

MOREHOUSE COLLEGE



2019-2020 COURSE CATALOG

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

MOREHOUSE COLLEGE
ATLANTA, GEORGIA (470) 639-0999
www.morehouse.edu

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 (2018), 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.

ACADEMIC CALENDAR 2019-2020

FALL SEMESTER 2019

AUGUST 2019

8 – 13	International Student Orientation
13	New Student Orientation
19 – 20	Official Registration
21	First Day of Class; Attendance Verification Period Begins
30	Last Day to Add/Drop courses without a grade of W
31	Withdrawal period begins

SEPTEMBER 2019

2	Labor Day/College Closed
3	Fall Payment deadline/Installment Plan Enrollment Ends
3	Non-Attenders courses dropped/registration cancelled
6	Financial Aid Disbursed
10	Processing of Fall Refunds Begins
12	Opening Convocation
OCTOBER 2019	
7 – 11	Mid Semester Evaluations
14 – 15	Fall Break
16	Classes begin at 8:00 AM

18	Last day to make up incompletes (I) SP. 2019
18	Mid Semester Grades Due in the Office of the Registrar
18-19	Board of Trustees
28	Academic Advising begins
28	Last day to withdraw from a course
NOVEMBER 2019	
4	Registration for 2020 (Spring) begins
27 – 29	Thanksgiving Holiday (No Classes/College Closed)
DECEMBER 2019	
4	Last Day of Class

5-6	Reading Period
9-13	Final Examinations
13	Semester Ends
17	Final Grades due by noon

SPRING SEMESTER 2020

JANUARY 2020	
1	New Year's Day (College Closed)
2	College Opens
6	J-Mester Classes Begin
13	New Student Orientation

13	J-Mester courses end/Conclusion of J-Mester
15	First Day of Classes; Attendance Verification Period begins
20	MLK Holiday (No classes/college closed)
24	Last day of Add/Drop courses without grade of W
25	Withdrawal Period begins
27	Attendance Verification Due (No shows)
28	Non-attender courses dropped/registration cancelled
31	Financial Aid Disbursed
FEBRUARY 2020	
4	Processing of Spring Refunds begin

13	Founders Day Celebration
MARCH 2020	
2 – 6	Mid Semester Evaluations
9 – 13	Spring Break
16	Classes Resume 8:00 AM
17	Last day to make up Incompletes/ Mid Semester Grades Due in the Office of the Registrar
30	Last Day to withdraw from a course
30	Academic Advisement begins
APRIL 2020	
6	Registration for Fall 2019 and Summer 2020 Begins

10	Holiday (No classes/College closed)
29	Last Day of Class
30	Reading Period
30	Senior Exams
MAY 2020	
1	Senior Exams/Reading Period
4-8	Final Examinations
5	Senior Grades due by Noon
8	Semester Ends
11-15	Senior Week

12	Final grades due in the Office of the Registrar by Noon
16	Baccalaureate Services
17	Commencement Exercise

SUMMER SEMESTER 2020

JUNE 2020	
2	Class Begin
4	End of drop and add
5	Withdrawal period begins
9	Summer payment deadline
17-19	Mid Semester Evaluations

26	Last day to withdraw from a course
JULY 2020	
2	Last Day of Class
3	Independence Day Observed (No Classes)
6-7	Reading Period
8-10	Final Examinations
10	Summer Semester ends
14	Grades Due by Noon

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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	(470) 639-0999
Admissions	(844) 512-6672
Operating Hours	9a.m. –5p.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 Bus lines, 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 residence halls, 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-eight majors are offered in the humanities, the sciences, the social sciences and business administration.
Special Programs	Health Professions Program, Domestic Student Exchange Program, 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	Divisional advisement (freshmen class) and assigned faculty advisors for all upperclassmen for academic advisement; the Wellness Center for personal counseling; Career Counseling and Placement Center for career counseling, co-op/internship, and job opportunities; 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	158 full-time; 66 part-time; 100 percent of tenure-track hold doctoral Degrees.
Student Body	Approximately 2,200.

THE MOREHOUSE MISSION

Founded in 1867 in the basement of Springfield Baptist Church in Augusta, Ga., by the Rev. William Jefferson White, with the encouragement of former slave the Rev. Richard C. Coulter and the Rev. Edmund Turney of the National Theological Institute, Morehouse College has had a 150-year legacy of producing educated men and global leaders.

Starting as Augusta Institute under the first president, Dr. Joseph T. Robert, the institution was created to educate black men for careers in ministry and teaching. At the urging of the Rev. Frank Quarles, the school moved to Atlanta's Friendship Baptist Church in 1879 and changed its name to Atlanta Baptist Seminary.

The seminary moved to downtown Atlanta, and then, in 1885, to a former Civil War battleground site in Atlanta's West End under President Dr. Samuel T. Graves. By 1897, the institution had become Atlanta Baptist College.

Dr. George Sale was named president in 1890, and Atlanta Baptist College expanded its curriculum and established a tradition of educating leaders for all American life.

During the tenure of the College's first African American president, John Hope, the College was renamed Morehouse College in 1913, in honor of Henry L. Morehouse, corresponding secretary of the National Baptist Home Missionary Society.

Dr. Samuel H. Archer led the College as president during the Great Depression, giving the College its adopted colors of maroon and white. (1931-1937)

Beginning in the 1940s, the College's international reputation in scholarship, leadership, and service began to flourish, particularly as then-president, Dr. Benjamin E. Mays, oversaw the increase of faculty members with doctoral degrees, accreditation by the Southern Association of Colleges and Schools, and the establishment of a Phi Beta Kappa chapter.

Under the presidency of Dr. Hugh M. Gloster '31, the first alumnus to serve as president, the College expanded its endowment to more than \$29 million, completed a \$20 million fund-raising campaign, and added 12 new campus buildings. The Morehouse School of Medicine was founded in 1975 and became independent in 1981.

During the administration of eighth president, Dr. Leroy Keith Jr., the College's endowment increased to more than \$60 million, with faculty salaries and student scholarships also increasing. Buildings such as the Nabrit-Mapp-McBay Hall and the Thomas Kilgore Jr. Campus Center were constructed, and the College produced its first Rhodes Scholar, Nima A. Warfield. The College's *A Candle in the Dark Gala* was founded in 1989 to raise scholarship funds during this time.

Dr. Walter E. Massey '58, Morehouse's ninth president, ushered in a 21st century approach to learning; his vision was for the College to become the nation's best liberal arts college. Morehouse leaders expanded the College's dual-degree program in natural sciences, launched the Center for Excellence in Science, Engineering and Mathematics, and established a new African American studies program.

The Andrew Young Center for International Affairs was established in 1993 and the Morehouse Leadership Program was established in 1995. These were combined into a new Center in 2012, named the Andrew Young Center for Global Leadership, for the former United Nations ambassador.

The Davidson House Center for Excellence, the president's official residence and a mini-conference center, was constructed during this time, as was the Dr. John H. Hopps Technology Tower, in honor of Hopps '58, an administrator, professor, and scientist committed to enhancing scientific research on campus.

Two more students became Rhodes Scholars: Chris Elders in 2002 and Oluwabusayo "Tope" Folarin in 2004. By June 2006, the College had successfully completed its most ambitious capital campaign, raising a record \$112 million, far exceeding the campaign's goal of \$105 million. That same year, Morehouse became the custodian of the Morehouse College Martin Luther King Jr. Collection, consisting of more than 10,000 hand-written notes, sermons, letters, books and other artifacts belonging to King, the College's most noted alumnus.

Dr. Robert M. Franklin Jr. '75 became president in 2007 and led the institution forward with his vision of the "Morehouse Renaissance," further elevating public confidence in the College's stature as a premier institution providing quality

education and enhancing institution's intellectual and moral dimension. He accomplished this in part by establishing the "Five Wells" – well-read, well-spoken, well-traveled, well-dressed, and well-balanced – which were about developing men of Morehouse with social conscience and global perspective.

Franklin oversaw the completion of a \$20 million project started by Massey, the Ray Charles Performing Arts Center and Music Academic Building, a facility named after the late legendary musician. The latter building would later be named The Aretha Robinson Music Academic Building, for Ray Charles' mother. Franklin also led cultivation efforts that increased the total number of new donors at the College by 4,500. Morehouse generated more than \$68 million in institutional funds and \$60 million in restricted funds from federal sources, including Congressional appropriations and competitive federal grants.

In 2013, Dr. John Silvanus Wilson Jr. '79 was named the College's 11th president. He and his team were champions of STEAM initiatives (science, technology, engineering, arts and mathematics) and significantly increased the College's private gifts, grants and contracts. During Wilson's tenure, computer science major Prince Abudu '16 became the College's fourth Rhodes Scholar.

Wilson played a pivotal role in bringing U.S. President Barack Obama to Morehouse as the 2013 Commencement speaker and in hosting Vice President Joseph Biden in 2015.

William James Taggart assumed the role of interim president of the College in 2017 after serving as chief operating officer since 2015. A results-driven leader in the private and public sectors, Taggart had more than 30 years of experience with Fortune 500 companies, higher education, and federal agencies. Tragically, just two months after his appointment, Taggart suddenly passed away in June 2017.

Harold Martin Jr. '02 left the Morehouse Board of Trustees temporarily to accept an appointment as interim president in June 2017, becoming the youngest person to lead the College since 1913. The attorney and business consultant with an extensive background in advising senior executives at higher education institutions and Fortune 500 companies served Morehouse College until Dec. 31, 2017. Under Martin's steady leadership, the College began to heal after suffering the tragic loss of Taggart.

Martin set campus-wide priorities to improve accountability, boost enrollment, increase the graduation rate, and highlight the contributions of young alumni. He guided a rebranding and expansion of the Office of Alumni Services. The department was changed to the Office of Alumni Engagement and Giving and a new initiative was launched — the Morehouse College Young Alumni Engagement Program. In addition, Martin was also instrumental in the launch of the program's successful "We are Morehouse" campaign and website wearemorehouse.com, which uses images and business profiles of hundreds of successful young alumni who graduated after 1990 to communicate Morehouse's unique value proposition to prospective students, friends, and donors.

In October 2017, the Morehouse Board of Trustees voted to name Dr. David A. Thomas as the 12th President of Morehouse, ushering in a new era of leadership for the College. Thomas took office on Jan. 1, 2018. A visionary leader, Thomas has 30 years of higher education experience as a professor and an administrator. He holds a Ph.D. in Organizational Behavior Studies and a Master of Philosophy in Organizational Behavior degree, both from Yale University. He also has a Master of Organizational Psychology degree from Columbia University and a Bachelor of Administrative Sciences degree from Yale College.

Thomas is the former H. Naylor Fitzhugh Professor of Business Administration at Harvard Business School and the former Dean of Georgetown University's McDonough School of Business, where he raised \$130 million in a five-year capital campaign.

Thomas is the first Morehouse President in 50 years who did not graduate from the College. (The last President who was not an alumnus was Dr. Benjamin Elijah Mays, Morehouse's revered sixth President.) Thomas' childhood dream, however, was to attend Morehouse, but his family could not afford the tuition. As a result, he plans to launch a major capital campaign to raise millions of dollars to support student scholarships so that deserving students who also dream of becoming Morehouse Men are not shut out because they can't afford to attend. In addition, Thomas plans to raise funds to support campus renovations, faculty research, infrastructure improvements, and other needs. His other priorities include expanding academic and leadership opportunities for students, increasing the graduation rate, and growing enrollment to 2,500 scholars.

Morehouse is the world's only HBCU (Historically Black Colleges and Universities) for men. It has produced four Rhodes Scholars, several college presidents, and leaders in many other fields. According to the National Science Foundation, Morehouse is the nation's top producer of black males who continue their education and receive doctorates. The National Science Foundation also ranked Morehouse as the No. 1 producer of black men who receive doctorates in education, life and physical sciences, math and computer sciences, psychology and social sciences, as well as humanities and the arts. Morehouse currently has more than 17,000 alumni representing more than 40 states and 14 countries.

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	2007-2013
<i>*Acting</i>		Dr. John S. Wilson, Jr.	2013-2017
		Dr. David A. Thomas	2018-

ACCREDITATION AND MEMBERSHIPS

Morehouse College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award Bachelor of Arts and Bachelor of Science degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Morehouse College.

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 College is also accredited by 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 RELATIONSHIPS

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 <http://www.arche.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 participate in 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. We believe this 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

THE ADMISSION OF STUDENTS

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 at <http://www.morehouse.edu/admissions/visit/tour.html>. The telephone number is (844) 512-6672, 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 1100 on the SAT (new SAT exam effective 2016) or 24 on the ACT have the best chance for admission to Morehouse.

APPLICATION INSTRUCTIONS

Prospective students may apply online to Morehouse exclusively using the Common Application. The deadlines for filing an application for admission to Morehouse College Spring Admission - November 1, Fall Admission Early Action/Early Decision- November 1, and Fall Admission Regular Action - February 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.

Student Interview. All applicants in contention for admission to the College must complete a mandatory student interview as part of the admissions process <https://www.morehouse.edu/admissions/home/pdf/Admissions-Interview-Submission-Process.pdf>.

College Board Test Results. Official score reports of all ACT and SAT tests are required. Holders of the GED are also required to submit scores.

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). These students may also be required to enroll and successfully complete requested courses in preparation for their admission to the college. **Students may also receive admission with other 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.

TRANSFER STUDENTS

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. Transfer students must complete a student interview <https://www.morehouse.edu/admissions/home/pdf/Admissions-Interview-Submission-Process.pdf>; submit a Dean of Student's certification form <https://www.morehouse.edu/admissions/home/pdf/DeansCertificationForm.pdf>; and faculty recommendation.

OTHER ADMISSION CATEGORIES

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.

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 78 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.
6. All international applicants in contention for admission to the College must complete a mandatory student interview as part of the admissions process
<https://www.morehouse.edu/admissions/home/pdf/Admissions-Interview-Submission-Process.pdf>.

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. This fee must be paid by May 1.

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

FINANCIAL REFERENCE AND RESOURCE GUIDE

The Student Financial Services website is your reference and resource guide to financial life at Morehouse College. Visit our website at <http://www.morehouse.edu/studentfinancialservices> for information about tuition and fees, your student account bill, and payment policies and deadlines. Consult our website first when you have basic questions about cost and please use it as a guide for making complete and accurate payments on the student's account.

TIGERPAY – ONLINE BILLING & PAYMENTS

TigerPay is Morehouse College's secure web-based billing and payment system for viewing and paying student account electronic billing information (eBills). **Morehouse College does not mail billing statements to enrolled students.**

Any transaction that is posted to your student account can be paid through TigerPay. This includes charges like tuition, mandatory fees, mandatory insurance, housing, and meal plan charges. Visit our website at <http://www.morehouse.edu/studentfinancialservices/tigerpay.html> for more details about TigerPay.

PAYMENT EXPECTATIONS

All charges due to Morehouse College must be paid in full by the payment due date published each semester and/or on your billing statement. Students whose accounts are delinquent will not be permitted to register for the next term or receive transcripts or a diploma. Morehouse College may require payment of a delinquent account to be in the form of certified funds, such as cash, money order, or a cashier's check.

The student receivable process begins when charges are posted to the student's account. If your account is not paid by the due date, a past due balance hold will be placed and further collection efforts will be made to collect the amount owed. Additionally, a 1.5% late payment fee will be added to your student account each month your account is past due. If your account is sent to a collection agency, additional fees may be added to the balance due. These fees may add up to over 33-1/3% of the original balance due. In addition, a delinquency report may be filed with a credit bureau.

PAYMENT OPTIONS

You must have one of these payment arrangements in place by the payment due date or your class registration may be canceled. If you are unable to attend, it is up to you to drop your courses. The only way to get a 100% credit of your tuition and mandatory fee charges is to drop your courses by the add/drop deadline. If you remain registered past the add/drop deadline, you are no longer eligible for a 100% credit of tuition and mandatory fees.

Payment by Check, Cash, Credit Card.

- Online with a credit/debit card or personal check (electronic check) using TigerPay. Morehouse College accepts Visa, MasterCard, Discover, and American Express credit cards for student account payments. There is a 2.75% (4.25% for international cards) convenience fee for paying with a credit/debit card. There is no fee for paying with an electronic check. Log into the Morehouse portal and follow the steps below to view and pay your account balance online:
 1. Select the "BannerWeb" icon
 2. Enter your Ellucian login credentials (first name.last name, and myPortal password)
 3. Select the "Student Services and Financial Aid" menu item
 4. Select the "Student Account" link
 5. Select the "View/Pay Student Account" link
- In Person at the Cashier's Office by cash or check. The Cashier's office is located in room 200 Gloster Hall. Office Hours are 9:00AM EST – 5:00PM EST Monday – Friday.
- By mail. Send checks or money orders payable to Morehouse College, Attn: Cashier Office – Rm 200 Gloster Hall, 830 Westview Drive. S.W., Atlanta, GA 30314-3773. You must include the student's name and student ID number (M number).

Returned Payments: A \$59 returned payment fee is assessed for any type of returned payment applied to your account whether paid by you or a third party.

Financial Aid

You may be eligible for financial assistance (loans, scholarships, grants) to help with your college expenses. Review the financial aid process for information about applying. Be sure to complete all your outstanding requirements by the payment due date, or be prepared to use another method to pay your balance. Any amount not covered by your financial aid award must be paid by the deadline using another approved method. Your financial aid must be ready to pay (authorized) to be considered for financial clearance.

Installment Plan

Pay the cost of tuition, fees, room and board for the semester by participating in one of College's designated payment plans. Visit our website at http://www.morehouse.edu/installment_plans/installmentplans.html for specific details about installment plan options.

Sponsored Billing

Receive a student account payment deferral for external funds which are not administered by our Financial Aid Office. Credit is extended for reliable sources of funding from employers, foundations, universities or other organizations which are known to the College. To have your bill paid by a third party, formal billing arrangements may be required and must be set up and approved by Student Accounts before the term begins. Visit our website at <http://www.morehouse.edu/studentfinancialservices/sponsoredbilling.html> for details about setting up a third party sponsor.

Military Benefits

Some Veterans may be eligible for assistance with their educational expenses. You will need to apply to the Veterans Administration and have your schedule certified by our Registrar's office. Tuition assistance programs such as Go Army are handled through sponsored billing.

AmeriCorps Vouchers

AmeriCorps is a program that provides tuition vouchers for volunteers in service to America. To use your AmeriCorps vouchers, you must first request funds via the AmeriCorps website at <https://my.americorps.gov/mp/login.do>.

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 the date the credit balance occurs. Non-refundable institutional charges are lab fees and insurance costs. Room and board will be prorated evenly by the housing department based on the date of withdrawal.

If your student account balance is paid with a credit card and you later have a credit balance due to you, your credit balance will be refunded first to the credit card used to make payment on your account up to the amount of the credit card payment made. Any additional credit balance due to you after the credit card refund has been processed will be refunded based on your refund preference.

WITHDRAWAL POLICY

Not attending classes for which you have registered does not entitle you to reversal or credit of your tuition and fee charges. You must drop your classes before the withdrawal period begins or withdraw during the withdrawal period for each semester in order to receive a credit for refundable tuition and mandatory fee charges.

Below is the refund schedule based on the date you have withdrawn from your class(es). Please note that the Federal Department of Education financial aid return policies are different. If you withdraw from Morehouse College you may no longer be eligible for federal financial aid or institutional aid.

Week of Semester	MC Policy	Title IV Policy
Before classes begin	100%	100%
First Week	100%	100%
Second Week	90%	90%
Third Week	50%	50%
Fourth Week	25%	50%
Fifth Week	0%	25%
Sixth Week	0%	25%
Seventh Week	0%	25%
Eighth Week	0%	15%

Official withdrawals are obtained through the Registrar's office and require notifications to all other pertinent offices.

Unofficial withdrawals occur when a student stops attending classes without officially notifying the instructor or the Registrar's Office of withdrawal.

Any student who officially, or unofficially, **withdraws** from the college within the first 60% of the semester will receive an adjustment to their financial aid. This adjustment is based on a percentage which represents the amount of time completed in the semester and is applied to the total institutional charges assessed to the student as well as Title IV financial aid applied to the student's account.

The percentage is determined by dividing the total number of calendar days in the semester, not completed by the student, by the total calendar days in the semester. The total calendar days in the semester begins with the first day of classes and ends with the last scheduled day of exams, includes weekends, but excludes scheduled breaks of five or more days and days that the student was on an approved leave of absence. No adjustment will be made to a student's financial aid if the percentage representing the amount of time remaining in the semester is less than 40%.

The Office of Financial Aid will retract funds from the Student's account to return funds to the appropriate Title IV program in the following order: Direct Unsubsidized Stafford Loan, Direct Subsidized Stafford Loan, Federal Perkins Loan, and Direct Parent PLUS. If unearned funds remain to be returned after repayment of all outstanding loans, it must be subtracted from Federal Pell Grant, and Federal Supplemental Opportunity Grant.

The College will assume the responsibility for making the appropriate returns to the Title IV programs received by the College. It is the responsibility of the student to pay the overpayments within 90 days from the date of the withdrawal. Failure to will jeopardize eligibility for future Title IV funding at Morehouse College as well as other institutions of higher education. Students must also complete

Exit Loan Counseling (<http://www.studentloans.gov>) This is a federal requirement of all students who are graduating from Morehouse College; withdrawing; or has dropped below ½ time status.

PURPOSE OF FINANCIAL AID

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 families 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

To apply for grants, loans, work-study and some scholarships you must complete the Free Application for Federal Student Aid (FAFSA). The FAFSA is used to determine your eligibility for federal, state, and Morehouse aid programs. Even if you think you may not be eligible, we encourage you to apply. The FAFSA is available October 1st. We encourage you to file your FAFSA online as soon as possible to avoid errors and ensure faster processing. Morehouse's priority deadline is February 15th.

You may apply for aid before you receive your admission decision however; you will not receive an award notification until you have been admitted into a degree seeking program of study at the College. To ensure that Morehouse College received your FAFSA information, please be sure to include Morehouse's Federal School Code 001582 on your FAFSA.

APPLICATION STATUS

1. Review your Student Aid Report (SAR) sent to you by the US Department of Education for your: Expected family contribution (EFC), PELL eligibility and comments to see if corrections are required or to determine if you have been selected for verification.
2. Schools listed on the [FAFSA](#) will receive your data. Morehouse will receive your results within 5-7 business days from the date it was submitted to the US Department of Education.
3. Watch for the results of your Financial Aid Application. Check your Tigernet periodically for financial aid information, additional requirements, and your award offer.

The US Department of Education selects approximately 30% of a school's population for verification. If you are selected for verification, you will be notified through your Tigernet account. This email will contain a list of documents you must submit to our office before we can continue to process your award.

If additional information is requested, please submit within 10 business days of notification. Please include your name and Morehouse ID on all documents.

VERIFICATION

Verification is the process in which the Department of Education randomly selects approximately 30% of a school's [Free Application for Federal Student Aid \(FAFSA\)](#) application population for review. Verification is used to compare information provided on the student's FAFSA with Federal tax returns, W2's, and/or other financial documents. If a student is selected for verification, they will receive notification via their Morehouse Tigernet account listing the additional information required.

If a student's file is selected for verification, the student and/or parents must provide an IRS Tax Transcript or match income data on the FAFSA using the IRS Data Retrieval Tool.

REQUIRED VERIFICATION ITEMS:

- Household size (number of people living in your household)
- Number in college (number of household members attending a post-secondary educational institution at least half-time)
- Adjusted gross income (AGI)
- Income earned from work
- Income taxes paid
- Sources and amount of untaxed income

ELIGIBILITY FOR AID

Student applying for Federal Student Aid must meet the following criteria:

1. Be a U.S. citizen or eligible non-citizen.
2. Have a valid [Social Security Number](#).
3. Be registered with [Selective Service](#) if you are a male and 18 to 25 years of age.
4. Have a high school diploma or General Education Development Certificate (GED) or passed an exam approved by the US Department of Education.
5. Be enrolled or accepted for enrollment as a regular student working toward a degree.
6. Not have a drug conviction for an offense that occurred while you were received federal student aid such as grants, loans, or work-study.
7. Must not owe a refund on a Federal Grant or be in default on a Federal Student Loan.
8. Must demonstrate financial need (except for Unsubsidized Stafford Loans).

HOW YOUR AWARD IS CALCULATED

To determine the types and amounts of financial aid a student is eligible to receive our office must take into account the student's Expected Family Contribution (EFC), estimated Cost of Attendance (COA), current grade level and merge this information in the federal and state aid program parameters.

EXPECTED FAMILY CONTRIBUTION

The Expected Family Contribution is a measure of your family's financial strength and is calculated according to a formula established into law by the Department of Education. Your family's taxes, untaxed income, assets, and benefits such as unemployment are all considered in the formula. Also considered are your family size and the number of family members who will attend college during the academic year. Your EFC is the amount of funding you and your parents are expected to contribute toward one year of your education

ESTIMATED COST OF ATTENDANCE

The estimated Cost of Attendance is an estimate of the amount of money required to attend Morehouse College for one year (fall and spring semesters). This amount includes tuition and fees, room and board(meals), books and supplies, transportation, personal expenses, health insurance (if applicable), and a loan fee.

UNMET FINANCIAL NEED

Unmet Financial Need is determined by subtracting your EFC from your COA. Financial need is the maximum amount of need-based aid a student is eligible to receive.

Estimated Cost of Attendance	\$48,723
Expected Family Contribution	-\$3,000
Financial Need	\$45,723

AVAILABLE AID

There are three primary sources of aid, the federal government, the state government, and the institution. Another, smaller source of aid is private/outside organizations. These funding sources offer grants, scholarships, loans, and funding for employment and/or service. Explore these pages for information on a variety of aid sources and programs, but remember in most cases you must file a [Free Application for Federal Student Aid \(FAFSA\)](#) to be considered.

Grants are funds that do not require repayment. Grants are generally awarded to students with the greatest financial need, which is determined by the completion of the [Free Application for Federal Student Aid \(FAFSA\)](#). The Federal grant program consists of [Pell](#), [SEOG](#), and [Iraq and Afghanistan Service Grant](#).

Scholarships are gifts of money that do not require repayment. Scholarships usually recognize special achievements in academics, talent, and leadership. Scholarship can come from a variety of sources.

Loans are funds that students and/or parents may borrow to pay for school and require repayment. The Federal Loan program consists of [Direct Stafford](#), [Perkins](#), [Parent PLUS](#), and [Graduate PLUS](#). Student may also obtain a [Private/Alternative Loan](#) to assist with costs as well. [Private/Alternative Loans](#) are non-federal loans and terms of the loan and repayments options are determined by the lender.

Employment is funding earned by the student.

FEDERAL GRANT PROGRAMS

PELL

A Federal Pell Grant, unlike a loan, does not have to be repaid. Pell Grants are awarded to undergraduate students who have not earned a bachelor's degree. Grant amounts depend on the student's expected family contribution (EFC); the estimated cost of attendance (determined by the institution); the student's enrollment status (full-time, part-time, $\frac{3}{4}$ time, or less than half-time); and whether the student attends for a full academic year or less.

PELL LIFETIME ELIGIBILITY

Effective July 1, 2012 students can receive the Federal Pell Grant for no more than 12 academic semesters or the equivalent. The amount of Federal Pell Grant funds students may receive over their lifetime is limited by a new federal law to be the equivalent of six years of Pell Grant funding. Since the maximum amount of Pell Grant funding students can receive each year is equal to 100%, the six year equivalent is 600%. To determine how much of the maximum six years (600%) of Pell Grant you have used each year, the U.S. Department of Education compares the actual amount you received for the award year with your scheduled award amount for that award year.

SEOG

The Federal Supplemental Educational Opportunity Grant (FSEOG) program is for undergraduates with exceptional financial need. Pell Grant recipients with the lowest expected family contributions (EFC) will be considered first for a FSEOG. FSEOG does not have to be repaid. You can receive between \$100 and \$4,000 a year, depending on when you apply, your financial need, funding, and Morehouse College financial aid policy.

IRAQ AND AFGHANISTAN SERVICE GRANT

A student who is not eligible for a [Pell Grant](#) but whose parent or guardian was a member of the U.S. Armed Forces and died because of service performed in Iraq or Afghanistan after September 11, 2001 may be eligible to receive the Iraq and Afghanistan Service Grant. You must be under 24 years old or enrolled at least part-time in college at the time of your parent's or guardian's death. The grant award is equal to the amount of a maximum [Pell Grant](#) for the award year.

GEORGIA STATE PROGRAMS

HOPE SCHOLARSHIP

The HOPE Scholarship is funded by the Georgia Lottery for Education Act and is available only to degree-seeking undergraduate students who meet the definition of a Georgia Resident for HOPE Scholarship purposes.

ELIGIBILITY

HOPE Scholarship recipients must have a cumulative 3.0 GPA at the end of each spring semester to continue eligibility. In addition to these requirements, traditional and nontraditional students must have a 3.0 cumulative HOPE GPA after the 30th, 60th, and 90th attempted hour. If the student does not meet the GPA requirements at 90 hours, he/she cannot regain his/her eligibility.

In all cases, a student must be a U.S. Citizen or an Eligible Non-Citizen and meet the requirements to be classified as a Georgia resident for either 12 or 24 consecutive months immediately prior to the first day of classes of the school term for which the HOPE Scholarship is sought.

Additional eligibility requirements:

- Be enrolled at an eligible postsecondary institution in matriculated status leading to a degree.

- Be a legal resident of Georgia for tuition purposes.
- Register with Selective Service (men only).
- Be in compliance with the Georgia Drug-Free Post-secondary Education Act of 1990.
- Not be in default or owe a refund on a federal or state financial aid program.
- Not have a bachelor's degree.
- Maintain Satisfactory Academic Progress.

HOPE SCHOLARSHIP APPLICATION DEADLINES

Students must have an application submitted by the last day of the semester in which they are seeking the HOPE Scholarship.

Note: If additional information is required, it must be submitted within 10 days of request.

Morehouse College has a Plus/Minus grading system, however, for the purpose of calculating the cumulative GPA for HOPE Scholarship eligibility only letter grades of A – F will continue to be used and Plus/Minus will not be considered.

AWARD AMOUNTS

Award amounts vary and are determined by the State.

LENGTH OF SCHOLARSHIP

For the school term in which a student reaches the Attempted Hours or Combined Paid-Hours limit of 127 semester hours, the student can be paid ONLY for the hours up to the Attempted Hours or Combined Paid-Hours limit. Example: There are no exceptions covering extra hours needed for dual-degree programs, second majors, or change in major.

Once a student reaches either the Attempted Hours limit or the Combined Paid-Hours limit, he or she is no longer eligible for the HOPE Scholarship.

ATTEMPTED HOURS LIMIT

All credit hours attempted after high school graduation are calculated when determining eligibility, even if they are not accepted by Morehouse College. Credits hours forgiven by the institution are included in the calculations. It is the student's responsibility to ensure that Morehouse College has transcripts from all institutions of higher learning (post high school graduation) in order for the Office of Financial Aid to accurately determine the student's eligibility. Eligibility ends when a student attempts 120 credit hours.

NOTE: The HOPE GPA does not necessarily match the cumulative GPA shown in BANNER. Please contact Office of Financial Aid with inquiries regarding your HOPE GPA.

REGAINING ELIGIBILITY FOR THE HOPE SCHOLARSHIP

Students who lose the HOPE scholarship at a 30, 60 or 90 hour checkpoint, or an End-of-Spring checkpoint may regain eligibility if they have a 3.0 at the point of attempting 60 or 90 semester hours.

After a student has attempted 90 credits, he or she cannot be reevaluated. Students who lost the HOPE Scholarship at one of the checkpoints and now have a 3.0 at 60th or 90th check point are required to notify the Office of Financial Aid to be reviewed again for HOPE eligibility.

For More Information

For more information on the HOPE Scholarship, or to view the HOPE regulations, please contact the Georgia Student Finance Commission (GSFC): 770-724-9000 or 800-505-GSFC (4732), or <http://www.gacollege411.org>.

ZELL MILLER SCHOLARSHIP

The Zell Miller Scholarship is funded by the Georgia Lottery for Education and is administered by the Georgia Student Finance Commission. The Scholarship is available only to degree-seeking undergraduate students who meet the definition of a Georgia Resident for HOPE Scholarship purposes.

The Zell Miller Scholarship is a merit-based scholarship program with specific academic and grade point average eligibility

requirements. The purpose of the program is to encourage the academic achievement of Georgia's high school students and Georgians seeking degrees from postsecondary institutions located in Georgia.

ELIGIBILITY

In all cases, a student must be a U.S. Citizen or an Eligible Non-Citizen and meet the requirements to be classified as a Georgia resident for either 12 or 24 consecutive months prior to the first day of classes of the school term for which the Scholarship is sought.

Graduated from an eligible high school in 2011 or beyond:

Have at least a 3.7 HOPE GPA and a 1200 on the Math and Reading portions of the SAT or a 26 composite on the ACT OR graduate as the Valedictorian or the Salutatorian from an eligible high school OR graduate from an ineligible high school with a 1200 on the Math and Reading portions of the SAT or a 26 composite on the ACT AND achieve at least a 3.3 HOPE GPA at the 30 semester hour check-point in college.

First entered college in 2007 or beyond:

Have at least a 3.7 HOPE GPA and a 1200 on the Math and Reading portions of the SAT or a 26 composite on the ACT or having graduated as the Valedictorian or the Salutatorian from an eligible high school AND must have had at least a 3.3 postsecondary HOPE GPA at the most recent check-point.

Note: If a student did not or does not graduate from high school academically eligible for Zell Miller, then the student can never earn Zell Miller. Students may get awarded Zell Miller or HOPE Scholarship, but not both.

ADDITIONAL ELIGIBILITY REQUIREMENTS:

- Be enrolled at an eligible postsecondary institution in a matriculated status leading to a degree.
- Be a legal resident of Georgia for tuition purposes.
- Register with Selective Service (men only).
- Be in compliance with the Georgia Drug-Free Post-secondary Education Act of 1990.
- Not be in default or owe a refund on a federal or state financial aid program.
- Not have a bachelor's degree.
- Maintain Satisfactory Academic Progress.
- Maintain a 3.3 GPA in college at all checkpoints.
- Zell Miller Scholarship Application Deadlines
- Students must have an application submitted by the last day of the semester in which they are seeking the Zell Miller Scholarship.
- Note: If additional information is required, it must be submitted within 10 days of request.
- Morehouse College has a Plus/Minus grading system, however, for the purpose of calculating the cumulative GPA for Zell Miller Scholarship eligibility only letter grades of A – F are used and Plus/Minus will not be considered.

AWARD AMOUNTS

Award amounts are determined by the State.

LENGTH OF SCHOLARSHIP

For the school term in which a student reaches the Attempted Hours or Combined Paid-Hours limit of 120 semester hours, the student can be paid ONLY for the hours up to the Attempted Hours or Combined Paid-Hours limit. There are no exceptions covering extra hours needed for dual-degree programs, second majors, or change in major.

Once a student reaches either the Attempted Hours limit or the Combined Paid-Hours limit, he or she is no longer eligible for the Scholarship.

ATTEMPTED HOURS LIMIT

All credit hours attempted after high school graduation are calculated when determining Zell Miller eligibility, even if they are not accepted by Morehouse College, taken outside of the state of Georgia or at an institution in a foreign country or unaccredited institution. Credits hours forgiven by the institution are included in the calculations. It is the student's responsibility to ensure that the state of Georgia has transcripts from all institutions of higher learning (post high school graduation) in order for the Office of Financial Aid to accurately determine the student's Zell Miller eligibility. Eligibility

ends when a student attempts 127 credit hours, even if Zell Miller funds did not pay for those credits.

NOTE: The required Scholarship GPA does not necessarily match the cumulative GPA shown in BANNER. Please contact the Office of Financial Aid with inquiries regarding your Scholarship GPA.

COMBINED PAID-HOURS LIMIT

All hours for which students received payment from Zell Miller or HOPE Scholarship programs are included in calculating the total Combined Paid hours.

REGAINING ELIGIBILITY FOR THE ZELL MILLER SCHOLARSHIP

Students who lose the Zell Miller Scholarship at any checkpoint may still get HOPE Scholarship, assuming all requirements, including the 3.0 HOPE GPA, are met.

A student may regain the Zell Miller Scholarship after losing it at a checkpoint only one time. A student may regain eligibility if they have a 3.3 at the point of attempting 60 or 90 semester hours.

If a student loses the Zell Miller Scholarship a second time, the student may still keep the HOPE Scholarship, assuming all requirements, including the 3.0 HOPE GPA, are met.

When a student loses Zell Miller and HOPE Scholarship, simultaneously by dropping below a 3.0 HOPE GPA, the student would be considered as losing both Zell Miller and HOPE Scholarship. If a student loses Zell Miller and retains HOPE Scholarship, but then loses HOPE twice, the student would no longer be eligible to regain Zell Miller.

For more information on the Zell Miller Scholarship, or to view the Zell Miller Scholarship regulations, please contact the Georgia Student Finance Commission (GSFC): 770-724-9000 or 800-505-GSFC (4732), or www.gacollege411.org.

GEORGIA TUITION EQUALIZATION GRANT PROGRAM

The Georgia Tuition Equalization Grant is funded by the State of Georgia to Georgia resident students who meet the residency status, academic classification, minimum academic load, and other eligibility requirements. The amount is stipulated by the state legislature each year. Students must be enrolled in 12 credit hours.

INSTITUTIONAL PROGRAMS

Morehouse Special Grants- Institutional grant-based on need ranging from \$200 to \$10,000.00.

MOREHOUSE COLLEGE SCHOLARSHIPS

The Morehouse Academic Scholarship Programs (MASP) provides renewable scholarships to first-time freshman. Please contact the Admissions Office for details, requirements and policies. Also, check with your individual departments to find out about scholarships they administer and obtain instructions on how to apply.

MOREHOUSE COLLEGE RESTRICTED SCHOLARSHIP

Students who wish to apply for a Restricted Scholarship should complete the application and submit to financial aid by February 15th. The application can be found on the Morehouse website under financial aid forms.

OUTSIDE SCHOLARSHIPS

Morehouse College has a large listing and links to outside scholarships on the financial aid website. Please use these links to apply for scholarships that you feel you may be eligible to be awarded.

LOANS

DIRECT STAFFORD

Direct Stafford Loans, issued from the William D. Ford Federal Direct Loan Program, are low-interest loans for eligible students to help cover the cost of higher education at a four-year college. Eligible students borrow directly from the U.S. Department of Education through Morehouse College. Direct Stafford Loans include Direct Subsidized Loans (loans for students with financial need) and Direct Unsubsidized Loans (loans for students without financial need). Both require the completion of the [Free Application for Federal Student Aid \(FAFSA\)](#).

The Direct Subsidized Loans are for students with financial need. Students are not charged interest while enrolled in school at least half-time and during grace and deferment periods.

The Direct Unsubsidized Loans accrues (accumulates) interest from the time it's first paid out. You can pay the interest while you are in school, during grace periods, and deferment or forbearance periods, or you can allow it to accrue and be capitalized (added to the principal amount of your loan). If you choose not to pay the interest as it accrues, this will increase the total amount you have to repay.

Students receiving a Stafford Loan for the first time must complete a [Master Promissory Note \(MPN\)](#) online. The MPN is a legal document in which the student promises to repay the loan and any accrued interest and fees to the Department of Education. It also explains the terms and conditions of the loan.

There are limits on the maximum amount you are eligible to receive each academic year (annual loan limit) and in total (aggregate loan limits). The actual amount you can borrow each year depends on your year in school, whether you are a dependent or independent student and other factors. Depending on your financial need, you may be eligible to receive a subsidized loan for an amount up to the annual subsidized loan borrowing limit for your grade level of study. If you have education expenses that have not been met by subsidized loans and other aid, you may also receive an unsubsidized loan as long as you don't exceed the combined subsidized and unsubsidized annual loan limits.

Annual Maximum and Aggregate Limits: The following chart provides the annual maximum and aggregate loan limits for Subsidized and Unsubsidized Federal Direct Stafford Loans:

Classification	Dependent Undergraduate Student	Independent Undergraduate Student
Freshmen 0-25 earned credits	\$5,500—No more than \$3,500 of this amount may be in subsidized loans. \$4,000- Parent PLUS Denial	\$9,500—No more than \$3,500 of this amount may be in subsidized loans.
Sophomore 26-57 earned credits	\$6,500—No more than \$4,500 of this amount may be in subsidized loans. \$4,000-Parent PLUS Denial	\$10,500—No more than \$4,500 of this amount may be in subsidized loans.
Junior/Senior 58-89+ earned credits	\$7,500—No more than \$5,500 of this amount may be in subsidized loans. \$5,000- Parent PLUS Denial	\$12,500—No more than \$5,500 of this amount may be in subsidized loans.
Aggregate Limit	\$31,000—No more than \$23,000 of this amount may be in subsidized loans.	\$57,500—No more than \$23,000 of this amount may be in subsidized loans.

PARENT PLUS

Parents of dependent students may apply for a Direct PLUS Loan to help pay their child's education expenses. The annual limit on a PLUS Loan is equal to the student's cost of attendance minus any other financial aid the student receives. For example, if the cost of attendance is \$6,000 and the student receives \$4,000 in other financial aid, the student's parent can request up to \$2,000.

The Department of Education will send the loan funds to the student's school. In most cases, the loan will be disbursed in at least two installments, and no installment will be more than half the loan amount. The school will use the loan money first to pay the student's tuition, fees, room and board, and other school charges. If any loan funds remain, the parent will receive the amount as a check or other means, unless he or she authorizes the amount to be released to the student or transferred into the student's account at the school. Any remaining loan funds must be used for the student's education

expenses.

The interest rate is fixed at 7.9%. Interest is charged from the date of the first disbursement until the loan is paid in full. The parent will pay a fee of 4.288% of the loan amount, deducted proportionately each time a loan disbursement is made. The repayment period for a Direct PLUS Loan begins when the loan is fully disbursed, and the first payment is due 60 days after the final disbursement. However, for Direct PLUS Loans with a first disbursement date on or after July 1st, the parent may defer repayment while the student on whose behalf the parent borrowed the loan is enrolled on a half-time basis, and for an additional six months after the student, ceases to be enrolled at least half-time.

ELIGIBILITY

The parent borrower must be the student's biological or adoptive parent. In some cases, the student's stepparent may be eligible.

The student must be a dependent student who is enrolled at least half-time. Generally, a student is considered dependent if he or she is under 24 years of age, has no dependents, and is not married; a veteran, a graduate or professional degree student or a ward of the court.

The parent borrower must not have an adverse credit history (a credit check will be done). If the parent does not pass the credit check, the parent may still receive a loan if someone (such as a relative or friend who is able to pass the credit check) agrees to endorse the loan. The endorser promises to repay the loan if the parent fails to do so.

The student and parent must be U.S. citizens or eligible non-citizens, must not be in default on any federal education loans or owe an overpayment on a federal education grant, and must meet other general eligibility requirements for the federal student aid programs.

The parent must complete a [Direct PLUS Loan Application and Master Promissory Note](#). The MPN is a legal document in which the borrower promises to repay the loan and any accrued interest and fees to the Department. It also explains the terms and conditions of the loan. In most cases, one MPN can be used for loans that a parent receives over multiple academic years although a separate Loan Request must be filed for each school year.

PERKINS

A Federal Perkins Loan is a low-interest (5 percent) loan for both undergraduate and graduate students with exceptional financial need demonstrated through completion of the Free Application for Federal Student Aid (FAFSA). Federal Perkins Loans are made through a school's financial aid office. Your school is your lender, and the loan is made with government funds. You must repay this loan to your school. You can borrow up to \$5,500 for each year of undergraduate study (the total you can borrow as an undergraduate is \$27,500). The amount you receive depends on when you apply; your financial need; and the funding level at the school. If you're attending school at least half time, you have nine months after you graduate, leave school, or drop below half-time status before you must begin repayment.

EMPLOYMENT

FEDERAL WORK-STUDY PROGRAM

Federal Work-Study (FWS) is a federally funded program that provides part-time job opportunities for undergraduate students with financial need; allowing them to earn money to help pay education expenses. The program encourages community service work and work related to the recipient's course of study. Eligibility is determined by the completion of the FAFSA, enrollment status, and Satisfactory Academic Progress. ONLY students qualified by the Office of Financial Aid are eligible to participate in the program.

Qualified students who accept FWS must come to the Office of Financial Aid to get their contracts. The contract has to be signed by the Student, Work-Study Manager, and their Supervisor. This contract must be returned to the Office of Financial Aid before the student begins working. Students are paid by the hour. Hourly pay rates are based on the students experience level and range from \$7.25-\$10.00 per hour. Student cannot exceed 20 hours per week during the academic year. The amount of FWS earned can't exceed the total award amount. FWS students are paid bi-weekly and must submit time sheets signed by the student and the Supervisor. When assigning work hours, students and their employer should consider the students award amount, class schedule, and academic progress. If a student works off campus, their employer will usually be a private nonprofit organization or a public agency, and the work performed must be in the public interest.

INSTITUTIONAL EMPLOYMENT

Institutional jobs are part-time hourly jobs on campus available to any student currently registered at Morehouse College in good academic standing (minimum 2.0 cumulative GPA). These positions are part-time positions paid directly out of the hiring department's budget. Hourly pay rates will vary depending on the department's budget, student's experience level, and the required duties and responsibilities of the positions. Student employees may not work more than 20 hours a week during the academic year. Students are paid bi-weekly and must submit a timesheet signed by the student and the supervisor.

AWARD TERMS AND CONDITIONS

By accepting your financial aid award package, you acknowledge and accept the following terms and conditions:

1. I must register as a full-time student at Morehouse each semester. Failure to register as a full-time student by the end of the drop/add period will cause a revision or cancellation of my financial aid.
2. I must maintain Satisfactory Academic Progress toward my degree each year in accordance with Morehouse's Satisfactory Academic Progress Policy.
3. I will immediately report additional financial assistance I receive from outside sources to the Financial Aid Office. I understand that if I receive financial assistance from other sources, my financial aid package may be revised and I will be notified via my Tigernet email account.
4. Morehouse College reserves the right to revise my award package if:
 - Government regulations, university policy, and/or sources of funding change prior to or during the award year.
 - Over payments occur.
 - I fail to accept aid within 14 days of notification.
 - I withdraw from the College.
 - A change in my enrollment and/or admission status occurs.
5. I understand that disbursements of aid to my Student account will not occur until all my requirements are satisfied.
6. By accepting my financial aid online, I authorize Morehouse College to credit my Student account with the financial aid that I have accepted. If I am responsible for late fees and/or related educational costs, I authorize payment of these charges with my financial aid.
7. I understand that I am responsible for paying my current or previous semester balance before my current aid will disburse.
8. I understand that I have 14 days from the date of disbursement to cancel all or a portion of my loan. If I decide to cancel all or a portion of my aid, I must contact the Financial Aid Office in writing.

ACCEPTING AWARD OFFER

1. Review your award to accept and/or decline the offer.
 - Log into Tigernet
 - Select "My Finance"
 - Select "Financial Aid"
 - Select "Award for Aid Year"
 - Select the appropriate aid year and click "Submit"
 - Select "Accept Award Offer" tab
 - Read Terms and Conditions
 - Choose "Accept" or "Decline" in the drop menu beside each offer
 - Once final decision has been made click "Submit Decision"
2. Grants and Scholarships are automatically accepted.
3. First Time Borrowers of a Federal Direct Stafford Loan will need to complete Entrance Loan Counseling and a Master Promissory Note.
4. First Time Borrowers of Federal Parent PLUS will need to complete a Master Promissory Note.
5. If you were offered a Perkins Loan and accepted it, you will need to complete a Perkins Master Promissory Note.
6. Complete the Additional Aid and Other Resources form and submit copies of all outside scholarship award notices to Morehouse Colleges Financial Aid Office if applicable.
7. Complete the Title IV Refund Form.

8. This form allows our office to discuss financial aid information with authorized individuals in your absence such as your parent(s) or spouse. After you log into Tigernet, there will be a link under forms to Title IV Refund forms, provide the required information. You must update their status every year.

DISBURSEMENT OF AID

The College's Student Accounts Office bills students for tuition, required fees, housing, and dining charges. The Financial Aid Office will disburse student's financial aid directly to their student account. This account is part of an automated system the Student Account Office uses to manage the billing and payment of tuition, fees, campus housing, dining, and other miscellaneous charges. Before aid is disbursed to a student's account, they must meet all eligibility requirements.

Credit Balances: Any balance left on a student's account after all charges owed to the College has been paid will be disbursed through [Higher One](#) based on the chosen refund option.

Refunds and Repayments: If a student's registration status changes this, may reduce, and/or cancel financial aid eligibility. Before making changes, students should consult their Academic and Financial Aid Advisor.

Check Payments: Some private scholarships and alternative loan programs mail checks to the College. These checks are usually made payable to both the College and the student. The student will be notified via their P.O Box once the check has been received if student endorsement is required. All checks must be endorsed before they are credited to the students account.

SPECIAL CIRCUMSTANCES

Occasionally families experience changes in income and/or resources such as: loss of job(s) or benefit income, one-time nonrecurring income, separation or divorce of student or parent, death of a parent or student's spouse, excessive medical expenses not covered by insurance, and other catastrophic event affecting family income. As a result of these unexpected changes, students and/or parents have the right to file a Special Circumstance Petition. All requests must include supporting documentation. Failing to provide proper documentation will result in a denial of the petition. Students with approved petitions will be notified of changes via their Morehouse email account.

SATISFACTORY ACADEMIC PROGRESS POLICY

Both Federal statutes and U.S. Department of Education regulations require institutions of higher education to establish minimum standards of Satisfactory Academic Progress for students receiving federal aid. In addition, all State Student Assistance program regulations (Georgia Tuition Grant) require students to meet the Satisfactory Academic Progress criteria established for federal student aid.

Satisfactory Academic Progress means a student is proceeding in a positive manner toward fulfilling degree requirements. Satisfactory Academic Progress consists of two components of measurement, quantitative and qualitative, which measure:

1. Pace – Minimum Overall Completion Rate (67%)
2. Overall Earned Credit Hours $\geq .67 \times$ Overall Attempted Credit Hours
3. Timeframe – Maximum Total Attempted Credit Hours (150%)
4. Undergraduate: 180 overall attempted credit hour maximum (120 credit hours \times 150%)
5. GPA – Minimum Cumulative GPA (range 1.8 to 2.0)
6. Based on grades earned each semester of attendance.

A student's Satisfactory Academic Progress status is reviewed at the end of each semester, including the summer term.

QUANTITATIVE MEASUREMENT

1. Pace – Minimum Overall Completion Rate Percentage (67%)
Number of overall earned credit hours must equal at least 67% of overall attempted credit hours
Student financial aid recipients must demonstrate measurable progress toward earning a degree by successfully completing 67% of all hours at Morehouse College, including all hours accepted in transfer and all hours included

in an approved financial aid consortium agreement. The chart below shows whether a course with a specific course grade or course registration is included when determining attempted or earned credit hours, or in the GPA calculation.

Grade	Course Registration	Counted in Attempted Credit Hours	Counted in Earned Credit Hours	Counted in GPA Calculation
A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-		Yes	Yes	Yes
F		Yes	No	Yes
I		Yes	No	Yes
P		Yes	Yes	No
W		Yes	No	No
	Non-Credit Courses	No	No	No
	Repeat Courses (grade removed from prior course)	Yes	Yes	Yes

2. Timeframe – Maximum Total Attempted Hours Percentage (150%)

Maximum of 180 attempted credit hours allowed for a 120 credit hour program. Student financial aid is available for up to 150% of the number of hours required to complete the degree program. For most undergraduate programs of study, this provides up to 180 attempted semester hours for student financial aid recipients to complete a 120 semester hour program. Students in undergraduate programs of study requiring more than 120 credit hours may have their eligibility for federal aid extended proportionately upon appeal. All hours attempted and hours accepted in transfer by Morehouse College (including those for which the student did not receive financial aid), count toward the 150% maximum total attempted hours. **Note: During the last semester of eligibility, a student may only receive financial aid for the total number of credit hours remaining in their maximum timeframe.**

Students who have attempted the number of credit hours needed to complete a degree may no longer be eligible for student financial aid. In addition, if it can be shown that the student will not be able to complete an undergraduate degree within the 150% maximum timeframe (generally 180 semester hours), student aid may be revoked.

Degree Program	Maximum Credit Hours (Timeframe)
Bachelor's (120 Hour Program)	180

3. GPA – Minimum overall cumulative GPA requirement based on semesters of attendance.

Students must maintain the following cumulative grade point average (GPA) dependent on their semesters of attendance to maintain financial aid eligibility.

Semesters	Cumulative GPA
2	1.8
4	2.0
6	2.0
8 and above	2.0

Changing Majors – Students who change majors or degree programs during the academic year are strongly encouraged not to withdraw from any classes as doing so could impact their ability to meet the 67% PACE completion

rate requirement and put them at risk of exceeding the 150% maximum timeframe. Students who decide to change majors or degree programs should do so early in their academic career so as not to jeopardize their eligibility for student financial aid. Students who change majors or degree programs must appeal if additional time is needed to complete their program.

Repeat Courses – All courses that are retaken to improve a grade are counted in attempted hours but only one passing grade is counted towards the PACE completion rate.

Incomplete Courses – Student should notify the Office of Financial Aid when a final grade is received.

Undergraduate Transfer Students – Transfer students are subject to the 67% Pace Completion Rate and the 150% Maximum Total Attempted Hours Percentage requirements. All hours attempted while enrolled and all transfer hours accepted by Morehouse College are included in Satisfactory Academic Progress determination. In addition, all courses counted as part of an approved Financial Aid Consortium Agreement will be included in the 67% and 150% calculations.

Mandatory Non-Degree Credit Hour Courses or Zero Credit Hour Courses – Students required to enroll in non-degree or zero credit hour courses may be eligible for an extension to the 150% timeframe.

Independent Study – If grades for an independent study course are not entered prior to the end of the semester the student must contact the Office of Financial Aid when their grades are entered for re-evaluation.

Excessive Elective Courses – Students taking an excessive number of elective courses may have their financial aid revoked, as these courses do not contribute to making satisfactory academic progress toward earning a degree.

Study Abroad and Consortium Courses – Hours enrolled in Study Abroad or Consortium courses are included in determining a student's Satisfactory Academic Progress status. Students may be required to provide the Office of Financial Aid with a copy of their grade report or academic transcript, as these courses are included in the 67% and 150% calculations.

Students Seeking Dual Bachelor's Degrees – Students enrolled in two Bachelor's degree programs at the same time must still meet the 150% standard for completing their degrees and are not eligible for additional hours of aid eligibility. The 150% is calculated from the degree requiring the most hours. Please contact the Office of Financial Aid.

Academic Re-Admission – College approval of Academic Re-Admission does not supersede Satisfactory Academic Progress requirements.

NOTIFICATION AND EVALUATION OF SATISFACTORY ACADEMIC PROGRESS

Notification – The Office of Financial Aid will notify students of their Satisfactory Academic Progress status at the completion of each semester, including the summer term, via the student's Tigernet email address and/or their personal e-mail address, if available. Students may also monitor their Satisfactory Academic Progress via Morehouse College's Student Access Records.

Financial Aid Warning Status – Students failing to meet Satisfactory Academic Progress standards will be placed on Financial Aid Warning for the following semester during which they remain eligible to receive student financial aid. A student shall be removed from the Financial Aid Warning Status at the end of the following semester if he achieves the required Satisfactory Academic Progress Qualitative and Quantitative standards. Students who fail to achieve the Quantitative and/or Qualitative component(s) of the Satisfactory Academic Progress Policy during their Warning period (semester) will lose their eligibility for financial aid and must appeal to be reinstated in a probationary status for one semester.

Satisfactory Academic Progress Appeal Process – Student financial aid recipients who fail to maintain the Quantitative and/or Qualitative component(s) of the Satisfactory Academic Policy due to an extenuating circumstance beyond their control, (serious injury or illness involving the student, or death of an immediate family member), may submit an appeal, to the Office of Financial Aid explaining their circumstances. Students must submit supporting documentation with the appeal which confirms the circumstance. This appeal must be filed within three weeks of the notification of your SAP status.

A student whose appeal is approved is placed on a Financial Aid PROBATION status for the following semester/term AND is required to work with his/her academic advisor to complete an ACADEMIC ADVISOR ASSESSMENT that moves the student toward meeting the Satisfactory Academic Progress Qualitative and Quantitative standards.

Students on Financial Aid PROBATION status are required to meet the following conditions to be eligible to receive financial aid for the subsequent semester:

- Semester GPA must be equal to the cumulative GPA Standard
- Semester PACE completion rate requirement of 67%
- Other conditions as outlined on the student's ACADEMIC ADVISOR ASSESMENT FORM

Students who meet the objective outlined in their Academic Advisor Assessment and the GPA and PACE completion rate requirements during their Financial Aid PROBATION period remain eligible to receive financial aid. Students remain on academic assessment until they once again meet all Satisfactory Academic Progress standards

Students who fail to meet the objectives outlines in their Academic Advisor Assessment or the GPA or PACE completion rate requirements during their Financial Aid PROBATION period become ineligible to receive student financial aid and can only regain their eligibility by once again fully meeting all Satisfactory Academic Progress Quantitative and Qualitative standards.

The Satisfactory Academic Progress appeal form can be found at:

<https://www.morehouse.edu/administration/finance/financialaid/forms.html>

RE-ESTABLISHING ELIGIBILITY WITHOUT AN APPROVED APPEAL

Other than when an appeal is approved for unusual or mitigating circumstances and a student is placed on an Academic Advisor Assessment, a student may reestablish eligibility by taking action that brings the student into compliance with the qualitative and quantitative components of the school's Satisfactory Academic Progress standard. A student's Satisfactory Academic Progress status is reviewed at the completion of each semester, including summer.

REGAINING YOUR STUDENT FINANCIAL AID ELIGIBILITY

A student may be awarded Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, and State financial aid for the payment period in which the student resumes Satisfactory Academic Progress or as the result of an approved appeal. For Federal Direct Loans the Student regains eligibility for the entire period of enrollment in which the student again meets Satisfactory Academic Progress standards. Other rules and regulations governing federal, and student financial aid programs still apply.

This policy pertains to applicants for federal, state of Georgia and Morehouse College controlled aid programs, including most student loan programs. If you have questions about the monitoring of Satisfactory Academic Progress not addressed in this policy, please contact the Office of Financial Aid at 470-639-0727.

STUDENT RIGHTS

All students at Morehouse College have the right to:

1. Know the type of financial assistance available including information on all Federal, State, and University financial aid programs.
2. Know the procedures and deadlines for submitting applications for Federal, State and University aid programs.
3. Know how your financial need was determined, the resources considered in the calculation of your need, and how much of your financial need has been met by Morehouse College.
4. Request a review of your financial aid package if there are changes in your family's ability to meet the cost of attendance.
5. Know how Morehouse determines whether you are making Satisfactory Academic Progress and what happens if you fail to meet the requirement.
6. Know the impact on your financial aid if you withdraw from Morehouse or drop a course.
7. Know the terms and provisions of loan payments, including amount and repayment schedules.
8. Know how Morehouse awards financial aid and when it is disbursed.
9. Know Morehouse's estimated Cost of Attendance and what items are included.
10. Know Morehouse's refund and repayment policy.

STUDENT RESPONSIBILITIES

All students at Morehouse College are responsible for:

- Acknowledging and meeting all deadlines for applying or reapplying for Financial Aid.
- Providing complete and accurate information on the [Free Application for Federal Student Aid \(FAFSA\)](#) and financial aid forms. Misreporting of information for federal aid is a violation of the law and is considered a criminal offense.
- Responding to all requests for additional documentation in a timely manner.
- Reading, understanding, and accepting responsibility for all documents and forms that must be signed and keep copies of them.
- Providing updated information when changes occur such as a withdrawal from school, a change in name, marital status, housing, or expected date of graduation.
- Reading, understanding, and complying with all published financial aid policies.
- Informing the Financial Aid Office of all outside scholarships or resources available to assist you in attending Morehouse College.
- Being in good Academic Standing with the university as well as maintaining Satisfactory Academic Progress.
- Notifying Morehouse of any changes in address.
- Performing in a satisfactory manner within all Federal Work-Study positions.

ACADEMIC POLICIES AND PROCEDURES

GENERAL INFORMATION

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.

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 259 of this catalog.

COURSEWORK

CREDIT HOUR

Academic credit at Morehouse College is awarded based on the successful completion of learning outcomes. All courses are approved by the college's faculty through a process that requires review and action by all appropriate academic programs and the recommendation of the Morehouse Committee on Curriculum and Educational Policy (CCEP).

Contact with the course instructor is a key component required for students to meet learning outcomes at Morehouse College. In keeping with accepted practice in American higher education, Morehouse uses the semester hour as the unit for expressing the completion of academic credit. One semester credit hour is granted for a minimum of three hours of student academic work per week, on average, for a semester of approximately fifteen weeks in duration. Academic work includes not only formally structured activities such as lectures, seminars, laboratories, supervised field work, tutorials, and applied and studio instruction; it also includes out-of-class activities such as required conferences with the faculty member, homework, research, writing and revision, reading, independent study, community engaged experiences, recitals, rehearsals, and recitations.

To maintain the integrity of the overall contact between students and faculty, courses offered in terms of shorter duration shall have increased academic work per week to compensate for the decrease in term length.

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.

REGISTRATION

Course Pre-Selection and Registration

On appointed days late in each semester, all continuing students are urged to pre-select courses electronically via BannerWeb 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 the Department Chairperson).

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 withdrawn from the course or receive a failing grade.

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 either the Student Life Center, the Health Care Center, or the Student Counseling and Disability Center 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 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 of leaving for the summer session.

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:

A+	4.0	B+	3.3	C+	2.3	D+	1.3		
A	4.0	B	3.0	C	2.0	D	1.0		
A-	3.7	B-	2.7	C-	1.7	D-	0.7	F	0

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 grade-point hours (GPA). 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 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. (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 and approved study abroad 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:

	Number of Credit Classification Hours Earned	Minimum Cumulative GPA to Avoid Separation
Freshman	0-25	1.7
Sophomore	26-57	1.8
Junior	58-88	1.9
Senior	89 and above	2.0

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 1.0. 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 of 1974 ("the Act", often referred to as FERPA or the "Buckley Amendment") is designed to protect the confidentiality of the records that educational institutions maintain on their students and to give students access to their records to assure the accuracy of their contents. The Act affords you certain rights with respect to your education records. They are:

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, 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.
3. 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.

4. 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.
5. 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.
6. 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.
7. 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

8. 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

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:

9. Specification of record to be released.
10. Reason for release.
11. 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:

12. Whether or not student is enrolled
13. Dates of enrollment
14. Classification
15. Degree earned (if any) and date
16. Major
17. Honors received
18. Weight and height of athletes
19. Most recent previous school attended
20. Participation in officially recognized activities and sports
21. 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.

PROGRAMS OF STUDY

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 an additional major, 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 (For all students entering before Fall 2018)

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 101G-102G (a two- semester sequence) or ENG 103G (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 101G and 102G English Composition (6 hours)

Or

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

Literature

ENG 250G World Literature I (3 hours)

History

HIS 111G and 112G 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 100G College Algebra (3 hours)

MTH 110G Finite Mathematics (3 hours)

MTH 120G Pre-Calculus (3 hours)

MTH 130G Basic Statistics (3 hours)

MTH 161G Calculus I (4 hours)

Modern Foreign Languages

MFL 201G and 202G (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 201G);

Survey of Visual Arts (ART 110G) or African-American Art (ART 140G);

Introduction to Philosophy (PHI 201G)

OR

Philosophical Ethics (PHI 302G); and **one** of the following music courses:

MUS 111G Masterpieces of Music (3 hours)

MUS 116G The Oral Tradition in African-American Folk Music (3 hours)

MUS 203G Introduction to Church Music (3 hours)

MUS 310G History of Jazz (3 hours)

MUS 404G Survey of African-American Music (3 hours)

Sciences

Students who are pursuing a B.A. degree will take the following two courses: BIO 101G Biological Science (3hours) and PHY 102G Physical Science (3 hours) and their corresponding laboratories.

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

Social Sciences

Students must complete two of the courses listed below (a course cannot count towards major and the general education program at the same time).

ECO 201G Principles of Economics (Macro) (3 hours)

ECO 202G Principles of Economics (Micro) (3 hours)

PSC 228G Comparative Politics (3 hours)

PSC 251G National Government (3 hours)

PSC 252G State and Local Government (3 hours)

PSC 285G Introduction to International Relations (3 hours)

UST 261G Introduction to Urban Studies I (3 hours)

UST 262G Introduction to Urban Studies II (3 hours)

SOC 101G Introduction to Sociology (3 hours)

SOC 102G Cultural Anthropology (3 hours)

SOC 103G Social Problems (3 hours)

SOC 206G Social Psychology

SOC 215G Criminology (3 hours)

SOC 255G The Family (3 hours)

SOC 256G Men in Society (3 hours)

SOC 259G Women in Society (3 hours)

PSY 101G Psychology as a Social Science (3 hours)

PSY 260G Psychology of the African-American Experience (3 hours)

PSY 287G 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 151G Aquatics and Fitness

HPED 152G Badminton and Fitness

HPED 153G Basketball and Fitness

HPED 154G Tennis and Fitness

HPED 155G Fitness for the Non Traditional Student

HPED 156G Individualized Fitness for the Non Traditional Student

HPED 157G 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.

NEW GENERAL EDUCATION PROGRAM (Begins In Fall 2018 for All Incoming Students)

The mission of the general education program at Morehouse College is to ground students in African and African Diasporic heritage while empowering students to integrate knowledge and skills from their academic and co-curricular experiences. We want students to become active participants in their own learning. This means that the College's general education program will be distinctive in its deliberate use of texts, examples, perspectives, and principles of Black people across time and from Africa and its Diaspora. Students will explore themes of social justice, equity and protest across various disciplines. Students will also demonstrate breadth of learning and develop critical intellectual skills. We see general education as a starting point for life-long work that students will continue as they pursue their majors, graduate from Morehouse and go out into the world.

STUDENT LEARNING OUTCOMES

As a result of completing this program, students will be able to:

- Demonstrate Integrative Learning in Black Life, History, and Culture
- Communicate Effectively
- Practice Global Citizenship
- Apply the Principles of Ethical Leadership
- Identify, Explore and Solve Problems
- Demonstrate Breadth and Integration of Learning across Disciplines
- Engage Identity and Equity

DISTRIBUTION REQUIREMENTS

To reach these learning outcomes, students will be required to complete the following general education requirements*:

			Credit Hours	Points
Writing	Skill	English Composition	3	
	Skill	Critical Writing	3	
Language	Skill	Through 201 or Equivalent	0-9	
Mathematical & Quantitative Literacy	Skill	One 3 or 4 credit hour course that is at a Level above College Algebra	3-8	
Health & Wellness	Skill	Activity and Life Skills Requirement	1-2	
Arts & Literature	Area	One Course	3	
Ideas & Ethics	Area	Two Courses	6	
Society & Culture	Area	Two Courses	6	
Scientific Discovery	Area	Two Courses	8	
FYE/BLHAC	Designation	Two Thematic Area Courses with the FYE Designation	n/a	
Crown Forum	Area		n/a	40
			32-48	40

*Writing courses are satisfied by a grade of C or higher. For all other courses, requirements are met with a grade of D or higher (note that some general education courses may require a higher grade as a prerequisite).

STUDENT LEARNING OUTCOMES

Success begins with identifying and codifying the right set of student learning outcomes, which set the college-level competences we expect our students to attain. Individual courses, co-curricular activities, and the overall structure of the general education curriculum is designed for students to meet these learning outcomes. Upon completing the general education program, learners will be able to:

DEMONSTRATE INTEGRATIVE LEARNING IN BLACK LIFE, HISTORY, AND CULTURE

- » analyze the histories, cultures, and peoples of Africa and its Diaspora through multiple disciplines and critical perspectives, including but not exclusive to African-centered models;
- » Understand the diverse experiences, patterns, philosophies, theories, and ways of knowing pertaining to Africa and its Diaspora.

COMMUNICATE EFFECTIVELY

- » present ideas effectively and persuasively using writing, speech, and digital and emerging media;
- » Show patience and discipline to absorb others' perspectives and ideas and to respond thoughtfully and professionally.

PRACTICE GLOBAL CITIZENSHIP

- » understand diverse communities, cultures, and nations, including the impact and contributions of other people;
- » Analyze pressing global problems.

IDENTIFY, EXPLORE, AND SOLVE PROBLEMS

- » use different disciplines to identify issues in society worthy of challenge;
- » think critically, innovatively, and responsibly to question and challenge those issues;
- » Work collaboratively and creatively to develop solutions.

APPLY THE PRINCIPLES OF ETHICAL LEADERSHIP

- » Understand major theories and models of ethical leadership and their implications;
- » evaluate principles of ethics and justice from different disciplines and theoretical perspectives;
- » Apply principles of ethical leadership.

DEMONSTRATE BREADTH AND INTEGRATION OF LEARNING ACROSS DISCIPLINES

- » be well-versed in the knowledge, ideas, big questions, and methods of discovery across a variety of disciplines;
- » understand the relationship between and integrate knowledge, ideas, and methodologies from the arts, humanities, science and math, social sciences and business;
- » Demonstrate mastery of and a capacity to continue to learn technologies, tools and contemporary techniques for inquiry and analysis.

ENGAGE IDENTITY AND EQUITY

- » engage issues of identity—race and gender; sexuality; belief systems and religion; nationality; class; and others—both in self and in others;
- » use theory to inform life experiences and vice-versa;
- » Examine constructs of identity with rigor and emotional intelligence, all in the context of understanding and achieving equity.

Students are *introduced* to these goals in the general education curriculum, but it is our expectation that students will continue to develop higher levels of competency in each of these learning outcomes within majors, minors, elective courses and co-curricular

experiences such as service learning, study abroad, internships, and mentored apprenticeships. We encourage every program and area of study, as well as all co-curricular programs, to revisit their curricula and activities and ensure alignment with these same learning outcomes.

THE PROGRAM STRUCTURE: CORE SKILLS, THEMATIC AREAS & DESIGNATIONS

Students are expected to achieve proficiency in the seven learning outcomes by completing general education requirements in three overlapping categories. We have named these categories **core skills**, **thematic areas**, and **designations**. These categories will help students, faculty, and other stakeholders to understand and navigate through the curriculum.

This curriculum will expose students to a breadth of knowledge, transdisciplinary and cross-disciplinary methods, and tools to see and work through problems using many disciplinary lenses. A critically important feature of the curriculum is First-Year Experience (FYE) designation, which will take the form of courses on the Black experience that incorporate both service-learning and some of the Crown Forum requirement.

The General Education Program consists of a maximum of 48 credit hours. Students must also earn 40 points of Crown Forum credit, which will be explained below. Except for the Crown Forum requirement, we expect students to complete their general education curriculum within their first two years at the College.

CORE SKILL: WRITING [6 CREDIT HOURS]

Educating students in writing has a long and important history at HBCUs and at Morehouse in particular. Hugh Gloster '31, president of Morehouse College immediately following Benjamin Elijah Mays, from 1967 to 1987, was the founder of the College Language Association (CLA) at a time when Black people were not permitted to fully participate in MLA activities. The CLA is but one example of our rich and complex writing tradition. This proposal builds upon that past work, recognizing that in today's world, every discipline and every path students take after they leave Morehouse requires college-level proficiency in writing. The principal learning objectives for students in the writing courses are that they will be able to:

- » Communicate clearly and effectively through writing.
- » Critically analyze problems through writing.
- » Apply research tools in their writing.
- » Integrate material, ideas, and texts from the African Diaspora into their writing.

REQUIREMENTS

To fulfill the writing requirement, students must complete a set of courses designed to prepare them for more advanced writing. First-year students will be assessed to determine where they should be placed and to track their progress over time. We will also use E-Portfolios and Blackboard to archive student work, measure the quality of their writing, and inform them of their progress.

Students will fulfill their general education writing requirements through:

- » **Composition:: 3 Credit Hours::** one 3 credit hour composition course.
- » **Critical Writing:: 3 Credit Hours ::** one 3 credit hour critical writing course that introduces students to more advanced writing, higher-levels of critical analysis, and research-based writing. Composition is a prerequisite for critical writing.
- » **First-Year Experience Courses::** FYE courses will have intentional writing modules.
- » Students can transfer approved courses but cannot use exams to waive this requirement.

- » Advanced students may fulfill their composition and critical writing requirements by taking ENG103.

CORE SKILL: LANGUAGE [0-9 CREDIT HOURS]

Learning a foreign language is critical to attaining the College's mission and for our students to become global citizens. The Partnership for 21st Century Learning and the National Education Association stress how important it is for students to develop global competence by learning languages. At Morehouse College, learning languages will require that students:

- » Communicate effectively in a variety of situations.
- » Develop intercultural competence.
- » Make connections with other disciplines and perspectives.
- » Apply foreign language skills to academic and real-world settings.
- » Participate in a broader world of multilingual communities in the United States and abroad.

REQUIREMENTS

To fulfill the general education requirement, students must reach the level of Intermediate Low in a foreign language, as established by the American Council on the Teaching of Foreign Languages (ACTFL). All students must take a mandatory assessment upon admission to the College to determine their placement and how many courses they need to fulfill their language requirement. Students can demonstrate the required level of language proficiency by:

- » **Modern Foreign Language or Another Foreign Language Through 201:: 0-9 Credit Hours**
- » Completing a foreign language course at the 201 level or higher. Students may complete these courses on campus or through study abroad. In taking a series of language courses, students cannot skip the sequence: 0-9 Credit Hours.
- » Taking the ACTFL Oral Proficiency Examination and earn a minimum score of Intermediate Low.
- » Earning a score of 4 on the AP Spanish, French or German Examination.
- » Passing a CLEP Level 2 examination with a score of 63 or higher.
- » Graduating from a high school with a Seal of Biliteracy.
- » Holding an International Baccalaureate high school diploma.
- » Transferring appropriate, approved work from another accredited institution.

CORE SKILL: MATHEMATICAL AND QUANTITATIVE LITERACY [3-6 CREDIT HOURS]

In today's world, there is a growing need for people with the ability to work with numbers, quantities, and data sets in systematic ways. This is an essential skill and fulfillment of this requirement will equip students to:

- » Communicate concisely and coherently quantitative information, analysis and conclusions.
- » Use the tools of mathematics to represent, analyze, and solve problems involving quantitative information.
- » Estimate, deduce, and infer quantitative conclusions using the systems, ideas, and theories of mathematics or statistics.
- » Understand the limits of quantitative evidence to draw conclusions.

REQUIREMENTS

Students must show competence in mathematics or statistics above the level of College Algebra. First-year students will be assessed to determine their placement. Students will fulfill the mathematical and quantitative reasoning requirement through:

- » **Math *at or below* College Algebra I:: 2-4 Credit Hours ::** either by placement or by coursework, at most 3 credit hours of mathematics at or below the level of College Algebra I will count toward fulfillment of the general education requirement. This can be earned by placement into a course at a level higher than College Algebra.
- » **Math or Statistics *above* College Algebra I:: 3-4 Credit Hours ::** A student must take at least one 3 or 4 credit hour course that is at the level above College Algebra I. This can be a statistics course provided that the math department qualifies the course as being above this level of rigor. This cannot be earned by placement/examination, but can be earned by approved transfer of credit.

CORE SKILL: HEALTH & WELLNESS [1-2 CREDIT HOURS]

There is a critically important relationship between intellectual development and physical health. As such, we want to ensure that students understand what it means to be in good health, to know how to do so, and to engage in practices that ensure personal wellness. This will necessarily mean both physical activity and learning across areas ranging from food and sleep to understanding data and science around one's physical body, particularly as it relates to Black men's health. Given this, through this skill, students will be able to:

- » Understand research-based, optimal life skills for personal wellness.
- » Recognize the importance of maintaining personal health and wellness over the course of their lives.
- » Apply the seven dimensions of wellness: physical, spiritual, intellectual, emotional, environmental, occupational, and social.

REQUIREMENTS

Students must show competency in both the practical and theoretical aspects of health and wellness. They must engage in physical activity under appropriate supervision at the College and will complete this requirement through the following:

- » **Physical Activity Course or Equivalent: 0-1 Credit Hour::** completion of a physical education course, serving in the ROTC, or one year as a varsity athlete.
- » **Wellness Course (1 Credit Hour)::** completion of a wellness course. This requirement may be completed through an online/hybrid course.

THEMATIC AREA: ARTS & LITERATURE [3 CREDIT HOURS]

The Arts hold a special place in the human experience. In this area, students will explore how artistic expression and the creative process can bring about disruptive and innovative solutions. Art has the power to express ideas, feelings, and conditions of humanity in ways that are deeply moving; can capture the history and culture of a people; and is one of the most fundamental creative acts, one that has utility but is certainly not bound by function. As a result of taking these courses, students will be able to:

- » Communicate effectively about the arts and literature.
- » Identify artistic, cultural and literary traditions and movements.
- » Understand theses and the contexts of creative production.
- » Understand principles of storytelling and artistic composition.
- » Critique various modes of human creative expression.

REQUIREMENTS

Students are required to complete:

- » **One course:: 3 Credit Hours::** A course of at least 3 credit hours in the area.

- » Students may also fulfill one of their FYE requirements through designated courses in this area.
- » This cannot be earned by placement/examination, but can be earned by approved transfer of credit if it can be reasonably determined that the course fits the rubric for the area.

THEMATIC AREA: IDEAS & ETHICS [6 CREDIT HOURS]

President Benjamin E. Mays claimed that Morehouse College provided “*an education with a social conscience, a social concern; science has made the world a neighborhood, it is up to us—leaders in education and religion—to make it a brotherhood.*” Similarly, Martin Luther King, Jr. insisted: “*intelligence plus character that is the purpose of education.*” Honoring this unique legacy, students taking courses and seminars in this area will critically examine and intensely explore big ideas or ultimate questions and ethical systems, whether philosophical or religious, or both, within a global context. As a result of taking courses in this area, students will be able to:

- » Communicate about models of social responsibility, justice and ethical leadership.
- » Recollect ethical systems, sacred writings, and/or wisdom traditions in a larger global context.
- » Understand perennial questions including the meaning and purpose of life, the limits of knowledge, the nature of existence, the human condition, and human mortality.
- » Evaluate arguments using philosophical, religious, and/or ethical reasoning.

REQUIREMENTS

Students are required to complete:

- » **Two courses:: 6 Credit Hours::** These courses must each be in different disciplines and focus on the area of Ideas & Ethics as articulated in the previous section.
- » Students may also fulfill their FYE requirements through designated courses in this area.
- » This cannot be earned by placement/examination, but can be earned by approved transfer of credit if it can be reasonably determined that the course fits the rubric for the area.

THEMATIC AREA: SOCIETY & CULTURE [6 CREDIT HOURS]

To be human is to live within larger social and community contexts. The courses in this area are designed to help students develop a greater sense of their connection to the larger social world. Courses in Society & Culture, will help students explain how social forces shape the human experience. Students will examine key social theories, study methods of investigating social problems, and apply these theories and methods to specific social, cultural or historical contexts. From taking these courses, students will be able to:

- » Communicate effectively about the social world.
- » Understand peoples, social relations, and politics within a global context.
- » Analyze social problems using social science theories and methodologies.
- » Interpret social inequity as it relates to race, gender, class, sexuality, nationality, and/or other forms of difference.

REQUIREMENTS

Students are required to complete:

- » **Two courses:: 6 Credit Hours::** These courses must each be in different disciplines and be in the area of Society & Culture as articulated in the previous section.
- » Students may also fulfill one of their FYE requirements through designated courses in this area.
- » This cannot be earned by placement/examination, but can be earned by approved transfer of credit if it can be reasonably determined that the course fits the rubric for the area.

THEMATIC AREA: SCIENTIFIC DISCOVERY [8 CREDIT HOURS]

Students will be required to take two discovery-based science courses as an introductory level or upper-division course, engaging in ways that both cover content material and demonstrate how scientists work. The courses that fulfill this requirement must provide each student with an authentic scientific discovery, research immersion experience in a laboratory or studio format. Students will:

- » Communicate findings in writing, visually, and orally.
- » Recall key information about the natural world.
- » Analyze data and draw conclusions from raw data.
- » Apply scientific concepts to real world problems.
- » Perform the experimental scientific process by designing and conducting experiments.

REQUIREMENTS

Students must complete:

- » **Two Discovery-Based Science Courses:: 8 Credit Hours::** two 4 credit hour courses in two distinct disciplines that have the scientific discovery designation.
- » Students may also fulfill one of their FYE requirements through designated courses in this area.
- » This cannot be earned by placement/examination, but can be earned by approved transfer of credit if it can be reasonably determined that the course fits the rubric for the area.
- » Students pursuing the BS degree may be mandated to take specific courses to meet the general education scientific discovery requirement.

AREA: CROWN FORUM [40 POINTS]

Howard Thurman stated that “Over the heads of her students, Morehouse holds a crown that she challenges them to grow tall enough to wear.” Crown Forum is designed to inspire students to grow tall enough to wear this crown. The mission of Crown Forum is to create a learning community that evokes the College's mission of character development, social justice, leadership, and teaching Black history and culture. From participating in Crown Forum, students will gain a greater understanding of self, a deeper appreciation of the Morehouse experience, and a deeper commitment to servant leadership and global citizenship. To honor Morehouse's rich traditions, students will be required to attend official college ceremonies. They will be exposed to thought leaders and Black culture through a Drum Major Instinct Distinguished Crown Forum Series and Crown Forum After Dark events. Furthermore, students will explore common readings pertaining to Africa and the African Diaspora.

REQUIREMENTS

Students will complete their general education Crown Forum requirements through passing their First-Year experience courses and by accumulating an additional 40 points for Crown Forum. Students will be automatically enrolled in Crown Forum until they have accumulated at least 40 points. Students will gain points through the following:

- » **Ceremonial Crown Forum:: 3pts::** Students will earn three points for attending Opening Convocation and Founder's Day Crown Forum. Students are expected to attend every semester.
- » **Major Crown Forum:: 2pts::** Students will earn two points for attending major Crown Forum events. Each academic year, the College will hold four major Crown Forum events: Howard Thurman Crown Forum, MLK Crown Forum, Scholars Day, and Senior Day.
- » **Free Elective Crown Forum:: 1 pt::** students will earn 1pt for attending all traditional Crown Forum events, Crown Forum After Dark events and other options.

DESIGNATION: THE FIRST-YEAR EXPERIENCE AT MOREHOUSE

Consistent with the mission of the College, students will be required to take courses in Black history and culture that will prepare them for leadership on the African Diaspora and the World. Students will learn about the major peoples, cultures, themes, and intellectual traditions in Africa and its Diaspora. To get there, students will take two thematic courses on Black life, history and culture with the First-Year Experience (FYE) designation.

In courses with this designation, students will explore thematic areas while also gaining a greater sense of self, a deeper appreciation of the Morehouse experience, and a deeper commitment to servant leadership. Students will enhance their intellectual skills through reading, writing and discussion-based pedagogy. As part of this course, students will also attend Crown Forum as a unit, conduct service learning projects, and engage common sets of readings on Africa and its Diaspora.

All incoming students are required to complete two three-hour general education thematic area courses with the FYE designation. Students will select from a list of FYE designated courses in different disciplines. The first seminar shall be taken in the first term of enrollment. The second seminar shall be taken the term following the successful completion of the first seminar.

In addition to meeting other program-level student learning outcomes, students taking courses with the FYE designation will be able to:

- » draw upon Africana traditions to inform and inspire a lifelong commitment to leadership, equity, social justice, and global citizenship.
- » apply the habits of academic success, scholarship, professionalism, service, and accountability.
- » identify and explore problems through service-learning experiences developed in partnership with communities in Africa and its Diaspora.

REQUIREMENTS

- » **Two Courses with the FYE designation::** students must pass two courses with the FYE designation from different disciplines.***(Students entering in the Fall of 2018 will be required to complete only one FYE course.)***
- » Departments and programs are encouraged to require students to take an additional FYE designated course to full the requirements of the major.
- » This cannot be earned by placement/examination. All incoming students must complete this requirement.

BREADTH REQUIREMENT & MAJOR OVERLAP

To ensure that students meet the breadth requirement of the general education program, students must take courses from different departments, programs, and disciplines. Students will be required to adhere to all rules and guidelines stated both here and earlier.

- » **Breadth Requirement::** Students must take a total of *seven* courses in the thematic areas of Arts & Literature, Ideas & Ethics, Society & Culture and Scientific Discovery from at least *six* different disciplines
- » **Course Overlap of Thematic Areas::** A course may overlap two thematic areas. Different students in the same course may use that course to fulfill different thematic area requirements. However, each individual student can get credit for only one thematic area for each course.
- » **Major Overlap::** A course taken to fulfill a general education requirement may also meet a requirement for the major.

- » **Additional major Requirements::** Departments and programs may require their majors to take courses outside of the discipline. This is independent of general education requirements, and students must rely upon their major requirements for guidance on these matters.

In the end, we expect that students will get significant breadth because they will have taken courses in:

- » One of two language departments or programs (i.e. Modern Foreign Languages or Chinese Studies);
- » English Department through the writing program;
- » Mathematics or, in some cases, a statistics course authorized by the mathematics department;
- » Two of five science departments (i.e. Biology, Chemistry, Computer Science, Physics, Psychology);
- » One of three Arts and Humanities departments or programs (i.e. Music, Art, and English), each in the humanities;
- » Two departments, most likely to be from the social sciences, in covering the Society & Culture area;
- » Two departments, at least one of which is likely to be from Philosophy & Religion in covering the Ideas & Ethics area.

ACADEMIC DIVISIONS

DIVISION OF BUSINESS ADMINISTRATION AND ECONOMICS

Business Administration
Economics

DIVISION OF HUMANITIES AND SOCIAL SCIENCES

English
Journalism and Sports Program
Africana Studies Program
History
Philosophy
Religion

DIVISION OF SOCIAL AND CULTURAL STUDIES

Modern Foreign Languages
Political Science
Sociology
Chinese Studies Program
Sustainability Program
Communications
Criminal Justice Program
International Studies Program
Urban Studies Program

DIVISION OF LIFE SCIENCES

Biology
Kinesiology, Sports Studies, & Physical Education
Chemistry
Psychology
Environmental Studies Program
Neuroscience Program
Public Health Sciences Program

DIVISION OF MATHEMATICS AND COMPUTATIONAL STUDIES

Computer Science
Mathematics
Physics
Dual Degree Engineering

DIVISION OF CREATIVE AND PERFORMING ARTS

Music
Drama
Dance
Cinema, Television and Emerging Media Studies Program
Visual Arts Program

DIVISION OF EXPERIENTIAL LEARNING AND INTERDISCIPLINARY STUDIES

Software Engineering
Online Education
Adult Learning
BDIC(Bachelor Degree of Interdisciplinary Curriculum)

MAJORS

The College offers 28 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	English
Art*	French
Art History*	
Biology	History
Business Administration	International Studies
Chemistry	Kinesiology, Sports Studies & Physical
Chinese	Education
Cinema, Television and Emerging Media Studies	Mathematics
	Music
	Philosophy
Communications	Physics
Computer Science	
Drama*	Political Science
Dance*	
Economics	Psychology
Education*	Religion
General Science (Dual Degree)**	Sociology
	Software Engineering
Applied Physics(Dual Degree)**	Spanish
	Urban Studies

*Majors/minors in these disciplines are provided through AUC consortial partnerships.

***Pre-Engineering majors MUST fulfill all prescribed 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.

Accounting	Leadership Studies
African American Studies	Mathematics
Art*	Music
Art History*	Neuroscience
Biology	Philosophy
Business Administration	Professional Sales
Criminal Justice	Psychology
Chinese Studies	Public Health Science
Drama*	
Dance*	Religion
Economics	Sociology
Education*	Spanish
English	Sustainability
Environmental Studies	Urban Studies
French	

German
History

*Majors/minors in these disciplines are provided through AUC consortia partnerships.

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) while enrolled at Morehouse College.
7. Be in good standing at the College.
8. Fulfill all financial obligations to the College.

AFRICANA STUDIES (A.S.)

THE MISSION

As a free-standing program in the Division of Humanities and Social Science, the primary mission of Africana Studies (formerly named the African American Studies Program, or AASP for short) is to prepare socially conscious servant leaders through the multidisciplinary study of African American and Pan-African cultural and historical experiences. Our overriding goal is to affect the transformation of Men of Morehouse into critical thinking global citizens committed to the philosophy of servant leadership and keenly aware of their inner strengths, cultural capital, and sociopolitical challenges. Major objectives of AS will be to first, use an integrative approach to questions of Social Justice and Black life. Secondly, to enhance the agency and efficacy of Men of Morehouse and African people by facilitating rigorous interdisciplinary research, cooperative learning, and service-learning efforts by faculty and students. Third, a related objective of AFR Faculty and student research efforts is to counter the voicelessness and invisibility of Black people by documenting, studying, and sharing Africana narratives contextualized by an appropriate array of scientific data. Fourth, the ASP seeks to empower students to employ appropriate and cutting-edge technology through which they will produce and share their research.

The Africana Studies program will also serve as a nucleus of interdisciplinary and integrative research, teaching and service learning at Morehouse College as it seeks to lead all institutions of higher education in sharing Africa's ethical and social justice legacy with the world. AS students will be prepared to become very competitive candidates for graduate study and careers in a program matching their interests and preparation.

DESCRIPTION

The Africana Studies program provides an academic major, minor, and concentration that examines the broad scope of the black experience in general, and those of the black male in particular. The overarching goal of AS 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 concentration in the discipline. It is expected that students who complete the major, minor or concentration will continue to prepare for careers in diverse fields and will contribute to the betterment of humankind through their professional work and community service.

The major, minor or concentration in Africana Studies is the quintessential liberal arts course of study, in that it is interdisciplinary in its instruction; multidisciplinary in its scope; and trans-disciplinary 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, AS 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 concentration enhance the cosmopolitan worldview of students in all fields of study; i.e., in science, medicine, business and economics.

The Africana Studies program and its major, minor and concentration relate 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 Africana 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 Africana 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. AS 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 Africana 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 Africana 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 Africana 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

AS majors should be able to:

AFR1. Recite the historical chronology that gave rise to the field of African-American studies and identify the important contributors to the field, as well as explain the relevance and multidisciplinary scope of the field; i.e., give cogent facts to demonstrate the interdisciplinary nature of the field.

- AAS 100, AFR 100/101
- AFR 300 – Africana Studies Theory

AFR2. Become ethical citizens, scholar-activists, and leaders by applying social justice principles gleaned from the study of African people globally;

- AFR200 - Black Liberation Movements
- AFR 201 – Africana Ethical Thought
- HLS 475 – Special Topics: The Use of Social Media for Leadership in Organizations

AFR3. Demonstrate African-centered critical thinking on the cultural heritage of Africans of the continent and the Diaspora in well-written and solidly-researched digital humanities assignments;

- AFR 210 – Black Aesthetic of the 1960s
- AFR 212 – Black Aesthetic of Hip Hop Culture
- AFR 250 – A Social and Cultural History of Morehouse College
- AFR 3XX – “African Diasporic Cultures”

AFR4. Engage in trans-/interdisciplinary analyses of the dynamics of social change in black societies through well-researched and well-written essays, assignments and digital humanities projects;

- AFR 200 -
- AFR 20X -
- AFR 301 -

AFR5. Design empirical interdisciplinary research on African peoples’ life-chances guided by principles of empowerment strategies (Kershaw 1992);

- AFR 300 -
- AFR 301 -
- AFR 400 -
- AFR 401 –

AFR6. Design and execute a well-planned, thoroughly researched, and well-written service learning capstone project guided by Africana Studies research methodology and the principles of integrative learning.

- AFR 301
- AFR 400
- AFR 401

REQUIREMENTS FOR THE A.S. MAJOR

The Africana Studies major reduces the total required credit hours by eliminating twelve hours of Approved electives and nine hours of free electives. While the existing African American Studies curriculum requires 60 credit hours (c.h.), the new Africana Studies major requires **48 c.h.**, including: AFR Major Courses (18 c.h.); Designated Humanities Courses (15 c.h.); Communication Course Requirement (3 c.h.); and; Social Science Elective courses (6 c.h.).

THE SUGGESTED SEMESTER-BY-SEMESTER AFRICANA STUDIES COURSE SEQUENCE

Freshman Year

FALL SEMESTER

AAS 100	3 hours
MFL 102	3
ENG 101 or 103	3
MTH 100	3
EDU 111	0
BIO 101/Lab	4
PED	1
TOTAL	17 hours

SPRING SEMESTER

EDU 112	0
MFL 201	3
ENG 102	3
Arts/Lit GE	3
MTH 130	3
PHY 102/Lab	4
PED	1
TOTAL	17 hours

Sophomore Year

FALL SEMESTER

AAS 200	3
HIS 221	3
Ideas & Ethics GE	3
ENG 250	3
MFL 202	3
EDU 121	0
TOTAL	15 hours

SPRING SEMESTER

Ideas & Ethics GE	3
HIS 222	3
HIS 257	3
AFR Hum Elective I	3
EDU 122	0
Soc/Culture GE	3
TOTAL	15 hours

Junior Year

FALL SEMESTER

AAS 300 Africana Theory	3
AFR Religion	3
ENG 380/480	3
ART/Lit GE	3
EDU 131	0
AFR Social Science*	3
TOTAL	15 hours

SPRING SEMESTER

AAS 301 IR Methods	3
Communication	3
AFR Approved Elective	3
Minor Course	0
EDU 132	3
Soc/Culture GE	3
TOTAL	15 hours

Senior Year

FALL SEMESTER

AAS 400	3
Approved Elective	3
Minor Course	3
Minor Course	3
EDU 141	0
FREE Elective	3
TOTAL	15 hours

SPRING SEMESTER

AAS 401	3
Approved Elective	3
Minor Course	3
Minor Course	3
EDU 142	0
FREE Elective	3
TOTAL	15 hours

TOTAL: 124 credit hours

THE MINOR IN AFRICANA STUDIES

A total of eighteen (18) hours are required for the minor in Africana Studies. Twelve (12) of these hours are required courses: AFR 100, *Introduction to Africana Studies*; AFR 300, *Africana Studies Theory*; HIS 221, *African-American History to 1865*; and HIS 222, *African-American History since 1865*. The remaining hours are approved electives.

APPROVED ELECTIVES

Elective Courses (Four courses chosen from Elective Groups I, II, or III)

Humanities (Heritage Preservation) Electives Group I (Choose One)

- AFR 250, Social & Cultural History of Morehouse College
- AFR 210 - *Cultural Philosophy of the Sixties Protest Movements* (Black Aesthetic of the 1960s)
- AFR 212 - *Hip Hop Cultural Philosophy and Praxis* (Black Aesthetic of Hip Hop Culture)
- AFR 399, Special Topics: Gullah Experience: Interdisciplinary Approaches
- ART 140, *African American Art: Graphic Novel*
- CTM 255, *Classic African-American Cinema*
- CTM 258, *African-American Cinema*
- CTM 348, *Hollywood, Politics, Power*
- HENG 380, *Survey of African American Literature, I*
- ENG 388, *New Media Technology*
- ENG 457, *Caribbean Novel*
- ENG 461, *West African Fiction and Film*
- ENG 480, *Survey of African Amer. Lit II*
- ENG 483, *Harlem Renaissance*
- ENG 485, *Contemporary African American Novel*
- ENG 489, *Major African American Writers*
- HIS 262, *History of Latin America: National Period*
- HIS 340, *Studies in Ethnicity: African & Jewish American*
- HIS 360, *History of Civil Rights Movement*
- HIS 361, *History of the African-American Church* (3 hours)
- HLS 301, *Ethical Leadership*
- HLS 455, *Ethical Leadership & Crisis Global North and South*
- HLS 475 – Special Topics: The Use of Social Media for Leadership in Organizations
- MUS 116, *Oral Traditions in AA Folk Music*
- MUS 203, *Introduction to Church Music*
- MUS 310, *History of Jazz*
- MUS 404, *Survey of African American Music*

Social Science Electives Group II (Choose One)

- AFR 399, *Special Topics in Africana Studies*
- ECO 201, *Principles of Macroeconomics*
- ECO 403, *Labor Economics*
- ECO 404, *Urban Economics*
- PSC 302, *Third World Politics*

- PSC 464, *Black Political Thought*
- PSC 477, *Contemporary African Politics*
- PSY 260, *Psychology of the Black Experience*
- PSY 297, *Black Men, Black Boys and the Psychology of Modern Media*
- PSY 360, *African Centered Psychology II*
- SOC 200, *Black Middle-Class Dilemma*
- SOC 259, *Women in Society*
- SOC 455, *African-American Families*

STEM (Sustainable Development) Elective Group III

Students may choose a course in this concentration reducing their Humanities and Social Science Elective requirements by one course each and choose to take SOC 460, Sustainability and Development and any one of the following:

- BIO 320, *Ecology*
- BIO 497, *Environmental Studies*
- Environmental Studies Lab
- MPAGE Sustainability Course(s)

COURSE DESCRIPTIONS

AFR 100, The African American Experience: An Interdisciplinary Approach

3 hours

This FYE course introduces the multifaceted study of the African experience in Diaspora with particular focus on Blacks of the United States of America. The course provides the student with a concise understanding of the social forces that impact African life. To strengthen this understanding, the course involves a service learning experience, which provides a direct experience of conditions facing African Americans and immigrant African communities.

AFR 101, Introduction to Africana Studies

3 hours

This initial course in the major provides an overview of the interdisciplinary field of African-American/Africana Studies as the interdisciplinary study of the Black experience in the Diaspora, particularly the U.S. of America. The course challenges the student to think through multiple intelligences offered by disciplines that constitute the field: history, sociology, psychology, political science, economics, and science and technology. *Prerequisites: None*

AFR 200, Black Liberation Movements: A Comparative Approach

3 hours

Formerly AAS 300, *African Diasporic Identity & Social Justice Systems*, this course is a historical examination of the dynamics of Black Liberation Movements across the globe. This involves examining African social contracts in various precolonial civilizations and then the histories of anti-colonial liberation movements in Africa, the Caribbean and the Americas. Through an analysis of primary sources (ethical texts), the course examines how African historical experiences help us to understand the historically evolving social contracts of select nations: The African Union, the U.S., India, Israel, Egypt, Brazil, etc. Finally, the course examines how Black leaders have selected values from global ethical traditions leveraging them in struggles for social justice. *Prerequisites: Students must have a grade of C- or better in AFR 100.*

AFR 210, Black Aesthetic of the 1960s

3 hours

This course challenges students to explore the music, art, literature and other cultural products as indicators of the African experience during the 1960s. These signs will be read through the period's cultural, political, and social dynamics of the Civil Rights, Black Power and Women's liberation movements. **3 credit hours** *Prerequisites: Students must have a grade of C or better in either AFR 100 or History 112.*

AFR 212, Black Aesthetic of Hip Hop Culture

3 hours

This course examines dynamics of hip-hop as a manifestation of African/Black Cultural agency. The class examines the development of the Hip Hop cultural movement and its core elements—deejaying, graffiti art, rapping, dance, fashion/style and knowledge (of self). Students will examine key figures, artistic innovations, institutions, and social settings through readings, electronic media, videos, and hands-on projects. *Prerequisites: Students must have a grade of C or better in AFR 100.*

AFR 250, A Social and Cultural History of Morehouse College

3 hours

This course studies, in a chronological fashion, the history of one of America's most storied institutions of higher education

beginning with its founding in the Springfield Baptist Church in Augusta, Georgia, to its reinvention in the 1940s during the presidency of Dr. Benjamin E. Mays, and concluding with its twenty-first century prominence and challenges. Social, political, economic, and cultural behavior guide the pedagogy and research. *Prerequisites: Students must have a grade of C or better in AAS 100 and AAS 200.*

AFR 300, Africana Studies Theory & Systems

3 hours

Formerly AAS 200, *Theories of Afrocentricity*, this course explores various articulations of Afrocentricity by examining its historical origins relative to AAS through its first two decades. The course then examines significant articulations of the Afrocentric concept and their core intellectual objectives. The course also explores the relationship with Womanist, historical materialist, and Black Atlantic models that challenge and complement Afrocentricity's place as the discipline's core paradigm. *Prerequisites: Students must have a grade of C- or better in AAS 100 or AFR 100 or AFR 101.*

AFR 375, Africana Muslims

3 hours

This course provides students with conceptual and content knowledge on people who self-identify with, or are socially identified as, having African-ancestry and being Muslim. However, the focus will be on developing critical thinking skills and the ability to socially navigate Africana Muslim spaces. After completing the course, students should be able to do the following: a) discover, evaluate, synthesize, and communicate relevant knowledge and perspectives on Africana Muslims with scholarly rigor, and b) gracefully move within and between different kinds of Africana Muslim social interactions. *Prerequisites: Students must have a grade of C- or better in AFR 100 or AFR 101.*

AFR 398. Directed Reading

1-3 hours

Special, carefully supervised reading in Africana Studies. Special problems, individual research, or field work under faculty supervision approved by the program director only. *Prerequisites: AFR 100 or AFR 101*

AFR 399. Special Topics in Africana Studies

3 hours

An exploration in detail of a topic that reflects present issues and trends in Africana or Critical Race studies. Topics may focus on current Africana Studies theory, social movements, major thinkers, contemporary themes, or special areas of Africana study such as comparative cultural studies and postcolonial historiography. A junior-level elective, which may be taken again, with new focus, at the senior level. *Prerequisites: AFR 100, AFR 200, AFR 300, History 225 and 226.*

AFR 400 (Fall) and 401 (Spring) The Africana Studies Capstone

3 hours

Formerly The Practicum, this capstone course is required of senior majors with work tailored to meet the needs of each student in preparation for post-graduate 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 Director and instructor. Open only to students classified as seniors. This should be among the last courses taken in the major. *Prerequisites: AFR 100, AFR 200, AFR 300, History 225 and 226.*

AFR 498. Independent Study

1-3 hours

Special, carefully supervised reading and research for selected senior majors. Special problems, individual research, or field work under faculty supervision approved by the program director only. *Prerequisites: AFR 100 or AFR 101.*

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 Officership

3 hours

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

3 hours

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

3 hours

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

3 hours

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

3 hours

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.

ARMY RESERVE OFFICER TRAINING CORPS (AROTC) PROGRAMS

MISSION AND OBJECTIVE

The mission of the Army ROTC Program is to prepare students for commissioning as 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 & Land Navigation
MSC 120L	Leadership Laboratory
MSC 210	Basic Leadership
MSC 210L	Leadership Laboratory
MSC 220	Analysis of Command & 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
MSC 320L	Leadership Laboratory
MSC 410	Military Justice & 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 data-base, 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

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
MSC 110	3 hours	MSC 120	3 hours
<u>MSC110L</u>	<u>0</u>	<u>MSC120L</u>	<u>0</u>
TOTAL	3 hours	TOTAL	3 hours

Sophomore Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
MSC 210	3 hours	MSC 220	3 hours
<u>MSC210L</u>	<u>0</u>	<u>MSC220L</u>	<u>0</u>
TOTAL	3 hours	TOTAL	3 hours

Junior Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
MSC 310	3 hours	MSC 320	3 hours
<u>MSC310L</u>	<u>0</u>	<u>MSC320L</u>	<u>0</u>
TOTAL	3 hours	TOTAL	3 hours

Senior Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
MSC 410	3 hours	MSC 420	3 hours
<u>MSC410L</u>	<u>0</u>	<u>MSC420L</u>	<u>0</u>
TOTAL	3 hours	TOTAL	3 hours

ART AND ART HISTORY

As Spelman College offers the majority of the required core courses for majors in studio art and art history, Spelman's Department of Art and Art History functions as an integral unit of the coordinated art program of the Atlanta University Center Consortium, which includes Spelman, Morehouse, and Clark Atlanta University. Though Morehouse students will complete the majority of their coursework at Spelman, they will be advised by the Visual Arts Program Director at Morehouse.

Goals

The goal of the Department is to serve students by providing technical, historical and philosophical instruction in the visual arts. Our program supports the liberal arts tradition of the College and promotes excellence in the arts through a broad-based curricular framework rooted in the theory and practice of art as it relates to visual language systems and the principals of design.

Objectives

Through the curriculum in studio art and art history, students will be able to:

1. Understand the role of the artist in historical and contemporary societies.
2. Use creative and research skills, as well as museum experiences, as a means of exploring interdisciplinary methods of inquiry that will promote excellence in the arts.
3. Demonstrate proficiency in the skills necessary for success in graduate school and/or the professional workplace.
4. Demonstrate the potential for a lifelong appreciation and understanding of the visual arts through classroom as well as co-curricular experiences.
5. Apply educational and experimental knowledge to further an appreciation of the arts of diverse cultures.

Entry Requirements

Students interested in Studio Art must submit the following:

1. Interview with the department chair.
2. Submit a one-two page, typewritten narrative describing present and past involvements in the arts; explain purpose and goals for pursuing art as a career. (Minors optional)
3. Submit at least five slides or photographs or examples of recent works.
4. In lieu of slides, students may take one of the foundation courses (Drawing or Basic Design) and must receive a grade of "B" or higher.

All Studio/Art majors (minors optional) must register for Studio Review during the sophomore and junior years, and Portfolio Criticism I and II in the senior year.

Students Interested in Art History must meet the following requirements:

1. Interview with the department chair.
2. Submit a one-two page, typewritten narrative describing present and past involvements in the arts, current areas of interest/research, and purpose and goals for pursuing art as a career. (Minors optional)
3. Complete an art history course at Spelman College earning a grade of "B" or higher (Art 110 Survey of Visual Arts is NOT applicable).

All art history majors (minors optional) must register for Art History Review during the sophomore and junior years, and Art History Seminar in the senior year.

Degree Requirements

B.A. Degree with a Concentration in Studio Art

The concentration in Studio Art is designed to prepare students for professional career opportunities and/or graduate studies in the visual arts. The degree requires a total of 47–48 credits plus one art elective course.

Fourteen Core Courses

- ART 111 Basic Drawing
- ART 113 Basic Design
- ART 121 Painting I
- ART 131 Sculpture I
- ART 141 History of Art I
- ART 142 History of Art II
- ART 211 Life Drawing I
- ART 213 History of Modern Art or ART 143A/B African American Art
- ART 217 Printmaking I (Clark Atlanta University)
- ART 250 Studio Review I
- ART 316 Intermediate Drawing
- ART 350 Studio Review II
- ART 492 Portfolio Criticism – Part I
- ART 492A Portfolio Criticism – Part II

Plus one studio art elective.

B.A. Degree with a Concentration in Art History

The art history concentration leading to advanced study in art history requires a total of 39–41 credits plus one art elective.

Ten Core Courses

- ART 110 Understanding the Visual Arts
- ART 143A/B African American Art
- ART 141 History of Art I
- ART 142 History of Art II
- ART 213 History of Modern Art
- ART 312 African Art
- ART 315 Contemporary Art
- ART 492B/C Portfolio Criticism (Art History) / Honors Thesis

Choose one Two-dimensional Course

- ART 111 Basic Drawing, or
- ART 113 Basic Design, or
- ART 121 Painting I, or
- ART 217 Printmaking I (Clark Atlanta University), or
- ART 257 Photography (Clark Atlanta University)

Choose one Three-dimensional Core Course

- ART 131 Sculpture I, or
- ART 300 Three-Dimensional Methods and Materials, or

- ART 301 Jewelry Design 1/Small Metals

Plus one art history or studio art elective.

Studio Art Minor

The studio art minor is designed to provide non-art majors the opportunity to express their personal interest in art courses. This option gives students limited practical experiences and at the same time reinforces a possible continuing interest in the visual arts. The art minor requires five core courses, plus two art elective courses

Five required courses for the art studio minor:

- Art 110 Understanding the Visual Arts (or approved Art History alternative)
- Art 111 Basic Drawing
- Art 113 Basic Design
- Art 121 Painting I
- Art 131 Sculpture I

Plus two art elective courses.

Art History Minor

The art history minor is designed for students seeking to expand their knowledge of art history to complement their major interests in other disciplines. This minor will also provide students with options to continue their education in a variety of graduate art programs. The art history minor requires a total of six courses, three required and three electives.

Three required courses (choose one from each option)

Option I

- ART 140A/B African American Art I or II, or
- ART 312 African Art

Option II

- ART 141 History of Art I, or
- ART 142 History of Art II

Option III

- ART 213 History of Modern Art, or
- ART 315 Contemporary Art

Plus two elective courses in art history and/or studio courses and one cognate course with the approval of the student's adviser.

Orientation and Sophomore/Junior Evaluation

All first-year students majoring or minoring in art are required to participate in a scheduled group orientation session, which outlines the annual evaluations. Art majors are required to enroll in the annual spring semester evaluation courses, Studio Review I and II, during their sophomore and junior years, respectively. The Studio concentration requires portfolio reviews from selected works produced.

Art history students are required to enroll in the annual spring semester evaluation courses, Art History Review I and II, during their sophomore and junior years respectively. The Art History concentration requires professional presentation of approved, individual research topics.

The evaluations are a prerequisite for ART 492 Part I -Portfolio Criticism or ART 492B - Portfolio Criticism (Art History). Students who declare an art major or minor after their first year will be required to participate in an orientation and the appropriate annual review.

Studio/Art History make-up review will be scheduled for the last week in August for students who were studying abroad or participating in the Domestic Exchange Program (special permission).

Students not officially enrolled in Studio Review I and II will not receive credit. Class attendance and the final review are required in order to pass the course and register for the final major capstone courses of the studio art or art history major.

Department Graduation Requirement

Successful completion of all art courses with no grade less than “C” is required for graduation. The studio concentration requires a comprehensive senior exhibition. The art history concentration requires a senior thesis/research paper or project.

Additionally, students must successfully complete Studio or Art History Review I and II; however, students who are accepted into the art program in their junior years are only required to complete Studio /Art History Review II.

Art majors and minors are required to attend all departmental events and activities. A valid written excuse must be presented to the advisor prior to the events or activities if an absence is unavoidable.

Courses in General Education

110G. 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 materials and techniques used in creating art.

140G. Section 1 – African-American Art: Graphic Novel

3 hours

This course will introduce students to the comic and graphic novel medium, with particular emphasis and focus being placed on African American creators (writers/artists) and characters. Works are selected to expose students to the African American experience as presented in the comic or graphic novel format. Students will analyze and deconstruct the visual language of each artist and how that language affects the overall literary components of the narrative presented. This visual component is unique to the comic/graphic novel medium, and the critical engagement of it enables students to make conscience connections to various pop culture references and influences.

140G. Section 2 – African-American Art: Mural Development

3 hours

The purpose of this course is for students to paint a large-scale painting. We will learn how to work together as a team, and how to integrate individual work into a collective project. Students will develop the theme, symbols, and style of the piece collectively, while learning about the history of the mural tradition. In the process, we will learn, practice, and refine drawing and painting techniques, and how to apply them specifically to the painting of murals.

111. Basic Drawing

3 hours

Students will learn how to draw better and become better draftsmen. We will reconsider our preconceptions about drawing as we learn the fundamentals of drafting. Much of class time will be spent sketching still life's in order to learn and refine a range of drawing techniques.

113. Basic Design

3 hours

Students will learn design concepts for 2-dimensional design, including line, shape, space, form, proportion, balance, and texture. The class will culminate with a consideration of composition in the context of collage and landscape.

211. Life Drawing

3 hours

The purpose of this course is to give students a structured approach to drawing the human figure. Drawing a correctly articulated human figure with accurate proportions develops student's perceptual skills. We will review basic knowledge of line, value, shape, texture, color, composition, and spatial illusion as they contribute to expressive meaning. Students will work from clothed life models and computer generated models.

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, concepts and biological processes. Since biology is an experimental science, the department seeks to provide opportunities for students to participate in course-based and mentored 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 part of that responsibility extends to preparing students for careers in biomedical research as well.

We assume a special responsibility for the education of young men who have the potential to do college work, but who have had inadequate secondary school backgrounds. First semester Freshmen who are not well-prepared for college biology based on their Morehouse College placements in mathematics and/or English-reading are strongly advised to start the biology major by taking a research immersion course, BIO 110 Phage Hunters, in their first semester prior to starting General Biology BIO 111. Starting with BIO 110 does not delay graduation and significantly improves the success of these students.

REQUIREMENTS FOR A MAJOR IN BIOLOGY

A biology major is required to take a total of 33 semester hours in biology and must include the following courses: BIO 111-112, BIO 111L-112L, BIO 251, and BIO 425. The remaining 21 semester hours may be taken from the following elective courses: BIO 110, 199, 201, 213, 220, 240, 260, 312, 315, 316, 317, 320, 321-322, 330, 340, 350, 381-382, 391-393, 425, 427, 450, 451, 461, 471, 477, or 497. Also, included among the 33 hours above are three one-semester hour laboratory courses beyond General Biology (BIO 111-112). Each of these three laboratory courses must be taken concurrently with their associated lecture course.

In addition to the listings above, the following cognate courses must be completed successfully: CHE 111-112; CHE 231; MTH 161 and one additional MTH course (either MTH 130 or 162); and one PHY course (either PHY 151 or 154). With prior approval of the Biology Chairperson, as many as 2 biology elective courses may be taken from other departments or at other institutions during the academic year or summer.

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 Bioinformatics, Environmental Studies, Neuroscience or Public Health Sciences. 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.

POSSIBLE COURSE SEQUENCE FOR MAJORS IN BIOLOGY

This is only a sample course sequence. Your specific course sequence will be influenced by your placement in mathematics courses and your placement or exemption from the foreign language requirement. Biology majors should begin Chemistry in the Fall of their Freshman year if they are placed in Calculus I. The course sequence that is ideal for you will be best determined by meeting with your academic advisor in Biology.

BACHELOR OF SCIENCE DEGREE IN BIOLOGY

Freshman Year

Fall Semester

MTH 105 College Algebra I	2 hours
MFL 101 Beginning Foreign Language I	3
First Year Experience (FYE) Course (in Arts and Literature, Ideas and Ethics, or Society and Culture, but not in Scientific Discovery)	3
ENG 101 English Composition	3
BIO 111 General Biology with Lab	4
EDU 153 Crown Forum	0
	15 hours

Spring Semester

MTH 115C-116C College Algebra II & Trigonometry	4 hours
MFL 102 Beginning Foreign Language II	3
Society & Culture	3
ENG 102 English Composition	3
BIO 112 General Biology with Lab	4
EDU 154 Crown Forum	0
	17 hours

Sophomore Year

Fall Semester

MTH 161 Calculus I	4 hours
MFL 201 Intermediate Foreign Language I	3
BIO 251 Cell Biology	3
CHE 111 Elementary Inorganic Chemistry with Lab	4
Health & Physical Education	1
EDU 251 Crown Forum	0
	15 hours

Spring Semester

MTH 162 Calculus II or MTH 130 Basic Statistics	3/4 hours
BIO Elective	3
Ideas & Ethics	3
CHE 112 Elementary Inorganic Chemistry with Lab	4
Free Elective	3
EDU 252 Crown Forum	0
	16/17 hours

Junior Year

Fall Semester

BIO Elective	3 hours
BIO Lab	1
Free Elective	3
Free Elective	3
CHE 231 Elementary Organic Chemistry with Lab	4
Ideas & Ethics	3
EDU 353 Crown Forum	0
	17 hours

Spring Semester

BIO Elective	3 hours
BIO Lab	1
BIO Elective	3
Arts and Literature or Society and Culture	3
Free Elective	3
Health & Physical Education	1
EDU 354 Crown Forum	0
	14 hours

Senior Year

Fall Semester

BIO Elective	3 hours
PHY 151 or PHY 154 General Physics with lab	4
BIO 425 Senior Seminar	1
Free Elective	3
Free Elective	3
	14 hours

Spring Semester

BIO Elective	3 hours
BIO Lab	1
Free Elective	3
Free Elective	3
Free Elective	3
Free Elective	3
	16 hours

BIOLOGY (BIO)

101. Biological Science for Non-Majors

3 hours

Biology is the study of life. It provides a knowledge and understanding of the earth and all the organisms that inhabit it. The main goals of this course are for the students to (1) apply the scientific method to questions/problems posed in class and current scientific news and events, (2) identify and describe the basic chemical, molecular, and genetic make-up of the human body, (3) summarize the process of evolution by natural selection, and (4) list the structure and function of the major organ systems and describe how the environment and genetics can affect the ability of those organs to function.

105. Men's Health

4 hours

This course provides an overview of male health issues from scientific and sociopolitical perspectives. Students will explore social, environmental, political, cultural, and behavioral factors that contribute to health disparities among African American men and other groups.

All students that successfully complete this course will meet the General Education Scientific Discovery Program Level Learning Outcomes that are captured by the following course specific learning outcomes:

- Communicate biological knowledge in writing, visually, and orally;
- Develop an understanding of basic biological concepts necessary for biological literacy;
- Demonstrate a general understanding of biology concepts, with emphasis placed on those skills and content needed for scientific inquiry, reasoning, and communication;
- Demonstrate a general understanding of the diverse and expanding landscape of modern biology, forming a foundation for life-long learning on scientific issues.

Course restricted to non-science-major First Year Students.

106. Introduction to Science Policy

4 hours

This course is a First-Year Experience course under the Scientific Discovery theme. This course applies the scientific method to the practice of innovation. This course will introduce some of the fundamental concepts in science policy and examine the public policy behind the government's role in the science and technology innovation system. This course will also allow students to participate in scientific discovery and conduct research using the scientific method in a laboratory setting. The role of this course is to expose students to the policy process and the interaction between science and policy and policy and science. Topics include the funding of scientific research, the role science policy plays in the African American community (past and present), the translation of scientific discoveries into commercial products, innovation policies, and environmental monitoring. This course aims to equip students with a basic background for involvement in science policymaking. Students will also learn the skill of written and verbal communication for a scientific and policy environment. Course restricted to non-science-major First Year Students.

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.

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; part of the Thematic Area requirement for Scientific Discovery for non-Biology science majors.

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.

199. Introduction to Interdisciplinary Research Collaborations

2 hours

This course examines the basic principles of research methodology and exposes students to interdisciplinary research while developing their analytical and presentation skills. The course provides a framework for critical examination of research in biology, chemistry, computer sciences, mathematics, physics, and psychology. Guest lecturers will assist the instructors with interactive learning experiences from diverse areas of interdisciplinary research. *Prerequisite: Consent of Instructor.*

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.*

215. 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.*

215L. 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.*

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.*

260. Ethnobotany

3 hours

Study of cultures as they relate to tradition and use of medicinal plants. This course focuses on the history, anatomy, physiology and biochemistry of these special plants utilized by indigenous cultures with an emphasis on Africa. In particular, aspects of plant defense mechanisms will be explored as it relates to their production of medicinal compounds. Students will be introduced to basic pharmacologic principles relating to these drugs. *Prerequisites: Biology 111, 112*

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.*

BIO/CSC 318. Introduction to DNA Microarray Analysis **4 hours**

This course is composed of lecture and laboratory components. The lectures will review the basics of DNA microarray analysis and its application. In the laboratory, students will conduct complete DNA microarray experiments including preparing, analyzing and interpreting microarrays. The course will also demonstrate how to use data from microarray analysis to group genes based on an algorithm of gene expression profiles and gene function using bioinformatics computational programs. *Prerequisite: BIO 312 or BIO 350 and MATH 120, all with a grade of C or better.*

319. 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.*

319L. 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. *Must be taken concurrently with BIO 319.*

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 **1-3 hours**

Newly-developed courses, and courses on specific topics are offered. In 2018-2019, Special Topics courses are planned in Microbiology, Microbiology Laboratory, and Human Anatomy. *Prerequisite: Consent of instructor.*

Human Anatomy **1 hour**

This class presents a panoramic investigation of the structural integrity of the human body. The initial focus will involve an immediate understanding and utilization of the “language” of anatomy. This will be followed by an examination of the axial appendicular skeleton, joint articulation and muscles of the limbs. As a means of facilitating systemic dynamics, the interrelationships of the cardiovascular, pulmonary and renal systems will be examined.

Prerequisites: BIO 111-112, 251, 316.

Principles of Microbiology

3 hours

Microbiology is an upper level course specifically designed for Biology majors and aimed at juniors and seniors who want to expand their knowledge of the microscopic world, in general, or for use in medical, professional or graduate school. It is taught at a level that should allow for seamless continuity with Medical, Dental and Graduate Microbiology courses. However, it is not a purpose-oriented course - meaning it is a general Microbiology course, not a pre-med microbiology course. The major themes covered in this course are general principles for growth, evolution and classification, description of microbiological life forms, uses of microorganisms, and microorganisms in disease. Special emphasis is placed on topics and applications that relate to humans (microbe-human interactions and the immune system), microbial ecology and environmental microbiology. Students will be expected to develop and demonstrate an understanding of these topics. *Prerequisites:* BIO 111-112, 251.

Principles of Microbiology Laboratory

1 hour

This is a laboratory component to the Principles of Microbiology lecture course. *Corequisite:* *Principles of Microbiology lecture course.*

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.

350. Principles of Bioinformatics

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 (BIO213)* 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.

391-393. Research Collaboration I, II, or III

2 hours

This course allows for students to receive academic credit for scientific research. The student will work with a research mentor to devise and test a hypothesis throughout the semester. Student performance will be assessed by research mentor evaluation, analysis of the scientific proposal, attendance in scientific seminars, and a final presentation. *Prerequisite:* *Consent of Instructor.*

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

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

Dissections of preserved specimens, histology, and human gross anatomy will be covered. *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

1 hour

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, the Department of Business Administration was originally part of the Department of Economics and Business Administration before being spun off in 1999 into a separate department under the Division of Business Administration and Economics. The Department offers a B.A. in Business Administration. Students majoring in business administration must select one of the following functional area concentrations: accounting, finance, management, or marketing. All business majors must take 39 credit hours of business core courses and each concentration also requires 15 credit hours. Minors in Professional Sales, Accounting, and Business Administration are also offered. The Department of Business Administration has been accredited by AACSB International (the gold standard of Business accreditations) since 1998.

MISSION AND OBJECTIVES

The mission of the Department of Business Administration at Morehouse College is to develop intellectual capacity and skills, advance knowledge, and foster leadership abilities requisite for excellence in business practice, graduate studies and beyond. 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.

Our vision is to be "The preeminent business program for men seeking to excel in business, graduate school, public service and entrepreneurship." As we strive to accomplish our mission and vision, the department holds fast to a set of values. We value:

- High standards and expectations for ethical behavior, professional conduct and brotherhood.
- High expectations for academic excellence and career success.
- Civic engagement, service and social justice for students and faculty.
- A global perspective.
- Faculty and students' leadership development.
- The student voice in teaching, service and research.
- Intellectual contributions intended to enhance teaching effectiveness, improve business practices and advance knowledge in the business disciplines in order of emphasis respectively.
- Relevance, continuous improvement and innovation in curriculum and teaching.
- A collegial environment.
- Partnerships with businesses, alumni, and the community.
- Diversity in talent, background, skills, and gifts.
- African American history and tradition in business and economics.

In order to support the College instructional programs and achieve the College and Departmental missions, the Department of Business Administration has set 10 goals for students:

1. Discipline Specific Goals and Outcomes. Business majors 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 3.40. The Department is also host to a chapter of Beta Gamma Sigma, the Business Honor Society associated with AACSB accredited schools. Honorees must be among the top 7% of juniors and top 10% of seniors with a minimum overall GPA of 3.50 or higher.

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 105 and MTH 115 (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, BA 211, BA 212, ECO 221, BA 225, BA 228, BA 321, BA 324, BA 328, BA 330, BA 350, BA 360 and BA 422. (BA 416 may substitute for BA 322.) Finally, all business majors must satisfactorily complete the following advanced skills courses: COM 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 115 with a grade of C or higher are required to enroll in BA 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: BA 311, BA 312, BA 410, BA 411 and BA 412. Students interested in pursuing a CPA or a Master's in Accounting should consider taking BA 323, BA 365, BA 413, and BA 415 as additional electives.

For a **concentration in finance**, the student must satisfactorily complete 15 semester hours consisting of the following courses: BA 430, BA 431, BA 432, BA 433 and one of the following electives designated for the finance concentration: BA 311, BA 340, BA 434, BA 470, BA 471, ECO 302, ECO 304, ECO 405 or ECO 412. 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: BA 451, BA 452 and three electives designated for the management concentration from ECO 301, ECO 403, BA 410, BA 453, BA 454, BA 455, BA 467 or PSY 470.

For a **concentration in marketing**, the student must satisfactorily complete 15 semester hours consisting of the following courses: BA 461, BA 462, BA 463 and any two of the following electives designated for the marketing concentration — BA 453, BA 464, BA 465, BA 466, BA 467, BA 468, MUS 215 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 BA 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 BA 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.

BUSINESS ADMINISTRATION MINORS

To **minor in Business Administration**, the student must complete twenty-four (24) hours consisting of the following courses: BA 211, BA 212, ECO 201, ECO 202, BA 330, BA 321 and two designated electives from the following (BA 225, BA 228, BA 323, BA 324, BA 350, BA 360, BA 430, BA 431, BA 432, BA 433, BA 451, BA 452, BA 453, BA 461, BA 463, BA 464, BA 467, BA 468, BA 470). In essence, BA 211 is considered the entry into the minor and BA 321 serves as the capstone.

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

1. A grade of C or higher is required for students to satisfactorily complete all business minor courses.
2. Students who enroll in BA or ECO courses without meeting their prerequisites are subject to disenrollment by the department regardless of performance or time elapsed.
3. Not more than two courses in the minor taken at other institutions will be accepted for credit toward the minor in business administration at Morehouse College.
4. To begin the minor, a student needs to have completed MTH 115 (College Algebra 2) as part of his General Education curriculum.

The proposed schedule is recommended for completion of the minor.

Semester 1

BA 211, ECO 202

Semester 2

BA 212, ECO 201

Semester 3

BA 330, Business Designated Elective

Semester 4

Business Designated Elective, BA 321

BUSINESS ADMINISTRATION MAJOR

Accounting Concentration (120 Total Credit Hours)

Freshman Year

FALL SEMESTER

ENG 101	3 hours
MTH 105	2
MFL 201	3
HIS 111	3
BIO 101	3
HPED	1
TOTAL	15 hours

SPRING SEMESTER

ENG 102	3 hours
MTH 115	2
MFL 202	3
HIS 112	3
PHY 102	3
HPED	1
TOTAL	15 hours

Sophomore Year

FALL SEMESTER

BA 211	3 hours
ECO 202	3
BA 225	3
MTH 160	3
ENG 250	3
TOTAL	15 hours

SPRING SEMESTER

BA 212	3 hours
ECO 201	3
ECO 221	3
BA 350	3
Art/Religion/Music	3
TOTAL	15 hours

Junior Year

FALL SEMESTER

BA 323*	3 hours
SOC SCI (PSC, PSY, or SOC)	3
BA 328	3
BA 311	3
BA 330	3
COM 351	3
TOTAL	15/18 hours

SPRING SEMESTER

BA 365*	3 hours
BA 416	3
BA 321	3
BA 312	3
BA 360	3
PHI 302	3
TOTAL	15/18 hours

Senior Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
BA 410	3 hours	BA 412	3 hours
BA 413*	3	BA 415*	3
BA 411	3	BA 422	3
BA 324	3	Art/Religion/Music	3
Art/Religion/Music	3	Free Electives	6
Free Elective	3		
TOTAL	15/18 hours	TOTAL	15/18 hours

* Students interested in pursuing a CPA or a Master's in Accounting should consider taking BA 323, BA 365, BA 413, and BA 415 as additional electives.

SUGGESTED COURSE SEQUENCE: BUSINESS ADMINISTRATION MAJOR

Finance Concentration (120 Total Credit Hours)

Freshman Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
ENG 101	3 hours	ENG 102	3 hours
MTH 105	2	MTH 115	2
MFL 201	3	MFL 202	3
HIS 111	3	HIS 112	3
BIO 101	3	PHY 102	3
HPED	1	HPED	1
TOTAL	15 hours	TOTAL	15 hours

Sophomore Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
BA 211	3 hours	BA 212	3 hours
ECO 202	3	ECO 201	3
ECO 221	3	BA 228	3
BA 225	3	MTH 160	3
ENG 250	3	BA 360	3
TOTAL	15 hours	TOTAL	15 hours

Junior Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
BA 330	3 hours	BA 430	3 hours
BA 321	3	BA 431	3
Art/Religion/Music	3	BA 350	3
PHI 302	3	BA 328	3
SOC SCI (PSC, PSY, or SOC)	3	COM 351	3
TOTAL	15 hours	TOTAL	15 hours

Senior Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
Art/Religion/Music	3 hours	Art/Religion/Music	3 hours
BA 422	3	BA 324	3
BA 432	3	BA 433	3
Fin. Designated Elective	3	Free Electives	6
Free Elective	3		
TOTAL	15 hours	TOTAL	15 hours

**SUGGESTED COURSE SEQUENCE:
BUSINESS ADMINISTRATION MAJOR**

Management Concentration (120 Total Credit Hours)

Freshman Year

FALL SEMESTER

ENG 101	3 hours
MTH 105	2
MFL 201	3
HIS 111	3
BIO 101	3
HPED	1
TOTAL	15 hours

SPRING SEMESTER

ENG 102	3 hours
MTH 115	2
MFL 202	3
HIS 112	3
PHY 102	3
HPED	1
TOTAL	15 hours

Sophomore Year

FALL SEMESTER

BA 211	3 hours
ECO 202	3
ECO 221	3
MTH 160	3
ENG 250	3
TOTAL	15 hours

SPRING SEMESTER

BA 212	3 hours
ECO 201	3
BA 225	3
BA 228	3
BA 360	3
TOTAL	15 hours

Junior Year

FALL SEMESTER

BA 350	3 hours
BA 328	3
BA 330	3
SOC SCI (PSC, PSY, or SOC)	3
COM 351	3
TOTAL	15 hours

SPRING SEMESTER

BA 321	3 hours
Art/Religion/Music	3
BA 451	3
Mgmt. Designated Elective	3
PHI 302	3
TOTAL	15 hours

Senior Year

FALL SEMESTER

BA 450	3 hours
BA 452	3
BA 324	3
Art/Religion/Music	3
Free Elective	3
TOTAL	15 hours

SPRING SEMESTER

BA 422	3 hours
Mgmt. Designated Elective	3
Art/Religion/Music	3
Free Electives	6
TOTAL	15 hours

**SUGGESTED COURSE SEQUENCE:
BUSINESS ADMINISTRATION MAJOR**

Marketing Concentration (120 Total Credit Hours)

Freshman Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
ENG 101	3 hours	ENG 102	3 hours
MTH 105	2	MTH 115	2
MFL 201	3	MFL 202	3
HIS 111	3	HIS 112	3
BIO 101	3	PHY 102	3
HPED	1	HPED	1
TOTAL	15 hours	TOTAL	15 hours

Sophomore Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
BA 211	3	BA 212	3
ECO 201	3	ECO 202	3
ECO 221	3	BA 225	3
SOC SCI (PSC) PSY, or SOC)	3	BA 228	3
ENG 250	3	BA 360	3
TOTAL	15 hours	TOTAL	15 hours

Junior Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
BA 328	3 hours	BA 330	3 hours
PHI 302	3	BA 461	3
COM 351	3	BA 350	3
Art/Religion/Music	3	BA 321	3
Mkt. Designated Elective	3	MTH 160	3
TOTAL	15 hours	TOTAL	15 hours

Senior Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
BA 324	3 hours	BA 462	3 hours
BA 422	3	Mkt. Designated Elective	3
BA 463	3	Art/Religion/Music	3
Art/Religion/Music	3	Free Electives	6
Free Electives	3		
TOTAL	15 hours	TOTAL	15 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 115 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: BA 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 chair'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).*
- 228. Data Analytics and Modeling** **3 hours**
Focuses on the importance of data analysis and its role in decision making. Students should be able to create quantitative models for summarizing, visualizing, understanding and applying useful information gleaned from large data sets. *Prerequisites: ECO 221.*
- 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: BA 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: BA 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 chair'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: BA 350 or BA 330 (C or better), or instructor's permission.*
- 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: BA 211, BA 212, BA 330 and BA 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)*

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 BA 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 BA 212 (C or better).

350. Management Principles and Organizational Behavior

3 hours

This course explores the role of managers in organizations. The course focuses on the purpose and responsibilities of managers and the importance of evidence-based management. Planning, strategic analysis, effective teamwork and the importance of a manager's values, perception and motivation in decision-making will be emphasized. Prerequisites: ECO 202 and BA 321 (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: ENG 102 or ENG 103 (C or better) and enrollment in ECO 202.

365. Financial Statement Analysis

3 hours

The course will focus on financial statements from users' perspectives. The course will use information from corporate financial reports to perform financial analysis and valuation for assessing the financial condition of a firm, to forecast its future position and trends, and to distinguish between various industries differences of key financial and operational data and key ratios. The course will also examine the views of various stakeholders (i.e., Creditors, Investors, Accountants, Chief Financial Officers and Chief Executive Officers). Prerequisites: BA 212 (Managerial Accounting) (C or better). Not required but successful completion of BA 330 (Corporate Finance) or being taken concurrently is desirable.

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: BA 212 (C or better).

411. Tax Accounting

3 hours

Deals with the theory and principles of individual income taxation. The course addresses inclusions and exclusions from gross income; employee and self-employed expenses; individual, business and investor losses; itemized deductions; depreciation; and property transactions. Prerequisites: BA 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: BA 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: BA 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.

415. Advanced Corporate and Partnership Taxation

3 hours

Deals with the theory and principles of taxation of entities. The course addresses corporate taxation (formation, dividends and redemptions, mergers and international transactions); partnership and S corporation taxation; tax treatment of exempt entities; and the taxation of trusts, estates, and gifts. Prerequisite BA 411 (C or better).

416. Accounting Information Systems **3 hours**

The course focuses on overall data flow systems emphasizing financial information and computerized systems for accounting as well as familiarity with server technology, security electronic transactions, and an understanding of the concepts of transaction cycles, internal control structure, nature of control exposures, and threats to information systems. The course could be used as a substitute for BA 228, Data Analytics and Modeling. *Prerequisites: BA 212 (C or better)*

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 chair's approval.*

421. Directed Reading in Business **0 to 3 hours**

Directed and intensive study in a special area of business. *Status as a rising senior and chair's approval.*

422. Business Policy and Strategy **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: BA 330, 350, 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: BA 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: BA 330 (C or better).*

432. Advanced Corporate Finance **3 hours**

An extension and application of the concepts introduced in BA 330, the introductory corporate finance course. Analytical skills are developed through the use of problems and cases. *Prerequisite: BA 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 BA 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.*

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: BA 350 and BA 211 and BA 212 (C or better).*

452. Human Resource 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; BA 350 and BA 211 and BA 212 (C or better).*

453. Entrepreneurship **3 hours**

Explores the special problems associated with establishing and operating a new business venture. *Prerequisites: BA 211, BA 212, BA 330, BA 350, and BA 360 or instructor's permission.*

454. Special Topics in Management **3 hours**

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 **3 hours**

This course presents an overview of organizational theory from a macro perspective. It focuses on the design of effect and effective organization with emphasis on structure and processes. The primary emphasis is on the organizing function of management. Major topic 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: BA 211, 212, and 350. (C or better).*

461. Buyer Behavior **3 hours**

An examination of the decision-making process of buyers with respect to underlying economic and psycho sociological factors. Focuses on target marketing and market segmentation. *Prerequisite: BA 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 BA 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: BA 360 and BA 212 (C or better).*

464. Principles of Professional 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: BA 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: BA 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: BA 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: BA 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: BA 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: BA 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: BA 430 (C or better) and instructor's permission.*

475. Advanced Professional Selling **3 hours**

The purpose of the course is to enhance communication and selling skills. Focus will be on the account management principles and the processes used to develop accounts and long term relationships with major accounts. National account management, supply chain management, financial analysis and sales force ethics will also be covered. Case studies, videotaped role playing and professional speakers assist students in developing relevant skills. In addition, students will engage in live selling situations and activities. Students should be prepared for intensive and regular videotaped role playing, shadow selling, business attire, and regular presentations. *Prerequisite: BA 464 (C or better).*

476. Customer Relationship Management **3 hours**

This course builds on the basic sales process taught in Principles of Professional Selling. It examines the theory and practice of customer relationship management and integrates relationship marketing, statistics, and informational technology to provide value to the customer to gain repeat sales. Customer Relationship Management (CRM) will show sales students that there is more to professional selling than making the sale. Students will use industry standard customer relationship management software, such as Salesforce.com, to be more than prepared to immediately contribute to their hiring companies. Students should be prepared for intensive and regular videotaped role playing, shadow selling, business attire, and regular presentations. *Prerequisite: BA 464 (C or better).*

PROFESSIONAL SALES MINOR

The Department of Business Administration offers an interdisciplinary minor in professional sales that complements a range of career orientations and academic interests. The interdisciplinary PROFESSIONAL SALES MINOR focuses on business to business consultative selling. The minor consists of five (5) courses, one of which is an elective that provides students the option of taking at least one course in their division. The minor provides a sales career opportunity to all Morehouse students. Careers in business-to-business consultative sales require students to utilize communication, presentation, analytical, strategic planning, and relationship building skills and also project self-confidence, leadership, ethical and moral behavior. All of these skills and behaviors are espoused by the mission of Morehouse College. The minor emphasizes these skills and behaviors while allowing students to learn how they can be applied to their chosen major. Thus, providing students an additional option on how to utilize what they have learned in their major course of study. The minor will provide an understanding of how students can “sell” not only products/services but, themselves or their own entrepreneurial ventures. Students will be exposed to business principles and etiquette and gain an understanding of professional sales in varying industries through guest speakers, sales call ride-a-longs, sales call role-plays, and internships. This minor is providing opportunities in professional selling, which can be a lucrative career but, is an area lacking good, sales-trained, college educated people.

The professional sales minor consists of twelve (12) hours of required core and three (3) hours of designated electives, for a total of 15 hours. Students minoring in professional sales are encouraged to participate in internal and external sales competitions and to complete a sales internship. Upper-division courses in professional sales assume a mastery of knowledge and skills acquired in lower-division courses.

REQUIREMENTS FOR THE MINOR IN PROFESSIONAL SALES

Required Core (12 hours)

BUS360 Principles of Marketing*
BUS464 Principles of Professional Selling
BUS475 Advanced Professional Selling
BUS476 Customer Relationship Management

Designated Electives (3 hours)

(1) Interdisciplinary Elective to be proposed by the student and should include courses that have a sales focus or component. The elective must be approved by the sales minor Program Director (Program Chair). Previously approved courses are provided upon request.

*Has Micro Economics (ECO202) as a co-pre/co-requisite. Students can select ECO202 as a Gen Ed social science requirement without adding to the courses required for the Minor

PROFESSIONAL SALES MINOR

REQUIRED COURSES (15 HOURS)

BA 360. Principles of Marketing – Introduction to marketing and its association with other areas of business (finance, accounting, management).

BUS464. Principles of Professional Selling – Introduction to professional sales and consulting.

BA 475. Advanced Professional Selling – Focus on sales consulting and territory management and introduce sales analytics software (Salesforce.com).

BA 476. Customer Relationship Management – How to maintain customer satisfaction and the technology used to help achieve it.

(1) Interdisciplinary Elective - Students will take an elective from a list of courses that include a sales focus, to be approved by the Program Director.

ACCOUNTING MINOR

The Accounting Minor is designed to give students a strong foundation in the language of business and is open to all majors. Recent studies have shown that Accounting and Finance staff rank among the top ten positions that are hardest to fill for corporate recruiters today. This means the demand for graduates with these skills is expected to grow. Students taking this minor can choose to pursue a path to the CPA designation. To minor in Accounting, a student must complete eighteen (18) hours consisting of five (5) required courses and one (1) designated elective. BA 211 Principles of Accounting 1 is the entry into this minor.

REQUIRED COURSES (18 HOURS)

BA 211. Principles of Accounting 1 – 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 115 or 160 or 161 (C or better) and GPA 2.5 or better.

BA 212. Principles of Accounting 2 – 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: BA 211 (C or better).

BA 311. Intermediate Accounting 1 – 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: BA 211 and 212 (C or better).

BA 312. Intermediate Accounting 2 – 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: BA 211, 212 and 311 (Cs or better).

BA 412. Auditing – 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: BA 312 (C or better).

(1) Designated Elective. The elective must be taken from the following list (BA 323, BA 365, BA 410, BA 411, BA 413, BA 414, and BA 416).

All Accounting minors are also subject to the following departmental policies:

1. A grade of C or higher is required for students to satisfactorily complete all Accounting minor courses.
2. Students who enroll in BA or ECO courses without meeting their prerequisites are subject to disenrollment by the department regardless of performance or time elapsed.
3. Not more than two courses in the minor taken at other institutions will be accepted for credit toward the minor in Accounting at Morehouse College.
4. To begin the minor, a student needs to have completed MTH 120 (Pre-calculus) as part of his General Education curriculum.

SUGGESTED COURSE SEQUENCE: ACCOUNTING MINOR

	Fall Semester	Spring Semester
Sophomore Year:	BA 211 3 hrs	BA 212 3 hrs
Junior Year:	BA 311 3 hrs	BA 312 3 hrs
Senior Year:	BA 412 or Elective 3 hrs	BA 412 or Elective 3 hrs

CHEMISTRY

DEPARTMENTAL MISSION

The Department of Chemistry at Morehouse College prepares its majors with a thorough and rigorous background in undergraduate chemistry so that they may pursue graduate studies in chemistry (and related sciences) and begin careers as professional chemists. The department also provides quality service courses for majors in related departments and programs (i.e. mathematics, physics, engineering, biology, psychology, medicine, the allied health professions, etc.). These service courses bear no distinction from the department's courses for majors. In order to prepare the chemistry major for today's technological marketplace, one where interdisciplinary inquiry is essential, it is the department's expectation that he be exposed to considerable biology, physics, and mathematics during his undergraduate career. Toward this end, many chemistry majors complete the requirements for a minor in mathematics, biology, or physics. Since 1972, the Committee on Professional Training of the American Chemical Society (ACS) has placed the department on its list of approved departments. After many successful reviews, the department remains accredited by ACS.

DEPARTMENTAL OBJECTIVES

The Department of Chemistry has established the following objectives:

- **Basic Laboratory Skills**
Chemistry majors will be competent in basic laboratory skills such as safe practices, keeping a notebook, use of electronic balances and volumetric glassware, preparation of solutions, chemical measurements using pH electrodes and spectrophotometers, data analysis, and report writing.
- **Problem Solving**
Chemistry majors will be able to define problems clearly, develop testable hypotheses, design and execute experiments, analyze data, and draw appropriate conclusions.
- **Modern Instrumentation & Computational Data**
Chemistry majors will be able to demonstrate knowledge of the use of modern scientific instrumentation and the methods of computational chemistry.
- **Presentation of Scientific Information**
Chemistry majors will be able to present information in a clear and organized manner, write well organized and concise reports in a scientifically appropriate style, and use appropriate technology such as poster preparation software, word-processing, chemical structure drawing programs, and computerized presentations in their communication.
- **Chemistry from an International Perspective**
Chemistry majors will be able to describe the impact of international concerns such as the greenhouse gases on health, economics, and the climate; demonstrate the ability to articulate the important aspects of the global changes in climatology due to global warming and rapid environmental degradation; articulate the important contributions of scientists from other countries in the development of models, theories and research in chemistry; and describe the important concerns and factors regarding the international spread of disease and pandemics.

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

CHE 111	General Chemistry Lecture and Lab
CHE 112	General Chemistry Lecture and Lab
CHE 211	Analytical Chemistry Lecture and Lab
CHE 231	Organic Chemistry Lecture and Lab

CHE 232	Organic Chemistry Lecture and Lab
CHE 321	Physical Chemistry Lecture and Lab
CHE 322	Physical Chemistry Lecture and Lab
CHE 326	Biophysical Chemistry Lecture and Lab
CHE 421	Inorganic Chemistry Lecture and Lab
CHE 4--	Adv. Chemistry (any one of CHE 422, 423, 424, 435, 437, 471 or 472)
MTH 161	Calculus I
MTH 162	Calculus II
MTH 263	Calculus III
MTH 271	Linear Algebra
MTH 321 or 255	Ordinary Differential Equations or Theory of Sets
PHY 154	Mechanics
PHY 253	Electricity and Magnetism
BIO 111 or 113	General Biology or Comprehensive

BACHELOR OF SCIENCE DEGREE IN CHEMISTRY AND BACHELOR OF CHEMICAL ENGINEERING DEGREE

It is possible for students enrolled in dual-degree engineering to earn a joint B.S. in Chemistry and a Bachelor of Chemical Engineering degree. The departmental requirements for this dual-degree program are the courses CHE 111/111L, 112/112L, 211, 231-232, 321/321L, 322/322L, 326, 421, and one additional 400-level chemical engineering course offered at the Georgia Institute of Technology, Auburn University, Boston University, or Rochester Institute of Technology, plus the mathematics and physics courses required under the B.S. in chemistry program. It is understood that the student must meet all other requirements of the engineering college as well as the requirements of the dual-degree program.

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

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 degree programs above 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

Freshman Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
CHE 111	3 hours	CHE 112	3 hours
CHE 111L	1	CHE 112L	2
HIS 111	3	HIS 112	3
MTH 161	4	MTH 162	4
ENG 101	4	ENG 102	3
HPED elective	1	HPED	1
HEDU 151	--	HEDU 152	--
HEDU 153	--	HEDU 154	--
TOTAL	16 hours	TOTAL	16 hours

Sophomore Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
CHE 231	4 hours	CHE 232	4 hours
CHE 211	4	MTH 271	3
MTH 263	4	PHY 154	4
MFL 201	3	BIO 111 or 113	4
ENG 250	3	MFL 202	3
HEDU 251	--	HEDU 252	--
TOTAL	18 hours	TOTAL	18 hours

Junior Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
CHE 321	4 hours	CHE 322	4 hours
CHE 326	4	ENG 351	3
MTH 321 or 255	3	CORE elective	3
PHY 253	4	CORE elective	3
HEDU 353	--	HEDU 354	--
TOTAL	15 hours	TOTAL	13 hours

Senior Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
CHE 421	4 hours	CHE 4--	3 hours
CHE 429	1	CHE 430	1
CHE 431	3	CHE 432	3
CORE elective	3	CORE elective	3
CORE elective	3	CORE elective	3
TOTAL	14 hours	TOTAL	13 hours

CORE Elective: General Education courses in the Humanities and Social Sciences (see Program of Study). 4__ Elective: Advanced courses from this list: 422, 423, 424, 435, 437, 471, and 472.

CHEMISTRY (CHE)

111. Elementary Inorganic Chemistry I **3 hours**

111L. Elementary Inorganic Chemistry Laboratory **1 hour**

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. *Prerequisites: None. Lecture, 3 hours per week. Laboratory and lab lecture, 6 hours per week.*

112. Elementary Inorganic Chemistry II **3 hours**

112L. Elementary Inorganic Chemistry Laboratory II **1 hour**

Continuation of 111/111L. 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. *Prerequisites: CHE 111 and 111L. Lecture, 3 hours per week. Laboratory and lab lecture, 6 hours per week.*

211. Analytical Chemistry **4 hours**

An instructional, lecture-based course that aims to familiarize students with fundamental principles and topics in analytical chemistry and their applications, including quantitative and qualitative analysis of chemical substances using modern chemical instrumentation. Applications include forensic chemistry, environmental science, as well as sustainable energy techniques and methods. *Prerequisites: 112 and 112L. Lecture, 3 hours per week. Laboratory, 6 hours per week.*

231. Elementary Organic Chemistry I **4 hours**

232. Elementary Organic Chemistry I **4 hours**

This two-course sequence provides a rigorous elementary treatment of the compounds of carbon, including structure, properties, and reactions and their relation to theory. *Prerequisites: CHE 112 and 112L. Lecture, 3 hours per week. Laboratory and lab lecture, 6 hours per week.*

321. Elementary Physical Chemistry I **3 hours**

321L. Elementary Physical Chemistry Laboratory I **1 hour**

Empirical-theoretical investigation of the static and dynamic properties of atoms, molecules, and ions by studying kinetics, thermodynamics and statistical thermodynamics. *Prerequisites: CHE 232, PHY 154, and MTH 161 and 162. Lecture, 3 hours per week. Laboratory and lab lecture, 6 hours per week.*

322. Elementary Physical Chemistry I **3 hours**

322L. Elementary Physical Chemistry Laboratory II **1 hour**

Continuation of 321/321L. Empirical-theoretical investigation of the static and dynamic properties of atoms, molecules, and ions by studying quantum chemistry and spectroscopy. *Prerequisites: CHE 321/321L, PHY 253, and MTH 271. Lecture, 3 hours per week. Laboratory and lab lecture, 6 hours per week.*

326. 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 instrumentation of the determination of useful information about biopolymer systems. *Prerequisites: CHE 232 and BIO 111 or 113. 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 reactions, and their interpretation in terms of quantum chemistry and group theory. *Prerequisite: CHE 322/322L. 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 analysis of materials using spectroscopic, electrochemical, magnetic and chromatographic techniques. *Prerequisite: CHE 322/322L. Lecture, 3 hours per week. Laboratory and lab lecture, 6 hours per week.*

423. Advanced Physical Chemistry I **3 hours**

424. Advanced Physical Chemistry II **3 hours**

Theoretical principles of modern physical chemistry. Fundamental principles of quantum mechanics, statistical mechanics, angular momentum and group theory. Applications. *Prerequisite: CHE 322/322L. Recommended: PHY 361. Lecture, 3 hours per week. Laboratory and lab lecture, 6 hours per week.*

429-430. Undergraduate Seminar in Chemistry **1 hour**

Student seminar devoted to the study of some pertinent topics from books and journal articles from student research experiences. Occasional lecturer from outside of the college. Participation is required of all majors in chemistry; excellent performance is necessary, but not a sufficient condition for being cited for departmental honors at graduation. *Prerequisite: None. One meeting per week for 1 hour.*

431-432. Undergraduate Research in Chemistry **3 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. *Prerequisite: Consent of instructor.*

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 322/322L. Lecture, 3 hours per week.*

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 photo-dynamics and photo-kinetics resulting from photochemical processes, and the instrumental techniques used in obtaining basic information about chemical processes in the atmosphere. *Prerequisite: CHE 322/322L. Lecture, 3 hours per week. Laboratory and lab lecture, 5 hours per week.*

471. Advanced Organic Chemistry I **3 hours**

472. Advanced Organic Chemistry II **3 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 322/322L. Lecture, 3 hours per week.*

CHINESE STUDIES

The Chinese major requires a total of 10 courses (36-38 credit hours), three of which must be at the 400 level. CHI 210 and CHI 331 (taught in English) are required. Specifically:

- Chinese 201 and Chinese 202;
- Chinese 301 and Chinese 302;
- Chinese 303 or Chinese 310;
- Chinese 401, Chinese 402 or Chinese 440;
- Chinese 210 or Chinese 331. (Content courses, taught in English)

The Chinese Minor consists of 6 courses (23-24 credit hours). The required courses are:

- Chinese 201 and Chinese 202;
- Chinese 301 and Chinese 302 or Chinese 303;
- Chinese 401 or Chinese 402 or Chinese 440;
- Chinese 210 or Chinese 331.

All elementary and intermediate courses must be taken sequentially.

Participation in a Study Abroad Program in China (summer or semester) is highly recommended for students majoring or minoring in Chinese.

CHI 101-102. Elementary Chinese

8 hours

The first-year Chinese language courses are offered in sequence. No prior instruction in Chinese is required for 101. Both courses enable students to master basic Chinese pronunciation and emphasize the four language skills—listening, speaking, reading, and writing. Students learn to write both Pinyin (Romanization system) and Chinese characters. Students begin to develop communicative skills through simple conversations and are able to reach ACTFL proficiency guideline novice mid-high level.

CHI 201-202. Intermediate Chinese

8 hours

The second-year Chinese courses are offered in sequence. These courses further develop all four language skills—listening, speaking, reading and writing. Students are expected to develop a higher level of communicative skills. Students will be able to successfully handle a variety of communicative tasks and reach ACTFL proficiency guideline Intermediate mid-level. *Prerequisite: CHI 102 or equivalent placement test.*

CHI 210. Chinese Culture through Film

3 hours

This course offers an introduction to Chinese culture and society through films with special emphasis on developing critical thinking and writing skills. The course content includes a great variety of topics including geography and history, politics and religion, social issues and youth culture, etc. The films have English subtitles. *The course has no prerequisite and is conducted in English.*

CHI 301-302. Advanced Chinese

8 hours

The third-year Chinese courses are offered in sequence. Both courses continue to develop interactive communication skills and improve proficiency in conversation, reading and writing. Students will be able to deal with events of current, public, and personal interest or individual relevance and reach at least ACTFL proficiency guideline intermediate mid-high to advanced-low level. *Prerequisite: CHI 202 or equivalent placement test.*

CHI 303-304. General Conversation

8 hours

These courses focus on listening and speaking skills, with special attention to tone, fluency and accuracy. Prerequisites: CHI 102. They are only offered in the summer or semester study abroad programs. Students immerse themselves in language and cultural situations and practice the language daily with native speakers.

CHI 310. Business Chinese

4 hours

This course is designed to enhance students' business communication skills and cultural awareness. Students familiarize themselves with at least 300 basic Chinese sentences in order to initiate simple conversations with native speakers.

Prerequisite: Instructor's approval.

CHI 331. Modern Chinese Literature

3 hours

This course offers an introductory study of modern Chinese history, society and culture through literature, with special emphasis on the relationship between the self and modernity in Chinese literary and intellectual works. Students read literary works such as short stories, plays, poems and essays by Chinese writers, as well as historical narratives, biographies and literary criticism by both Western and Chinese scholars. Students learn to critically interpret and understand modern Chinese literary works and intellectual thought. This course offers a historically contextualized framework for students interested in learning the Chinese language. Taught in English. *No prerequisite.*

CHI 401 and 402. Advanced Chinese: Chinese Language and Culture I and II

8 hours

The fourth-year Chinese courses. These courses transition from measured training in language skills to authentic communications. Students further develop skills in listening, speaking, reading and writing, through course readings and discussions. Cultural content includes Chinese idioms and short stories, as well as some classical Chinese. Students are able to reach ACTFL proficiency guideline advanced low-mid level. *Prerequisite: CHI 302 or equivalent placement test.*

CHI 440. Directed Studies in Chinese

1-4 credit hours

Independent study. The content varies every semester based on the needs of the students who enroll in the course.

Students who wish to enroll in this course must obtain the instructors' approval.

CINEMA, TELEVISION & EMERGING MEDIA STUDIES PROGRAM

CTEMS MISSION

The overall mission of the Cinema, Television & Emerging Media Studies (CTEMS) Program at Morehouse College is to provide quality introduction to the intellectual and artistic study of film as well as television and new media with primary focus 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. The major emphasis of the program is on screenwriting in addition to critical film analysis, film history and culture (the domestic and international beginnings and development of film), African American cinema, film theory and criticism, cinematic vocabulary, and film production. 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-scène, 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.

APPLYING TO DECLARE THE CTEMS MAJOR

The Cinema, Television, & Emerging Media (CTEMS) program is a highly selective and competitive intellectual and professional academic program with a limited admissions rate. Applicants to the College who wish to major in CTEMS must apply through a secondary application that **MUST** be completed in the sophomore year during the designated application period, which is noted on the website in the fall. The application will also be posted at the beginning of the designated period for current sophomore candidates.

Transfer students wishing to do the same must apply during the CTEMS application period of their sophomore year at their current school if they have been accepted into the College.

Late, wrongly submitted, or plagiarized applications will not be considered. A cumulative GPA of 3.0 or above is expected. The application will appear on the CTEMS website during the application period; the application period will be posted on the CTEMS site in early fall. The quality and relevance of the applicant's original written application as well as the academic record and program capacity all impact the admission decision. Entering freshman who plan to apply in the sophomore year will have a major designation such as undeclared, CTEMS-intended or liberal studies. Applicants taking and passing such introductory level courses as Introduction to Film and Introduction to TV, or any CTEMS elective open to multiple majors in no way implies that a student has begun or is achieving the major.

Students may also apply to minor in the program in the sophomore year during the fall application period and complete the designated part for the minor on the CTEMS application. The minor requires 18 hours. **Please Note:** Minors do not take the screenplay courses, 365 technologies in storytelling courses, or the senior capstone course.

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 spring semester of the senior year.

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.

CTEMS PROGRAM MAJOR REQUIREMENTS

Students must take the following Core Courses (45 hours total required for the Major):

HCTM 235 Introduction to Film	3 hours
HCTM 237 Introduction to Television	3
HCTM 255/HCTM 258 Classic African-American Cinema/Survey of African-American Cinema (an additional one counts as a major elective)	3
HENG 392 Creative Writing: Fiction & Drama (must be taken before or with Screenplay I)	3
HCTM 300 Screenplay I	3
HCTM 302 Screenplay II	3
HCTM 303 Writing for Television & Short Film	3
HCTM 320 Film Criticism & Theory	3
HCTM 325 The Great Films (Domestic & International)	3
HCTM 348 Hollywood, Politics, Power	3
HCTM 365 Special Topics: Digital Media/Technology in Film (Storyboarding & Editing & Photography for Film)	3
HCTM 425 Senior Capstone: Film Production	3

CTEMS course electives when offered have priority for majors. 9
Sample of approved standing course electives include:

- HCTM 400** The Storyteller: Spike Lee
- HART 140** The Graphic Novel Art
- HENG 388** New Media Technology
- HAAS 210** (Black Aesthetic of the 1960s, Black Aesthetic of Hip Hop)
- HFLC 302** Chinese Language and Culture through Film and Literature
- HSOC 300** Gender and the Media
- HPSY 389** Black Men, Black Boys and the Psychology of Modern Media
- HENG 461** West African Fiction and Film
- HFLF 320** French Literature, Language and Culture through Film

SUGGESTED COURSE SEQUENCE FOR CTEMS MAJORS

Freshman Year

FALL SEMESTER

ENG 101 (or 103)	3 hours
MTH 100	3
MFL 201	3
HIS 111	3
BIO 101 and lab	3
HPED	1

TOTAL 16 hours

SPRING SEMESTER

ENG 102	3 hours
MTH 110	3
MFL 202	3
HIS 112	3
PHY 102	3
HPED	1

TOTAL 16 hours

Sophomore Year

FALL SEMESTER

ENG 250	3 hours
MUS	3
SOC SCI	3
PHI	3
ART 110	3

TOTAL 15 hours

SPRING SEMESTER

ART	3 hours
SOC SCI	3
REL 201	3
ENG 392	3
ELECTIVE	3

TOTAL 15 hours

Junior Year

FALL SEMESTER

HCTM 235	3 hours
HCTM 237	3
ELECTIVE	3
ELECTIVE	3
ELECTIVE	3

TOTAL 15 hours

SPRING SEMESTER

HCTM 300	3 hours
HCTM 320	3
ELECTIVE	3
ELECTIVE	3
ELECTIVE	3

TOTAL 15 hours

Senior Year

FALL SEMESTER

HCTM 302/303	3 hours
HCTM 365	3-6
ELECTIVE	3
ELECTIVE	3
ELECTIVE	3

TOTAL 15-18 hours

SPRING SEMESTER

HCTM 348	3 hours
HCTM 325	3
HCTM 425	3
ELECTIVE/	3
Approved Internship/	
ELECTIVE	3

TOTAL 15 hours

CTEMS

HCTM 235. Introduction to Film

3 hours

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

3 hours

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 255. Classic African-American Cinema

3 hours

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. If a student takes both, the second course may be counted as the major elective. Fall semester course. *Prerequisites ENG102 or ENG103 and HCTM235.*

HCTM 258. Survey of African-American Cinema

3 hours

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

3 hours

392 Creative Writing is a prerequisite or must be taken simultaneously with 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.* Major restriction.

HCTM 302. Screenplay II

3 hours

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.* Major restriction.

HCTM 303. Writing for TV & Short Film

3 hours

This course focuses on writing for "short" narrative films and television; Students analyze 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.* Major restriction.

HCTM 320. Film Criticism & Theory

3 hours

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. *Prerequisites ENG 102 or ENG 103, HCTM 235.* English and CTEMS majors and minors (other majors with permission after prerequisites met).

HCTM 325. The Great Films (Domestic and International)

3 hours

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.* Majors and minors restricted (other majors with permission after prerequisites met)

HCTM 348. Hollywood, Money, Power

3 hours

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 365. Storytelling in Technology

3 hours

Students study and practice storyboarding, editing, and photography in preparation for the senior capstone course filmmaking semester.

ENG 392. Creative Writing: Fiction & Drama

3 hours

Students will learn and focus on the essentials of storytelling in writing stories through short story and play reading and manuscript writing and revision.

HCTM 400. The Storyteller: The Cinematic Style & Political Vision Spike Lee

3 hours

Course examines the iconic storytelling of Spike Lee and explores his politicized cinematic style, and artistic, racial, class, economic, and gender implications of his work.

HCTM 425. Senior Seminar/Capstone Project (Film Production)

3 hours

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. Students should have completed CTEMS courses through HCTM 320 and must be completing HCTM325 and HCTM 348 simultaneously.

*** CTEMS Majors and minors have enrollment priority in all CTEMS courses.**

*** CTEMS majors and minors have enrollment priority in Introduction to Film & Introduction to TV.**

COMMUNICATIONS

The minor in Communication Studies is an 18-credit hour program designed to increase the overall communication effectiveness of students. The minor emphasizes theoretical foundations and promotes the ethical practice of human communication. This course of study works towards Morehouse College's mission of producing leaders. Quality leadership skills in any context are dependent upon mastering effective communication strategies. Communication is primarily a social process that is used in personal, academic, and professional spheres, and studying communication increases the ability to be effective in those contexts. Therefore, the Communication Studies Minor prepares students for positions in business, law, education, government, sociology, medicine, the arts, and performance. Those who minor in Communication Studies can expect to hone skills in presentations, public speaking, argumentation, document preparation, and academic and professional writing. Students in this minor will have a solid foundation for graduate and professional school.

The minor in Communication Studies is open to all Morehouse College students, regardless of major, who meet the following prerequisites:

C or above in ENG 101/102 OR ENG 103

Communication Studies courses emphasize critical thinking, writing, and speaking. Some courses may require instructor permission or an additional course prerequisite. Students who minor in Communication Studies must complete the following:

Required Core Courses (9 Credits)

HCOM 253 Public Speaking OR HCOM 351 Professional Communication

HCOM 353 Interpersonal Communication

HCOM 370 Communication Theory

Choose 3 of the following Elective Courses (9 credits)

HCOM 352 Communication in Small Groups and Teams

HCOM 354 Intercultural Communication

HCOM 355 Argumentation & Debate

HCOM 360 Interracial Communication

HCOM 380 Nonverbal Communication

HCOM 460 African American Rhetoric

HCOM 450 Organizational Communication**

HCOM 455 Persuasion**

HCOM 457 Topics in Communication Law

HCOM 487 Special Topics in Communication

**Requires Communication Theory as a prerequisite

COMMUNICATION (COM)

253. Public Speaking

3 hours

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking.

351. Professional Communication

3 hours

Prepares students in all disciplines to communicate orally for professional survival and success in all settings. In this course,

students learn to plan and organize, to write clearly, and to develop polished final projects. Students prepare resumes, conduct mock interviews, and make professional presentations.

352. Communication in Small Groups and Teams **3 hours**

Designed to provide students the understanding and skills needed to communicate in any group, whether social, religious, diplomatic or corporate. This course examines the impact that different structures and communication processes have on group and team collaboration effectiveness, as well as the central role competent communication plays in effective group and team facilitation. It investigates structural and process issues of team building, interpersonal and group communication, and effective problem solving and decision-making skills in collaborative environments.

353. Interpersonal Communication **3 hours**

Focuses on the theory and practice of communication between two people within specific relationships and contexts. The course includes analysis, synthesis, and testing of theories relevant to various contexts and issues of interpersonal communication. Students will learn the effects and implications of communication by investigating self, perception, conflict, friendships, workplace communication, nonverbal communication and relationship development, maintenance, and repair. *Prerequisites: ENG 101 and HENG 102, or HENG 103.*

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. Through analysis of various intercultural theories, students will become aware of cultural influences on communication in both international and domestic cultures and become more culturally competent.

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 and prepares students who compete on the Debate Team.

360. Interracial Communication **3 hours**

This advanced communication course involves a critical look at interracial communication. It includes analysis and synthesis of theories relevant to the various contexts and issues of interracial communication – including the history of race in the United States and elsewhere, challenges faced by racially oppressed groups, and racialized images in the media. Students will investigate interracial communication in areas such as identity, perception, conflict, friendships, and organizations. *Prerequisites: ENG 101 and ENG 102, or ENG 103; Junior or Senior classification*

370. Communication Theory **3 hours**

This communication course involves a critical look at the fundamental theories of communication. It includes analysis and synthesis of theories relevant to various contexts and human communication behaviors. Students will study theories in mass communication, interpersonal communication and organizational communication. *Prerequisites: ENG 101 and ENG 102, or ENG 103.*

380. Nonverbal Communication **3 hours**

Explores nonverbal communication in theory and practice, with emphasis on the types of nonverbal behaviors that communicate meaning and the functions those behaviors serve within various contexts including self, conflict, friendships, family, and the workplace, etc. *Prerequisites: ENG 101 and ENG 102, or ENG 103; Junior or Senior classification.*

450. Organizational Communication **3 hours**

Analysis of organizational communication theories, models, and processes with emphasis on the application of strategic problem-solving skills and communication tools used to interpret the messages that organizations craft. *Prerequisites: ENG 101 and ENG 102, or ENG 103; COM 370 Communication Theory; Junior or Senior classification.*

455. Persuasion **3 hours**

Examines persuasion as a means of influence in interpersonal communication, public speaking, public relations, advertising, politics, and other contexts. It includes analysis of nonfiction work, advertising, editorials, social media, law briefs, political speeches, cartoons, and body language. *Prerequisite: ENG 101 and 102. Best suited for juniors, seniors, and pre-law students.*

457. Topics in Communication Law

3 hours

Addresses topics specific to the relationship between law and communication. Will include semester topics such as mass media law, courtroom communication, negotiation and conflict resolution and legal debate. *Prerequisites: ENG 101 and ENG 102, or ENG 103.*

460. African American Rhetoric

3 hours

A study of the history of oratory and public address by African Americans. The course will use the practical tools of rhetorical criticism to examine, analyze and understand the various types of texts and discourse used throughout African American history. This course will examine a representative sample of speeches and texts in religious, political and ceremonial arenas, utilizing both historical and contemporary perspectives. *Prerequisites: ENG 101 and ENG 102, or ENG 103; Junior or Senior classification, or instructor permission.*

487. Special Topics in Communication

3 hours

Special topics specific to the discipline of Communication. Varied content will address contemporary issues including urban communication, gender and communication, and leadership and communication. *Prerequisites: ENG 101 and ENG 102, or ENG 103; Junior or Senior classification, or instructor permission.*

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 3.33, 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 1
MTH 162	Calculus II
MTH 271	Linear Algebra
MTH 253	Set Theory or MTH 211 Discrete Mathematics
MTH 341	Probability and Statistics

One sequence from the following 3-course options in science is required:

Option I

BIO 113 General Biology
PHY 154 Mechanics
PHY 253 Electric and Magnetism

Or

Option II

PHY 154 Mechanics
BIO 111 General Biology
BIO 112 General Biology

Or

Option III

BIO 113 General Biology
PHY 154 Mechanics
CHEM 111 Elementary Inorganic Chemistry

SUGGESTED COURSE SEQUENCE FOR COMPUTER SCIENCE MAJORS

Freshman Year

FALLSEMESTER

CSC 106 3 hours
MTH 161 4
ENG 101 3
HIS 111 3
MFL 201 3
HEDU 151 0
HEDU 153 0
TOTAL 16 hours

SPRINGSEMESTER

CSC 110 3 hours
MTH 162 4
ENG 102 3
HIS 112 3
MFL 202 3
HEDU 152 0
HEDU 154 0
TOTAL 16 hours

Sophomore Year

FALLSEMESTER

CSC 160 3 hours
MTH 255 3
ENG 250 3
PHY 154 4
SOC SCI elective 3
HEDU 251 0
HPED elective 1
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
TOTAL 17 hours

Junior Year

FALLSEMESTER

HEDU 351 3 hours
REL elective 3
MTH 271 4
BIO 111 3
CSC 310 3
HEDU 353 0
CSC 361 0

SPRINGSEMESTER

MTH 341 3 hours
CSC 311 3
PHI elective 3
ART elective 3
CSC 375 3
HEDU 354 0
HPED elective II 1

TOTAL **16 hours**

TOTAL **16 hours**

Senior Year

<u>FALLSEMESTER</u>	
CSC 410	3 hours
CSC 435	3
CSC 4XX	3
CSC 4XX	3
HEDU 451	0
CSC461	0
TOTAL	12 hours

<u>SPRINGSEMESTER</u>	
CSC 415	3 hours
CSC 4XX	3
Free electives	3
Free electives	3
HEDU 452	0
TOTAL	12 hours

COMPUTER SCIENCE (CSC)

106. Introduction to Computer Science I **3 hours**

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 **3 hours**

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 **3 hours**

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. *Pre-requisites: CSC 160 and departmental approval.*

255. Research Projects **1 hour**

This research course operates in a research and development context. Exploring an approved subject in the area (or related area) of computer science, students earn academic credit for their participation in design/discovery efforts that assist faculty with research and development issues in their areas of expertise. *Prerequisite: Consent of research mentor.*

256. Research Projects **1 hour**

This research course operates in a research and development context. Exploring an approved subject in the area (or related area) of computer science, students earn academic credit for their participation in design/discovery efforts that assist faculty with research and development issues in their areas of expertise. *Prerequisite: Consent of research mentor.*

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 110.*

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 285.*

312L. Telecommunications Laboratory **0 hours**

Provides hands-on experience with the technology and equipment supporting the telecommunications industry through interactive modular laboratory activities.

315. Microcomputer Laboratory **3 hours**

Hands-on hardware experience for CSC majors. Construction and programming of an operating micro-computer; 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: CSC 160*

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: CSC 110.*

355. Research Projects **1 hour**

This research course operates in a research and development context. Exploring an approved subject in the area (or related area) of computer science, students earn academic credit for their participation in design/discovery efforts that assist faculty with research and development issues in their areas of expertise. *Prerequisite: Consent of research mentor.*

356. Research Projects **2 hours**

This research course operates in a research and development context. Exploring an approved subject in the area (or related area) of computer science, students earn academic credit for their participation in design/discovery efforts that assist faculty with research and development issues in their areas of expertise. *Prerequisite: Consent of research mentor.*

361. Junior Seminar **Pass/Fail Basis**

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. *Prerequisite: CSC 310*

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, and resource allocation protection. *Prerequisite: CSC 260 and CSC 310.*

380. Technical Communications & Project Management **3 hours**

Study of and instruction on communications skills. Oral and written presentations, proposal and report writing, manuals and other software project documentation. Analysis of life cycle phases. Scheduling and budgeting techniques. Management, planning and control techniques. *Prerequisite: CSC 310.*

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 310.*

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 311.*

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 non-numerical 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 310.*

440. Design and Analysis of Algorithms **3 hours**

Algorithm analysis. Recurrence relations. Best, average and worst case analysis. Divide and conquer. Greedy algorithms. Dynamic programming. Backtracking. Brach and Bound. Introduction to complexity classes and theory of NP-Completeness. *Prerequisite CSC 285 and CSC 310.*

445. Data Communications **3 hours**

Introduction to data communication for computers. Topics include communications, media, codes, data transmission, multiplexing, software, protocols, switching and networks. *Prerequisite: 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 implantation on SIMD, MIMD and vector/pipelined processors. *Prerequisite: MTH 271 and CSC 110.*

455. Research Projects **3 hours**

This research course operates in a research and development context. Exploring an approved subject in the area (or related area) of computer science, students earn academic credit for their participation in design/discovery efforts that assist faculty with research and development issues in their areas of expertise. *Prerequisite: Consent of research mentor.*

456. Research Projects **3 hours**

This research course operates in a research and development context. Exploring an approved subject in the area (or related area) of computer science, students earn academic credit for their participation in design/discovery efforts that assist faculty with research and development issues in their areas of expertise. *Prerequisite: Consent of research mentor.*

461. Senior Seminar **Pass/Fail Basis**

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.

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 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) **3 hours**

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. It also 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	Law Enforcement: Global, National, Local
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).

DRAMA AND DANCE

The drama major is made possible through a partnership between Morehouse College and Spelman College. The drama curriculum is designed to offer a challenging theater arts program that encourages discovery, creativity and scholarship for those students whose special interests and talents lead them to the department of drama; to impart to all majors the formal preparation necessary for advanced academic or professional study; to offer Spelman students experiences in theater arts, by giving her broad-based exposure to the various aspects of drama; and to contribute to the cultural enrichment of Spelman College, the Atlanta University Center and the community at large.

Objectives

After completing the drama major, students will be able to:

- Demonstrate the skills necessary for advanced academic or professional study in drama or dance performance and/or history at graduate institutions and professional schools
- Exhibit an appreciation of drama and dance arts
- Articulate orally and in written form historical, literary, and theoretical knowledge of drama and dance forms
- Demonstrate well-rounded development in the theater arts, including critical thinking skills, high-level skills in performing arts, and enhanced creativity

Drama Major Requirements

The drama major consists of 44 semester credits. The major is divided into four areas: the Core; literature, history and criticism; performance studies; and technical theater/design. Students majoring in drama are required to take all of the courses offered in the core (32 credit hours) and one elective from each of the other three areas (12 credit hours).

Drama Major Core (32)

DRA 102 Principles of Acting
DRA 121 Introduction to Technical Theatre and Design
DRA205 Theatre Appreciation
DRA 206 History of Theatre I
DRA 207 History of Theatre II
DRA 302 Theatre Management
DRA 307 Script Analysis
DRA 308 Directing

Freshman Year

World History 111	3	World History 112	3
Eng 101	3	Eng 102	3
Mathematics	3	Mathematics	3
Drama 101 Theatre Insight	4	Drama 121 Intro Tech Theatre & Design	4
PE	1	PE	1
Foreign Language 101	3	Foreign Language 102	3
Total	17	Total	17

Sophomore Year

Language 201	3	Language 202	3
World Literature	3	Social Science	3
Drama 102 Principles of Acting	4	Social Science	3
Drama 206 History of Theatre I	4	Drama 207 History of Theatre II	4
Science	3	Science	3

Science Lab	0	Science Lab	0
Total	17	Total	16

Junior Year

Music	3	Drama 302 Theatre	4
Drama 306 Monologue & Scene Study	4	Drama Elective B	4
Drama Elective A	4	Religion	3
Drama Elective C	4	Philosophy	3
Visual Arts	3		
Total	18	Total	14

Senior Year

Drama 407 Script Analysis	4	Drama 408 Play Directing	4
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Total	13	Total	13

The drama major's major electives must be drama, design, or management courses in areas A, B or C.

The drama major with a concentration in dance consists of 48 semester credits. As with the drama major, students take classes in the core (36 credit hours) and one elective from each of the other three areas (12 credit hours).

Drama Major with Concentration in Dance Core (36)

DRA 102 Principles of Acting
 DRA 121 Introduction to Technical Theatre and Design
 DRA 205 Theatre Appreciation
 DRA 206 History of Theatre I
 DRA 207 History of Theatre
 DRA 302 Theatre Management
 DAN 201 Choreography I
 DAN 301 Choreography II
 DAN XXX 4 credit hours of Dance Technique classes (at least 2 at the intermediate level)

The dance concentrator's major electives must be dance, design, or management courses in areas A, B and C.

Elective and Rotating Courses

(These courses may not be offered every year.)

Area A: Literature, History, and Criticism (select 1) (4)

DRA 210 Studies of Women in Theatre and Drama
 DRA 300 Contemporary Drama
 DRA 333 Ritual and Performance
 DRA 335 American Theatre History
 DRA 405 Seminar in African Theatre and Drama
 DRA 409 Seminar in African-American Theatre and Drama
 DAN 222 Black Dance and Popular Culture
 DAN 240 History and Philosophy of Dance
 DAN 241 The Black Presence in American Dance
 DAN 377 Women in Dance: Sexism, Sexuality and Subversion
 ENG 310 Shakespeare

Area B: Performance Studies (select 1) (4)

DRA 306 Monologue and Scene Study
DRA 308 Play Directing
DRA 309 Playwriting
DRA 310 Styles of Acting
DRA 311 Advanced Playwriting
DRA 336 Creative Dramatics
DAN 301 Choreography II

Area C: Technical Theatre/Management (select 1) (4)

DRA 202 Theatre Organization and Practice
DRA 221 Stagecraft
DRA 302 Theatre Management
DRA 326 Lighting Design
DRA 327 Costume Design
DRA 328 Scene Design
DRA 329 Stage Management

Concentration in Dance sequence

Freshman Year

World 111	3	World 112	3
Foreign Language	3	Foreign Language	3
English 101	3	English 102	3
Dance 105: Dance Appreciation	4	Drama 121: Intro Tech Theatre & Design	4
PE	1	PE	1
Mathematics	3	Mathematics	3
Total	17	Total	17

Sophomore Year

Foreign Language 201	3	Foreign Language 201	3
World Literature	3	Social Science	3
Drama 102 Principles of Acting	4	Social Science	3
Drama 206 History of Theatre I	4	Drama 207 History of Theatre II	4
Dance Technique	1	Dance Technique	1
Science	3	Science	3
Science Lab	0	Science Lab	0
Total	18	Total	17

Junior Year

Music	3	Drama 302 Theatre Management	4
Dance History Elective (Area A)	4	Drama Elective B	4
Drama Elective C	4	Religion	3
Visual Arts	3	Philosophy	3
Dance Technique	1	Dance Technique	1
Total	15	Total	15

Senior Year

Dance 201 Choreography I	4	Dance 301 Choreography II	4
Elective	3	Elective	3
Elective	3	Elective	3
Optional Dance Technique	1	Optional Dance Technique	1
Elective	3	Elective	3

Total

14

Total

14

Other Requirements

Departmental Productions:

All majors are expected to participate fully in the life of the department by either performing in or doing back-stage work in at least four productions.

Entrance and Exit Interview/Exam

Students will be required to participate in an interview/exam when they begin the major and again when they are graduating from the department.

Auditions

The audition process provides invaluable learning opportunities. For this reason, students are required to attend general auditions at the beginning of each academic year and to audition for each departmental production -- for the experience of auditioning.

Resource List

By the time they graduate, students are expected to have read important texts in a variety of theatre areas. Dance concentrators are also expected to have seen selected choreographic works. Advisors will provide students with the resource list. An exam administered during the junior will test students' knowledge.

Internships

Students are encouraged to participate in at least one internship during their time in the department. While internships will earn students credit toward graduation, they will not count as area A, B, or C elective credit.

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.

To be considered in the Dual Degree Engineering Program, a student 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 these 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 of 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 103	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 3.00 GPA in the pre-engineering courses and a minimum 2.50 GPA in the general education courses) to be eligible to continue in DDEP at Morehouse. Note that each engineering institution has its own minimum requirements.

A SUGGESTED PLAN OF STUDY FOR DDEP MAJORS IN OPTION I

FRESHMAN YEAR

Fall Semester		Spring Semester	
EGR 101 or 103	3	EGR 103 or 101	3
MTH 161	4	MTH 162	4
ART 110 or MUS xxx	3	PHY 154	4
ENG 101	3	ENG 102	3
HIS 111	3	HIS 112	3
PED 15x	1	PED 15x	1
17 credit hours		18 credit hours	

SOPHOMORE YEAR

Fall Semester		Spring Semester	
PHY 253	4	PHY 254	4
MTH 263	4	MTH 271	3
CHE 111	4	CHE 112	4
ENG 250 or REL 201	3	REL 201 or ENG 250	3
FLx 201	3	FLx 202	3
18 credit hours		17 credit hours	

JUNIOR YEAR

Fall Semester		Spring	
EGR 205	3	EGR 308	3
MTH 321	3	ENG 35x	3
CSC 110 (Math lab)	3	BIO 113	4
ECO 201/202	3	MUS xxx/ART xxx	3
PHI 302 or PSC 251	3	PSC 251 or PHI 302	3
15 credit hours		16 credit hours	

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

ENGINEERING (EGR)

101. Freshman Engineering Design

3 hours

This course 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. In addition, the student will be exposed to the fundamental procedures for tackling new, unsolved, open-ended problems; essential details of analyzing, synthesizing and implementing design solutions; and the importance of teamwork in engineering practice. This course consists of a lecture component and a laboratory component. Computer laboratory and design studio are key parts of this course.

103. 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; and moments of inertia. *Prerequisites: PHY 253 and MTH 263 (or concurrent enrollment).*

206. Mechanics of Materials

3 hours

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. This course consists of a lecture component and a laboratory component. *Prerequisite: EGR205.*

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: PHY 253 and MTH 263.*

EARLY CHILDHOOD EDUCATION
With Preparation for Teacher Certification in Early Childhood Education
(Grades P-5)
In Partnership with Spelman College

The Education Department's teacher preparation programs are accredited under the National Council for Accreditation of Teacher Education (NCATE) Standards through the CAEP Accreditation System. The teacher preparation programs are also approved by the Georgia Professional Standards Commission (GAPSC).

Please see Spelman College website for further details. Click on the following link:

<https://www.spelman.edu/academics/majors-and-programs/education/teacher-preparation-programs>. For course sequencing which incorporates Morehouse new General Education Requirements Please contact Dr. Nina Gilbert (nina.gilbert@morehouse.edu) Director of the Center of Excellence of Education.

Possible four year plan (please note that plans vary by individual, please consult your academic advisor)

Freshman Year

Fall:

English 101	3
1 st Scientific Discovery Course	3-4
Foreign Language 101	3
MTH 105	2
1 st Society and Culture Course	3

Total 14-15

Spring:

English 102	3
MTH 110 or MTH 130	3
Foreign Language 102	3
Art and Literature Course	3
1 st Ideas and Ethics Course	3
1 st PED	1

Total 16

Sophomore Year

Fall:

EDU 206 (Spelman Course)	4
PSY 302 (Spelman Course)	4
Foreign Language 201	3
2 nd Scientific Discovery Course	3-4
2 nd Ideas and Ethics Course	3

Total 17 – 18

Spring:

2 nd Society and Culture	3
2 nd PED	1

Free electives	12
Total	16

Junior Year

Fall:

EDU 301	4
EDU 316	4
EDU 346	4
EDU 304	4

Total	16
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Spring:

EDU 330	4
EDU 320	4
EDU 338	2
EDU 357	4
EDU 314	2
Field Experience Lab	0

Total	16
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Senior Year

Fall:

EDU 308	4
EDU 407	4
EDU 438	2
EDU 451	2

Total	12
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Spring:

EDU 452	3
EDU 457	12

Total	15
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ECONOMICS

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. Our expectation is to produce young men with global leadership, who are innovative, research/policy oriented, socially aware and are sensitive to the issues of African American communities in the marketplace. 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 (13-14 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, CSC 106, 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

Economics Major (Math Option)

Freshman Year

FALL SEMESTER

ENG 101	3 hours
MTH 100 (or higher)	3
MFL 201	3
HIS 111	3
BIO 113	3
HEDU 151	0
HEDU153	0
TOTAL	15 hours

SPRING SEMESTER

ENG 102	3 hours
MTH 120	3
MFL 202	3
HIS 112	3
PHY 102	3
HEDU 152	0
HEDU154	0
TOTAL	15 hours

Sophomore Year

FALL SEMESTER

ECO 202	3 hours
ECO 221	3
MTH 161	4
ENG 250	3
HUMANITIES	3
HEDU251	0
TOTAL	16 hours

SPRING SEMESTER

ECO 201	3 hours
CSC 106	3
MTH 162	4
MTH 255	3
REL 203	3
HEDU252	0
TOTAL	16 hours

Junior Year

FALL SEMESTER

ECO 301	3 hours
MTH 263	3
ECO 321	3
ECO 321L	1
ENG 351	3
SOC SCI	3
HEDU353	0
TOTAL	16 hours

SPRING SEMESTER

ECO 302	3 hours
MTH 271	3
ECO 421	3
ECO 421L	1
PHI 302	3
SOC SCI	3
HEDU354	0
TOTAL	16 hours

Senior Year

FALL SEMESTER

ECO 410	3
ECO (elective)	3
HPED	1

SPRING SEMESTER

ECO 401	3
ECO (elective)	3
HPED	1

MTH 321	3
<u>HUMANITIES</u>	<u>3</u>
TOTAL	13 hours

PHY 154	3
<u>ECO 405</u>	<u>3</u>
TOTAL	13 hours

ECONOMICS MAJOR (NON-MATH OPTION)

Freshman Year

FALL SEMESTER

ENG 101	3 hours
MTH 100 (or higher)	3
HIS 111	3
BIO 101	3
MFL 201	3
HEDU 151	0
<u>HEDU 153</u>	<u>0</u>
TOTAL	15 hours

SPRING SEMESTER

ENG 102	3 hours
MTH 120	3
HIS 112	3
PHY 102	3
MFL 202	3
HEDU 152	0
<u>HEDU 154</u>	<u>0</u>
TOTAL	15 hours

Sophomore Year

FALL SEMESTER

ECO 202	3 hours
ECO 221	3
MTH 161	4
ENG 250	3
Humanities	3
<u>HEDU 251</u>	<u>0</u>
TOTAL	16 hours

SPRING SEMESTER

ECO 201	3 hours
ECO 221	3
Free Elective	4
REL 203	3
Humanities	3
<u>HEDU 252</u>	<u>0</u>
TOTAL	16 hours

Junior Year

FALL SEMESTER

ECO 301	3 hours
ECO(elective)	3
ECO 321	3
ECO 321L	1
ENG 351	3
SOC SCI	3
<u>HEDU 353</u>	<u>0</u>
TOTAL	16 hours

SPRING SEMESTER

ECO 302	3 hours
Free Elective	3
ECO 421	3
ECO 421L	1
PHI 302	3
SOC SCI	3
<u>HEDU 354</u>	<u>0</u>
TOTAL	16 hours

Senior Year

FALL SEMESTER

ECO 410	3 hours
ECO (elective)	3
HPED	1
Free Electives	7
TOTAL	14 hours

SPRING SEMESTER

ECO 401	3 hours
ECO 405	3
HPED	1
Free Electives	7
TOTAL	14 hours

ECONOMICS (ECO)

201. Principles of Macroeconomics

3 hours

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

3 hours

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

3 hours

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).*

301. Microeconomic Theory

3 hours

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. *Prerequisites: ECO 201, ECO 202 and MTH 161 or MTH 160 (C or better).*

302. Macroeconomic Theory

3 hours

Static theory of national income determination; theories of growth, inflation and cycles in economic activity; and theory of public economic policy. *Prerequisites: ECO 201, ECO 202 and MTH 161 or MTH 160 (C or better).*

303. Economic History of the United States

3 hours

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. *Prerequisites: ECO 201 and ECO 202 (C or better).*

304. Money and Banking

3 hours

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. *Prerequisites: ECO 201 and ECO 202 (C or better).*

305. Economic Development

3 hours

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. *Prerequisites: ECO 201 and ECO 202 (C or better).*

306. Environmental Economics

3 hours

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. *Prerequisites: ECO 201 and ECO 202 (C or better).*

321. Principles of Econometrics

3 hours

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. *Prerequisites: ECO 222, ECO 221, ECO 301, ECO 302, MTH 161 (C or better).*

321L. Laboratory for Principles of Econometrics

1 hour

Lab course will provide a prerequisite capacity in empirical/quantitative analyses that will support the preparation of a research paper in HECO 421 which is intended to demonstrate a competency in econometric research and a written presentation of empirical analyses.

401. Economic Doctrines **3 hours**

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. *Prerequisites: ECO 301 and ECO 302 (C or better) or instructor's permission.*

403. Labor Economics **3 hours**

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. *Prerequisites: ECO 201 and ECO 202 (C or better).*

404. Urban Economics **3 hours**

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. *Prerequisites: ECO 201 and ECO 202 (C or better).*

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).*

408. Special Topics in Economics **3 hours**

An occasionally offered advanced-level course covering topics in economics not covered or covered in depth by regularly offered economics courses. Typically taught in a seminar format.

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.*

421L. Laboratory for Topics in Econometrics **1 hour**

Lab course will support analysis and research used in the writing of a research paper which is intended to demonstrate a competency in econometric research and a written presentation of empirical analyses.

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

FALL SEMESTER

ENG 101 (or 103)	3 hours
MTH 100	3
MFL 201	3
HIS 111	3
BIO 101	3
<u>KSP</u>	<u>1</u>
TOTAL	16 hours

SPRING SEMESTER

ENG 102 or Elective	3 hours
MTH 110	3
MFL 202	3
HIS 112	3
PHY 102	3
<u>KSP</u>	<u>1</u>
TOTAL	16 hours

Sophomore Year

FALL SEMESTER

ENG 241	3 hours
ENG 250	3
ENG 271	3
ART/MUS	3
<u>SOCSCI</u>	<u>3</u>
TOTAL	15 hours

SPRING SEMESTER

ENG 265	3 hours
ENG 272	3
ENG 273	3
ART/MUS	3
<u>REL 201</u>	<u>3</u>
TOTAL	15 hours

Junior Year

FALL SEMESTER

ENG 341	3 hours
ENG 351	3
ENG 363	3
ENG 375*/Elective***	3
<u>SOCSCI</u>	<u>3</u>
TOTAL	15 hours

SPRING SEMESTER

ENG 364	3 hours
ENG 376/Elective	3
ENG 377	3
ENG 380	3
<u>PHI</u>	<u>3</u>
TOTAL	15 hours

Senior Year

FALL SEMESTER

ENG 480/483**	3 hours
Electives	12

SPRING SEMESTER

ENG 457/485/489**	3 hours
ENG 497	3
Electives	9

TOTAL 15 hours

TOTAL 15 hours

* *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 contexts 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.

290. Introduction to Creative Writing

3 hours

Introduction to Creative Writing is a workshop course designed to give students experience in writing in a variety of genres, including fiction, poetry, performance literature, and creative non-fiction. Students will be able to experiment with the various elements of many kinds of writing, receive critical response from the workshop participants, and learn to provide useful feedback to other developing writers. The course is intended for writers who want to expand their writing repertoire, for novice writers, and for writers who would like to deepen their confidence in writing. No pre-requisite courses are necessary.

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, high-level corporate, or diplomatic one.

352. 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, and the uses and misuses of language and logic are

taught. Students will utilize international devices, and perform 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 the junior year as an 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.

390. Creative Nonfiction **3 hours**

Creative Non-Fiction is a workshop course designed to give students experience in writing in a variety of non-fiction genres, including memoir, personal essay, and public narrative—in other words, “true stories, well told.” Students will be able to experiment with the various elements of creative non-fiction, receive critical response from the workshop participants, and learn to provide useful feedback to other developing writers. The pre-requisite for the course is English 290, Introduction to Creative Writing, or permission of the instructor.

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. Internship **3 hours**

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

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.

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 Studies (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 Studies (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) may also satisfy General Education requirements (indicated by the notation G). Each student will develop an individualized course sequence for the environmental studies minor in consultation with the program director.

ENVIRONMENTAL STUDIES ELECTIVES

Biology

BIO 320	Ecology (3 credit hours)
BIO 320L	Ecology Laboratory (1 credit hour)
BIO 497L	Environmental Studies Laboratory (1 credit hour)

Chemistry

CHE 435	Introduction to Space Science (4 credit hours)
CHE 437	Instrumental Methods in Atmospheric Chemistry (4 credit hours)

Environmental Science (at Spelman College)

SES 384	Industrial Ecology (3 credit hours)
SES 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)

Economics

ECO 306	Environmental Economics (3 credit hours)
ECO 404	Urban Economics (3 credit hours)

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 (G) (3 credit hours)
UST 262	Introduction to Urban Studies II (G) (3 credit hours)
UST 420	Transportation Planning and Policy (3 credit hours)

Philosophy

PHI 302	Introduction to Philosophical Ethics (G) (3 credit hours)
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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 of 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.

HISTORY

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 History of the Civil and Human Rights Movements (HIS 360) while our History of the United States (HIS 215-216), History of African-Americans (HIS 221-222), History of the Ancient World (HIS 231) and World History: Topical Approaches (HIS 111-112) courses 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, historical preservation, government, the ministry, business and teaching.

At the time of graduation, students will meet the following learning outcomes. As a result of completing a degree in history, students will be able to:

1. demonstrate knowledge of historical methods, critical analysis, and historiographical debates;
2. explain historical change by looking at global forces and cross-cultural encounters;
3. demonstrate core knowledge of historical biography, chronology, and geography;
4. write and speak clearly;
5. demonstrate knowledge of the experience of African Americans and the African Diaspora.

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, HIS 231-232, HIS 257-258, HIS 261 or HIS 262, HIS 373, HIS 461, and COM 253, 350, 351, 352, 354, or 355.

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

FALL SEMESTER

ENG 101	3 hours
MTH 100	3
MFL 201	3
HIS 111	3
BIO 101	3
HPED	1
TOTAL	16 hours

SPRING SEMESTER

ENG 102	3 hours
MTH 110	3
MFL 202	3
HIS 112	3
PHY 102	3
HPED	1
TOTAL	16 hours

Sophomore Year

FALL SEMESTER

HIS 215	3 hours
HIS 221	3
HIS 231	3
SOC SCI	3
<u>ENG 250</u>	<u>3</u>
TOTAL	15 hours

SPRING SEMESTER

HIS 216	3 hours
HIS 222	3
HIS 232	3
SOC SCI	3
<u>General Elective</u>	<u>3</u>
TOTAL	15 hours

Junior Year

FALL SEMESTER

HIS 257	3 hours
HIS 261	3
COM 253 or 350-5	3
PHI 201	3
<u>General Elective</u>	<u>3</u>
TOTAL	15 hours

SPRINGSEMESTER

HIS 258	3 hours
ART 110	3
MUS 111	3
PHI 202	3
<u>General Elective</u>	<u>3</u>
TOTAL	15 hours

Senior Year

FALL SEMESTER

HIS 360	3 hours
General Elective	3
General Elective	3
General Elective	3
<u>General Elective</u>	<u>3</u>
TOTAL	15 hours

SPRING SEMESTER

HIS 373	3 hours
General Elective	3
General Elective	3
General Elective	3
<u>General Elective</u>	<u>3</u>
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 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 461	Great Men and Women in America (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 World 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 may earn honors in history through our honors courses in history; however, students must gain the approval of the department to take the courses. Departmental honors will be awarded to students who successfully complete two of the following courses: HIS 491, 492, 493, or 494 and receive a favorable recommendation of the instructor(s). They must also attain a 3.0 cumulative GPA and a 3.1 GPA in history.

REQUIREMENTS FOR THE MINOR IN HISTORY

To minor in history, students must successfully complete 18 credit hours above the general education requirements. They must take (1) HIS 215 or HIS 216; (2) HIS 221 or HIS 222; (3) two related courses in global history; (4) at least one 300- or 400-level history course; and (5) one elective history course. The precise sequence of course will be mapped out by the student in consultation with their minor field advisor or the chair of the department.

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.

121. History of the African Diaspora to 1900

3 hours

This course explores key themes in the history of the African Diaspora from the ancient world to 1900. It will illustrate historical and cultural roots of the African Diaspora, the trans-Atlantic slave trade, New World forced labor systems, black resistance strategies, and anti-slavery movements. This class will cover African Diasporic cultural traditions and practices in the Atlantic World. In addition, this course will highlight the interconnections of Africa, Europe, and the Americas in the early modern period. The course will also expose students to various political and leadership strategies and illuminate the place of racial, class, gender, and sexual identities in the history of Africa and its Diaspora. This course fulfills the FYE requirement.

122. History of the African Diaspora since 1800

3 hours

This course explores key themes in the history of the African Diaspora since 1800. It will examine anti-slavery movements, the history of migration, the social and political conditions of the modern African Diaspora, and movements for freedom and social justice. This class will cover Africa Diasporic cultural traditions and practices in the Atlantic World. In addition, this course will highlight the interconnections of Africa, Europe, and the Americas in the early modern period. The course will also expose students to various political and leadership strategies and illuminate the place of racial, class, gender, and sexual identities in the history of Africa and its Diaspora. This course fulfills the FYE requirement.

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 African Diaspora 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 diffusion 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**
A survey of Latin American history from the pre-Columbian era to the Independence era. Major topics include relations between and influence of European, African, and indigenous peoples; the background of the Spanish and Portuguese conquests; an analysis of the evolution of colonial institutions; and the causes and effects of Independence movements throughout the region.
- 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 that 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.*
- 360. History of the Civil and Human Rights Movement (Mandatory Course)** **3 hours**
An in-depth exploration of the civil and human rights movement, with a particular focus on the 1950s and 1960s. The course covers key events, people, places, legal and legislative developments, chronology and social and political transformations from the era. This course is required for all history majors.
- 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 **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.*

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 1260 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, African American Studies, Physical Science, Religion, Economics, 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. An Honors Program interdisciplinary seminar is offered for juniors and seniors.

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:

African American Studies 100	History 111-112	Philosophy 201	Senior Seminar 340
Economics 201 (Macroeconomics)	Mathematics 100	Physical Science 102 & Lab	Sociology 101
English 103 (Composition)	Mathematics 120	Political Science 251	Spanish 251-252
English 250 (World Literature)	Mathematics 161- 162	Psychology 101	
French 251-252	National Government 251	Religion 201	

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, College-wide 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 coordinator, 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 STUDENT ASSOCIATION

The Honors Program Student Association (HPSA) 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 organization is governed by the College's regulations for campus groups and by its own constitution and bylaws. HPSA members have close associations with program members at Clark Atlanta University, Georgia State University, Spelman College and the University of Georgia.

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 maintain 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.

INTERNATIONAL STUDIES PROGRAM

The International Studies Program (Department of Political Science) 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 required hours: 12 hours of the core international studies curriculum; 3 hours for a cultural requirement; 3 hours of history; 6 hours of advanced language or statistical skills, 3 hours of area studies, and 12 hours of international studies electives.

Students must take 15 hours of electives within ONE of the following disciplinary concentrations: business and economics; humanities (English, foreign language, history, etc.); social science (political science, sociology, psychology); natural sciences and mathematics (chemistry, biology, physics, math, computer science, etc.).

Lastly, students will take 6 hours of free electives. Internships are encouraged and count toward these free electives.

Students should consult with their advisers to select these 21 hours (concentration and free electives) to best reflect their individual interests and needs. Students are strongly encouraged to study abroad. Students should consult with their advisers to ensure that studying abroad does not interfere with graduating in four years.

REQUIREMENTS FOR THE MAJOR

CORE CURRICULUM 15 HOURS

Students are required to take ALL of the following courses:

- ECO 201 Macroeconomics
- PSC 285 Introduction to International Relations
- PSC 385 Theories of International Relations
- PSC 497 Senior Seminar in Political Science

CULTURE REQUIREMENT 3 HOURS

Students are required to take ONE of the following courses:

1. SOC 202 Cultural Anthropology
2. COM 354 Intercultural Communication

HISTORY REQUIREMENT 3 HOURS

Students are required to take ONE of the following courses:

1. HIS 232 History of Modern Europe
2. HIS 257 History of Africa, Part 1
3. HIS 258 History of Africa, Part 2
4. HIS 261 History of Latin America, Part 1
5. HIS 262 History of Latin America, Part 2

ADVANCED SKILLS REQUIREMENT 6 HOURS

Students are required to choose one of the following paths:

1. Take TWO language courses at the 300 level or higher
2. Take TWO courses in statistics (PSC 253, SOC 301, SOC 302, others approved by program director)

AREA STUDIES 3 HOURS

Students are required to take ONE of the following courses:

1. PSC 475 Latin American Politics
2. PSC 302 Third World Politics
3. PSC 477 African Politics

INTERNATIONAL STUDIES ELECTIVES 12 HOURS

Students are required to choose FOUR of the following courses:

1. PSC 228 Comparative Politics
2. ECO 202 Microeconomics
3. SPSC 363 American Foreign Policy (Spelman)
4. PSC 468 Seminar on International Security after the Cold War
5. PSC 479 Comparative Foreign Policy
6. PSC 480 Diplomacy
7. PSC 484 International Law
8. PSC 487 International Organizations
9. PSC 489 Problems in International Relations

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.

REQUIREMENTS FOR THE MINOR

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

CORE CURRICULUM 6 HOURS

- PSC 285 Introduction to International Relations
- ECO 201 Macroeconomics

CULTURE REQUIREMENT 3 HOURS

Minors must choose ONE of the following courses:

1. SOC 202 Cultural Anthropology
2. COM 354 Intercultural Communication

HISTORY REQUIREMENT 3 HOURS

Minors must choose ONE of the following courses:

1. HIS 232 History of Modern Europe
2. HIS 257 History of Africa, Part 1
3. HIS 258 History of Africa, Part 2
4. HIS 261 History of Latin America, Part 1
5. HIS 262 History of Latin America, Part 2

FOREIGN POLICY REQUIREMENT 3 HOURS

Minors must choose ONE of the following courses:

1. PSC 479 Comparative Foreign Policy
2. PSC 363 American Foreign Policy

ORGANIZATIONS AND LAW REQUIREMENT 3 HOURS

Minors must choose ONE of the following courses:

1. PSC 487 International Organizations
2. PSC 484 International Law

DEPARTMENTAL HONORS

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

COURSE SEQUENCE

Freshman Year

FALL SEMESTER

ENG 101	3 hours
HIS 111	3
MTH 100	3
MFL 101	3
BIO 101	3
HPED	1
TOTAL	16 hours

SPRING SEMESTER

ENG 102	3 hours
HIS 112	3
MTH 110	3
MFL 102	3
PHY 102	3
HPED	1
TOTAL	16 hours

Sophomore Year

FALL SEMESTER

ENG 250	3 hours
SOC SCI	3
MFL 201	3
Humanities	3
ECO 201	3
TOTAL	15 hours

SPRING SEMESTER

Humanities	3 hours
SOC SCI	3
SOC SCI	3
MFL 202	3
PSC 285	3
TOTAL	15 hours

Junior Year

FALL SEMESTER

ENG 35X	3 hours
Culture Requirement	3
History Requirement	3
MFL 3XX	3
Foreign Policy req.	3
TOTAL	15 hours

SPRING SEMESTER

MFL 3XX above	3 hours
Elective	3
PSC 228	3
Area Studies Requirement	3
PSC 385	3
TOTAL	15 hours

Senior Year

FALL SEMESTER

PSC 487	3 hours
Concentration courses	9
PSC 497	3
TOTAL	15 hours

SPRING SEMESTER

PSC 484	3
Concentration courses	6
Free elective	6
TOTAL	15 hours

JOURNALISM AND SPORTS PROGRAM

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, off-campus reporting experiences, 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. Covering an Atlanta Hawks NBA game is a course highlight. (*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 journalism electives. If a student signs up for the minor, he should take all required courses before graduating, not in any particular order.

- ENGLISH 368 Advanced News Writing: How to thrive as a Multimedia Journalist – Students will learn the ins and outs of online writing and publishing, how to write for online publications, and how to brand themselves in the ever-changing world of journalism. The class will run its own online publication and students will send pitches to actual publications with the hopes of obtaining clips they can use to get jobs in journalism. (*Prerequisite is passing Basic News Writing with a C or better, or instructor's permission.*)
- 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 college and professional sports events, read about 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.*)

Electives (total of 6 credit hours)

The remaining 6 credit hours can consist of:

- a. ENGLISH 310 or 410 Internship – a journalism or sports-related internship.
 - b. 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.
- OR
- c. One of the following Journalism Electives:
 - 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.

KINESIOLOGY – SPORTS STUDIES & PHYSICAL EDUCATION

The mission of the Department of Kinesiology - Sports Studies & 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 & Physical Education will have several options to pursue. These options include graduate and professional schools (i.e., sports medicine, physical therapy, and occupational therapy), teaching, the health and fitness industry, recreation and leisure management, coaching, research, exercise and fitness consulting, fitness directing, aquatics directing, etc. To accomplish these goals, the Department expects students at the time of graduation to have attained the following learning outcomes:

- 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;
- 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

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

*Prior to enrolling in these courses, each student must do the following: 1) receive approval from the Wellness Center and the department chair, and if applicable, 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. Please note that credit hours will not be granted, only a waiver of the requirement will be granted. This waiver does not extend to students enrolled in Army, Navy, or Air Force ROTC courses.

THE MAJOR IN KINESIOLOGY - SPORTS STUDIES & PHYSICAL EDUCATION REQUIRED COURSES

Majors in Kinesiology – Sports Studies & 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 & Physical Education majors will supplement their concentrations with nine 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 & 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 one of the following: English 350,

- 351, 352 or 353.
3. All upperclassmen (25 credit hours) interested in majoring in Kinesiology - Sports Studies & 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 (supervised); an authorized independent study project or internship within a selected organization.

COMPUTER LITERACY AND QUANTITATIVE ANALYSIS

The students are introduced to the computer as a tool for bibliographic searches and writing reports. 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 KINESIOLOGY – SPORTS STUDIES & PHYSICAL EDUCATION

Freshman Year

FALL SEMESTER

ENG 101	3 hours
MTH 100	3
HIS 111	3
HPED 151	1
KSP 100	3
SOC SCI	3
TOTAL	16 hours

SPRING SEMESTER

ENG 102	3 hours
MTH 110	3
ART 110	3
HPED 153	1
KSP 162	3
HIS 112	3
TOTAL	16 hours

Sophomore Year

FALL SEMESTER

ENG 251	3 hours
MFL 201	3
BIO 101	3
KSP 253	3
KSP 258	3
KSP 283	2
TOTAL	17 hours

SPRING SEMESTER

ENG 252	3 hours
MFL 202	3
PHY 102	3
KSP 252	3
KSP 284	2
SOC SCI	3
TOTAL	17 hours

Junior Year

FALL SEMESTER

ENG 350	3 hours
KSP 321	3
KSP 381	2
GEN. ELECT.	3
GEN. ELECT.	3
TOTAL	14 hours

SPRING SEMESTER

KSP 365	3 hours
KSP 382	2
KSP 357	3
KSP 372	3
HPED ELECT.	3
TOTAL	14 hours

Senior Year

FALL SEMESTER

KSP 458	3
SOC SCI	3
KSP 453	3
KSP 455	3
KSP 461	3
TOTAL	15 hours

SPRING SEMESTER

KSP 454	3
HPED 462	3
KSP 463	3
KSP 456.	3
REL 201	3
TOTAL	15 hours

PHYSICAL EDUCATION (HPED)

SPORT AND FITNESS SERVICE PROGRAM

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

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.

Badminton and Fitness

1 hour

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.

Basketball and Fitness

1 hour

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.

Tennis and Fitness

1 hour

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; and game's fitness benefits.

***Fitness for the Nontraditional Student**

1 hour

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

***Individualized Fitness Program for the Nontraditional Student**

1 hour

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.

Weight Training

1 hour

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.

**Prior to enrolling in these courses, each student must do the following: 1) receive approval from the Wellness Center and the department chair, and if applicable, 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

3 hours

Special references are made to historical and philosophical phases of physical education.

162. Organization and Administration of Health, Physical Education, Recreation and Athletics 3 hours
Designed to present and discuss administrative procedures of health, physical education and athletics on a problematic basis.

253. Programs in Health Education 3 hours
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 3 hours
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.

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. *Prerequisite: Bio 101 or 111.*

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. *Prerequisite: Senior status in the major or permission of the Department Chair.*

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. *Prerequisite: MTH 100, 110 or 120.*

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 *Prerequisite: KSP 258 and 321 or senior status in the major.*

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. *Prerequisite: ENG 250. Permission of the Department Chair or senior status in the major.*

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, element dynamics, algebra and trigonometry. *Prerequisite: PHY 102 OR 111, KSP 357 or senior status in the major.*

COURSE DESCRIPTIONS FOR REQUIRED COGNATE 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, and games. *Permission of the Department Chair or senior status in the major.*

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 and permission of the Department Chair or senior status in the major.*

LEADERSHIP STUDIES

At the heart of the Leadership Studies Program's comprehensive approach to developing leaders is its leadership studies minor. It is an interdisciplinary exploration of leadership, history and theory consisting of courses emphasizing the need for 21st century leadership to develop ethical, integrated solutions to complex issues, especially those related to social justice.

MISSION AND OBJECTIVES

The mission of the Morehouse College Leadership Studies Program is to produce – in the words of Benjamin E. Mays – “men who can be trusted in public and private life, men who are sensitive to the wrongs, the sufferings, and the injustices of society, and who are willing to accept responsibility for correcting those ills.” The leadership studies minor is an interdisciplinary course of study providing students with in-depth exposure to concepts, history, theories and best practices of leadership with an emphasis on understanding and developing solutions to problems of social justice, including economic, educational, environmental, and criminal justice issues.

GOAL

Learning experienced in a classroom setting is key to developing future leaders. Within the classroom students are challenged to think critically about leadership theories, traditions and models, to explore their own values, and to develop, articulate, and implement solutions to social justice and other challenges in our increasingly diverse world.

The goal of the Leadership Studies Minor Curriculum is to prepare students through a rigorous, interdisciplinary course of study, to:

- Evaluate major theories and models of leadership and their implications;
- Demonstrate an understanding of the history and strategies of leaders, especially Black leaders, internationally and domestically, in challenging injustice;
- Demonstrate a commitment to social justice and accept responsibility for correcting societal inequities;
- Create and implement a vision and practice of leadership that builds on core ethical principles and values;
- Serve as a positive change agent who addresses pressing social problems, global or local.

LEADERSHIP STUDIES MINOR-REQUIREMENTS AND COURSES

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 (nine hours)

- HLS 101, Mays, Thurman, and King, or HLS 111, Introduction to Black Leadership; each serves as a prerequisite to HLS 201
- HLS 201, History and Theories of Leadership, a prerequisite to HLS 301
- HLS 301, Ethical Leadership and African American Moral Traditions, capstone course

Two elective courses (six hours)

- HLS 455, International Ethical Leadership and the Crisis in Global North-South Relations, sophomore or higher standing
- HLS 475, Special Topics, courses taught by international scholars on subject matters in leadership and ethics ranging from global citizenship, the life of King, the works of Thurman, to social entrepreneurship and ethics in science, sophomore or higher standing
- To be selected by the students from a predetermined list of HLS minor electives (see leadership studies director for current electives)

Students must apply to the HLS 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 (HLS)

101. Mays, Thurman, and King

3 hours

As an introductory course for the Leadership Studies Minor—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 the character of the leadership itself. This course explores various dimensions of ethical leadership as exemplified or personified in the lives and teaching of numerous Morehouse leaders, including Benjamin Elijah Mays, Howard Washington Thurman, and Martin Luther King, Jr. This First Year Experience courses emphasizes experiential and service learning. Either HLS 101 or HLS 111 may serve as the introductory course to the Leadership Studies minor. *Prerequisite: None*

111. Introduction to Black Leadership

3 hours

As an introductory course for the Leadership Studies Minor—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 the character of leadership itself. This course explores various dimensions of ethical leadership as exemplified by the lives and teachings of Morehouse leaders as well as Black leaders from Africa, early and late, and the African diaspora. This course will also examine heroines of the civil rights movement, including Ida B. Wells, Ella Baker, and Fannie Lou Hamer. This course emphasizes experiential and service learning. Either HLS 101 or HLS 111 may serve as the introductory course to the Leadership Studies minor. *Prerequisite: None*

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 is places emphasis on 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 confidence and the ability to apply concepts of leadership to actual situations. *Prerequisite: HLS 101.*

301. Ethical Leadership and African American Moral Traditions

3 hours

As the capstone seminar for the Leadership Studies Minor – this course 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 the increasingly complex global questions of change and diversity. *Prerequisite: HLS101 & HLS 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. *General Education*

414. Leadership and Civic Engagement (Capstone)

3 hours

This course is designed to provide a basic understanding of leadership as a process, which 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 develop a foundation of the conceptual aspects of leadership by learning and observing the skills, practices, and activities of civically-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*

455. International Ethical Leadership: The Crisis of Global North-South Relation **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).

Prerequisite: none.

475. Special Topics **3 hours**

Innovative courses taught by international scholars on subject matters in leadership and ethics ranging from global citizenship, the life of King, the works of Thurman to social entrepreneurship and ethics in science. *Prerequisite: none.*

MATHEMATICS

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 327	MTH 342	MTH 398
MTH 325	MTH 341	MTH 391	MTH 463
MTH 465	BIO 251	CSC 110	HEGR 300 or above
MTH 467	BIO 300 or above	CSC 160	ECO 201
MTH 475	CHE 111	CSC 250	ECO 202
MTH 485	CHE 112	CSC 285	ECO 300 or above
MTH 487	CHE 211	CSC 300 or above	PHY 154
MTH 498	CHE 231	HEGR 201	PHY 253
BIO 111	CHE 232	HEGR 205	PHY 254
BIO 112	CHE 300 or above	HEGR 206	PHY 300 or above
BIO 113			

COURSE SEQUENCE FOR MAJORS IN MATHEMATICS

Suggested pace for the B.S.

Freshman Year

MTH 161, 162 plus core
Curriculum courses

Junior Year

361, 362, 371, 372, and 321 or 341 plus other
science or mathematics

Sophomore Year

MTH 255, 263, 271 plus finish
Core curriculum courses

Senior Year

497, two other 400-levels, or one other 300-level and
one other 400-level plus other science or mathematics

Suggested pace for the B.A.

Freshman Year

MTH 161, 162 plus core
Curriculum courses

Junior Year

361, 371, 321 or 341, 362 or 372 and another
300-level math course plus cognate electives

Sophomore Year

MTH 255, 263, 271 plus finish
Core curriculum courses

Senior Year

497, one other 300- or 400-level, and one other
400-level math course plus cognate electives

MODEL PLAN OF STUDY FOR B. S. IN MATHEMATICS

Freshman Year

FIRST SEMESTER

MTH 161	4 hours
ENG 101	3
HIS 111	3
MUS 111	3
HEDU 151	0
HEDU 153	0
HPED151	1
TOTAL	14 hours

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	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
TOTAL	14 hours

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	16 hours

Junior Year

FIRST SEMESTER

MTH 361	3
MTH 371	3
MTH 321	3
ART 110	3
PHI 261	3
HEDU 351	0
TOTAL	15 hours

SECOND SEMESTER

MTH 341	3
MTH 362	3
MTH 372	3
MTH or Science Cognate Elective	3
COM 351	3
HEDU 352	0
TOTAL	15 hours

Senior Year

FIRST SEMESTER

MTH 497	3
(400- level)	3
MTH Elective (300- or 400- level)	3
MTH or Science	
BIO 111	4
Free Elective	3
TOTAL	16 hours

SECOND SEMESTER

MTH or Science Cognate Sequence	3
Economics 201	3
Cognate Sequence	3
Cognate Sequence	3
MTH	3
Free Elective	2
TOTAL	14 hours

MODEL PLAN OF STUDY FOR B. A. IN MATHEMATICS

Freshman Year

FIRST SEMESTER

MTH 161	4 hours
ENG 101	3
HIS 111	3
MUS 111	3
HEDU 151	0
HEDU 153	0
<u>HPED 151</u>	<u>1</u>
TOTAL	14 hours

SECOND SEMESTER

MTH 162	4 hours
CSC 110 (Programming Cognate)	3
ENG 102	3
HIS 112	3
PSY 101	3
HEDU 152	0
<u>HEDU 154</u>	<u>0</u>
TOTAL	16 hours

Sophomore Year

FIRST SEMESTER

MTH 263	4 hours
MTH 255	3
MFL 201	3
ENG 250	3
HEDU 251	0
<u>HPED 154</u>	<u>1</u>
TOTAL	14 hours

SECOND SEMESTER

MTH 271	3 hours
Cognate Elective	3
MFL 202	3
REL 201	3
PHY 154	4
<u>HEDU 252</u>	<u>0</u>
TOTAL	16 hours

Junior Year

FIRST SEMESTER

MTH 361	3 hours
MTH 371	3
(300 or 400 level)	
MTH 321 or 341	3
ART 110	3
PHI 261	3
<u>HEDU 351</u>	<u>0</u>
TOTAL	15 hours

SECOND SEMESTER

MTH 362 or 372	3 hours
MTH Elective	3
Cognate Elective	3
Cognate Elective	3
COM 351	3
<u>HEDU 352</u>	<u>0</u>
TOTAL	15 hours

Senior Year

FIRST SEMESTER

MTH 497	3 hours
MTH Elective	3
(300 or 400 level)	
Cognate Elective	3
BIO 111	4
<u>Free Elective</u>	<u>3</u>
TOTAL	16 hours

SECOND SEMESTER

MTH Elective (400 level)	3 hours
Cognate Elective	3
ECO 201	3
Free Elective	2
<u>Free Elective</u>	<u>3</u>
TOTAL	14 hours

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: Public Speaking, Professional Communication, Communicating in Small Groups and Teams, Interpersonal Communication, or Argumentation and Debate. 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 at least three hours of mathematics coursework above the level of Math 105.

MATHEMATICS (MTH)

105. College Algebra 1 **2 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; functions and graphs; polynomial functions; introductory exponential functions; and linear systems of equations. *Prerequisite: MTH 090 (with a C or better) or mathematics placement.*

105L. College Algebra 1 Lab **2 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; exponents and polynomials, and quadratic equations and inequalities. *Corequisite: MTH 105. Institutional credit only.*

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 or MTH 105 (with a C or better) or mathematics placement.*

115. College Algebra 2 **2 hours**

This course provides a continuation of algebra topics beyond College Algebra 1. Topics include inverse functions, exponential and logarithmic functions, geometric and arithmetic sums and series, and the Binomial Theorem. *Prerequisite: MTH 105 (with a C or better) or mathematics placement.*

116. Trigonometry **2 hours**

Trigonometric and inverse trigonometric functions; relationships between trigonometric functions; right-triangle trigonometry and problems of triangles; trigonometric functions and periodic phenomena; trigonometric equations. *Prerequisite: MTH 105 (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 100 or MTH 105 (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 115 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 115 and MTH 116 (both with a C or better) or 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, nth 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^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}^n . *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).*

375. Advanced Linear Algebra

3 hours

A course designed to be a continuation of Introduction to Linear Algebra. Topics include a review of eigenvalues and eigenvectors, rank of a matrix, the column and null spaces associated with a matrix, the Gram-Schmidt process, diagonalization of a matrix, generalized eigenvectors, Jordan canonical form, Cayley-Hamilton theorem, orthogonal decomposition theorem, symmetric matrices and the spectral theorem, unitary matrices, hermitian matrices, normal matrices, singular value decomposition and Gerschgorin's circle theorem. Additional topics may include but are not exclusive are group theoretic methods, power and inverse power methods, Rayleigh-Ritz theorem, introduction to the PageRank algorithm, condition number, sparse matrices and Krylov subspaces. *Prerequisites: MTH 271 and MTH 255 (with a 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; pseudo metrics; 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) and senior classification.*

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

MISSION AND OBJECTIVES

The Department of Modern Foreign Languages is aware of the process of globalization in all aspects of life, which makes proficiency in a 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 strong background in a language other than English are in increasingly high demand within the private business sector, government organizations, the scientific community and, of course, in agencies and companies operating abroad. These venues offer new career paths for foreign language students in addition to the traditional path leading to careers in the humanities.

Accordingly, the department offers a major in Spanish and French and minor concentrations in French, Spanish, Latin American Studies, European Studies and Asian Studies. The course of studies leading to a major requires 30 hours of classes beyond the general studies requirement. The purpose of the major at Morehouse is to provide coursework and resources so that graduates will be able to interpret, compare, and explain linguistic cultural artifacts (i.e. film, literature, business, popular culture, comics, plays, poems, etc.) across time periods, cultures, and diverse societies in the world. In addition, students will demonstrate Interpretative, Presentational, and Interpersonal communication skills (at the Advanced Low level according to the ACTFL proficiency guidelines) to use at home and abroad, in their professional and personal life, and in the global community as global citizens.

Learning a language is key to attaining the college's mission of fostering an appreciation and understanding of world cultures as we provide students with the linguistic skills needed to communicate with the world and to think critically about what it means to become a global citizen. Additionally, our department's course offerings aim to recognize and to emphasize the lasting and tremendous African influence present in target languages' countries and their cultures.

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. See the department 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.

Language Clubs. Language Clubs offer students opportunities to broaden their academic experience with exposure to the target language in Atlanta. The clubs are a great way to meet other students interested in cultures, history, film, language, and literature.

NOTE: All students majoring in a modern foreign language are required to take ENG 354, Inter-cultural 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 (FLF)

The course of studies leading to a major in French requires no fewer than 30 hours beyond the general studies requirement (FLF 201). These hours must include FLS 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

FALL SEMESTER

ENG101	3 hours
HIS 111	3
MTH100	3
FLF 201, 251, or higher	3
BIO 101	3
HEDU151	0
<u>HEDU153</u>	<u>0</u>
TOTAL	15 hours

SPRING SEMESTER

ENG102	3 hours
HIS 112	3
MTH110	3
FLF 202, 252, or higher	3
PHY102	3
HEDU152	0
<u>HEDU154</u>	<u>0</u>
TOTAL	15 hours

Sophomore Year

FALL SEMESTER

ENG 250	3
Humanities	3
SOC Sci.	3
FLF 331	3
FLF 341	3
<u>HEDU251</u>	<u>0</u>
TOTAL	15 hours

SPRING SEMESTER

Humanities	3
Humanities	3
PSY 101	3
Humanities	3
FLF 342	3
<u>HEDU252</u>	<u>0</u>
TOTAL	15 hours

Junior Year

FALL SEMESTER

FLF 311	3
FLF 446	3
FLF 447	3
ENG 354	3
Free Elective	3
<u>HEDU353</u>	<u>0</u>
TOTAL	15 hours

SPRING SEMESTER

FLF 312	3
Free Elective	3
FLF 448	3
Free Elective	3
Free Elective	3
<u>HEDU354</u>	<u>0</u>
TOTAL	15 hours

Senior Year

FALL SEMESTER

Free Elective	3
Free Elective	3
Free Elective	3
Free Elective	3
Free Elective	3
<u>HPED</u>	<u>1</u>
TOTAL	16 hours

SPRING SEMESTER

Free Elective	3
Free Elective	3
Free Elective	3
Free Elective	3
Free Elective	3
<u>HPED</u>	<u>1</u>
TOTAL	16 hours

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, FLS 254, and FLS 305). The 300- and 400-level courses are offered in conjunction with Spelman College.*

SPANISH (FLS)

The course of studies leading to a major in Spanish requires no fewer than 30 hours beyond the general studies requirement (FLS 201). These hours must include FLS 202/252, 303/251, 304, 306, 307, 308 two additional elective courses at the 300 level, 446 and one additional elective course at the 400 level. Substitutions may be approved by the department. For honor students FLS 251 replace FLS 303. Students planning to certify as Spanish teachers at the elementary or secondary level should also take FLS 492: Applied Linguistics and FLS491: Methods of Teaching Modern Foreign Languages.

To minor in Spanish, a student must complete no fewer than 18 hours in Spanish beyond the general studies requirement. Within these hours must be included FLS 202/252, 303/251, 304, 306, 307, and 308.

LANGUAGE COURSE SEQUENCE FOR MAJORS IN SPANISH

Freshman Year

FALLSEMESTER

HFLS 101

SPRINGSEMESTER

HFLS 102

Sophomore Year

FALLSEMESTER

HFLS 201

SPRING SEMESTER

HFLS 202

Junior Year

FALLSEMESTER

HFLS 303

HFLS 306

SPRING SEMESTER

HFLS 304

HFLS 307

Senior Year

FALL SEMESTER

HFLS 308

HFLS 300 level

SPRING SEMESTER

HFLS 300 level course

HFLS 400 level course

HFLS 443

NOTE: *Summer study abroad credit is given with departmental approval and can substitute for certain courses offered during the regular academic year.*

SPANISH (FLS)

308 Reading Selections and Introduction to Textual Analysis

3 hours

Using Peninsular and Latin American readings from a variety of genres – the essay, narrative, drama, and poetry – as well as Spanish-language film, this course builds a foundation for oral and written critical analysis in Spanish. The course introduces students to the texts' and films' historical, cultural, and artistic context and teaches the vocabulary and skills needed to analyze each genre. Readings and films include works by prominent Afro-descendent artists from the Spanish-speaking world. The course is conducted in Spanish. *Prerequisite: FLS 307.*

ASIAN STUDIES MINOR

The program offers a teaching format that is designed to develop a student's competence in the language, history, culture, and politics of a particular cultural region, or minority in the United States. In summary, this minor offers an interdisciplinary study of language, historical and contemporary experiences of Asian-ancestry groups in local, national, and global contexts. To minor, a student must complete no fewer than 18 hours:

- 3 Courses** in Chinese/Japanese (200/300) (civilization/linguistics/literature/film/business)
- 1 Course** in another language: Chinese/Japanese (100 or 200)
- 2 Courses** in History (Asian content) or Asian content course in another department (civilization/literature/linguistics/film/business)

EUROPEAN STUDIES MINOR

The program offers a teaching format that is designed to develop a student's competence in the language, history, culture, and politics of a particular cultural region (European Union) and their relationship with the United States. In summary, this minor offers an interdisciplinary study of language, historical and contemporary experiences of European groups in local, national, and global contexts. To minor, a student must complete no fewer than 18 hours:

- 3 Courses** in European Content (French/German) (civilization/linguistics/literature/film/business)
- 1 Course** in another language: German/French (100 or 200)
- 2 Courses** in History (European content)

LATIN AMERICAN STUDIES MINOR

The program offers a teaching format that is designed to develop a student's competence in the language, history, culture, and politics of a particular cultural region, or minority in the United States. In summary, this minor offers an interdisciplinary study of language, historical and contemporary experiences of Latino-ancestry groups in local, national, and global contexts. To minor, a student must complete no fewer than 18 hours:

- 3 Courses** in Latin American Content (Spanish/Portuguese/French) (civilization/linguistics/literature/film/business)
- 1 Course** in another language: Portuguese/Spanish/French (100 or 200)
- 2 Courses** in History (Latin American content)

FRENCH (FLF)

(All elementary and intermediate courses must be taken in sequence.)

- 101-102. Elementary French** **6 hours**
Fundamentals of French grammar, with drills in written and spoken French. Use of language is stressed through practical exercises in guided French conversation. Emphasis is placed on development of proficiency in four fundamental skills — listening, speaking, reading, and writing.
- 201-202. Intermediate French** **6 hours**
Review of principles of French grammar and study of more complicated aspects of the French language, with literary selections in prose and poetry from some of the best known writers of French and Francophone Africa and the West Indies. *Prerequisites: FLF 102 or equivalent for FLF 201; and FLF 201 or equivalent for FLF 202.*
- 251-252. Intensive Intermediate French** **6 hours**
Accelerated second-year course designed for honors students and students intending to major or minor in French. Emphasizes selected readings in classic and modern works of literature, which form the basis of discussions and compositions; intensive review of grammar is also included. This course satisfies the 201 – 202 General Studies requirements for language. *Prerequisite: FLF 102 or equivalent.*
- 253. Intermediate French/Summer Abroad** **3 hours**
Emphasis on conversational and written French at the intermediate level. Extensive use is made of the daily situations that students encounter living in the host country. FLF 253 satisfies the FLF 201 general education requirement. *Prerequisite: FLF 102 (Elementary French) or equivalent.*
- 254. Intermediate French/Summer Abroad** **3 hours**
Emphasis will be placed on conversational and written French at the intermediate level. Extensive use is made of daily situations that students encounter living in the host country. FLF 254 satisfies the FLF 202 general education requirement and may also satisfy requirements for a major or minor in French. *Prerequisites: FLF 201, 252, or 253 (intermediate French or equivalent).*
- 305. Advanced French Grammar and Conversation/Summer Abroad** **3 hours**

In-depth study of grammar and intensive training in the idiomatic use of the language with attention to the linguistic idiosyncrasies of the local area. *Prerequisites: FLF 202, 252, or 254 (intermediate French or equivalent).*

307. Oral Communication Skills/Reading Selections in Francophone Literature **3 hours**

This course will emphasize selected readings from Francophone Literature of the Caribbean, and from some countries of French-Speaking Africa, which will form the basis for oral and writing skills. *Prerequisite: FLF201–202 or equivalent.*

311-312. General Survey of French Literature **6 hours**

Study of essential works in the literature of France from the early Middle Ages to present day. *Prerequisite: FLF 201-202 or equivalent. Required for major and minor.*

317. Oral Communication Skills/Reading Selections in French Literature **3 hours**

This course will emphasize selected readings from classical and contemporary French literature as a basis for oral and writing skills. *Prerequisite: FLF 201 – 202 or equivalent.*

319. Francophone Literature, Language and Culture through Film **3 hours**

In this course students will be exposed to themes, styles, and rhetorical structures of a varied group of literary, cultural, critical and political texts. At the same time the student will be exposed to the stylistic diversity, rich history, and vast thematic range of Francophone cinema.

320. French Literature, Language and Culture through Film **3 hours**

This course is designed to develop effective reading strategies for comprehension of expository and literary passages. The course will emphasize selected readings from the literature of Belgium, Cambodia, Vietnam, and France which will form the basis for discussions, compositions, and oral presentations. Students will learn to dissect select films both thematically and textually, learning to make parallel connections between the themes in the films and the themes in the written text.

331. French Conversation **3 hours**

Intensive training in aural comprehension and the idiomatic use of the spoken language through class discussion and presentations on current topics. Introduction and review of advanced grammar and syntactical constructions. *Prerequisite: FLF202 or equivalent. Required for major and minor.*

332. French Phonetics and Readings **3 hours**

Scientific study of the sounds and pronunciation of the French language using the International Phonetics Alphabet (IPA) as a foundation. *Prerequisite: FLF 201–202 or equivalent.*

341-342. Advanced French Grammar and Composition **6 hours**

Third-year course in French grammar and composition designed to enhance the student's proficiency in the use of spoken and written French and to familiarize him with the most difficult idiomatic and literary expressions of the language. Frequent written and oral exercises, including themes, translation (principally from English to French), reports on assigned subjects, and compositions. *Required for major and minor. Prerequisite: FLF 202 or equivalent.*

350. French for Business **3 hours**

Emphasis will be placed on the mastery of the French 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 France or in other areas where French is the language of commerce, such as Europe, Africa, or the Caribbean. Preparation for the French for Business examination and certificate offered by the Paris Chamber of Commerce and Industry. *Prerequisite: FLF 341.*

411. Early French Literature **3 hours**

Study of the origin of French literature, from courtly romances through lyric poetry, culminating in the examination of the humanistic literature of the French Renaissance. Discussions, oral and written reports, tests, and papers. *Prerequisites: FLF 311–312.*

421. Seventeenth-Century Literature **3 hours**

Survey of the birth, development, and influence of the major literary movement of the century, le classicisme, as reflected in drama, poetry, and novels of selected writers. Lectures, discussions, oral readings, oral and written reports, tests, and major paper required. *Prerequisites: FLF 311–312.*

430. Age of Enlightenment **3 hours**

Survey of the works of important authors of the Age of Enlightenment, such as Montesquieu, Voltaire, Diderot, and Rousseau. Lectures, discussions, oral and written reports, tests and papers required. *Prerequisites: FLF 311–312 and FLF 341.*

431. Historical Perspective of Francophone Africa **3 hours**

Introduction to geographical, historical, and cultural facts of French-speaking countries of Black Africa as preparation for a more in-depth study of their literature and culture.

- 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.

GERMAN (FLG)

(All elementary and intermediate courses must be taken in sequence.)

A minor in German is available. See the department for further details.

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.*

301-302. German Conversation and Composition

6 hours

Intensive speaking practice through classroom conversation and short oral presentations; written composition for refinement of grammar and style. Class conducted in German.

311-312. German Civilizations.

6 hours

Overview of German contribution to history, culture and science. Given in German.

JAPANESE (FLJ)

(All elementary and intermediate courses must be taken in sequence.)

Japanese can be taken at Spelman College through 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 audio-lingual 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.

MODERN FOREIGN LANGUAGES SPECIAL TOPICS (MFL)

(All elementary courses must be taken in sequence.)

These courses provide students an opportunity to learn other languages not regularly offered. See the department for further details.

101-102. Modern Foreign Languages Special Topics

6 hours

It aims to build students' basic understanding of the sentence structure of the language. It combines written and oral practice based on major cultural aspects of traditional and modern society. These exercises will include production, listening comprehension, reading comprehension, and writing.

PORTUGUESE (FLP)

(All elementary and intermediate courses must be taken in sequence.)

Portuguese can be taken at Spelman College through the AUC cross-registration program

101-102. Elementary Portuguese

6 hours

Elements of Portuguese grammar, oral and written exercises, pronunciation, conversation, and introduction to reading of graded Spanish texts.

201-202. Intermediate Portuguese

6 hours

Review of Portuguese grammar, exercises in oral and written composition, and the study of prose composition. Selected readings of Portuguese and Luso-Brazilian authors and introduction to topics on culture and civilization *Prerequisites: HFLP 102 or equivalent for HFLP 201*

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 idiomatic 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, and 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.*

308. Reading Selections and Introduction to Textual Analysis

3 hours

Using Peninsular and Latin American readings from a variety of genres—the essay, narrative, drama, and poetry—as well as Spanish-language film, this course builds a foundation for oral and written critical analysis in Spanish. The course introduces students to the texts' and films' historical, cultural, and artistic context and teaches the vocabulary and skills needed to analyze each genre. Readings and films include works by prominent Afro-descendent artists from the Spanish-speaking world. The course is conducted in Spanish. *Prerequisite: FLS 307.*

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 for 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, Galdos 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).

MUSIC

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, and 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 General Education curriculum (53 hours). Successful completion of the 34-38 hour music "core" plus the additional 6-14 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, MUS101PN-MUS402PN until piano proficiency requirements are met. Consult the Music Department Student Handbook.
3. Satisfaction of the oral communications requirement by completing COM 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.

Please be reminded that for online registration, a course number will have a four letter prefix starting with the letter "H" to signify that this course is offered on the Morehouse campus. For example, "MUS 355" listed below will appear as "HMUS 355."

THE MUSIC CORE

- MUS 101-402 Applied Music (8-12 hours) with co-requisite
Performance Seminars
- 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 444 Senior Recital (1 hour)

DESIGNATED ELECTIVE

COM 351 Professional Communication (3 hours)

DEPARTMENTAL ENSEMBLES

MUS 119-120, 219-220,
319-320, 419-420 Glee Club (1 hour each)
MUS 167, 267, 367, 467 Marching Band (1 hour each)
MUS 168, 268, 368, 468 Jazz Ensemble (1 hour each)
MUS 169, 269, 369, 469 Concert Band (1 hour each)
MUS 191-192, 291-292,
391-392, 491-492 AUC Symphony Orchestra (1 hour each)

ADDITIONAL REQUIRED COURSES

For Emphasis in Voice

MUS 271-272 Singer's Diction (2 hours)
MUS 271L-272L Singer's Diction Lab (0 hours)
MUS 275-276 Vocal Literature (4 hours)

For Emphasis in Composition

MUS 206 Introduction to Composition, with co-requisite lab 206L (2 hours)
MUS 305-406 Composition, with co-requisite 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)

MUSIC COURSES THAT SATISFY THE GENERAL EDUCATION REQUIREMENT

Any one of the following three-hour courses will fulfill the student's General Education requirement in music. Only one music course may be taken to satisfy the General Education requirement in humanities.

MUS 111G Masterpieces of Music (3 hours)
MUS 116G The Oral Tradition in African-American Folk Music (3 hours)
MUS 203G Introduction to Church Music (3 hours)
MUS 210G History of Jazz (3 hours)
MUS 204G 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.

A student who meets Departmental Honors criteria must request that he be considered for Departmental Honors and assigned an approved Honors project.

THE MUSIC MINOR

The music minor is a 16-18 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 General Education 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 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)

History and Literature, or Music Industry (6 hours beyond General Education requirement):

The student pursuing a music minor must complete either MUS 111G, MUS 116G, MUS 203G, MUS 204G, or MUS 310G, which may also be used to fulfill a requirement in the General Studies curriculum. The music minor requires one additional approved 3-hour course in the area of music history and literature or music industry from the following list:

- MUS 111G Masterpieces of Music (3 hours)
- MUS 116G Oral Traditions in African-American Folk Music (3 hours)
- MUS 203G Introduction to Church Music (3 hours)
- MUS 204G Survey of African-American Music (3 hours)
- MUS 210G History of Jazz (3 hours)
- MUS 215 Introduction to the Music Industry (3 hours)
- 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, and 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 for courses within the music major. The student should reference the appropriate pages in the catalog concerning requirements in General Education. 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. Also take into consideration that scholarship recipients may be required to carry a minimum number of credit hours per semester as a condition of the award. (*) Indicates that the student may choose from a variety of approved courses in the General Education Requirements list that are offered by the respective department.

COURSE SEQUENCE FOR MUSIC MAJORS Emphasis in Composition

Freshman Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
HEDU 153G	0	HEDU 154G	0
MUS 100 (if required)	2		
MUS 101	1	MUS 102	1
w/Perf. Seminar*	0	w/Perf. Seminar*	0
MUS 108 (elective)	1	MUS 109 (elective)	1
MUS 142	0	MUS 143	0
<u>ENSEMBLE</u>	<u>1</u>	<u>ENSEMBLE</u>	<u>1</u>
TOTAL	5 hours	TOTAL	3 hours

Sophomore Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
HEDU 251G	0	MUS 118	2
MUS 117	2	MUS 202	1
MUS 201	1	w/Perf. Seminar*	0
w/Perf. Seminar*	0	MUS 243	0
MUS 242	0	MUS 252	3
MUS 251	3	MUS 206	1
		MUS 206L	1
<u>ENSEMBLE</u>	<u>1</u>	<u>ENSEMBLE</u>	<u>1</u>
TOTAL	7 hours	TOTAL	9 hours

Junior Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
MUS 301	1	MUS 261	2
w/Perf. Seminar*	0	MUS 302	1
MUS 305	1	w/Perf. Seminar*	0
MUS 305L	1	MUS 306	1
MUS 342	0	MUS 306L	1
MUS 351	3	MUS 343	0
MUS 353	3	MUS 352	3

		MUS 354	3
<u>ENSEMBLE</u>	1	<u>ENSEMBLE</u>	1
TOTAL	10 hours	TOTAL	12 hours

Senior Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
MUS 355	2	MUS 402	1
MUS 401	1	w/Perf. Seminar*	0
w/Perf. Seminar*	0	MUS 406	1
MUS 405	1	MUS 406L	1
MUS 405L	1	MUS 443	1
MUS 442	0	MUS 444	1
COM 351	3	<u>ENSEMBLE</u>	1
<u>ENSEMBLE</u>	1	TOTAL	6 hours
TOTAL	9 hours		

Emphasis in Choral Conducting

Freshman Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
HEDU 153G	0	HEDU 154G	0
MUS 100 (if required)	2	MUS 102	1
MUS 101	1	w/Perf. Seminar*	0
w/Perf. Seminar*	0	MUS 109 (elective)	1
MUS 108 (elective)	1	MUS 143	0
MUS 142	0	<u>ENSEMBLE</u>	1
<u>ENSEMBLE</u>	1	TOTAL	3 hours
TOTAL	5 hours		

Sophomore Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
MUS 117	2	MUS 118	2
MUS 201	1	MUS 202	1
w/Perf. Seminar*	0	w/Perf. Seminar*	0
MUS 242	0	MUS 243	0
MUS 251	3	MUS 252	3
		MUS 264	2
<u>ENSEMBLE</u>	1	<u>ENSEMBLE</u>	1
TOTAL	7 hours	TOTAL	9 hours

Junior Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
MUS 301	1	MUS 302	1
w/Perf. Seminar*	0	w/Perf. Seminar*	0
MUS 342	0	MUS 343	0
MUS 351	3	MUS 352	3
MUS 353	3	MUS 354	3
MUS 363	2	MUS 364	2
<u>ENSEMBLE</u>	1	<u>ENSEMBLE</u>	1
TOTAL	10 hours	TOTAL	10 hours

Senior Year

<u>FALL SEMESTER</u>	<u>SPRING SEMESTER</u>
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MUS 273	2	MUS 274	2
MUS 355	2		
MUS 401	1	MUS 402	1
w/Perf. Seminar*	0	w/Perf. Seminar*	0
MUS 442	0	MUS 443	1
MUS 463	2	MUS 464	2
COM 351	3	MUS 444	1
ENSEMBLE	1	ENSEMBLE	1
TOTAL	11 hours	TOTAL	8 hours

Emphasis in Vocal Performance

Freshman Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
HEDU 153G	0	HEDU 154G	0
MUS 100 (if required)	2		
MUS 101VX	1	MUS 102VX	1
MUS 108 (elective)	1	MUS 109 (elective)	1
MUS 112	0	MUS 113	0
MUS 142	0	MUS 143	0
ENSEMBLE	1	ENSEMBLE	1
TOTAL	5 hours	TOTAL	3 hours

Sophomore Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
MUS 117	2	MUS 118	2
MUS 201VX	1	MUS 202VX	1
MUS 212	0	MUS 213	0
MUS 242	0	MUS 243	0
MUS 251	3	MUS 252	3
MUS 271/271L	1	MUS 272/272L	1
ENSEMBLE	1	ENSEMBLE	1
Total	8 hours	Total	8 hours

Junior Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
MUS 301VX	2	MUS 302VX	2
MUS 312	0	MUS 313	0
MUS 342	0	MUS 343	0
MUS 351	3	MUS 352	3
MUS 353	3	MUS 354	3
MUS 275	2	MUS 276	2
ENSEMBLE	1	ENSEMBLE	1
TOTAL	11 hours	TOTAL	11 hours

Senior Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
MUS 355	2		
MUS 401VX	2	MUS 402VX	2
MUS 412	0/1	MUS 413	0/1
MUS 442	0	MUS 443	1
		MUS 444	1
COM 351	3		
ENSEMBLE	1	ENSEMBLE	1

TOTAL **8-9 hours** **TOTAL** **5-6 hours**

Emphasis in Piano Performance

Freshman Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
HEDU 153G	0	HEDU 154G	0
MUS 100 (if required)	2		
MUS 101PN	1	MUS 102PN	1
MUS 131	0	MUS 132	0
MUS 142	0	MUS 143	0
ENSEMBLE	1	ENSEMBLE	1
TOTAL	4 hours	TOTAL	2 hours

Sophomore Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
MUS 117	2	MUS 118	2
MUS 201PN	1	MUS 202PN	1
MUS 231	0	MUS 232	0
MUS 242	0	MUS 243	0
MUS 251	3	MUS 252	3
ENSEMBLE	1	ENSEMBLE	1
TOTAL	7 hours	TOTAL	7 hours

Junior Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
MUS 301PN	2	MUS 302PN	2
MUS 331	0	MUS 332	0
MUS 342	0	MUS 343	0
MUS 351	3	MUS 352	3
MUS 353	3	MUS 354	3
ENSEMBLE	1	ENSEMBLE	1
TOTAL	9 hours	TOTAL	9 hours

Senior Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
MUS 355	2		
MUS 401PN	2	MUS 402PN	2
MUS 431	0/1	MUS 432	0/1
MUS 442	0	MUS 443	1
		MUS 444	1
COM 351	3		
ENSEMBLE	1	ENSEMBLE	1
TOTAL	8-9 hours	TOTAL	5-6 hours

Emphasis in Organ Performance

Freshman Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
HEDU 153G	0	HEDU 154G	0
MUS 100 (if required)	2		
MUS 101OR	1	MUS 102OR	1
MUS 101PN (elective)	1	MUS 102PN (elective)	1
MUS 131 (elective)	0	MUS 132 (elective)	0
MUS 142	0	MUS 143	0
ENSEMBLE	1	ENSEMBLE	1
TOTAL	5 hours	TOTAL	3 hours

Sophomore Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
MUS 117	2	MUS 118	2
MUS 201OR	1	MUS 202OR	1
MUS 242	0	MUS 243	0
MUS 251	3	MUS 252	3
ENSEMBLE	1	ENSEMBLE	1
TOTAL	7 hours	TOTAL	7 hours

Junior Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
MUS 301OR	2	MUS 302OR	2
MUS 342	0	MUS 343	0
MUS 351	3	MUS 352	3
MUS 353	3	MUS 354	3
ENSEMBLE	1	ENSEMBLE	1
TOTAL	9 hours	TOTAL	9 hours

Senior Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
MUS 401OR	2	MUS 402OR	2
MUS 442	0	MUS 443	1
COM 351	3	MUS 444	1
ENSEMBLE	1	ENSEMBLE	1
TOTAL	6 hours	TOTAL	5 hours

Emphasis in Wind Instrumental Performance

Freshman Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
HEDU 153G	0	HEDU 154G	0
MUS 100 (if required)	2		
MUS 101	1	MUS 102	1
MUS 123	0	MUS 124	0
MUS 108 (elective)	1	MUS 109 (elective)	1
MUS 142	0	MUS 143	0
ENSEMBLE	1	ENSEMBLE	1
TOTAL	5 hours	TOTAL	3 hours

Sophomore Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
MUS 117	2	MUS 118	2
MUS 201	1	MUS 202	1
MUS 223	0	MUS 224	0
MUS 242	0	MUS 243	0
MUS 251	3	MUS 252	3
ENSEMBLE	1	ENSEMBLE	1
TOTAL	7 hours	TOTAL	7 hours

Junior Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
MUS 301	2	MUS 302	2
MUS 323	0	MUS 324	0
MUS 342	0	MUS 343	0
MUS 351	3	MUS 352	3
MUS 353	3	MUS 354	3
ENSEMBLE	1	ENSEMBLE	1
TOTAL	9 hours	TOTAL	9 hours

Senior Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
MUS 355	2		
MUS 401	2	MUS 402	2
MUS 423	0/1	MUS 424	0/1
MUS 442	0	MUS 443	1
COM 351	3	MUS 444	1
ENSEMBLE	1	ENSEMBLE	1
TOTAL	8-9 hours	TOTAL	5-6 hours

Emphasis in String Performance

Freshman Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
HEDU 153G	0	HEDU 154G	0
MUS 100 (if required)	2		
MUS 101	1	MUS 102	1
MUS 125	0	MUS 126	0
MUS 108 (elective)	1	MUS 109 (elective)	1
MUS 142	0	MUS 143	0
ENSEMBLE	1	ENSEMBLE	1
TOTAL	5 hours	TOTAL	3 hours

Sophomore Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
MUS 117	2	MUS 118	2
MUS 201	1	MUS 202	1
MUS 225	0	MUS 226	0
MUS 242	0	MUS 243	0
MUS 251	3	MUS 252	3
ENSEMBLE	1	ENSEMBLE	1
TOTAL	7 hours	TOTAL	7 hours

Junior Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
MUS 301	2	MUS 302	2
MUS 325	0	MUS 326	0
MUS 342	0	MUS 343	0
MUS 351	3	MUS 352	3
MUS 353	3	MUS 354	3
ENSEMBLE	1	ENSEMBLE	1
TOTAL	9 hours	TOTAL	9 hours

Senior Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
MUS 355	2		
MUS 401	2	MUS 402	2
MUS 425	0/1	MUS 426	0/1
MUS 442	0	MUS 443	1
COM 351	3	MUS 444	1
ENSEMBLE	1	ENSEMBLE	1
TOTAL	8-9 hours	TOTAL	5-6 hours

MUSIC (HMUS)

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 Education requirement for music.

101-102. Applied Music

1 hour each

Private studio lessons. *Prerequisites: Successful audition in the area of applied music; permission of instructor.*

108. Class Piano I

1 hour

This course is designed for music majors to develop keyboard proficiency. Non-majors who wish to acquire keyboard skills may also take the course. It is intended for students having little or no previous training in piano. This course may be chosen as an elective for non-music majors. However, it does not satisfy the General Education requirement for music. Offered fall semester only.

109. Class Piano II

1 hour

This course is designed for continued development of keyboard skills and is recommended for music majors, as it focuses on components of the departmental keyboard proficiency examination. If necessary, after completion of MUS 109, a student may elect to continue study in Applied Piano beginning with MUS 201PN. *Prerequisites: MUS 108 or equivalent; permission of instructor.* Offered spring semester only.

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.

111G. Masterpieces of Music

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 Education 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 non-major is required to perform in studio class recital. Majors and minors are required to complete a performance jury.

116G. 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 Education 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 emphasis 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 peer 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.

125-126. String Seminar

0 hours

This is a performance seminar required of all students of applied strings, and designed to assist the student in developing performance skills, including score preparation, stage presence, interpretation of literature from diverse cultural influences, communication skills and development of tone and timbre on the instrument, as well as other needed performance capabilities. This class consists mainly of student performances and discussions, and is designed to give the student of Applied Strings 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 string instruments. Students must be concurrently enrolled in the appropriate level of Applied Music (violin, viola, cello, and double bass) 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.

167, 267, 367, 467. Marching Band (offered fall semester)

1 hour each

The Morehouse College Marching Band is comprised of both music majors and non-music 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.

168, 268, 368, 468. Jazz Ensemble (offered spring semester)

1 hour each

The Morehouse College Jazz Ensemble is comprised of both music majors and non-music 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).

169, 269, 369, 469. 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.

191-192, 291-292, 391-392, 491-492. AUC Symphony Orchestra

1 hour each

The Atlanta University Center Symphony Orchestra is comprised of both music majors and non-music 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.

201-202. Applied Music

1 hour each

Private studio lessons. *Prerequisites: MUS 102 or equivalent; permission of instructor.*

203G. Introduction to Church Music

3 hours

This course fulfills the General Education requirement in music 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.

204G. Survey of African-American Music

3 hours

Successful completion of this course satisfies the General Education 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.

206. 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.*

206L, 305L, 306L, 405L, 406L. 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*).

210G. History of Jazz

3 hours

Designed as a jazz appreciation course, this course fulfills the music requirement in the General Education curriculum. The major style periods, composers, and performers are covered.

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.

225-226. String Seminar

0 hours

This is a performance seminar required of all students of applied strings, and designed to assist the student in developing performance skills, including score preparation, stage presence, interpretation of literature from diverse cultural influences,

communication skills and development of tone and timbre on the instrument, as well as other needed performance capabilities. This class consists mainly of student performances and discussions, and is designed to give the student of Applied Strings 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 string instruments. Students must be concurrently enrolled in the appropriate level of Applied Music (violin, viola, cello, and double bass) 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, pairing 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 pursue a choral conducting emphasis. 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 **1 hour each**

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. *Co-requisite: 271L-272L.*

271L-272L. Singer's Diction Laboratory **0 hours**

Designed to allow students to become acquainted with and utilize online resources devoted to the phonetic transcription of operatic repertoire and art song literature, this laboratory allows students to develop fluency in the application of the symbols and rules governing the sung pronunciation of English, Italian, French and German. This course must be taken with its corresponding class (MUS 271L with MUS 271, and MUS 272L with MUS 272).

273-274. Choral Literature **2 hours each**

This course focuses on the major styles of choral music, primarily from the Renaissance to the 20th century. The choral music of African Americans is included in this study. *Offered every other year.*

275-276. Vocal Literature I and II **2 hours each**

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. *Every other year.*

301-302. 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 credit. Private studio lessons. *Prerequisites: MUS 202 or equivalent; permission of instructor.*

305-306. Composition

1 hour each

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. *Co-requisites: MUS 305L-306L.*

312-313. 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.

323-324. Wind Seminar

0 hours

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.

325-326. String Seminar

0 hours

This is a performance seminar required of all students of applied strings, and designed to assist the student in developing performance skills, including score preparation, stage presence, interpretation of literature from diverse cultural influences, communication skills and development of tone and timbre on the instrument, as well as other needed performance capabilities. This class consists mainly of student performances and discussions, and is designed to give the student of Applied Strings 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 string instruments. Students must be concurrently enrolled in the appropriate level of Applied Music (violin, viola, cello, and double bass) 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 the 19th century to the present, including the innovations of African-American musicians. Students generate part-writing and model composition exercises and synthesize analytical techniques into critical assessment of a variety of musical works. *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.*

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 for a music major with an emphasis in choral conducting. *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: MUS302 or equivalent; permission of instructor.*

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. *Co requisites: 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 music majors with an emphasis in voice performance 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.

425-426. String Seminar

0-1 hour each

This is a performance seminar required of all students of applied strings, and designed to assist the student in developing performance skills, including score preparation, stage presence, interpretation of literature from diverse cultural influences, communication skills and development of tone and timbre on the instrument, as well as other needed performance capabilities. This class consists mainly of student performances and discussions, and is designed to give the student of Applied Strings 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 string instruments. Students must be concurrently enrolled in the appropriate level of Applied Music (violin, viola, cello, and double bass) during the same semester. Senior music majors with an emphasis in string performance may elect to register for MUS 427 and 428 for one (1) credit hour each.

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 paper and makes a presentation of some aspect of the paper 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

Neuroscience, the scientific study of the brain and its functions, is a field on the frontier of science. Neuroscientists study such issues as the molecular and cellular basis of neuronal function, nervous system structure, how systems of neurons process information, the way in which functions are represented in the brain, the evolutionary development of the nervous system, neural correlates of behavior, and mechanisms of nervous system disorders. The neuroscience minor at Morehouse College was designed to encourage students to approach their studies of human behavior from an inter-disciplinary perspective. Completing a minor in neuroscience distinguishes you for having pursued your interest in the sciences beyond the courses and electives required for your major.

Training in neuroscience will be useful for many careers in the 21st century, including:

Anthropology	Biology
Journalism	Law
Medicine	Neuroscience
Occupational Therapy	Pharmacology
Physical Therapy	Psychiatry
Psychology	Public Health
Veterinary Medicine	

Neuroscience Minor Requirements

Students in any major and in any division are encouraged to pursue a minor in the neurosciences. To minor in neuroscience, you must complete 17 hours, consisting of the following courses: BIO 112, BIO 123/PSY 123, BIO 317, PSY 352, and one elective. In addition, students must take one advanced laboratory class (e.g., BIO 317L, or PSY 352L)

Neuroscience Activities^[1]_{SEP}

Neuroscience is a booming field and there are many ways to get connected. Try these for a start.

- *GO* to a neuroscience talk
- Morehouse-sponsored seminars
- CBN-sponsored seminars
- PARTICIPATE in the neuroscience club
- *READ* a neuroscience paper
- *TALK* to one of your neuroscience professors:
 - Dr. Larry Blumer
 - Dr. Valerie Haftel
 - Dr. Daniel Hummer
 - Dr. Duane Jackson
 - Dr. Chris Markham

PHILOSOPHY AND RELIGION

The Department of Philosophy and Religion seeks to familiarize the student with philosophical problems embedded in the human experience and to provide the student with a means for examining how the religious quest continues as a variegated and often tortuous climb toward human growth and fulfillment. The Department, too, works 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 specific objectives of each Major in the department are cited below.

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 6 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 in philosophy 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 semester preceding the start of the upcoming class. 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 receive approval of the topic of the Research Paper and 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 semester the research project is done. 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 requirement in philosophy is necessary for a Minor in philosophy. PHI 202, PHI 310, and PHI 311 are required classes for the Minor in philosophy.

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

FALL SEMESTER

ENG 101	3 hours
MTH 100	3
MFL 201	3
HIS 111	3
BIO 101	3
HPED	1
HEDU 151	0
<u>HEDU153</u>	<u>0</u>
TOTAL	16 hours

SPRING SEMESTER

ENG 102	3 hours
MTH 110 or higher	3
MFL 202	3
HIS 112	3
PHY 102	3
HPED	1
HEDU 152	0
<u>HEDU154</u>	<u>0</u>
TOTAL	16 hours

Sophomore Year

FALL SEMESTER

ENG 250	3 hours
ART/MUS	3
PHI 201	3
SOCSCI	3
ENG 265	3
<u>HEDU251</u>	<u>0</u>
TOTAL	15 hours

SPRING SEMESTER

REL 201	3 hours
ART/MUS	3
Elective	3
SOCSCI	3
PHI 202	3
<u>HEDU252</u>	<u>0</u>
TOTAL	15 hours

Junior Year

FALL SEMESTER

ENG 350	3 hours
PHI 310	3
PHI 302	3
PHI 461	3
Elective	3
<u>HEDU353</u>	<u>0</u>
TOTAL	15 hours

SPRING SEMESTER

PHI 311	3 hours
PHI 303	3
Cognate	3
PHI 462	3
Elective	3
<u>HEDU354</u>	<u>0</u>
TOTAL	15 hours

Senior Year

FALL SEMESTER

PHI 312	3
PHI 315	3
Electives	9
<u>Research Paper</u>	<u>0</u>
TOTAL	15 hours

SPRING SEMESTER

PHI 400	3
PHI 465	3
Electives	9
TOTAL	15 hours

THE MAJOR IN RELIGION

The objectives of the major in religion are the following:

1. To position students to engage in informed reflection on their personal religious beliefs;
2. 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;
3. To develop an understanding of the role religion plays in social ethics, conversations about gender, politics, social institutions, and economics; and
4. To develop an understanding of the relationship between religion and the Black experience in America.

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 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

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
ENG 101	3 hours	ENG 102	3 hours
MTH 100	3	MTH 110 or higher	3
MFL 201	3	MFL 202	3
HIS 111	3	HIS 112	3
BIO 101	3	PHY 102	3
HPED	1	HPED	1
HEDU 151	0	HEDU 152	0
<u>HEDU153</u>	<u>0</u>	<u>HEDU154</u>	<u>0</u>
TOTAL	16 hours	TOTAL	16 hours

Sophomore Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
ENG 250	3 hours	REL Elective	3 hours
ART/MUS	3	ART/MUS	3
REL 201	3	Elective	3
SOCSCI	3	SOCSCI	3
REL 210	3	REL 211	3
HEDU251	0	HEDU252	0
TOTAL	15 hours	TOTAL	15 hours

Junior Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
PHI 201	3 hours	ENG 350	3 hours
REL 220	3	REL 221	3
ENG 265	3	Cognate	3
REL 300	3	REL Elective	3
Elective	3	Elective	3
HEDU353	0	HEDU354	0
TOTAL	15 hours	TOTAL	15 hours

Senior Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
PHI 410	3 hours	REL 310	3 hours
REL 400	3	REL 465	3
Electives	9	Electives	9
ResearchPaper	0		
TOTAL	15 hours	TOTAL	15 hours

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 **3 hours**

Survey of thinkers and philosophical schools from the pre-Socratics to Augustine. *Prerequisite: PHI 201 or consent of the instructor.*

311. Modern Philosophy **3 hours**

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 **3 hours**

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 **3 hours**

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 **3 hours**

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 **3 hours**

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 **3 hours**

Examination of philosophical questions involved in religion and religious beliefs. *Prerequisite: PHI 201 or consent of the instructor.*

461. History of Political Thought **3 hours**

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 **3 hours**

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 **3 hours**

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 **3 hours**

Study of a special topic chosen by the instructor.

RELIGION (REL)

201. Introduction to Religion **3 hours**

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. World Religions I

3 hours

First part of a two semester course that 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*

221. World Religions II

3 hours

Second part of a two semester course that 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.* The requirements for the class entering the College in the Fall of 2018 will have a modified set of requirements. They are required to take only one FYE course. They may take courses from the previous set of general education courses to meet their skill and thematic area requirements. They may take two physical activities courses to complete their health and wellness requirement. They may also take as few as six credit hours of scientific discovery coursework.

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.

PHY 154	Mechanics
PHY 253	Electricity and Magnetism
PHY 254	Optics and Modern Physics

2. Core Physics Courses – 18 credit hours

The student must take the following seven (7) courses.

PHY 351	Junior Laboratory
PHY 353	Mathematical Physics I
PHY 360	Thermodynamics
PHY 361	Electromagnetic Theory
PHY 362	Classical Mechanics
PHY 363	Quantum Mechanics I

PHY 450 Senior Seminar

3. Physics Electives – 9 credit hours

The student must take three (3) of the following courses.

PHY 354 Mathematical Physics II
PHY 364 Quantum Mechanics II
PHY 367 Advanced Optics
PHY 452 Senior Laboratory
PHY 460 Special Problems in Physics (no more than twice)
PHY 470 Special Relativity
PHY 473 Nuclear and Particle Physics
PHY 474 Solid-State Physics

4. Mathematics Requirements – 18 credit hours

The student must take the following five (5) courses.

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

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 BIO 113 (Comprehensive Biology) and CHE 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.

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 103 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

2. Core Physics Requirements

The student must take three (3) of the following upper-level physics courses according to his engineering field.

PHY 351	Junior Laboratory
PHY 353	Mathematical Physics I
PHY 360	Thermodynamics
PHY 361	Electromagnetic Theory
PHY 362	Classical Mechanics
PHY 363	Quantum Mechanics I
PHY 460	Special Problems in Physics (as Nanoscience) 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, (351 or 460), (360 or 361)
- 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.

A Suggested Plan of Study for Majors in Physics

	FRESHMAN YEAR		
	Fall Semester	Spring Semester	
MTH 161	4	MTH 162	4
Social Science #1	3	PHY 154	4
ENG 101	3	ENG 102	3
HIS 111	3	HIS 112	3
ART 110 or MUS xxx	3	MUS xxx or ART 110	3
PED 15x	1		
	17 credit hours		17 credit hours

SOPHOMORE YEAR

Fall Semester		Spring Semester	
PHY 253	4	PHY 254	4
CHE 111	4	PHY 353	3
MTH 263	4	MTH 271	3
REL 201	3	PHI 201/302	3
FLx 201	3	FLx 202	3
18 credit hours		16 credit hours	

JUNIOR YEAR

Fall Semester		Spring Semester	
PHY 351	3	PHY 361	3
PHY 360	3	PHY 363	3
PHY 362	3	PHY Elective	3
MTH 321	3	BIO 113	4
Social Science #2	3	PED 15x	1
15 credit hours		14 credit hours	

SENIOR YEAR

Fall Semester		Spring Semester	
PHY Elective	3	PHY Elective	3
Free Elective	3	PHY 450	0
ENG 250	3	ENG 35x	3
Free Elective	3	Free Elective	3
		Free Elective	3
12 credit hours		12 credit hours	

A Suggested Plan of Study for DDEP Majors in Applied Physics

FRESHMAN YEAR

Fall Semester		Spring Semester	
EGR 101 or 103	3	EGR 103 or 101	3
MTH 161	4	MTH 162	4
ART110/MUSXXX	3	PHY 154	4
ENG 101	3	ENG 102	3
HIS 111	3	HIS 112	3
PED 15x	1	PED 15x	1
17 credit hours		18 credit hours	

SOPHOMORE YEAR			
Fall Semester		Spring Semester	
PHY 253	4	PHY 254	4
MTH 263	4	MTH 271	3
CHE 111	4	CHE 112	4
ENG 250 or REL 201	3	REL 201 or ENG 250	3
FLx 201	3	FLx 202	3
		PHY 353	3
18 credit hours		20 credit hours	
JUNIOR YEAR			
Fall Semester		Spring Semester	
EGR 205	3	EGR 308	3
PHY xxx	3	PHY xxx	3
MTH 321	3	ENG 35x	3
CSC 110 (Matlab)	3	BIO 113	4
ECO 201/202	3	MUS xxx or ART 110	3
PHI 302 or PSC 251	3	PSC 251 or PHI 302	3
18 credit hours		19 credit hours	

CSC 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. This course consists of a lecture component and a laboratory component. *Prerequisite: MTH 100.*

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. This course consists of a lecture component, a laboratory component, and a recitation component. *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, wave optics (interference and

diffraction), and special relativity. This course consists of a lecture component, a laboratory component, and a recitation component. *Prerequisite: PHY 151.*

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, gravitation, and rotational dynamics. This course consists of a lecture component, a laboratory component, and a recitation component. *Prerequisite: MTH 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. This course consists of a lecture component, a laboratory component, and a recitation component. *Prerequisites: PHY 154 (C or better) and MTH 162 (or concurrent enrollment).*

254. Optics & Modern Physics **4 hours**

Completes the introductory calculus-based sequence. The topics include elastic waves, electromagnetic waves, geometrical optics, wave optics (interference and diffraction), special relativity, wave-particle duality, and Bohr Theory of the hydrogen atom. This course consists of a lecture component, a laboratory component, and a recitation component. *Prerequisite: PHY 253.*

351. Junior Laboratory **3 hours**

Electronics and modern instrumentation techniques and methods. Experiments in electronics and modern physics. *Prerequisite: PHY 254.*

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: PHY 253.*

353. Mathematical Physics II **3 hours**

A continuation of PHY 353 (Mathematical Physics I) and a recommended course for students who plan to attend graduate school in physics. Covers the Sturm-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. Covers 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: PHY 253 and MTH 162.*

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, Lenz's law, Maxwell's equations, plane electromagnetic waves, wave guides, radiation, and special relativity. *Prerequisites: PHY 254 and PHY 353.*

362. Classical Mechanics **3 hours**

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. *Prerequisite: PHY 353.*

363. Quantum Mechanics I **3 hours**

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 Schrodinger equation for some one-dimensional problems, the harmonic oscillator, and the Heisenberg uncertainty relations. *Prerequisite: PHY 353.*

364. Quantum Mechanics II **3 hours**

A continuation of PHY 363 (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

3 hours

A continuation of the topics covered in PHY 254 (Optics & 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.*

450. Senior 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. *Prerequisites: PHY 353 and at least three courses from among PHY 351, 360, 361, 362, and 363.*

452. Senior Laboratory

3 hours

Modern instrumentation techniques and methods. Experiments in modern physics. *Prerequisite: PHY 351.*

460. Special Problems in Physics

3 hours

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 major or permission of the instructor.*

470. Special Relativity

3 hours

Covers the four-dimensional approach of special relativity, in which is seen the essential unity of quantities that are treated as separate in rudimentary treatments of mechanics and electromagnetic theory. Topics include Cartesian transformations, contravariant and covariant vectors, metric tensors, flat space time, Lorentz transformations, momentum four-vectors, the electromagnetic field tensor, and Schwarzschild space time. *Prerequisites: PHY 361 and PHY 362.*

473. Nuclear and Particle Physics

3 hours

Provides an introduction to the study of nuclei and particles. Topics from nuclear physics include nuclear properties, nuclear models, the nuclear force, radioactive decay, and nuclear reactions. Topics from particle physics include particle interaction, symmetries, conservation laws, quarks, gluons, and grand unified theories. *Prerequisite: PHY 363.*

474. Solid-State Physics

3 hours

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. *Prerequisite: PHY 363.*

101. Freshman Engineering Design

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. This course consists of a lecture component and a laboratory component. Computer laboratory and design studio are key parts of this course.

103. 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; and moments of inertia. *Prerequisites: PHY 253 and MTH 263 (or concurrent enrollment).*

206. Mechanics of Materials

3 hours

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. This course consists of a lecture component and a laboratory component. *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: PHY 253 and MTH 263.*

POLITICAL SCIENCE

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

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
PSC 348 American Constitutional Law 3 hours
PSC 497 Senior Seminar in Political Science 3 hours

Cognate Electives 6 hours

ECO 201 Macro-Economics 3 hours
ECO 202 Micro-Economics 3 hours

Political Science Electives 12 hours

Each student is required to choose four upper level courses. These courses can come from any subject area: American Government and Politics, Comparative Politics, International Relations and Political Theory. Only ONE of these four courses can be taken outside of the department -- whether through cross-registration, study abroad, or transfer. Directed Study and internships do NOT count as one of these courses. The Moot Court class DOES count as one of these courses.

American Government and Politics

PSC 321 The American Presidency
PSC 322 The American Congress
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 Politics
PSC 460 Black Politics

Comparative Politics

PSC 302 Third World Politics
PSC 475 Latin American Politics
PSC 477 Contemporary African Politics
PSC 486 Political Ideologies

International Relations

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

PSC 461 History of Political Thought
PSC 462 Modern Political Theory
PSC 463 Contemporary Theories of Justice
PSC 464 Black Political Thought
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 REQUIREMENTS 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 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 Moot Court, 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 Moot Court 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 20 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

POLITICAL SCIENCE SUGGESTED COURSE SEQUENCE

Freshman Year

FALL SEMESTER

ENG 101	3 hours
MTH 100	3
MFL 201	3
HIS 111	3
SOC SCI*	3
HPED	1
HEDU 151	0
HEDU 153	0

TOTAL 16 hours

SPRING SEMESTER

ENG 102	3 hours
MTH 120	3
MFL 202	3
HIS 112	3
SOC SCI*	3
HPED	1
HEDU 152	0
HEDU 154	0

TOTAL 16 hours

** 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

FALL SEMESTER

PSC 285	3 hours
PSC 251	3
BIO 101	4
ECO 201	3
ENG 250	3
HEDU 251	0

TOTAL 16 hours

SPRING SEMESTER

PSC 228	3 hours
PSC 294	3
PHY 102	4
ECO 202	3
PHI 201	3
HEDU 252	0

TOTAL 16 hours

Junior Year

FALL SEMESTER

MUS	3 hours
REL 201	3
PSC 348	3
COM 350	3
PSC 253	3
HEDU 353	0
TOTAL	15 hours

SPRING SEMESTER

ART	3 hours
PSC elective	3
Free elective	3
Free elective	3
PSC elective	3
HEDU 354	0
TOTAL	15 hours

Senior Year

FALL SEMESTER

PSC elective	3 hours
PSC 497	3
Free Electives	6
PSC 401	3
TOTAL	15 hours

SPRING SEMESTER

Free Electives	12 hours
PSC elective	3
TOTAL	15 hours

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. *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. *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.

- 322. The American Congress** **3 hours**
The American Congress seeks to provide students with a comprehensive understanding of Congress as both a representative and policymaking institution. This course assumes a basic familiarity with American politics, but it does not require any deep prior knowledge of the U.S. Congress. *Prerequisite: PSC 251.*
- 348. American Constitutional Law** **3 hours**
Judicial processes, federal judicial behavior. Policy making, constitutional cases, and issues. *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**
The financial functions of local government. Local expenditures and revenue. The budgeting process. Economic concepts of budgeting. Financial administration. *Prerequisite: PSC/UST 371 or PSC/UST 372.*
- 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.
- 460. Black Politics** **3 hours**
The aim of this course is to research the broader question of how black Americans can achieve greater levels of political, economic, and social equality. *Prerequisites: PSC 251 and PSC 253; or instructor permission.*
- 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.*

493. Directed Study

3 hours

Provides students the opportunity to explore an issue in depth. *Prerequisite: Instructor's permission.*

497. Senior Seminar in Political Science

3 hours

This is the capstone course for the department. Each major will demonstrate mastery over some topic by researching and writing a senior thesis. *Prerequisite: Juniors and seniors only.*

PSYCHOLOGY

The Department of Psychology at Morehouse College has situated itself as particularly vital to the Institution with respect to realizing moral imperatives that the school holds as cornerstone. Certainly, it is where there is the opportunity to engage around the mechanics of behavior, but more importantly is the Department's focus on developing the understanding of whole people – the self-included – within the context of an explicit and nuanced 21st century society that demands a complex awareness of how behaviors work for individuals, groups and systems. The design of the Department is that in understanding the depth and breadth of these behaviors there is the opportunity to help foment with our students, programs of research, paradigms and practices that better society and our relationships to it.

The Department embraces our status as a “hub science” by effectively employing transdisciplinarity in our teaching, training and general outlook on the execution of our discipline as applied and not basic. A robust history of locating research-training programs like NIMH-COR, MBRS-RISE and MARC U-STAR within the Department is a testament to this orientation, as is our strong neuroscience grounding. This speaks to an alignment with progressive thinking relative to “what” and “how” psychology is. Accordingly, we are encouraged with shifts in science – the new MCAT for example – because we adroitly place emphasis on research design that anchor research projects that attend to bias, faulty results, and variable relationships; and on graphical analysis and data interpretation that focuses on deriving conclusions and drawing inferences from visual data. This is done through our implementation of a portfolio-based Capstone Research course that is interwoven throughout a three-level Research Methods and Statistics sequence. Further emphasis is applied in developing excellence in both research and secular writing that communicates findings effectively with the implementation of critical reading, thinking and writing across the Psychology curriculum.

The rigor of scientific method and application also grounds our relationship to social sciences at the College. Narrative studies acumen from faculty in the Department of Psychology informed the development and initial leadership of the School's popular Cinema, Television and Emerging Media Studies program. The great emphasis that we place on contributions to behavioral studies from across the African Diaspora allows for significant collaborations with the Department of African American Studies at the College, as well as with Sociology, the Morehouse Pan-African Global Experience Program and the Andrew Young Leadership Center. The Department of Psychology also involves itself with the College's Department of Business Administration with courses like Leadership, Creativity and Innovation and our relationship with Georgia Institute of Technology and their Industrial Organizational psychology courses. Also of note are hard-lined collaborative opportunities with Morehouse School of Medicine, Spelman College, Clark Atlanta University, Emory University and Zoo Atlanta.

The core of our Departmental efforts, however, focus on our students becoming self-aware with the study of a psychology that assumes Black people – Black men in particular – as whole and able and argentic. These assumptions demand accountability from our students *and* our faculty in the execution and innovation of our work together because there is attached an expectation that the mastery of our styled psychology will push the condition and status of Black people, within the United States and beyond, forward in meaningful ways. This is evidenced in faculty that is expert in engaging and in educating developing Black men; and in a significant number of faculty who are dedicated to research and praxis that deals with the achievements of Black men and boys.

Because our Department is positioned in such a way, traditional psychology courses (Abnormal Psychology, Educational Psychology, Theories of Personality, Learning and Memory, etc.) assume urgency for the learner that translates into meaningful engagement that evokes – in the best of circumstances – intellectual competence. Intellectual competence, of course, is not distracted with a singular focus on what we want learners to know, rather it is inclusive of what we want learners to become.

With this approach, and because of the partnership between our faculty and students, we claim solid graduates across a variety of disciplines while still maintaining a significant percentage of our students placed in graduate programs in Psychology across the United States. The maintenance of a “contemporary psychology” that makes the discipline relevant for the student (young/developing Black men) within society also allows the Department to have significant voice in the execution of the mission of the College whole. Given the Department's unique attachment to the fundamentals of Morehouse College, our vision of growing thoughtful leaders steeped in the understanding of behavior is realized in a variety of ways.

Psychology Department Core Objectives:

- Equip students with an understanding of basic and evolving theories and concepts in psychology;
- Provide a strong foundation for understanding the basic principles of research in the behavioral sciences;
- Prepare students, academically and professionally, for advanced graduate training in psychology and related fields;
- Provide students with an awareness of the African American experience, and other cultural perspectives as they relate to psychology;
- Equip students with skills and experiences for understanding and working effectively with social and psychological issues encountered by African Americans and other communities;
- Enhance the liberal arts experience with training in effective written and oral communication skills;
- Encourage and to provide training in critical and analytical reading, writing and thinking;
- Encourage ethical behavior and a tolerance for ambiguity, reflecting the values of the discipline of psychology as informed by the mission of Morehouse College;
- Foster self-understanding, self-improvement, psychological health and insight into behavior.

Student Development Content Areas across the Department:

- Knowledge Base of Psychology – Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- Research Methods in Psychology – Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
- Critical Thinking Skills in Psychology – Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
- Application of Psychology – Students will understand and apply psychological principles to personal, social, and organizational issues.
- Values in Psychology – Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.
- Information and Technological Literacy – Students will demonstrate information competence and the ability to use computers and other technology for many purposes.
- Communication Skills – Students will be able to communicate effectively in a variety of formats, particularly in written and oral forms that are aligned with American Psychological Association standards of writing and presenting research.
- Sociocultural and International Awareness – Students will recognize, understand, and respect the complexity of sociocultural and international diversity.
- Personal Development – Students will develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.
- Career Planning and Development – Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

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 International 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 3.4 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, a total of 52 required semester hours in courses offered by the Psychology Department. An additional 6 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 52 hours in Psychology
3. A minimum overall GPA of 2.0
4. Satisfactory completion (grade of "C" or better) of required courses in the department, including six hours of electives
5. Satisfactory completion of general studies courses required in the core curriculum
6. A total of 15 hours of free electives for B.A. majors or a total of 13 hours of free electives for B.S. majors

BACHELOR OF SCIENCE DEGREE IN PSYCHOLOGY

A total of 54 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.

Major Requirements

- Biopsychology 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 one or two semesters 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.

REQUIREMENTS FOR A MINOR IN PSYCHOLOGY

To complete a minor in Psychology, a student must take Psychology 101, 102, 210, 210L 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.

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 minors, 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.

Opportunities for research participation are available through the neuroscience curriculum at Morehouse as well as the 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.

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: Psychology 101.*

201. Reading, Writing and Critical Thinking in Psychology 3 hours

This course is intended to familiarize students with the discipline of writing and critical thinking in psychology and related research. Students will begin as an introduction to the effective use and application of APA-formatted writing. Students

will gain skills in writing content highlighting students' ability to critically evaluate and synthesize the empirical knowledge base in psychological literature. Students will use critical and creative thinking, skeptical inquiry, and the scientific approach to review and evaluate empirical literature. Such an understanding will be gained from using a culturally competent perspective. *Prerequisite:* Psychology 101 or permission of instructor.

210. Research Methods and Statistics I. (co-requisite with PSY 201L) 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

210L. Research Methods and Statistics I Lab. (co-requisite with PSY 201) 1 hour

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.

240. 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.

250. 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 will be presented by the course director as well as 2-4 top neuroscientists from the Atlanta area who will, as guest lecturers, present material related to their expertise and research. Course topics may include: drugs and the nervous system, mental health, aging and Alzheimer's disease, memory and attention, and social affiliation.

260. 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.

265. 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.

270. 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.

275. 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.

310. Research Methods and Statistics II. (co-requisite with PSY 310L) 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 210/210L.

310L. Research Methods and Statistics II/Lab (co-requisite with PSY 310) 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 210/210L.*

320. 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.*

325. Relationships Between the Sexes **3 hours**
Study of the psychology of male/female relationships and interactions utilizing small group methods. *Prerequisite: Permission of Instructor.*

330. 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.*

332. 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 310 and 310L.*

335. 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.*

340. 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 telling (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 or with instructor's approval.*

345. 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.*

350. 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.*

350L. 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.*

352. Biopsychology **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.*

352L. Biopsychology 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 352. Optional for B.A students taking 352. *Prerequisite: Permission of Instructor.*

35x. Cognitive Psychology

3 hours

This course will introduce the study of human cognition and will develop ideas on the reciprocal nature human thoughts (i.e. both how thoughts are organized as well as how they help to organize and affect our everyday experience). We will also spend considerable time investigating the biological mechanisms that underlie thought. Topics will include perception, attention, memory, concepts, language, reasoning, problem solving and consciousness. *Prerequisite: Psychology 101 or permission of instructor.*

35x. Sensation and Perception

3 hours

This course deals with our five senses, how we are able, as humans to detect visual, auditory, tactile and chemical stimuli (sensation) and how we recognize, organize and interpret these sensory stimuli (perception). Unlike more “traditional” courses in Sensation and Perception that focus on the five senses in humans, this course will go beyond the five senses and humans. This course will also look at how humans compare to nonhuman animals in regards to the range, sensitivity and interpretation of sensory stimuli. Also, we shall go beyond the five senses and investigate what some have called the “Sixth Sense”, extrasensory perception (ESP). There is no formal lab for this course but there will be four to six class-long hands-on activities. *Prerequisite: Psychology 102.*

355. Learning and Memory

3 hours

An empirical and theoretical examination of the processes of learning and memory. *Prerequisites: Psychology 410/410L.*

355L. Learning and Memory Laboratory

1 hour

Laboratory and field investigations of human and animal learning and memory. *Prerequisites: Psychology 410/410L.*

370. 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.*

410. Research Methods and Statistics III. (Co-requisite with PSY 410L)

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 310 and 310L.*

410L. Research Methods and Statistics III/Lab (co-requisite with PSY 410)

1 hours

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 310 and 310L.*

429. 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. Although the course structure is determined by the instructor, seminar format is encouraged, especially in the advance topic course. *Prerequisite: Psychology 101 or permission of instructor.*

430. Clinical Assessment

3 hours

Introduction to the administration and interpretation of basic psychometric instruments, including tests of intelligence, aptitude, and personality. Prerequisite: Either Psychology 3330 or 332.

435. 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 330 or 332. Clinical Assessment (PSY 430) need not be taken in order to take Techniques of Psychotherapy.*

439. Selected Topics in Clinical 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. 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.

449. Selected Topics in Black 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. 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.

459. Selected Topics in Biopsychology

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. 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.

469. Selected Topics in Education/Developmental 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. 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.

479. Selected Topics in Community/Industrial 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. 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.

480. Honors Advanced Research Methodologies

3 hours

An exploration of the research process from selection of topic to research proposal. Prerequisite: Permission of Instructor.

482. Honors Applied Computer/Data Analysis

3 hours

Practical applications of computers in various research settings. Analysis and interpretation of data. Prerequisite: Permission of Instructor.

484. Honors Research and Communications Seminar

3 hours

On going in-depth examination of the research process through student presentations and guest speakers. *Prerequisite: Permission of Instructor.*

498. Capstone I

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.

499. Capstone II

3 hours

Special problems, individual research, or field work under faculty supervision. *Prerequisites: Psychology 102 and Psychology 310 and 310L.*

PUBLIC HEALTH SCIENCES

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

3 hours

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

3 hours

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 judgments 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

3 hours

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

3 hours

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 for Public Health

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)

SOCIOLOGY

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 in 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 Law Enforcement: Global, National, Local

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

SOC 487 Critics of Society

SOC 491 Seminar in Social Change

PSY 303 Social Psychology

AAS 375 Africana Muslims

**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/Thesis
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 Major Field Test in Sociology 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 determinant of grades, it is a critical component in our assessment of departmental goals and objectives.

DEPARTMENTAL HONORS

Students are urged to work toward earning departmental honors. When a student communicates the desire to be considered for departmental honors, he complete the application available in the department, develops an honors thesis proposal, and selects an appropriate honors thesis adviser. Once the proposal has been approved by the department and accepted by the adviser, he should consult regularly with the adviser. If he wishes, he may also consult with other members of the faculty concerning the thesis. 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 thesis begun in the junior year and completed no later than the end of the semester preceding graduation.
3. Recommendation of the departmental faculty
4. Successful completion of SOC 497 Department Honors/Thesis

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

AND students wishing to minor in sociology MUST TAKE ONE the following courses:

SOC 294 Social Research Methods SOC 307

History of Social Thought

AND students wishing to minor in sociology MUST TAKE THREE the following courses:

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 Law Enforcement: Global, National, Local

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 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

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
ENG 101	3 hours	ENG 102 or 103	3 hours
MTH 100	3	MTH 110 or higher	3
MFL 201	3	MFL 202	3
HIS 111	3	HIS 112	3
SOC 101	3	SOC 100 course	3
HPED	1	HPED	1
HEDU 151	0	HEDU 152	0
HEDU153	0	HEDU154	0
TOTAL	16 hours	TOTAL	16 hours

Sophomore Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
BIO 101	3 hours	PHY 102	3 hours
PHI 200 OR 363	3	Humanities	6
SOC 294	3	SOC 301	3
ENG 250	3	SOC Elective	3
SOC SCI	3	HEDU 252	0
HEDU251	0		
TOTAL	15 hours	TOTAL	15 hours

Junior Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
SOC 302	3 hours	SOC 403 or 407	3 hours
SOC Elective (I)	3	SOC SCI Elective (III)	3
SOC Elective (II)	3	SOC SCI	3
ENG 352 or 353	3	Free Elective	3
Free Elective	3	Humanities	3
HEDU 353	0	HEDU 354	0
TOTAL	15 hours	TOTAL	15 hours

Senior Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
SOC 495	3 hours	Free Electives	15 hours
Humanities	3		
Free Electives	9		
TOTAL	15 hours	TOTAL	15 hours

SOCIOLOGY (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.

200. Interdisciplinary Social Science

4 hours

Provides an interdisciplinary experience wherein students learn about the major social institutions that affect our everyday interactions. Students are introduced to the processes of socio-cultural evolution, the production and distribution of goods and services, the organization and structures of governance, and the methods and ethics of social research. The course is also offered as part of the Morehouse Pan African Global Experience (MPAGE) Study Abroad Program. Classroom studies are combined with civic engagement for team building activities between Morehouse students and their peers abroad while exploring the cultures and communities of Africa and the African Diaspora.

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

3 hours

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 in Research Context

3 hours

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

3 hours

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

3 hours

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)*

307. History of Social Thought

3 hours

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

3 hours

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. Law Enforcement: Global, National, Local

3 hours

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 on social stratification, emphasizing class relations, structural sources, manifestation, and consequences of inequality. This course discusses the dynamics of global inequality, its relationship to the use of energy sources by affluent nations, and the effects of sustainability programs on inequality in various regions of the world. 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).*

360. Pan-Africanism as Cross Cultural Dialogue **3 hours**

Applies sociological analyses to assist students and collaborating faculty to learn cooperatively about promoting social justice, social regeneration and sustainability from African approaches to knowledge and ethical social organization. The course fosters development of an understanding of the historical and cultural continuities between African American, Afro-Latino and Caribbean populations, and African societies globally, anchored in their common history of origins. Students experience and learn the challenges of cross-cultural dialogue when conceiving Pan-African solutions for social problems, carrying out research, and engaging in collaborative efforts. *Prerequisite: Successful completion of a 100-level social science course.*

361. African and African Diaspora Families **3 hours**

This course will help students refine their understanding of African and African Diaspora families from a sociological perspective. Perspectives on changes in family structures and roles in response to economic, political, and religious changes in society will be covered. Empirical methods will be used to evaluate ideas derived from sources in media and literature. The course is designed to be taught as part of the Morehouse Pan African Global Experience Study Abroad Program. *Prerequisites: Successful completion of two lower level (100 or 200) social science courses.*

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. Offer an 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 intellectual traditions of sociology from the mid-twentieth century to the present. Surveys 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; inquiries 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).*

460. Sustainability and Development

3 hours

This course requires a synthesis of social science knowledge to analyze issues of sustaining and enhancing our global environment, and fostering stable and prosperous state of well-being for societies' peoples. It engages students in comparative cross-national analysis of strategies for meeting economic and social needs sustainably and equitably, and explores the ideological, and philosophical dimensions of development. *Prerequisite: Successful completion of a 100-level social science course.*

487. Critics of Society

3 hours

What is justice? What makes a good society? What is the best form of government? What is the relation between a good citizen and a good human being? When are civil disobedience, resistance, or revolt called for? What is the role of religion in society? Through classic writings from theorists, intellectuals, and activists, this course explores contrasting and alternative conceptions of society and politics that underlie continuing controversies in the social sciences and in contemporary social and political life *Prerequisites: ENG 101 (C or better); SOC 101 and SOC 294.*

491. Seminar in Social Change

3 hours

Concerned with processes of continuity and change in human societies, this course focuses comparatively on international developments involved in the transformation of culture and social institutions with an emphasis on Africa and the Diaspora. Collective behavior and change movements are investigated in the context of their ideological foundations and organizational structures. Substantive content is variable. *Prerequisites: ENG 101 (C or better) Successful completion of a 100-level social science course.*

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.*

SOFTWARE ENGINEERING

The primary goal of the Software Engineering degree at Morehouse is to prepare the student for an entry-level software engineering position at the highest level possible. Computer Science and Software Engineering share the fundamentals concepts of a computer science curriculum. However, they differ in focus. Computer Science focuses on topics in theory, machine learning, data science, algorithm design, network systems, bioinformatics, and other topics of interest to the students while Software Engineering focuses on the application of these topics through design and development, software testing and validation, and software maintenance.

Departmental Honors

Departmental honors are available to graduating seniors who have a minimal overall GPA of 3.33, a GPA of 3.50 in software engineering, 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 software engineering or computer science electives and pass each of these electives with a grade of B or higher.

Degree Requirements for the Software Engineering Major

The following courses in Computer Science is required:

CSC 106 Introduction Computer Science
CSC 110 Computer Programming I
CSC 120 Computer Ethics & Human Values
CSC 160 Computer Programming II
CSC 260 Computer Organization
CSC 310 Data Structures and Algorithm Analysis
CSC 330 Web Programming
CSC 340 Human Computer Interaction
CSC 385 Mobile App Development
CSC 410 Database Systems
CSC 415 Organization of Programming Languages
CSC 418 Full Stack Development
CSC 435 Software Engineering
CSC 436 Advanced Software Engineering
CSC 460 Senior Capstone Project

The following courses in Mathematics is required:

MTH 161 Calculus I
MTH 162 Calculus II
MTH 271 Linear Algebra
MTH 255 Introduction to Set Theory
MTH 341 Probability and Statistics I

Two of the following four science courses are required:

BIO 113 General Biology
PHY 154 Mechanics
PHY 253 Electricity and Magnetism
CHEM 111 Elementary Inorganic Chemistry

Suggested Course Sequence for Computer Science Majors

Freshman Year

Fall Semester

MTH 161 Calculus I		4 hours
ENG 101 English Composition		3
CSC 110 Computer Programming I	3	
CSC 110L Computer Programming I Lab	0	
CSC 106 Introduction to Computer Science	3	
FYE Course (Society and Culture)	3	
EDU 153 Crown Forum		0
		16 hours

Spring Semester

MTH 162 Calculus II		4 hours
MFL 101 Elementary Foreign Language (Free Elective I)	3	
CSC 120 Computer Ethics & Human Values	3	
ENG 102 English Composition		3
CSC 160 Computer Programming II	3	
CSC 160L Computer Programming II Lab	0	
EDU 154 Crown Forum		0
		16 hours

Sophomore Year

Fall Semester

MTH 255 Intro to Set Theory		3 hours
Society and Culture		3
PHY 154 Mechanics		4
CSC 310 Data Structures & Algorithm Analysis		3
CSC 310L Data Structures & Algorithm Analysis	0	
MFL 102 Elementary Foreign Language (Free Elective I)	3	
EDU 251 Crown Forum	0	
		16 hours

Spring Semester

CSC 260 Computer Organization	3 hours	
CSC 260L Computer Organization Lab		0
BIO 113 Comprehensive Biology	4	
Ideas and Ethics	3	
MFL 201 Intermediate Foreign Language	3	
MTH 271 Linear Algebra	3	
EDU 252 Crown Forum		0
		16 hours

Junior Year

Fall Semester

CSC 330 Web Programming		3 hours
CSC 340 Human-Computer Interaction		3
Ideas and Ethics	3	
MTH 341 Probability & Statistics	3	
Health & Physical Education		1
Free Elective III	3	
EDU 353 Crown Forum		0
		16 hours

Spring Semester

Art & Literature	3 hours	
CSC 385 Mobile App Development	3	
Free Elective IV	3	
CSC 435 Software Engineering		3
Free Elective V		3
EDU 354 Crown Forum		0

15 hours

Senior Year

Fall Semester

CSC 410 Database Systems	3 hours
CSC 418 Full Stack Development I	3
CSC 436 Advanced Software Engineering	3
Free Elective VI	3
Health & Physical Education	1

13 hours

Spring Semester

CSC 415 Organization of Programming Languages	3 hours
CSC 460 Senior Capstone Project	3
Free Elective VII	3
Free Elective VIII	3

12 hours

SUSTAINABILITY

The mission of the Sustainability Minor** is to provide students with a science infused, cross-divisional, interdisciplinary curriculum to facilitate experiential and project-based learning. The interconnectivity of sustainability topics with science, business, economics, social science, policy, and social justice will foster the creation of advanced degrees, careers, and global leaders in sustainability.

The aim of the SUS minor is to fundamentally prepare students to engage in interdisciplinary and multidisciplinary sustainability topics and problem solving via coursework at Morehouse College. The global energy crises cannot be effectively addressed from the perspective of one academic discipline, nor can future leaders hope to transform the world's energy challenges & problems without a broad multifaceted approach involving technology, natural science, social science, policy and economics.

The rationale for developing a SUS minor at Morehouse College has three objectives:

- to foster a robust sustainability curriculum;
- develop leadership skills to improve sustainability awareness and equity;
- enhance global competency in STEM and business;
- raise social awareness and consciousness.

The SUS minor requires a total of **16-18 credit hours** which includes three (3) core courses and two (2) elective courses.

Core Courses*

PHY 120 – Energy and the Environment	3 hours
BIO 497 & 497L – Environmental Studies Lecture and Lab	4 hours
HSOC 460 – Sustainable Energy in Society (Capstone Course)	3 hours

Electives* (Choose 2)

BUS 360 – Principles of Marketing	3 hours
HCHE 211- Analytical Chemistry Lecture and Lab	4 hours
HCHE 421 – Chemical Instrumentation Lecture and Lab	4 hours
HECO 306 – Environmental Economics	3 hours
HUST 262G – Introduction to Urban Studies	3 hours
HSOC 322 – Social Inequality and Human Rights	3 hours

**Course descriptions can be found in the corresponding department course descriptions.*

*** This minor is managed by the Department of Sociology.*

URBAN STUDIES

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 effective 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 261G-262G	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
	36 hours Total	

ECO 201-202 Macro and Micro Economics
(for the 6 hours of Social Science requirement)

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 or 352 or 354	3 hours

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 261G	Introduction to Urban Studies (Part 1)	3 hours
UST 262G	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

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
ENG 101	3 hours	ENG 102	3 hours
MTH 100	3	MTH 110 or higher	3
MFL 201	3	MFL 202	3
HIS 111	3	HIS 112	3
BIO 101	3	PHY 102	3
HPED	1	HPED	1
HEDU 151	0	HEDU 152	0
<u>HEDU153</u>	<u>0</u>	<u>HEDU154</u>	<u>0</u>
TOTAL	16 hours	TOTAL	16 hours

Sophomore Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
UST 261G	3	UST 262G	3
ECO 201	3	ECO 202	3
ENG 250	3	Humanities	3
PSC 251	3	PSC 252	3
Humanities	3	SOC 301	3
<u>HEDU251</u>	<u>0</u>	<u>HEDU252</u>	<u>0</u>
TOTAL	15 hours	TOTAL	15 hours

Junior Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
ENG 350	3	SOC 305	3
Humanities	3	UST 362	3
UST 361	3	UST 364	3
ECO 305	3	Cognate Elective	3
Cognate Elective	3	UST 372	3
<u>HEDU353</u>	<u>0</u>	<u>HEDU354</u>	<u>0</u>
TOTAL	15 hours	TOTAL	15 hours

Senior Year

<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>	
UST 401	3 hours	UST 402	3 hours
UST 413	3	UST 420	3
UST 490	3	Free Elective	3
Free Elective	3	Free Elective	3
<u>Humanities</u>	<u>3</u>		
TOTAL	15 hours	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
HEDU251	0
TOTAL	15 hours

SPRING SEMESTER

Humanities	3
ECO 202	3
PSC 252	3
SOC 301	3
ENG 350	3
HEDU252	0
TOTAL	15 hours

Junior Year

FALL SEMESTER

Humanities	3
UST 361	3
ECO 305	3
Cognate Elective	3
ECO 404	3
HEDU353	0
TOTAL	15 hours

SPRING SEMESTER

SOC 305	3
PSC 371	3
ECO 406	3
UST 372	3
Humanities	3
HEDU354	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 hour

URBAN STUDIES (UST)

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).

261G. 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.

262G. 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.*

ANDREW YOUNG CENTER FOR GLOBAL LEADERSHIP

MISSION STATEMENT

The mission of the Andrew Young Center for Global Leadership is to prepare and inspire a community of critical thinkers and leaders committed to engaging complex global problems of marginalized groups, especially peoples of African descent.

WHY MOREHOUSE

Leaders, we believe, are made, not born. Since 1867, Morehouse College has been producing world-class leaders – men who are intellectually, socially and morally equipped to meet the challenges and opportunities of their communities and professions.

ABOUT THE CENTER

Twenty five years ago, The Andrew Young Center for International Affairs was established at Morehouse College to carry on the legacy of the former UN Ambassador, US Representative, and Mayor of Atlanta, GA. Two years later the Leadership Center was established with a generous grant of \$1 million from The Coca-Cola Foundation in response to the increasing need to develop ethically trained young men capable of leading in a broad range of environments and fields. In 2012, these two Centers were merged to become The Andrew Young Center for Global Leadership.

Since its inception, The Center has offered a distinctive educational program comprised of leadership education, study abroad experiences, service learning and other co-curricular activities. Our students have been provided with a rich and diverse experience through lectures, skills training, small group discussions with world leaders, as well as mentoring, internships and travel opportunities. The Andrew Young Center for Global Leadership serves as a national model for academic leadership programs and is a preeminent academic center for the study and practice of leadership that focuses and sustains an inclusive global civil society.

Beginning Fall 2018, the work of the Andrew Young Center for Global Leadership will reflect the College's continued commitment to academic excellence and global influence. The Andrew Young Center will be grounded in the social justice and leadership models of Thurman, Mays, and King, and will create intellectual engagement and training opportunities for faculty, students, and the broader national and international community. To facilitate outcomes, The Center will be comprised of four interdependent institutes designed to provide institutional, national and international leadership in the examination of and generation of solutions for global challenges, the study of social justice based leadership, social justice activism training and the development of social change agents, and co-curricular experiences designed to prepare students for lives as global citizens and leaders.

INSTITUTE FOR RESEARCH, CIVIC ENGAGEMENT, AND POLICY

With a primary mission to bring together individuals and groups to study and develop solutions to complex social problems, this institute will lead investigation and problem-solving for the Andrew Young Center of Global Leadership.

The institute will:

- create opportunities to **investigate the historical and contemporary economic, geopolitical, sociocultural and other contextual factors relevant to the lives of people of African descent and other historically marginalized groups.**
- create opportunities for faculty members, administrators, students, and external partners to establish and work within culturally inclusive spaces to: **1) develop and refine the curricula of the Morehouse General Education Program, majors, and minors, and 2) generate policy recommendations and innovative solutions to complex global problems.**

LEADERSHIP STUDIES PROGRAM

Leadership Studies Program Mission Statement

The mission of the Morehouse College Leadership Studies Program is to produce - in the words of Benjamin E. Mays - "men who can be trusted in public and private life, men who are sensitive to the wrongs, the sufferings, and the injustices of society, and who are willing to accept responsibility for correcting those ills."

Leadership and the Injustices of Society

Morehouse College has been producing 'outstanding leaders for more than 150 years' and needs to continue doing so over the course of the next 150 years. The legendary educator, the schoolmaster of the movement, Benjamin E. Mays stated:

It will not be sufficient for Morehouse College, for any college, for that matter, to produce clever graduates — but rather honest men, men who can be trusted in public and private life — men who are sensitive to the wrongs, the sufferings, and the injustices of society and who are willing to accept responsibility for correcting those ills.

Similar to Mays, Thurman's ideal of socio-ethical leadership begins and ends with questions of character. But from beginning to end, this model of leadership is less about self-preservation than other-preservation, a value system preoccupied less with I than Thou. The pedagogical model at Morehouse emphasizes intellectual curiosity. The Leadership Studies Program at Morehouse is more about the lingering questions than textbook definitions and quick answers. It is an academic program that inspires curiosity, patience, and sacrifice.

THE PEDAGOGICAL METHODS:

The ideal of leadership at Morehouse is exemplified in both academic excellence and ethical integrity. Mays and Thurman as well as King embody this ideal, certainly, but it is exemplified in the lives of other Morehouse alumni as well. Students in this program will both study and emulate these exemplary leaders, both women and men, and they will seek inspiration and guidance from diverse leadership styles or models. The LSP emphasizes what is sometimes called 'servant leadership,' that is, leadership aimed at serving others and "correcting societal inequalities." The LSP relies heavily on problem-based learning, experiential learning, and service learning. In addition to a set of required courses in LS and elective courses in various disciplines (e.g., economics, political science, philosophy, psychology, and sociology), the minor in LS culminates in an integrative capstone project.

PROBLEM-BASED OR SOLUTION-BASED PROGRAMMING and a PURPOSE-DRIVEN CURRICULUM:

Martin Luther King, Jr., spent his life seeking solutions to the triple evils of racism, poverty, and militarism. These problems constitute interrelated barriers to the beloved community. Following the Morehouse model of leadership, leaders are acutely sensitive to these social problems and who assume the responsibility to solve them. Students who participate in the Leadership Studies Program will struggle in earnest against all forms of inequality.

THE INSTITUTE FOR SOCIAL JUSTICE INQUIRY AND PRAXIS

The Institute for Social Justice Inquiry and Praxis serves as a social justice hub of AYCGL that utilizes "freedom" theories - in real time - in ways that teach, develop and implement solutions to social justice inequalities, particularly as they relate to peoples of Africa and its Diaspora. The Institute equips student scholars, academics, community advocates and activists in ways that make lived experiences and living spaces better for those who are too often marginalized. In line with core programming of AYCGL, the Institute is committed to activities relative to theory and practice that promote awareness, understanding and the moral and ethical engagement of:

- Historical contributions, traditions, beliefs, and values of cultures and societies around the world, especially Africa and its Diasporas;
- Original voices, and new and more diverse groups of constituents and ideas in search of novel solutions to social inequity;
- Interactions of gender, race, class, and ethnicity in establishing and reproducing inequality and paths toward the eradication of said inequalities;
- Human costs and consequences of major world periods and events such as slavery and the slave trade, colonialism, imperialism, modern revolutions, wars and internal conflict;
- Roles, strategies, and ideologies of leaders who challenged structural sources of global inequality;
- Opportunities for faculty members and student scholars to civically engage and to collaborate with affected communities, collectively defining problems and developing innovative solutions to complex social ills.

THE INSTITUTE FOR INTERNATIONAL AND EXPERIENTIAL EDUCATION

The Institute focuses on co-curricular and integrative learning experiences designed to prepare students for global and domestic leadership. The Institute coordinates international and domestic service, study, research, and work experiences, as well as training experiences to prepare students interested in pursuing careers in international service. This institute also develops and implements programming to provide service-learning opportunities and create other experiential learning opportunities for faculty and alumni.

Experiential Education: The Institute coordinates international and domestic service, study, research, work experiences, and provides training to prepare students interested in pursuing careers in international service.

Preparation for Careers in International Service: The Andrew Young Institute prepares students for Global Leadership Opportunities, including The Department of State, USAID, Peace Corps., International Organizations and Non-Governmental Organizations (NGOs).

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 Development.

New Student Orientation (NSO)

A College-directed orientation/seminar program for entering new students, supervised by the Associate Dean of the College for the First Year Experience/Freshman Class dean, begins several days before the College opens each fall and spring. 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. 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 Executive Branch (SGA Executive Board), Legislative Branch (Student Senate) and Judicial Branch (Honor and Conduct Review Board) compose the basic structure of the SGA. The Office of Student Life in conjunction 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 Assistant Dean of the College for 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.

Alpha Lambda Delta.

The mission of Alpha Lambda Delta is to encourage superior academic achievement among students in their first year in institutions of higher education, to promote intelligent living and a continued high standard of learning, and to assist students in recognizing and developing meaningful goals for their roles in society. The Morehouse College chapter is Delta.

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 an 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.

Pi Kappa Lambda.

Pi Kappa Lambda is an organization which is dedicated to the furtherance of music in education and education in music in colleges, universities, and other institutions of higher learning, which offer music degree programs in one or more fields. Its primary objective is the recognition and encouragement of the highest level of musical achievement and academic scholarship. Membership in Pi Kappa Lambda is an honor and by invitation only. Invitations are extended to undergraduate and graduate music students, and faculty by election of faculty who are members in a Pi Kappa Lambda chapter.

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 under-graduates 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, track & field, golf, baseball and cross country.

Morehouse College is a member of the Southern Intercollegiate Athletic Conference (SIAC), composed of fourteen colleges and universities in six 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.

CAREER DEVELOPMENT AND ENGAGEMENT

The **Office of Career Development and Engagement** 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 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 Development and Engagement is responsible for directing and coordinating the various counseling and placement activities of the College. 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.

The Morehouse College **Office of Career Services within The Division of Business Administration and Economics** serves as the primary conduit in support of Morehouse College students and graduates in their efforts in the following areas:

- developing self-knowledge related to career choice and work performance by identifying, assessing and understanding their competencies, interests, values, and personal characteristics;
- obtaining educational and occupational information to aid career and educational planning and to develop an understanding of the world of work;
- selecting personally suitable academic programs and experiential opportunities that optimize future educational and employment options;

- taking responsibility for developing career decisions, graduate/professional school plans, employment plans, and/or job-search competencies;
- preparing to seek out suitable employment by developing job-search skills, effective candidate presentation skills, and an understanding of the fit between their competencies and both occupational and job requirements;
- gaining experience through student activities, community service, student employment, research projects, cooperative education, internships, international exposure and other opportunities;
- linking with alumni, employers, professional organizations, and others who will provide opportunities to develop professional interests and competencies, integrate academic learning with work, and explore future career possibilities;
- seeking a desired employment opportunity or entry into an appropriate educational, graduate, or professional program; and
- Helping students to prepare to manage their careers after graduation

Morehouse College Career Leadership Institute

The Career Leadership Institute (CLI) is a program implemented by the current Director of Career Services within Division of Business Administration and Economics in the Fall of 2008. The program consists of a series of modular offerings focused on advanced preparation in various career skill areas. As part of the program, student participants are escorted to New York City during winter break to meet with many of our corporate partners on Wall Street and throughout other industries in New York. Students must apply to participate and approximately 20-25 students are selected.

Example of firms visited since programs inception are as follows:

Goldman Sachs, American Express, J.P. Morgan, Deutsche Bank, Pfizer Pharmaceuticals, Bank of America, Barclays, Macy's, Moody's, Citi, Ogilvy Advertising and Alliance Bernstein, Bloomberg, CapitalOne, Tiffany's, Sotheby's

CLI Program includes 8 modules: 4 delivered in the fall & 4 delivered in Spring.

Fall Modules include: Understanding Industry Leadership, Career Electronic Research, Resume Development/Interview Skills, Excel Training/Financial Modeling

Spring Modules include: Personal Branding, Developing Advertising Campaigns, Consulting Case Based Interview Prep, CLI Capstone Group Project

Modules are delivered on alternating Fridays during the Fall and Spring Semester each year.

This program is open to all students to apply (regardless of area of academic study) who are in their Sophomore or Junior year of matriculation.

COUNSELING AND PHYSICAL HEALTH SERVICE

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 Development, counseling and physical healthcare are provided by licensed and certified professionals.

THE COUNSELING RESOURCE CENTER

The Counseling Resource Center provides counseling and psychology, learning and physical disabilities, and post baccalaureate 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.

Workshops and seminars are available throughout the academic year to provide psycho educational 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

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, handwriting, and proofing) on in-class writing assignments and examinations; and
- 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. Non-boarding 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 development 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 development, associate vice president for student services and dean of the college, director of admissions, registrar, chief of police, associate dean of the college for residential education 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 para phrase 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.

POLICY STATEMENT

STUDENT GRIEVANCE POLICY

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 pertains 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

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 Hand-book) 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 grievor 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 or 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.

BOARD OF TRUSTEES

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Mr. John L. Thornton, Vice-Chairman
Mr. Richard Thaler, Jr., Treasurer
Dr. David A. Thomas, President
Mr. Avery A. Munnings '86, Secretary
Dr. Dorothy Cowser Yancy, Assistant Secretary

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* = Student Trustee

** = Faculty Trustee

THE ADMINISTRATION

David A. Thomas

President of the College

Michael Hodge

Senior Vice President & Interim Provost of Academic Affairs

Alan Robertson

Senior Vice President of Business & Finance & Chief Financial Officer

Henry Goodgame

Vice President of External Relations and Alumni Engagement

Monique Dozier

Vice President of Institutional Advancement

Undria Stalling

Vice President of Internal Audit & Advisory Service & Chief Audit Officer

Kimberley Marshall

Vice President of Information Technology & Chief Information Officer

Said Sewell

Vice President of Student Development

José Mallabo

Vice President of Strategic Communications & Chief Marketing Officer

Joy White

Vice President of Legal Affairs and Chief Compliance Officer

Keith Howard

Associate Provost of Faculty Affairs and Dean of Faculty

Melvin Foster

Associate Provost of Student Success

Terrance Dixon

Associate Vice President of Enrollment Management

Camilya Robertson

Associate Vice President of Strategy and Planning & Director of Title III Programs

Charmaine Daniels

Associate Vice President of Student Financial Services

Jann Adams

Associate Vice President of Advancement and Leadership Initiatives

Maurice Washington

Associate Vice President of Student Services and Dean of the College

Valerie Dalton

Chief of Police & Associate Vice President of Campus Safety

Lawrence Edward Carter Sr.

Dean of the Martin Luther King Jr. International Chapel
College Archivist & Curator

Cassandra D. Tarver-Ross

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DIVISION OF CREATIVE AND PERFORMING ARTS

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DIVISION OF MATHEMATICS AND COMPUTATIONAL SCIENCES

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