning in which the rights, dignity, worth, and freedom of each member of the academic community is respected.

Right of Confidentiality

No information or documentation referring to a student’s academic or personal life is released to any party outside the college without the written permission of the student. Any request from a current or former student to release information to a third party must be made in writing and include the student's signature. Students have the right to inspect and review their own official records, except letters of recommendation.

Participation in Institutional Governance

Morehouse College encourages students to involve themselves in activity associated with the governance of the college by serving on the various committees, councils, and task forces that are charged with making decisions regarding Morehouse College.

Student Grievances

Students who encounter disputes with faculty or staff members of Morehouse College should first report any such grievance to the program/department head. This step should be followed by conferences with persons at progressively higher levels, including deans and the appropriate vice president.
Student Conduct

Students who attend Morehouse College are expected to conduct themselves in a manner consistent with life at an academic institution. The Code of Conduct, intended to reinforce this policy, is published in the Student Handbook and on TigerNet.

- The Office of Student Conduct will provide a fair hearing for all parties involved in an incident that may have resulted in a violation of the student conduct code.
- Any students subject to the student conduct process will have their violation(s) reviewed by the following: (a) Honor & conduct Review Board; (b) College Judicial Committee; or (c) administration as deemed appropriate.
- All students shall receive the accusations against them in written form. A time shall be set for a hearing, not less than five nor more than fifteen calendar days after the student has been notified. Maximum time limits for the scheduling of hearings may be extended at the discretion of the student conduct administrator or designee.
- Students subject to suspension or dismissal may submit an appeal, in writing, to the student conduct administrator within four (4) business days after they are notified of the decision and sanction imposed.
- Generally, College jurisdiction and discipline shall apply to conduct which occurs on College premises or which adversely affects the College community and/or the pursuit of its objectives. Students and student organizations will be considered for disciplinary action whenever violations are committed on College property. Whenever conduct violates both the law and guidelines found in this document, disciplinary action may be taken by the College irrespective of and separate from action taken by civil authorities.

Right To Be Heard

Students who are in alleged violation of the Code of Conduct of the Morehouse College Student Handbook have the right to be heard, the right to conference, and the right to a conduct hearing to refute alleged violations against them. A student who has been found in violation of the Code of Conduct will be subject to disciplinary action recommended either by their peers of the Honor and Conduct Review Board or with faculty, staff, and students of the College Judicial Committee and/or the student conduct administrator. The student conduct administrator may choose one of the methods in which the hearing is being conducted.

STUDENT RESPONSIBILITIES:

- All students at Morehouse College are considered to be responsible adults. Therefore, each student shall be held accountable for his own personal behavior. The college expects all students to learn and obey local, state, and federal laws. In addition, students are expected to observe and adhere to the College’s Code of Conduct.
- Morehouse College students are responsible for reading, knowing, and observing all policies and procedures related to their in-class behavior and their on- and off-campus conduct. Information regarding these policies and procedures can be found in the Morehouse College Student Handbook, on TigerNet. A student’s lack of awareness of any Morehouse College policy or procedure shall not constitute grounds to be absolved from violations of those policies.
Morehouse is an academic community. All members of the community are expected to abide by ethical standards both in their conduct and in their exercise of responsibilities toward other members of the community. The Morehouse College Policy on Academic Integrity establishes the basis for academic standards at the College and the procedures for handling violations. The policy is based on an understanding that actions in this regard should serve both an educational and disciplinary function.

MOREHOUSE COLLEGE’S STUDENT RIGHTS AND RESPONSIBILITIES

• The College expects students to understand and adhere to basic standards of honesty and academic integrity. The College has expectations that each Morehouse student will exhibit the qualities of integrity, leadership, tolerance, respect for property, and compliance with all rules and regulations.
• Refrain from abusive and sexual misconduct.

For more specific information regarding the conduct and discipline system, see the "Student Conduct" section of this catalog.
THE ADMINISTRATION

Robert F. Franklin
President of the College

Willis B. Sheftall Jr.
Interim Provost & Senior Vice President for Academic Affairs

Andre E. Bertrand
Vice President for Campus Operations

William Bynum
Vice President for Student Services

Robyn Crittenden
General Counsel

Phillip Howard
Vice President for Institutional Advancement

Fran Phillips-Calhoun
Chief of Staff/Office of the President

John E. Williams
Dean of the Division of Business and Economics

John K. Haynes
Dean of the Division of Science and Mathematics

Clarissa Myrick-Harris
Dean of the Division of Humanities and Social Sciences

Anne W. Watts
Associate Vice President for Academic Affairs

Sheila B. Jacobs
Interim Vice President for Business and Finance/CFO

Margaret R. Jackson
Associate Vice President for Financial Services

Duane Wright
Controller
Lawrence Carter, Sr.
Dean of the Martin Luther King Jr. International Chapel

Phyllis M. Bentley
Director of Academic Operations/Office of Academic Affairs

Kasi Robinson
Dean of Records and Registration/Registrar

James Stotts
Associate Vice President for Financial Aid

Kevin Williams
Dean of Recruitment and Admissions

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Willis B. Sheftall Jr., (1964)
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INDEX

A
Absences, Excuses for, 35
Academic Calendar, 3
Academic Divisions and Departments, 45
(see also individual entries)
Academic Policies and Procedures, 32
    Academic Schedule, 32
    Advisement and Support, 32
    Academic Honesty, 33
Academic Progress, 37
    Satisfactory Progress, 37
Academic Records, 44
Acceptance, 19
Accreditation and Memberships, 13
Administration, 230
Admission of Students, 15
    Freshman, 15
    Other Categories, 16
    on Probation, 16
Admission and Acceptance, 19
Advanced Placement, 18
African-American Studies, 48
Andrew Young Center for International Studies, 201
Application Instructions, 15
Army Reserve Officers Training Corps, 208
Art, 51
Athletics, Intercollegiate, 215
Attendance Policy, 35
Auditing Courses, 34

B
Biology, 53
Books and Supplies, 24
Business Administration, 64

C
Calendar, see Academic Calendar
    Campus Life, 213
    Chemistry, 68
Career Counseling and Placement, 215
College Board Advanced Placement Program, 18
College-Level Examination Program (CLEP), 18
College Profile, 9
Computer Science, 72
Consortial Relations, 13
Cooperative Education, 211
Core Curriculum Requirements, 43
    Conduct, Student, 217
    Costs and Financial Aid, 21
    Counseling, Personal, 215
Course Load, Normal, 34
Course Overload, 34
Course Repeats, 35
Coursework, 34
Coursework at Other Colleges, 37
Credit by Examination, 18
Credit, Transfer, 37
Criminal Justice, 80
Cross-Registered Courses, 37
Cross-Registration, 36
Crown Forum, 45

D
Dean’s List, 42
Dismissal, Academic, 38
Disputed Grades, 37
Departmental Honors, 42
Dropping a Course, 34

E
Early Admission, 16
Economics, 82
Educational Records, 39
Emma and Joe Adams Public Service Institute, 201
Engineering, Dual Degree, 83
English, 87
Environmental Studies, 96
Examinations, 35
Excuse, Class, 217

F
Faculty, 231
Family Educational Rights and Privacy Act (FERPA), 39
    Fees, annual, 22
    Fees, other, 22
Financial Aid, 26
    Calculating Need, 28
    Disbursement of Funds, 30
    Eligibility, 28
    How to Apply, 27
    Policy on, 26
    Programs, 28
    Purpose of, 26
    Right to Information, 31
    Satisfactory Academic Progress for, 31
    Forfeiture of Course Credit, 35
Foreign Languages (see Modern Foreign Languages)
    French, 126
    Freshman Orientation, 213
    Full-Time Student, 34
G
General Education requirements, 43
German, 132
Grade Point Average Calculation, 36
Grade Reports, 37
Grades, Disputed, 37
Grading System, 36
Graduation, Requirements for, 47

H
Health and Physical Education, 97
Health Services, 217
History, 105
History of the College, 11
Honor Graduates, 42
Honor Roll, 42
Honor Societies, 213
Honors Program, 202

I
Infirmary, 217
Incomplete Grades, 36
Intercollegiate Athletics, 215
International Baccalaureate Examination, 18
International Students, 17
International Studies, 109

J
Joint Enrollment, 16
Judicial Process, 218

L
Leadership Center at Morehouse College, 203
Leaves of Absence, 38
Liberal Arts Tradition, 14

M
Majors, 46
Martin Luther King Jr. International Chapel, 204
Mathematics, 116
Meals for Off-Campus Students, 21
Minors, 47
Mission of the College, 10
Modern Foreign Languages, 125
Morehouse Research Institute, 204
Music, 135

N
Navy Reserve Officers Training Corps, 210
Neuroscience, 154
Nondiscrimination, Notice of, 2

P
Pass/Fail, 36
Payments, 25
Philosophy, 155
Physics, 161
Political Science, 168
Probation, Academic, 38
Programs of Study, 43
Psychology, 174
Public Health Sciences, 184

R
Reading, 186
Readmit Students, 17
Recognition of Academic Achievement, 42
Records, Educational, 39
Registration, 34
Reinstated Students, 17
Religion, 157
Religious Activities, 215
Room and Board, 21

S
Scholarships, 29
Separation, Academic, 38
Sociology, 186
Spanish, 127
Student Activities, 213
Student Government Association, 213
Study Abroad, 86, 199

T
Transfer Credit, 37
Transfer Students, 14
Transient and Exchange Students, 17
Trio Programs, 204
Trustees, 248
Tuition, 20

U
Urban Studies, 196

W
Wellness Center, 216
Withdrawals, 39
Withdrawing from a Course, 36