



MOREHOUSE
COLLEGE



AY 2024-25



College Catalog

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**SECTION 1:
MISSION STATEMENT
INTRODUCTION TO THE COLLEGE
ACCREDITATION AND
MEMBERSHIPS
EQUITY, INCLUSION, AND
BELONGING**

Mission Statement

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

Morehouse College claims certain foundational principles upon which its entire existence stands. These include an appreciation for the ideals of justice, equality, democracy, liberation, the humane treatment of all people, and the development of the spiritual self and community.

The College seeks to develop men with disciplined minds, emphasizing the continuing search for truth as a liberating force. Morehouse prepares its students for leadership and service through instructional programs and extracurricular activities that:

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

Introduction to the College

Morehouse College

Located in Atlanta, Georgia, Morehouse College is the only historically Black college for men, with a rich and unique history of delivering an exceptional educational experience that meets the intellectual, moral, and social needs of students representing more than 35 states and 17 countries. In 1867, two years after the Civil War ended, Augusta Institute was established at Silver Bluff Springfield Baptist Church in Augusta, Georgia. Founded in 1787, Springfield Baptist is the oldest independent African American church in the United States. The school's primary purpose was to prepare Black men for ministry and teaching. Today, Augusta Institute is Morehouse College, located on a 66-acre campus in Atlanta.

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.

Morehouse received full accreditation from the Southern Association of Colleges and Schools in 1957 and a chapter of Phi Beta Kappa in 1968. The Division of Business and Economics was accredited by the American Association of Schools and Colleges of Business (AACSB), making Morehouse one of only a handful of liberal arts colleges with both AACSB accreditation and a chapter of Phi Beta Kappa. Morehouse is the top producer of Rhodes Scholars among Historically Black Colleges and Universities.

History

Augusta Institute was founded by the Rev. William Jefferson White, an Augusta Baptist minister, cabinetmaker, and journalist, with the encouragement of the Rev. Richard C. Coulter, a former slave from Augusta, Georgia, and the Rev. Edmund Turney, organizer of the National Theological Institute for educating freedmen in Washington, D.C. The Rev. Dr. Joseph T. Robert, trained minister, physician, and the father of the author of Robert's Rules of Order, was appointed the Institute's first President by William Jefferson White.

In 1879, Augusta Institute was invited by the Rev. Frank Quarles to move to the basement of Friendship Baptist Church in Atlanta and changed its name to Atlanta Baptist Seminary. Later, the Seminary moved to a 4-acre lot near the Richard B. Russell Federal Building site now stands in downtown Atlanta. Following Robert's death in 1884, David Foster Estes, a professor at the Seminary, served as the institution's first Acting President.

In 1885, when Dr. Samuel T. Graves was named the second President, the institution relocated to its current site in Atlanta's West End community. The campus encompasses a Civil War historic site, where Confederate soldiers staged a determined resistance to Union forces during William

Tecumseh Sherman's siege of Atlanta in 1864. The land was a gift from John D. Rockefeller. In 1897, Atlanta Baptist Seminary became Atlanta Baptist College during the administration of Dr. George Sale, a Canadian who served as the third and youngest President from 1890 to 1906. A new era, characterized by expanded academic offerings and increased physical facilities, dawned when Acting President John Hope became the fourth President in 1906. A pioneer in education and recognized as the first civil rights president in the American Academy, he was also the College's first African American President. Hope, a Phi Beta Kappa graduate of Brown University, encouraged an intellectual climate comparable to what he had known at his alma mater and openly challenged Booker T. Washington's view that education for African Americans should emphasize vocational and agricultural skills.

Atlanta Baptist College, already a leader in preparing African Americans for teaching and the ministry, expanded its curriculum and established educating leaders for all areas of American life. In addition to attracting many talented faculty and administrators, Hope contributed much to the institution we know today. Upon the death of the College's founder in 1913, Atlanta Baptist College was named Morehouse College in honor of Henry L. Morehouse, the corresponding secretary of the Northern Baptist Home Mission Society.

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

A nationally noted educator and a mentor to the Rev. Martin Luther King Jr. '48, Mays is recognized as the architect of Morehouse's international reputation for excellence in scholarship, leadership, and service. During the presidency of Mays, a Phi Beta Kappa graduate of Bates College and the University of Chicago, the number of faculty members grew, and those holding doctoral degrees increased from two to 34 out of 65 teachers. The College earned global recognition as scholars from other countries joined the faculty, an increasing number of international students enrolled, and fellowships and scholarships for study abroad became available.

In 1967, Dr. Hugh Morris Gloster '31 was selected by Dr. Mays to become the first alumnus to serve as President of the College. Under his leadership, Morehouse strengthened its Board of Trustees, conducted a successful \$20-million fundraising campaign, grew the endowment from \$3 million to more than \$29 million, and added 12 buildings to the campus, including the Martin Luther King Jr. International Chapel. Dr. Lawrence Edward Carter Sr. became the first Dean of the Chapel in 1979. Morehouse established a dual-degree program in engineering with the Georgia Institute of Technology, the University of Michigan, and Boston University. Gloster founded the Morehouse School of Medicine, which became an independent institution in 1981. He appointed Dr. Louis Wade Sullivan '54, its first dean; Sullivan later became the school's first President.

In 1987, Dr. Leroy Keith Jr. '61 was named eighth President of Morehouse. The College's endowment increased to more than \$60 million during the Keith administration. The Nabrit-

Mapp-McBay science building was completed, the Thomas Kilgore Jr. Campus Center and two dormitories were built, and Hope Hall was rebuilt. In 1994, Nima A. Warfield, a member of the graduating class that year, was named the College's first U.S. Rhodes Scholar. Under Dr. Keith's leadership, the "A Candle in the Dark" Gala was founded in 1989 to raise scholarship funds. In October 1994, Wiley Abron Perdue '57, vice president for business affairs, was appointed the fourth Acting President of Morehouse. Under his leadership, national memorials were erected to honor Dr. Benjamin E. Mays and internationally noted theologian Dr. Howard W. Thurman '23. Perdue launched an initiative to upgrade the College's academic and administrative computer information systems, finalized plans to build a dormitory, and undertook the construction of a 5,700-seat gymnasium to provide a basketball venue for the 1996 Summer Olympic Games. Today, this arena is named for the longtime basketball coach Franklin L. Forbes.

On June 1, 1995, Dr. Walter Eugene Massey '58 was named the ninth President of Morehouse College. A noted physicist and university administrator, Massey called on the Morehouse community to renew its longstanding commitment to a culture of excellence. Before joining the College, Massey held several notable positions, including Dean of the College and professor of physics at Brown University, professor of physics and vice president for research at the University of Chicago, director of the Argonne National Laboratory and the National Science Foundation, and senior vice president and provost of the University of California System. After leaving Morehouse, he served as chairman of the Bank of America and as President—and currently as chancellor emeritus—of The School of the Art Institute of Chicago.

Under Massey's leadership, the College embraced his vision of becoming one of the nation's finest liberal arts colleges and accepted the challenge of providing students with a top-quality, 21st-century education. Morehouse expanded its dual-degree program in natural sciences with Georgia Tech, launched the Center for Excellence in Science, Engineering and Mathematics with a \$6.7-million U.S. Defense Department grant, and established a new African American studies program and a Center for International Studies named for former U.N. Ambassador Andrew Young.

The physical infrastructure was also significantly enhanced. Construction was completed on Davidson House Center for Excellence, which serves as the President's official residence. In 2005, a new Leadership Center was opened with a comprehensive conference center, the Executive Conference Center. Other additions included the John H. Hopps Technology Tower, a 500-car parking deck, and an expanded campus bookstore. Renovations were made to several residential halls, classroom buildings, Archer Hall Recreation Center, Chivers-Lane Dining Hall, and the Martin Luther King Jr. International Chapel.

In June 2006, the College completed Morehouse's most ambitious capital campaign—raising a record \$112 million, which exceeded the Campaign's goal of \$105 million. The same year, Atlanta Mayor Shirley Franklin raised \$34 million to Morehouse College for the Martin Luther King Jr. Collection. Today, Morehouse is the permanent custodian of this coveted collection, which includes more than 13,000 hand-written notes, sermons, letters, books, and other artifacts belonging to the College's most noted alumnus, Dr. Martin Luther King Jr. '48.

On July 1, 2007, the Rev. Dr. Robert Michael Franklin Jr. '75 was appointed the 10th President of Morehouse College. The former President of the Interdenominational Theological Center had previously served as Presidential Distinguished Professor of Social Ethics at the Candler School of Theology and senior fellow at the Center for the Study of Law and Religion, both at Emory University. He was a program officer in the Human Rights and Social Justice Program at the Ford Foundation. He served as Theologian-in-Residence for the Chautauqua Institution, both in New York.

During his tenure, Franklin led the institution forward with his vision of the “Morehouse Renaissance,” further elevating public confidence in the College’s continuing stature as a premier institution providing a high-quality education along with enhancing the intellectual and moral dimension of Morehouse’s mission and mystique. In part, he accomplished this by establishing the concept of the “Five Wells,” an idea to cultivate men of Morehouse as “Renaissance men with a social conscience and global perspective” who are well-read, well-spoken, well-traveled, well-dressed, and well-balanced.

In a \$20-million project initiated by Massey, Franklin oversaw the Ray Charles Performing Arts Center and Music Academic Building, a 75,000 square-foot facility named after the legendary musician.

Franklin led and supported cultivation efforts—such as establishing the Renaissance Commission, a blue-ribbon group of 150 influential volunteer stakeholders—that increased the number of new donors by 4,500. The College had generated over \$68 million in institutional funds, \$33 million during the silent phase of the comprehensive capital campaign, and \$60 million in restricted funds from federal sources, including congressional appropriations and competitive federal grants.

Dr. Willis Sheftall Jr. '64 served as the fifth Acting President until January 2013.

On January 28, 2013, Dr. John Silvanus Wilson Jr. '79, an accomplished university administrator, professor, and former executive director of the White House Initiative on Historically Black Colleges and Universities, stepped into office as the College’s 11th President. Under his leadership, the College improved student achievement across various metrics. A champion for STEAM (science, technology, engineering, arts, and math) initiatives for Morehouse students, he increased the College’s private gifts, grants, and contracts.

Wilson played a pivotal role in bringing President Barack Obama to Morehouse as the Commencement speaker in 2013 and, in 2015, hosting Vice President Joseph Biden. President Wilson served the College for four years, ending his tenure on April 7, 2017.

William James Taggart, a graduate of Howard and Harvard universities, assumed the role of the sixth Acting President of the College after serving as the chief operating officer of Morehouse since 2015. With over 30 years of experience with Fortune 500 companies, higher education, boutique firms, and federal government agencies, Taggart distinguished himself as a results-driven leader in the public and private sectors.

Tragically, just two months after his appointment, Taggart suddenly passed away on June 8, 2017. Acting Provost Michael Hodge then served as the seventh Acting President of Morehouse College.

On June 26, 2017, Harold Martin Jr. '02 left the Morehouse Board of Trustees temporarily to accept an appointment as the eighth Acting President of Morehouse College. The attorney and business consultant, who has an extensive background in advising senior executives at higher education institutions and Fortune 500 companies, served the College until December 31, 2017. 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 Engagement to enhance the College's young alumni recognition and engagement efforts.

In October 2017, the Morehouse Board of Trustees voted to name Dr. David A. Thomas as the 12th President of Morehouse College. Thomas took office on January 1, 2018. He holds a doctorate in Organizational Behavior Studies and a Master of Philosophy in Organizational Behavior, 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.

Thomas is raising 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. Under Thomas' leadership in 2018-19, Morehouse College raised more than \$7 million to establish new endowed scholarships, build an outdoor study area and park for students, and support programming at Martin Luther King Jr. International Chapel. In addition, the College received another \$4 million in grants to fund the expansion of STEM (science, technology, engineering, and mathematics) education and to launch the comprehensive collegiate writing program, the Black Ink Project, a Quality Enhancement Plan initiative designed to build the critical thinking and writing skills of students across the curriculum.

Accreditations and Memberships

SACSCOC Accreditations

Educational accreditation is the quality assurance process by which higher education institutions and programs are evaluated by outside accrediting associations. These agencies develop evaluation criteria and conduct evaluations by groups of peers to see whether a school meets their criteria.

Morehouse College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award Bachelor of Arts and Bachelor of Science degrees.

Morehouse received reaffirmation of accreditation in 2019. The next reaffirmation is scheduled for 2029. The College's accreditation liaison is Dr. Kendrick Brown, Provost and Senior Vice President of Academic Affairs.

Questions about the accreditation of Morehouse College may be directed to the Southern Association of Colleges and Schools Commission on College at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500 or by using information available on SACSCOC's website (www.sacscoc.org).

AACSB Accreditations

The Business and Economics Division is accredited by the Association to Advance Collegiate Schools of Business (AACSB).

NASM Accreditations

The Music Department is accredited by the National Association of Schools of Music (NASM).

Consortia Relationships

- *Atlanta University Center Consortium (AUCC)*
Morehouse is a founding member of the AUCC, a group of institutions that promotes efficiency and economy through the joint operation of administrative, academic, and cultural programs. The member institutions of the AUCC are Clark Atlanta University, the Interdenominational Theological Center, Morehouse College, the Morehouse School of Medicine, and Spelman College.
- *Associated Colleges of the South (ACS)*
Morehouse College is a member of the ACS, 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 (Sewanee), University of Richmond, and Washington and Lee University.

- *Atlanta Regional Council for Higher Education (ARCHE)*
ARCHE includes 19 private and public member institutions of higher learning located in the Atlanta region. ARCHE'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 ARCHE.

Memberships

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

Equity, Inclusion, and Belonging (EIB) at Morehouse College

EIB Vision

At Morehouse College, we cultivate equitable policies and inclusive practices which lead to a sense of belonging for all. We champion Equity, Inclusion and Belonging (EIB) as essential qualities of the College for building and advancing an empathic and respectful campus that fosters pathways to individual and collective successes. From people's daily experiences to operational decisions, EIB at Morehouse College must be infused throughout the College's decisions and operations.

EIB Mission Statement

No person should be reduced to one identity. At Morehouse College, we strive to honor each person's unique intersectionality while promoting a sense of belonging for all. Morehouse College strives to recognize, accept, promote, and intentionally embrace equity, inclusion, and belonging for all people at the College regardless of individual differences. Equity and inclusion lead to a sense of belonging, and belonging is a critical component of ensuring well-being and wellness. Morehouse College aspires to be a leading voice that elevates the contextualized dialogues and actions about belonging in higher education.

**SECTION 2:
ADMISSIONS
EDUCATIONAL COSTS
STUDENT SERVICES
TITLE IX**

Admissions

Every effort has been made to ensure the accuracy of this information at the time of publication. However, due to frequent changes in program regulations mandated by the U.S. Congress, Department of Education, and the State of Georgia, the information contained herein is subject to change without notice.

Application Fee

The admission application fee is applied to both traditional and Morehouse Online students. Morehouse College application fee options are as follows:

1. Morehouse College – General Application with a nonrefundable fee of \$30.00
Go to: <https://slate.morehouse.edu/apply>
2. Common Application with a nonrefundable fee of \$50.00
Go to: <https://www.commonapp.org/explore/morehouse-college>

Morehouse Online students use the Morehouse – General Application to apply and the fee of \$30.00 is nonrefundable.

Timing of Admissions

Traditional Students:

Morehouse accepts traditional students for both the Spring and Fall semesters. Typically, Spring semester starts are only for traditional transfer students. The deadline for applying for admission to Morehouse College are as follows:

- Spring Admission: Regular decision, December 15th
- Fall Admission: Early decision, November 1
- Fall Admission: Early action, December 15th
- Fall Admission: Regular decision, February 1st
- Fall Admission: Transfer, February 1st
- Fall Admission: Readmit, February 1st

Morehouse Online Students:

Morehouse college accepts non-traditional, degree-completion students into its Morehouse Online program.

Morehouse Online is not available to traditional students. Any student who has begun their education at Morehouse College must have not taken classes for four years before they will be considered non-traditional students and eligible for enrollment in the Morehouse Online

program. This stipulation upholds the dedication of Morehouse Online for non-traditional, degree completion.

Morehouse Online students can start in August for Fall Module A or B classes, January for Spring Module A or B classes, and May for the Summer term classes.

Selections Criteria:

Morehouse College admits students prepared for academic challenges and who will make full use of College resources in fulfilling their individual aspirations. The College seeks students who will respond to opportunities for intellectual growth and personal development by bringing to this community a variety of interests and personal characteristics. Academic competence is a major consideration in the selection of traditional and Morehouse Online students. Also important are an individual's personal qualities that may add to the diversity of the student body.

Common Application

Morehouse College is one of over 1000 colleges that accepts the Common Application. The Common App asks for:

- High school transcript
- List of activities, work, and family responsibilities
- Test scores and dates of college entrance exams (SATs, ACTs, etc.), if a candidate chooses to share them
- Parent/legal guardian information, if applicable
- Academic honors and achievements
- Personal essay
- Courses and grades from high school or another accredited institution of higher education
- Letters of recommendation
- Other materials

Prospective students may apply online to Morehouse College at www.commonapp.org. A non-refundable fee of \$50.00 is required with the completion of the Common Application.

Required and Optional Application Materials

The application for Morehouse College must include the following:

Biographical and Extracurricular Data

Personal Statement:

The personal statement helps the Admissions Committee gain a full sense of the individuality of each applicant by providing information about personal strengths, interests, goals, and

commitment to education.

School Records:

School records must include an official high school or college transcript(s), a teacher or other recommendation, and an appraisal from the guidance counselor for traditional students.

College Board Test Results (Currently Test Optional):

Morehouse College is currently Test Optional.

If students choose to share test information, the following information can assist with reporting:

The SAT code for Morehouse College is **5415** and the ACT code is **0792**.

Applicants are responsible for having 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**.

Freshman Application Procedures

Many factors are taken into consideration in the selection of an entering class, which necessitates each applicant being viewed on an individual basis. An application will be evaluated for admission to the College after members of the Office of Admissions staff receive the following materials below to complete the application:

- A completed and signed application with the application fee paid.
- SAT and/or ACT results (Morehouse is currently Test Optional but if results are submitted, they are one of many factors that will be evaluated in the holistic admission review of applicants).
- Official high school or college transcript (s) (If a traditional applicant has dual enrollment credit, an official college transcript must be submitted from the college/university an applicant is attending before enrollment for credit hours to be applied.)
- High School or Transfer Counselor Recommendation.
- Two Academic Letter of Recommendation (If at least one letter from a teacher is not available, a professional not related to the applicant may be used to fulfill this requirement).
- Optional supplemental materials, including but not limited to the following can be added to the application:
 - Cover Letter
 - Applicant Profile
 - Letter of Recommendation from a non-academic professional
 - Certificate of Completion.

***All admission decisions are pending final official school transcripts submission and graduation from high school.

Transfer Application Procedures

The strength of an applicant's academic preparation is an excellent measure of readiness for Morehouse College. Also of value are personal qualities, such as maturity, intellectual curiosity, and motivation to learn. In addition to school records and personal attributes, optional aptitude and achievement test scores can be helpful and may be considered with other credentials in the application for admission to Morehouse College.

A transfer applicant's academic preparation should include:

- Four (4) units in English
- Three (3) units in mathematics
- Two (2) units in natural sciences
- Two (2) units in social sciences
- Two (2) units of a foreign language are also recommended.

Applicants from accredited colleges may apply for transfer standing if they have completed the equivalent of twenty-six (26) credit hours of college work and have earned at least a 2.7 or better grade point average (GPA) on a 4.0 scale.

Transfer applicants who have previously applied to Morehouse College should make that fact known when contacting the Office of Admissions.

All transfer applicants must complete a minimum of 60 semester hours at Morehouse College once admitted. A maximum of 60 credit hours (or the equivalent) is transferable to Morehouse.

Course credit from another institution of higher education is transferable if:

- (1) the prior college/university is accredited,
- (2) a grade of C or better is earned in the course, and
- (3) the course is evaluated as comparable to a class already offered at Morehouse College.

Transfer International Admissions

Official college or university transcript from each college or university attended. If transcripts are in a language other than English, an official translation is ALSO required. Photocopies and faxes are not acceptable. Should you wish to obtain transfer credit from a college or university outside the US, you must obtain an official evaluation of your credit from a professional academic credential evaluation agency.

Transfer credit from a college or university outside the US is awarded ONLY when the transcript is accompanied by a professional evaluation. PROFESSIONAL CREDENTIAL EVALUATION AGENCIES.

Morehouse College accepts evaluations from agencies that are current members of the National Associations Credential Services (NACES) <https://www.naces.org/>.

Early Admission

Traditional applicants should present a competitive academic record within our middle 50% grade-point average of 3.5 or higher on a 4.0 scale and demonstrate achievement at a high level that includes but is not limited to the following curriculum:

- Advanced Placement (AP)
- International Baccalaureate (IB)
- Dual Enrollment
- Scholastic Aptitude Test (SAT) or American College Testing (ACT).

Strong written recommendations from a school administrator, such as a high school principal (or a teacher) and school counselor are required.

Early admit applicants are also required to sit for the examination leading to the high school equivalency diploma.

All admissions decisions are pending final official school transcripts.

Early Decisions (ED)

Students that have done their research and have a strong desire to join Morehouse College. Early applicants at Morehouse demonstrate a high level of interest, strong academics, exception leadership qualities and personal strengths. Applicants during the ED admission plan, agree to withdraw applications at other colleges and plan to submit their deposit to the college earlier in the admission process at Morehouse, if admitted.

From the National Association for College Admission Counseling Statement of Principles of Good Practice:

“Early Decision (ED) is the application process in which students make a commitment to a first-choice institution where, if admitted, they will enroll. While pursuing admission under an Early Decision plan, students may apply to other institutions, but may have only one Early Decision application pending at any time. Should a student who applies for financial aid not be offered an award that makes attendance possible, the student may decline the offer of admission and be released from the Early Decision commitment. The institution must notify the applicant of the decision within a reasonable and clearly stated period after the Early Decision deadline. Usually, a nonrefundable deposit must be made well in advance of May 1. The institution will respond to an application for financial aid at or near the time of an offer of admission. Institutions with Early Decision plans may restrict students from applying to other early plans. Institutions will clearly articulate their specific policies in their Early Decision agreement.”

If a student is accepted under an Early Decision plan, a student must promptly withdraw the applications submitted to other colleges and universities and make no additional applications to any other university in any country. If you are an Early Decision candidate and are seeking financial aid, you need not withdraw other applications until you have received notification about financial aid from the admitting Early Decision institution.

Early Decision (ED) Deadlines

Application Plan	Application Deadline	Decision Notification	Deposit Deadline
Early Decision (ED)	November 1	December 5	January 15

Early Action (EA)

Students have a strong interest and want to be notified earlier in the admission process of their admission status. However, during Early Action (EA), an early admission decision is offered but a student does not have to commit and/or submit their deposit until May 1.

Early Action Deadlines

Application Plan	Application Deadline	Decision Notification	Deposit Deadline
Early Action (EA)	December 15	January 30	May 1

Admission on Probation

Traditional applicants whose academic records or achievement record do not fully meet the requirements for admission to Morehouse College may be admitted on probation or with provisions.

Traditional applicants whose academic records or achievement record do not fully meet the requirements for admission to Morehouse College may be admitted on probation or with provisions.

Deferred Admission

Traditional students can defer their enrollment for one year after being admitted to Morehouse College.

Should a traditional student decide to defer their enrollment, they must do so in writing to the Office of Admissions by identifying the semester to which they are deferring and submit a non-refundable, \$588 enrollment deposit fee to keep their place in the class.

Also, if a traditional student chooses to defer, any scholarship offered at the time of their original admission term is not applied to the semester they choose to defer.

Guest (Transient) Students

A traditional student who is a degree candidate at another institution may attend Morehouse College as a guest student. Guest students will be defined as “transient” and allowed to attend Morehouse College so long as they receive a letter of good standing from their home institution.

A guest student can apply for admission and will be offered entry on a “space-available” basis for the semester they are interested in attending the college.

Part-Time Students

Traditional or Morehouse Online students attending the college can elect to take a total of credit hours that would place them as less than full-time status.

Students enrolling in less than twelve (12) credit hours will be considered part-time.

Part-time students are ineligible to live in on-campus housing.

Appeal Procedure

A traditional or Morehouse Online applicant can appeal their admission decision, on a case-by-case basis, by sending a letter to the Office of Admission requesting another review of their application.

The Office of Admissions will bring any appeals received to the Admission Appeals Committee. An appeal can include additional documentation beyond what was submitted in the original application. The Admission Appeals Committee will notify the applicant of the outcomes of their appeal once a final decision has been rendered.

International Application Procedures

International applicants can help avoid delays in the processing of their applications by giving attention to the following requirements:

International students must complete the following for admission to the college:

1. Application
2. Application Fee
3. Official High School Graduation Certificate or National and Regional Exam
4. Two Recommendation Letters (Guidance Counselor/Teacher and Community Leader)
5. Official SAT or ACT scores

6. English Language Proficiency (TOEFL or IELTS) Applicants whose first language is not English and/or whose secondary education took place in a predominantly non-English speaking country.

PLEASE NOTE: Applicants applying to Morehouse College as full-time students will need an I-20 from the Office of International Student Services.

1. Financial Statement - All applicants requesting a Form I-20 for student (F-1) visas must provide proof of financial support to defray college expenses including matriculation fees, school supplies, living costs, and related expenses (This amount is subject to change due to an increase in fees and living expenses.).
2. A certified statement from the sponsor's bank showing that the required funds are available must be submitted.
3. Copies of the passport.

Educational Costs

Student Tuition and Fee Expenses

The following schedules list the principal expenses and regulations concerning the payment of fees for the 2024-2025 academic year.

Expenses are subject to change. When such changes are made, notice will be given as far in advance as possible. Fees for the 2024-2025 academic year (Fall 2024, Spring 2025, and Summer 2025) will be published in advance of an academic year.

Tuition Expenses

Fall/Spring - Traditional Students			
Number of Credit Hours Registered	Tuition	Mandatory Fee	Total Tuition & Mandatory Fees
1	\$1,194	\$1,352	\$2,546
2	\$2,389	\$1,352	\$3,741
3	\$3,583	\$1,352	\$4,935
4	\$4,778	\$1,352	\$6,130
5	\$5,972	\$1,352	\$7,324
6	\$7,166	\$1,352	\$8,518
7	\$8,361	\$1,352	\$9,713
8	\$9,555	\$1,352	\$10,907
9	\$10,750	\$1,352	\$12,102
10	\$11,944	\$1,352	\$13,296
11	\$13,138	\$1,352	\$14,490
12 to 18**	\$14,482	\$1,352	\$15,834

Summer - Traditional Students	
Per Credit Hour Tuition Charge	\$611
Mandatory Student Fee	\$258

Morehouse Online Students	
Per Credit Hour Tuition Charge	\$600
Mandatory Student Fee	\$235
Acceptance Deposit	\$150
New Student Orientation	\$150

Tuition Expenses

Academic Fees	
Late Registration (Fall/Spring)	\$157
Course Audit Fee (Per Credit Hour)	\$187
Academic Transcript	\$10
Summer Cross-Registration (Morehouse Student)	\$35
Summer Term Admissions Application (Non-Morehouse Student)	\$58
Late Registration (Summer Term)	\$118
Graduation Fee (Mandatory for Seniors)	\$521
Late Graduation Application	\$157

On-Campus Service Fees	
Post Office Box Key Replacement	\$23
Parking Permit (Per Semester)	\$303
ID/Meal Card Replacement	\$53

Business Transaction Fees	
Refund Paper Check (Each)	\$11
Refund Card Replacement (Each)	\$33
Refund Reversal (Each)	\$18
Late Payment Fee (Per Month)	1.5% of Balance
Returned Check (each)	\$61

Residential Expenses

Residential (Traditional) Room Charges	
Traditional Residence Hall – Roommate	\$4,202
Traditional Residence Hall – Core Single	\$5,283
Traditional Residence Hall – Roommate Plan (Summer Only)	\$959
Otis Moss Suites – 4 Bedroom Suite	\$5,105
Otis Moss Suites – 2 Bedroom Suite	\$5,488
Otis Moss Suites – 1 Bedroom Suite	\$6,760
Otis Moss Suites – 4 Bedroom Apartment	\$5,393
Otis Moss Suites – 2 Bedroom Apartment	\$6,036

Residential (Traditional) Student Fees	
Damage/Breakage Deposit*	\$224
Community Fine	\$34
Garbage/Debris in Room	\$122
Improper Room Check Out	\$34
Late Departure (Per Day)	\$186
Lock Change	\$92
Vandalism/Deface College Property**	\$5,393

*One-time fee, refundable.

**Additional Fees may be assessed based on the cost of repairs and housing violation.

On-Campus Meal Expenses

Meal Plans (Board)	
Unlimited Meals + 230 DCB Dollars*	\$3,382
14 Meals per week + 510 DCB Dollars **	\$3,026
5 Meals per week +714 DCB Dollars **	\$1,741
50 Block Meals per semester (Commuter Students)	\$515
75 Block Means per semester +230 DCB Dollars**	\$981
Traditional Residence Hall (Summer Only)	\$1,135
Replacement Reusable To- Go Meal Customer	\$10

*Required for traditional residence hall residents; optional for off-campus students.

**Available for off-campus students only.

Other Special Costs

New Traditional Student Fees	
Acceptance Deposit (Traditional Student)	\$600
New Student Orientation (Fall, Traditional)	\$235
New Student Orientation (Spring, Traditional)	\$150

Academic Course Fees

Course Specific Fees	
Language Laboratory Fee	\$55
Biology Laboratory Fee	\$95
Physics Lab Fee	\$85
Physical Science Lab Fee	\$55
Psychology Lab Fee	\$55
Biological Science Fee	\$55
Chemistry Lab Fee	\$120
Chemistry Instrumentation	\$110
Organic Chemistry Lab Fee	\$120
Physical Chemistry Lab Fee	\$95
SS. Physical Chemistry Lab Fee	\$95

Student Health Insurance

On-campus, traditional full-time students at Morehouse College are required to have health insurance coverage. Each student will receive a charge automatically for the Morehouse College student health insurance plan.

- Students who already have health insurance (e.g., individual, coverage from parents or spouse), may waive the Morehouse health insurance coverage. Health insurance must be transferable and acceptable in the state of Georgia.
- Students who plan to keep the Morehouse health insurance plan should confirm their enrollment in the plan as soon as possible before arriving on campus before a semester.

Student with eligibility or waiver questions should contact the Office of Student Financial Services at Studentfinancialservices@morehouse.edu.

Student Abroad Program Fees

Student Fees – Study Abroad	
Semester Study Abroad Fall/Spring Flat Rate Tuition	\$25,426
Summer Study Abroad Flat Rate Tuition	\$25,426

Payment Policy

Payment Schedule

All Morehouse students must ensure their financial responsibility to the college has been satisfied. Tuition payments can be made online using a check, credit card, or direct debit from a

bank account, or through a monthly installment payment plan managed by Morehouse College.

Students who do not meet the payment due date may be dropped from their semester courses for nonpayment.

Morehouse College provides a monthly billing statement to all enrolled students using electronic billing. This means the billing statement will be distributed to students via the TigerPay portal. Each time a bill is available, an email will be sent to the student's Morehouse College email account, which is the official mode of communication at the College. This notification will be also sent to any additional "billing" email address designated by the student as a third party authorized payer, such as a parent or guardian, to a student account.

Payment Options

Online

Payment may be made with a card, electronic check, 529 Plan (limited), or international wire transfer (Flywire) 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) fee for paying with a credit or debit card.

There is no fee for paying with an electronic check.

Students can visit the [Morehouse portal](#) and follow the steps below to view and pay account balance online:

- Select the "BannerWeb" icon
- Enter the Ellucian login credentials (first name.last name, and myPortal password)
- Select the "Student Services and Financial Aid" menu item
- Select the "Student Account" link
- Select the "View/Pay Student Account" link

In Person

In-person payments are accepted 9 a.m. to 5 p.m., Monday through Friday at the Cashier's Office in Gloster Hall, Room 200 by check, debit card, or credit card. No cash payment is accepted.

By Mail

Payments by sending checks or money orders are acceptable. The student's name and student ID number (M number) must be clearly included.

The mailing address for paying by mail is the following:

Morehouse College
Attn: Cashier Office
Rm 200 Gloster Hall,
830 Westview Drive. S.W.
Atlanta, GA 30314-3773

Returned Payments

A \$59 returned payment fee is assessed for any type of returned payment applied to student account whether paid by students or a third party.

Financial Aid

There are some possible sources of financial assistance (i.e., loans, scholarships, grants) to help with college expenses. Interested students may review the financial aid process for information about applying.

Students must complete all outstanding requirements by the payment due date or be prepared to use another method to pay balance.

Any amount not covered by financial aid award must be paid by the deadline using another approved method.

Students' financial aid must be ready to pay (authorized) to be considered for financial clearance.

Installment Plan

Students must pay the cost of tuition, fees, room and board for the semester by participating in the College's [installment plan](#).

Sponsored Billing

Students may receive a student account payment deferral for external funds which are not administered by Morehouse College's Financial Aid Office. Credit is extended for reliable sources of funding from employers, foundations, universities, or other organizations which are known to the College.

If students are interested in having their 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.

Military Benefits

Some veterans may be eligible for assistance with their educational expenses. Interested students must apply to the Veterans Administration and have their schedule certified by the College's

Registrar.

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 AmeriCorps vouchers, students must first request funds via the [AmeriCorps website](#).

Refund Policy

Withdrawal Refund Policy

Not attending classes for which you register does not entitle you to reversal or credit of your tuition 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 charges.

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.

Returning Students

Students re-enrolling after withdrawal from the College will be charged current rates and fees based on the start date of new registration cycle.

Temporary Absence

No refunds will be made for students who remain away for part of a semester without officially completing the withdrawal or leave of absence process.

No refunds will be made in cases of disciplinary action, which includes suspension or expulsion.

Student Services

The Office of Student Services (OSS) embraces a student-centered philosophy in all its direct services to students, while encouraging, challenging and supporting students to become self-actualized leaders who realize their full potential through education, training, student development, applied research and a wide range of student experiences.

Further, the Office of Student Services:

- encourages and promotes the development of appropriate values, attitudes and conduct for a communal academic community;
- facilitates and encourages cultural, spiritual, and intellectual co-curricular enrichment opportunities within the Morehouse community;
- provides opportunities for faculty, student and staff interaction that enhances community development and brotherhood;
- provides living and learning environments, as well as recreational and social opportunities, to promote a well-balanced, healthy lifestyle.

The OSS is committed to Morehouse College's institutional values. The OSS embraces the core values of excellence, innovation, leadership, and social justice that inform and direct its decisions, services, and programs. The OSS has overall responsibility for student conduct and for maintaining a high quality of student life.

The quality of the undergraduate experience at Morehouse depends on a wide range of co-curricular programming and services provided by the departments that operate under the auspices of the OSS. The following departments exist under the umbrella of the OSS:

- Bonner Office of Community Service
- Career Development and Engagement
- Housing and Residential Education
- International Student Services
- Morehouse College Police Department
- Samuel H. Archer Hall Student Recreation and Fitness Center
- Student Counseling and Accessibility Services
- Student Activities and New Student Orientation
- Student Conduct, Advocacy and Accountability

Bonner Office of Community Service

Mission

Morehouse College is committed to developing leaders who will be positive role models and make significant contributions to society. The Bonner Office of Community Service (BOCS) utilizes its resources to develop and encourage volunteerism. The BOCS promotes a culture of service that strengthens students' resolve to be accountable as leaders with the desire to be stewards of positive social change. Through the efforts of the BOCS, the College better fulfills its mission of "developing men with disciplined minds who will lead lives of leadership and service."

Services

The BOCS supports and facilitates the involvement of Morehouse students, faculty, staff and administrators in community service work through a variety of programs and opportunities, both on and off campus, which require commitments ranging from just a few hours each semester to several hours each week.

Although a good number of students engage in community service on a volunteer basis, the BOCS offers limited scholarships or stipends for eligible students. The BOCS currently sponsors or co-sponsors the Bonner Scholarship Program, the Emma and Joe Adams Scholarship Program and the Federal Work Study Community Service Program.

Career Development and Engagement

Mission

To assist all students in securing the most suitable career position, whether this means immediate employment after graduation or further graduate/professional school study. This mission is aligned with the overall Morehouse College mission to 'develop men with disciplined minds who will lead lives of leadership and service.'

Services

The Department of Career Development and Engagement (DCDE) serves as the primary conduit in supporting Morehouse College students and graduates to become proficient in the following areas:

- Developing self-knowledge related to career choice and work performance by identifying, assessing and understanding individual 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;
- Utilization of technology as a means to pursue professional opportunities and as a means to perform at a high level of proficiency in a chosen career field and or during post- graduate education; and
- Helping students to prepare to manage their careers after graduation.

Housing and Residential Education

Mission

The mission of the Department of Housing and Residential Education (DHRE) is to provide a living environment that promotes learning and development in the broadest sense, with an emphasis on supporting the academic mission of the institution.

Houses

There are twelve (12) residential houses at Morehouse College that vary in capacity from 40 to 360 residents. Generally, the houses are categorized for freshman and upperclassman students. There are also special themes associated with each freshman house.

Each house is managed by a professional staff member, who will be responsible for managing the student staff, consisting of Resident Advisors (RA), who will have direct day-to-day contact with residential students.

Residential Education Staff

The staff of each house consists of:

- *Community Director*, who is a live-in professional supervising the student staff and supporting students through programming and intervention services; and
- *Resident Advisor (RA)*, who is an upperclassman student serving as a peer-mentor and assists students with their concerns.

The staff works to create and promote an environment that supports respect, integrity, civility, accountability and compassion among all residents. They also perform day-to-day administrative duties, provide leadership in the houses and conduct educational, cultural, social, personal and career development programs for the residential community.

Two (2) -Year Live-On Commitment for Traditional Students

The two-year live-on commitment is an agreement between the men of Morehouse and DHRE to enhance the students' experience and success outcomes. This commitment sets the expectation for students to live on campus and have a meal plan for two years, depending on the house and student classification.

Morehouse College believes that students who live on campus are more likely to remain enrolled, graduate on time and feel connected to the campus community. Research shows that living on campus has several positive outcomes that help students developmentally, including higher retention, more co-curricular involvement, deeper personal growth and development, stronger interpersonal relationships, more faculty interaction and positive feelings about campus experiences.

The two-year live-on commitment is fulfilled by completing two full years of attendance (accompanied by on-campus residency) at Morehouse College or another accredited post-secondary institution. For example, a transfer student who has attended another accredited institution for at least three years and lived on campus is exempt from the live-on requirement.

Experience must be at an institution of higher education and does not include high school or boarding school experience. If the student is legally married or in a legal civil union, the College requires a notarized copy of the official marriage or civil union documentation.

Petition for Release from Two-Year Live-On Commitment for Traditional Students

Students may petition to be released from the two-year live-on commitment and the housing contract based upon the following criteria – the student:

- lives at home with parents or legal guardians whose permanent address is within 25 miles (driving distance) of the campus of Morehouse College;
- has been approved for a medical accommodation; or

- is facing financial duress.

To apply for release, a student must complete the exemption petition located on the housing website.

International Student Services

Morehouse College extends a global invitation to men from other countries to join the community as regular, full-time students or as exchange students. Special services are offered to address their needs or concerns. The Department of International Student Services (DISS) is the central resource and liaison for the international student community at Morehouse.

Mission

The mission of DISS is to facilitate programming and the delivery of immigration services that are inclusive and in compliance with the *Student and Exchange Visitor Program (SEVP)* regulations as well as the *Student and Exchange Visitor Information System (SEVIS)*.

Services

The DISS provides a host of services that include:

- Immigration counseling
- Pre-arrival and orientation information
- Transfer of schools
- Issuance of Forms I-20 (initial and continuing)
- Employment (Curricular Practical Training and Optional Practical Training)
- Change of status/reinstatement of status
- Cross-cultural activities and communications
- Tax information

Morehouse College Police Department

Mission

The Morehouse College Police Department (MCPD) is committed to excellence in public safety and is dedicated to the people, traditions, and diversity of the campus community. To protect life and property, prevent crime and reduce the fear of crime, provide strong public safety role models and enforce law with practical goals and visions, we provide service with understanding, response with compassion, performance with integrity and law enforcement with vision.

Vision

The MCPD, in partnership with the greater Morehouse community, endeavors to achieve its mission by:

- Focusing on the prevention of crime and enhancement of safety;
- Adopting a department culture that is consistent with the College's values;
- Combining both efficiency and effectiveness, while leveraging technologies that support campus policing operations.

Core Values

Integrity

Be people of integrity who hold themselves to the highest standards of personal and professional conduct. They are committed to fair and ethical investigations, while openly collaborating in pursuit of the truth. There is no tolerance for politics, hidden agendas or passive-aggressive behavior.

Respect

Treat each other and all members of the public with dignity and respect. They will be fair and respectful to all those involved in the justice system and the community being served.

Accountability

Do what we say we're going to do. If something happens to prevent that, determine the new course and communicate quickly.

Servanthood

Serve others; they work hard every day at what they do and put the interests of the community and the public first.

Services

MCPD operates Monday through Sunday, 24 hours per day in the Joseph T. Robert Hall Annex. MCPD can be contacted via the following means:

E-mail Address: mcpd@morehouse.edu

Phone Number (Emergencies): (404) 215-2666

Anonymous Tip Line: (404) 653-7777

During a Loss of Power: (404) 427-7396

Samuel H. Archer Hall Student Recreation and Fitness Center

Recreation

Quality education includes both classroom and co-curricular opportunities. Morehouse College provides these opportunities through the Samuel H. Archer Hall Student Recreation and Fitness Center.

Inside the 53,808 square-foot facility, students have access to a swimming pool, gymnasium, locker rooms, television lounge, cardiovascular room, weight room, video gaming room,

traditional game room and conference rooms.

Within Archer Hall, fitness, wellness, intramural and recreational programs and activities are provided for the students, alumni, faculty, staff as well as their spouses and children. The Center offers a unique environment for students to interact with other members of the broader Morehouse community.

Hours of Operation (Academic Year):

Monday-Friday: 8:00 a.m. to 10:00 p.m.

Saturday: 12:00 Noon to 10:00 p.m.

Sunday: Closed

Intramural Sports

The intramural program provides physical and recreational activities to all members of the Morehouse community. While certain sports (basketball, flag football, tennis, etc.) form the core of the program, it is designed to meet the varying needs and interests of students, faculty, staff and alumni, alike.

Students interested in learning more about the following sports should contact the administrative office of Archer Hall:

- Basketball
- Fishing
- Golf
- Indoor Soccer
- Officials Clinic
- Tennis
- Volleyball
- Polo

Fitness and Wellness

Archer Hall offers a comprehensive variety of fitness services and opportunities ranging from group fitness classes to individual wellness programs. The goal is to help community members to achieve their wellness goals while maintaining a healthy lifestyle.

Students interested in learning more about the following fitness services should contact the administrative office of Archer Hall:

- Aerobics
- Bodybuilding
- Cardio & Strength Circuit Training
- Capoeira
- Fishing Club
- Health Seminars
- Learn to Swim Class

- Water Aerobics
- Yoga

Sports Clubs

Sports clubs provide additional opportunities for members of the Morehouse community to learn a new sport or activity, make new friends and compete against club teams from other colleges/universities.

Students interested in learning more about the following sports clubs should contact the administrative office of Archer Hall:

- Basketball
- Billiards
- Soccer
- Table Tennis
- Tennis
- Wrestling
- Lacrosse
- Rugby, and more

Basketball

Archer Hall's gymnasium offers a hardwood sports floor with three basketball courts. One full-size varsity court runs vertically, and two courts run horizontally. The courts are located in the gymnasium on the second floor of the Center.

Swimming

Archer Hall's natatorium offers a 50-yard pool with six lanes, along with a three-meter and half-meter board for diving. The pool is located on the ground level.

Cardiovascular Training

Archer Hall's cardiovascular training room offers the use of stationary bicycles, treadmills, rowing machines, elliptical machines, and stair steppers. The cardiovascular room is located on the third floor.

Weight Training

Nautilus and free-weight equipment are available on the first floor.

Student Counseling Services

Mission

The Student Counseling and Accessibility Services Center supports the positive mental health of Morehouse students. It facilitates accessibility services to students who meet the criteria for a disability under the Americans with Disabilities Act (ADA). The center strives to provide the best quality of care in a confidential, safe, and supportive environment. Our team of professionals, including accessibility experts, licensed psychologists, professional counselors, and licensed social workers, are available to serve the needs of students with a diverse range of mental health and accessibility needs.

Counseling Services

Determining whether you need professional help and where to go is not always easy. At the Student Counseling and Accessibility Services Center, we care. We are committed to the personal development and success of Morehouse College students. Our services are completely confidential (except in instances of a life-threatening situation).

Services offered include:

- Psychosocial assessment
- Individual counseling
- Group therapy
- Life skills workshops
- Consultation to students, faculty, and staff on issues relevant to mental health
- Professional presentations to campus organizations, faculty, and staff
- Crisis intervention and response
- Student advocacy
- Referral to other campus and community resources

You may call us at (470) 639-0231. You may visit the James B. Ellison, Sr. Student Health Center in Brazeal Hall, Ground Floor on the north end of campus, Monday through Friday from 9 a.m. to 5 p.m. Appointments are offered via secure video chat. You will be asked to fill out our standard registration paperwork and scheduled for the next available appointment.

For emergency assistance, call the Morehouse Police Department at (404) 215-2666 on-campus or 911 if off-campus.

The National Suicide Prevention Lifeline is available at 1-800-273-TALK (8255).

Student Activities and New Student Orientation

Mission

The Department of Student Activities and New Student Orientation (DSANSO) is responsible

for providing leadership in holistic student learning and guides students and their families with their transition into the campus community. The DSANSO is responsible for the development and implementation of orientation and transition programming grounded in student learning outcomes. The department focuses on developing students who are self-aware, culturally competent, ethical and civically engaged.

Services

Emphasis is placed on empowering students to be successful professionals in a vibrant, diverse, and global workforce. Also of importance is providing opportunities, programming, and major events to ensure students will have an exciting collegiate experience and student morale remains positive.

The DSANSO supports student development by providing administrative support to the Campus Alliance for Student Activities (CASA), which is the programming arm of the student experience.

Student Conduct, Advocacy and Accountability

Student Accountability to Laws and Code of Conduct

All students at Morehouse College are responsible adults. Therefore, each student shall be held accountable for any behavior they exhibit.

The College expects all students to learn and obey local, state and federal laws. Also, students are expected to observe and adhere to the *Student Code of Conduct*.

Responsibility to Know the *Morehouse College Student Handbook* Policies and Procedures

Morehouse students are responsible for reading, knowing and observing all policies and procedures related to their in-class behavior (virtual or in-person) and their on- and off-campus conduct.

Information regarding these policies and procedures can be found in the *Morehouse College Student Handbook* and online.

A student's lack of awareness of any Morehouse College policies or procedures shall not constitute grounds to be absolved from violations of such policies.

Student Rights

Freedom to Assemble and Freedom of Speech

Morehouse College fully supports the right of students to assemble peacefully and express themselves in an orderly manner.

Freedom to Learn

Morehouse College believes that all students shall be responsible for conducting themselves in a manner that helps to enhance an environment of learning in which the rights, dignity, worth and freedom of each member of the academic community are respected.

Participation in College Governance

Morehouse College encourages students to become involved in governance activities by serving on the various committees, councils, and task forces charged with contributing to decision-making.

Student Grievances

Students who have disputes with Morehouse faculty or staff members should seek to resolve the conflict through direct dialogue with that faculty or staff member.

If this first step does not lead to resolution, students should report their grievance to the faculty or staff member's immediate supervisor.

If resolution does not happen at the supervisory level, students can pursue the grievance further at higher levels, including deans and senior administrators.

Student Code of Conduct

Students of Morehouse are expected to conduct themselves in a manner consistent with life at an academic institution. *The Code of Conduct*, intended to reinforce this policy, is published in the *Morehouse College Student Handbook* and online.

Jurisdiction for Student Code of Conduct

The Student Code of Conduct and the processes for its administration and enforcement exist for the protection and advancement of the Morehouse community. Generally, College jurisdiction and discipline shall apply to conduct that occurs on College premises and at College-sponsored events and to off-campus conduct that adversely affects the College community or the pursuit of its objectives.

Each student shall be responsible for exhibited conduct from the time of application for admission through the actual awarding of a degree, including times before classes begin, after classes end and between terms of actual enrollment.

The Student Code of Conduct shall apply to a student's conduct even if the student withdraws from the institution while a disciplinary matter is pending.

The Student Code of Conduct shall apply to individual students and College-affiliated student organizations.

In many instances, a violation of federal, state or local laws also may be treated as a violation of the Student Code of Conduct and College regulations.

The Vice President for Student Services and Dean of the College and/or Associate Vice President for Student Services and Dean of Students shall decide on a case-by-case basis whether the Student Code of Conduct applies to conduct occurring off campus.

Addressing Possible Violation(s) of Student Code of Conduct

Student Conduct, Advocacy and Accountability will provide a fair hearing for all parties involved in an incident involving a possible violation of the *Student Code of Conduct*.

Any students subject to the student conduct process will have their violation(s) reviewed by the following:

- Honor and Conduct Review Board;
- College Judiciary Committee;
- Administrator, as deemed appropriate.

All students shall be presented with their alleged violation(s) in written form.

A time shall be set for a conduct hearing, not less than five (5) nor more than 15 calendar days after the student has been notified. Maximum time limits for scheduling of hearings may be extended at the discretion of the Director of Student Conduct, Advocacy and Accountability.

Students who are in alleged violations of the *Code of Conduct* are entitled to be heard through a conference and have a hearing to refute alleged violations against them.

Students who have been found responsible for violating the *Code of Conduct* will be subject to disciplinary action recommended either by their peers of the *Honor and Conduct Review Board (HCRB)* or by faculty, staff and students of the *College Judiciary Committee (CJC)* and/or the Director of Student Conduct, Advocacy and Accountability. The Director of Student Conduct, Advocacy and Accountability may choose the method by which the hearing is to be conducted.

Appealing Suspension or Dismissal

Students subject to suspension or dismissal may submit a written appeal to the Director of Student Conduct, Advocacy and Accountability within four (4) business days after they have been notified of the decision and sanction imposed.

Student Disciplinary Records

All records concerning the *Student Code of Conduct* violation hearings shall be held in the Department of Student Conduct, Advocacy and Accountability. 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 a student's file until approximately seven (7) years after graduation, at which time it will be purged.

Student disciplinary records are maintained in the Department of Student Conduct, Advocacy and Accountability. All student records shall be protected according to the provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974.

Notification of Student Conduct Action

Notification of student conduct action is made on a "need-to-know" basis and may include notification to the following:

- the Department of Athletics, in cases involving student-athletes;
- the Department of Music, in cases involving members of the Glee Club as well as Jazz and Marching Bands;
- the Department of Housing and Residential Education, in cases involving residential students and para-professional staff;
- victims of violent crimes, involving student perpetrators.

Copies of all student conduct sanction letters are sent to the Director of Student Conduct, Advocacy and Accountability and the Associate Vice President for Student Services and Dean of Students (or designee).

In the case of a suspension or expulsion, notification is sent to the following:

- the Vice President for Student Services and Dean of the College,
- the Provost and Senior Vice President for Academic Affairs,
- the Director of Admissions and Recruitment,
- the Registrar,
- the Chief of Police,
- Director of Housing and Residential Education, and
- the student.

Title IX

Morehouse College has a strong commitment to maintaining a work and academic environment free from sex and gender-based harassment, including sexual misconduct, for all community members, including faculty, staff and students. The College has enacted Sexual Misconduct Policy to:

- reflect and maintain its institutional values and community expectations,
- provide fair and equitable procedures for determining when this Policy has been violated, and
- offer recourse for individuals and the community violations of this Policy in accordance with Title IX of the Higher Education Amendments of 1972, 20 U.S.C. § 1681 et seq. (“Title IX”),

Please click the following link to view the Morehouse College Title IX Policy and Procedures:

<https://www.morehouse.edu/titleix/>.

Inquiries concerning the application of Title IX may be referred to Morehouse College’s Title IX Coordinator or the U. S. Department of Education’s Office for Civil Rights.

The Title IX Coordinator or Deputy Title Coordinators meet with any person to provide information about resources, supportive measures and options for investigation and resolution under this Sexual Misconduct Policy.

Mr. Keith Cobbs, Director of Title IX, Ethics and Compliance Programs (Title IX Coordinator)

Title IX Office, Ethics & Compliance
Hugh M. Gloster Hall, Room 105
830 Westview Drive, S.W.
Atlanta, Georgia 30314
(470) 639-0584
keith.cobbs@morehouse.edu

Mr. Michael E. Johnson

Deputy Title IX Coordinator and Associate Vice President of Human Resources
Gloster Hall, Suite 100
830 Westview Drive S.W.
Atlanta, Georgia 30314
Telephone: (470) 639-0514
michael.johnson1@morehouse.edu

Dr. Michael Turner

Deputy Title IX Coordinator and Director of Student Relations and Ombudsperson
Thomas Kilgore Campus Center, Suite 200
830 Westview Drive, S.W.
Atlanta, Georgia 30314
(470) 639-0519
michael.turner@morehouse.edu

Ms. Youdlyne Renard

Deputy Title IX Coordinator and Athletic Advisor
Frederick Douglass Academic Success Center
830 Westview Drive, S.W.
Atlanta, Georgia 30314
(470) 639-0832
youdlyne.renard@morehouse.edu

Ms. Quisha Mathis

Deputy Title IX Coordinator and Director of Academic Coaching
Frederick Douglass Academic Success Center
830 Westview Drive, S.W.
Atlanta, Georgia 30314
(470) 639-0487
quisha.mathis@morehouse.edu

Any reporter also has the right to report complaints to the Morehouse Campus Police Department and/or the Atlanta Police Department.

Confidential Employees for Title IX

Confidential Employees

Confidential Employees are those individuals who have a legally recognized confidentiality privilege.

These confidential employees (i.e., health care professional, licensed counselors, etc.) can fulfill their reporting requirements by making general reports for statistical purposes and pattern tracking but do not divulge personally identifiable information without client consent.

Employees Not Specified as Confidential

Employees who do not have a confidentiality privilege should refrain from promising confidentiality to Parties. An employee can tell a Party that they will only tell the individuals that must know and do their best to protect the Party's identity but cannot promise confidentiality.

If the Parties want confidentiality, they must be referred to a confidential employee (i.e., health

care provider or licensed counselor). These confidential resources are not required by current Title IX law to report sexual misconduct claims without consent but may make general reports to the Office of Title IX for statistical purposes and pattern tracking.

A confidential report is required by state law to notify child protective services and/or local law enforcement of suspected abuse of a minor under the age of 18.

Title IX Confidential Resources

1. Student Counseling and Accessibility Center
Brazeal Hall, Ground Floor (north end of campus)
830 Westview Drive SW Atlanta, Georgia 30314
Telephone: (470) 639-0231
2. James B. Ellison, Sr. Student Health Center
Brazeal Hall, Ground Floor (north end of campus)
830 Westview Drive SW Atlanta, Georgia 30314
Telephone: (404) 215-2637
3. Martin Luther King, Jr. International Chapel at Morehouse College
830 Westview Drive SW Atlanta, Georgia 30314
Telephone: (470) 639-0323

Campus Reporting Options

The College strongly encourages all individuals to report any violation of this Policy to the Title IX Coordinator, a Deputy Title IX Coordinator, or any College employee who is designated as an Official with Authority in person, by telephone, in writing, or by e-mail.

Morehouse designates the Title IX Coordinator as the individual charged with coordinating efforts to comply with Title IX. The Title IX Coordinator addresses and oversees the investigation and resolution of all complaints related to sexual and gender-based harassment, as defined by this Policy, involving students, faculty, staff, visitors, and third parties.

An individual can file a complaint with, or give verbal notice to, the Title IX Coordinator or deputy/deputies/Officials with Authority. Such a report may be made at any time (including during non-business hours) by using the telephone number or e-mail address, or by mail to the office address, listed for the Title IX Coordinator or any other official listed. Individuals can also report online, using the reporting form posted at <http://www.morehouse.ethicspoint.com/>.

Anonymous reports are accepted but the College's ability to investigate them may be limited. The College tries to provide supportive measures to all Complainants, which is impossible with an anonymous report.

Because reporting carries no obligation to initiate a formal response, and as the College respects

Complainant requests to dismiss complaints unless there is a compelling threat to health and/or safety, the Complainant is largely in control and should not fear a loss of privacy by making a report that allows the College to discuss and/or provide supportive measures. If notice of an incident is submitted in a form that does not meet this standard, the Title IX Coordinator will contact the Complainant to ensure that it is filed correctly.

**SECTION 3:
ACADEMIC CALENDARS
ACADEMIC POLICIES AND
PROCEDURES**

Academic Calendars

AY 2024-25 Traditional Student Academic Calendar

**** Note that Morehouse Online students do not follow the Traditional Student Academic Calendar. See the Morehouse Online Student Academic Calendar for Morehouse Online students' terms.*

FALL SEMESTER 2024

AUGUST 2024

MONDAY, AUGUST 5, 2024	Fall tuition payment deadline (Tiger Pay)
TUESDAY, AUGUST 6, 2024	Fall registration drop for nonpayment
WEDNESDAY, AUGUST 7, 2024	Fall late registration begins Banner Web Self-Service registration reopens Book Voucher opens
THURSDAY, AUGUST 8, 2024	New Student Orientation (virtual)
WEDNESDAY, AUGUST 14 - TUESDAY, AUGUST 20, 2024	New Student Orientation (campus)
WEDNESDAY, AUGUST 21, 2024	First Day of Classes
TUESDAY, AUGUST 27, 2024	Last day to add/drop courses without a grade of W December 2024 and May 2025 graduation application deadline
WEDNESDAY, AUGUST 28, 2024	Attendance/Participation confirmation period begins Withdrawal period begins
FRIDAY, AUGUST 30, 2024	Book Voucher closes

SEPTEMBER 2024

MONDAY, SEPTEMBER 2, 2024	Labor Day (Morehouse closed)
WEDNESDAY, SEPTEMBER 4, 2024	No Shows dropped
FRIDAY, SEPTEMBER 6, 2024	Health Insurance portal closes
THURSDAY, SEPTEMBER 12, 2024	Opening Convocation
MONDAY, SEPTEMBER 30, 2024	Mid Semester Evaluations

OCTOBER 2024

TUESDAY, OCTOBER 1, 2024 - FRIDAY, OCTOBER 4, 2024	Mid Semester Evaluations
MONDAY, OCTOBER 7, 2024 - TUESDAY, OCTOBER 8, 2024	Fall Break(No Classes)
FRIDAY, OCTOBER 11, 2024	Last day to make up Spring Incompletes (I)
TUESDAY, OCTOBER 15, 2024	Mid Semester Grades Due

MONDAY, OCTOBER 21, 2024	Academic advising for Spring registration begins
MONDAY, OCTOBER 28, 2024	Last day to withdraw from a course
NOVEMBER 2024	
MONDAY, NOVEMBER 4, 2024	Senior and Junior priority registration week for Spring
MONDAY, NOVEMBER 11, 2024	Sophomore and Freshman registration week for Spring
FRIDAY, NOVEMBER 15, 2024	ARCHE (Atlanta Regional Council for Higher Education) Spring cross registration deadline
MONDAY, NOVEMBER 18, 2024	Spring registration open for all students
WEDNESDAY, NOVEMBER 27, 2024	Thanksgiving Holiday (Morehouse closes at noon)
THURSDAY, NOVEMBER 28, 2024 - FRIDAY, NOVEMBER 29, 2024	Thanksgiving Holiday (Morehouse closed)
DECEMBER 2024	
MONDAY, DECEMBER 2, 2024	Classes resume
WEDNESDAY, DECEMBER 4, 2024	Last Day of classes
THURSDAY, DECEMBER 5, 2024 - FRIDAY, DECEMBER 6, 2024	Reading Period
MONDAY, DECEMBER 9, 2024 - FRIDAY, DECEMBER 13, 2024	Final Exams
FRIDAY, DECEMBER 13, 2024	Semester Ends
SATURDAY, DECEMBER 14, 2024	Residential houses close for Winter Break (residents should plan to leave 24 hours after their last final exam)
TUESDAY, DECEMBER 17, 2024	Final Grades due by noon
THURSDAY, DECEMBER 19, 2024	Spring registration closes for Winter Break/ Banner Web Self Service closes at 11:59pm
FRIDAY, DECEMBER 20, 2024	Winter Break (Morehouse closes at noon)
SPRING SEMESTER 2025	
JANUARY 2025	
WEDNESDAY, JANUARY 1, 2025 - FRIDAY, JANUARY 3, 2025	New Year's Day/Winter Break cont'd (Morehouse closed)
MONDAY, JANUARY 6, 2025	College reopens
MONDAY, JANUARY 6, 2025 - FRIDAY, JANUARY 10, 2025	Fall 2024 graduate clearance

TUESDAY, JANUARY 7, 2025- TUESDAY, JANUARY 14, 2025	J-Mester session classes
TBD	Spring Tuition payment deadline (Tiger Pay)
TBD	Spring registration drop for non-payment
TBD	Late registration begins/ Banner Web Self-Service reopens
TUESDAY, JANUARY 14, 2025	New Student Orientation
WEDNESDAY, JANUARY 15, 2025	First Day of Classes
MONDAY, JANUARY 20, 2025	MLK Holiday (Morehouse closed)
TUESDAY, JANUARY 21, 2025	Last day of add/drop courses without grade of W
WEDNESDAY, JANUARY 22, 2025	Attendance/Participation confirm period begins. Withdrawal(W) period begins
WEDNESDAY, JANUARY 29, 2025	No Shows dropped
FEBRUARY 2025	
THURSDAY, FEBRUARY 13, 2024	Founders Day Celebration
MARCH 2025	
MONDAY, MARCH 3, 2025 - FRIDAY, MARCH 7, 2025	Mid-semester evaluations
FRIDAY, MARCH 7, 2025	Last day to make up Incompletes (I)
MONDAY, MARCH 10, 2025 - FRIDAY, MARCH 14, 2025	Spring Break (No Classes)
TUESDAY, MARCH 18, 2025	Mid-semester grades due
MONDAY, MARCH 24, 2025	Academic advising for Summer and Fall registration begins.
MONDAY, MARCH 31, 2025	Last day to withdraw from a course.
APRIL 2025	
MONDAY, APRIL 7, 2025	Senior and Junior priority registration week for Summer and Fall December 2025 and May 2026 graduation application opens. Summer tuition bills post in Tiger Pay
MONDAY, APRIL 14, 2025	Sophomore and Freshman priority registration week for Summer and Fall
MONDAY, APRIL 21, 2025	Summer and Fall registration open for all students
MAY 2025	
THURSDAY, MAY 1, 2025 - FRIDAY, MAY 2, 2025	Reading Period Graduation senior final exams

MONDAY, MAY 5, 2025 - FRIDAY, MAY 9, 2025	Final Examinations
TUESDAY, MAY 6, 2025	Senior grades due by noon
WEDNESDAY, MAY 7, 2025 - WEDNESDAY, MAY 14, 2025	Graduate Clearance
FRIDAY, MAY 9, 2025	Semester Ends
TUESDAY, MAY 13, 2025	Final Grades Due by Noon
FRIDAY MAY 16, 2025 - SUNDAY, MAY 18, 2025	Commencement Weekend
SATURDAY, MAY 17, 2025	Baccalaureate Services
SUNDAY, MAY 18, 2025	Commencement Exercise
TUESDAY, MAY 20, 2025	Summer registration deadline/ Banner Web Self-Service registration closes at 11:59 for payment deadline processing.
WEDNESDAY, MAY 21, 2025	Summer payment deadline
THURSDAY, MAY 22, 2025	Summer drop for non-payment
FRIDAY, MAY 23, 2025	Late registration begins/Banner Web self-service reopens
MONDAY, MAY 26, 2025	Memorial Day (Morehouse Closed)

SUMMER SEMESTER 2025

MAY 2025

TUESDAY, MAY 20, 2025	Summer registration deadline/ Banner Web Self-Service registration closes at 11:59 for payment deadline
WEDNESDAY, MAY 21, 2025	Summer payment deadline
THURSDAY, MAY 22, 2025	Summer drop for non-payment
FRIDAY, MAY 23, 2025	Late registration begins/Banner Web self-service reopens
MONDAY, MAY 26, 2025	Memorial Day (Morehouse Closed)

JUNE 2025

MONDAY, JUNE 2, 2025	First day of classes
TUESDAY, JUNE 3, 2025	Add/Drop/Late registration ends
WEDNESDAY, JUNE 4, 2025	Withdrawal period begins. Attendance/Participation confirmation due
THURSDAY, JUNE 5, 2025	No Shows dropped
MONDAY, JUNE 16- WEDNESDAY 18, 2025	Mid-Session Evaluations
THURSDAY, JUNE 19, 2025	Juneteenth (Morehouse Closed)

TUESDAY, JUNE 24, 2025	Mid-Session Grades Due
FRIDAY, JUNE 27, 2025	Last day to withdraw from a course
JULY 2025	
THURSDAY, JULY 3, 2025	Last day of classes
FRIDAY, JULY 4, 2025	Independence Day (Morehouse Closed)
MONDAY, JULY 7, 2025 - TUESDAY, JULY 8, 2025	Reading Period
WEDNESDAY, JULY 9, 2025 - FRIDAY, JULY 11, 2025	Final Examinations
FRIDAY, JULY 11, 2025	Summer semester ends
TUESDAY, JULY 15, 2025	Grades due by noon ARCHE (Atlanta Regional Council for Higher Education) Fall cross registration deadline
TUESDAY, JULY 16, 2025	Grades due by noon
WEDNESDAY, JULY 16, 2025 - FRIDAY, AUGUST 8, 2025	July graduate clearance

FALL SEMESTER 2024 (Modules A and B)

AUGUST 2024

MONDAY, AUGUST 5, 2024	Fall tuition payment deadline (Tiger Pay)
TUESDAY, AUGUST 6, 2024	Fall Tuition drop for nonpayment
WEDNESDAY, AUGUST 7, 2024	Fall Late Registration begins Banner Web Self Service registration reopens
TBA	Fall Orientation
MONDAY, AUGUST 19, 2024	Module A classes begin
THURSDAY, AUGUST 22, 2024	Last day to add and drop Module A December 2024 and May 2025 graduation application deadline
MONDAY, AUGUST 26, 2024	No Shows dropped Withdrawal period begins

SEPTEMBER 2024

MONDAY, SEPTEMBER 2, 2024	Labor Day (Morehouse Closed)
THURSDAY, SEPTEMBER 12, 2024	Opening Convocation
FRIDAY, SEPTEMBER 20, 2024	Last day to withdraw from a Module A course(s)

OCTOBER 2024

MONDAY, OCTOBER 7, 2024	Last week of Module A begins
FRIDAY, OCTOBER 11, 2024	Last day to make up Spring incompletes (I)
SATURDAY, OCTOBER 12, 2024	Module A ends

MONDAY, OCTOBER 14, 2024 - FRIDAY, OCTOBER 18, 2024	Break (No Classes)
TUESDAY, OCTOBER 15, 2024	Module A grades due
MONDAY, OCTOBER 21, 2024	Module B classes begin
SUNDAY, OCTOBER 27, 2024	Last day to drop Module B
MONDAY, OCTOBER 28, 2024	No Shows dropped Withdrawal period begins
NOVEMBER 2024	
MONDAY, NOVEMBER 4, 2024	Spring registration begins
FRIDAY, NOVEMBER 22, 2024	Last day to withdraw from a Module B course(s)
WEDNESDAY, NOVEMBER 27, 2024	Thanksgiving holiday (College Closes at Noon)
THURSDAY, NOVEMBER 28, 2024 – FRIDAY, NOVEMBER 29, 2024	Thanksgiving holiday (College Closed)
DECEMBER 2024	
MONDAY, DECEMBER 2, 2024	Classes resume
MONDAY, DECEMBER 9, 2024	Last week of Module B begins
SUNDAY, DECEMBER 14, 2024	Module B ends
TUESDAY, DECEMBER 17, 2024	Final grades due by noon
TBA	Spring Orientation
THURSDAY, DECEMBER 19, 2024	Spring early registration closes/Banner Web self-service closes at 11:59 pm
FRIDAY, DECEMBER 20, 2024	Winter Break (College Closes at Noon)
MONDAY, DECEMBER 23, 2024 – FRIDAY, DECEMBER 31, 2024	Winter Break (College Closed)
SPRING SEMESTER 2025	
JANUARY 2025	
WEDNESDAY, JANUARY 1 - FRIDAY, JANUARY 3, 2025	New Year's Day/Winter Break cont'd (College Closed)
MONDAY, JANUARY 6, 2025	College reopens
MONDAY, JANUARY 6, 2025 - FRIDAY, JANUARY 10, 2025	Fall 2024 graduate clearance
TBD	Spring Tuition Payment deadline
TBD	Spring registration drop for Non-Payment
TBD	Late registration begins/ Banner Web selfservice reopens
MONDAY, JANUARY 13, 2025	Module A classes begin

SUNDAY, JANUARY 19, 2025	Last day to add and drop Module A (Check with SFS regarding Module B)
MONDAY, JANUARY 20, 2025	Martin Luther King Jr. day observed (College Closed)
TUESDAY, JANUARY 21, 2025	No Shows dropped
FEBRUARY 2025	
THURSDAY, FEBRUARY 13, 2025	Founders Day celebration
FRIDAY, FEBRUARY 21, 2025	Last day to withdraw from a Module A course
MARCH 2025	
MONDAY, MARCH 3, 2025	Last week of Module A
FRIDAY, MARCH 7, 2025	Last day to make up incompletes (I)
SATURDAY, MARCH 8, 2025	Module A ends
MONDAY, MARCH 10, 2025 - FRIDAY, MARCH 14, 2025	Spring Break (No Classes)
MONDAY, MARCH 17, 2025	Module B classes begin
TUESDAY, MARCH 18, 2025	Module A grades due
SATURDAY, MARCH 23, 2025	Last day to drop Module B
MONDAY, MARCH 24, 2025	No Shows dropped Withdrawal period begins
APRIL 2025	
MONDAY, APRIL 7, 2025	Summer and Fall early registration begins December 2025 and May 2025 graduation application open
FRIDAY, APRIL 18, 2025	Good Friday (Morehouse Closed)
SATURDAY, APRIL 19, 2025	Last day to withdraw from a Module B course
MAY 2025	
MONDAY, MAY 5, 2025	Last week of Module B
FRIDAY, MAY 9, 2025	Graduating senior grades due by noon
FRIDAY, MAY 9, 2025 - WEDNESDAY, MAY 14, 2025	Graduate Clearance
SATURDAY, MAY 10, 2025	Module B ends
TUESDAY, MAY 13, 2025	Module B grades due by noon
FRIDAY, MAY 16, 2025 - SUNDAY, MAY 18, 2025	Commencement Weekend
SATURDAY, MAY 18, 2025	Baccalaureate services
SUNDAY, MAY 19, 2025	Commencement

TUESDAY, MAY 20, 2025	Summer 2025 registration deadline/ Banner Web Self-Service closes at 11:59 PM for payment deadline processing
WEDNESDAY, MAY 21, 2025	Summer payment deadline
THURSDAY, MAY 22, 2025	Summer drop for non-payment
FRIDAY, MAY 23, 2025	Late registration begins/Banner Web Self-Service reopens
MONDAY, MAY 26, 2025	Memorial Day (Morehouse Closed)

SUMMER SEMESTER 2025 (ONLINE ONLY)

MAY 2025

TUESDAY, MAY 20, 2025	Summer registration deadline/Banner web
WEDNESDAY, MAY 21, 2025	Summer payment deadline
THURSDAY, MAY 22, 2025	Summer drop for non-payment
MONDAY, MAY 26, 2025	Memorial Day Holiday (College Closed)

JUNE 2025

MONDAY, JUNE 2, 2025	Summer Module classes begin
SUNDAY, JUNE 8, 2025	Last day to add and drop Summer Module course(s)
MONDAY, JUNE 9, 2025	No Shows dropped Withdrawal period begins
THURSDAY, JUNE 19, 2025	Juneteenth (College Closed)

JULY 2025

THURSDAY, JULY 4, 2025	Independence Day (College Closed)
FRIDAY, JULY 5, 2025	Last day to withdraw from a course(s)
MONDAY, JULY 21, 2025	Last week of Summer Module
SATURDAY, JULY 26, 2025	Summer Module ends
TUESDAY, JULY 29, 2025	Grades due by noon
WEDNESDAY, JULY 30, 2025 - FRIDAY, AUGUST 8, 2025	July graduate clearance

Academic Policies and Procedures

Student Records and Disclosure of Student Information

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.

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 College or by a person acting on behalf of the College.

Student Access to Their 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 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, department chairs or program directors, deans, provosts, or counselors for their own use in their individual capacities, and which are kept in their own personal files.

Safeguarding the Privacy of Students

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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 students certain rights with respect to their education records. These rights 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 Records and Registration or other appropriate College official written requests that identify the record(s) they wish to inspect. The College official will arrange for access and notify the student of the time and place where the records may be inspected within 45 days from receiving the request. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment or correction of the student's educational records that the student believes are inaccurate or misleading or in violation of the student's privacy or other rights.
 - Students should write to the College official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading.
 - If the College decides not to amend the records as requested by the student, the College will notify the student of the decision and advise the student of his right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosures without consent.
 - It is the intent of Morehouse College to limit the disclosure of information contained in students' educational records to those instances when prior written consent has been given for the disclosure.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

More information regarding FERPA can be found at the [U.S. Department of Education FERPA site](#).

Release of Academic Information

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

1. To College 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 a student's consent is required, the student must complete the [Student Information Release Authorization form](#).

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.

Disclosing Directory Information About Students

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

- Whether or not a student is enrolled
- Dates of enrollment
- Classification
- Degree earned (if any) and date
- Major(s)
- Honors(s) received
- Weight and height of athletes
- Most recent previous school attended
- Participation in officially recognized activities and sports
- Photographs for members of Band, Glee Club, Student Government Association, or 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 Non-Disclosure form](#).

Review of Academic Records

It is recommended that a student, with assistance when needed from their academic advisor, examine their record at least two times per semester: prior to mid-semester exams and just before the pre-registration period.

Grade Reports

At the end of each term every eligible student should check their academic record 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 in their academic record should contact the Office of Records and Registration.

Student Verifications

Enrollment Verification

Students can retrieve enrollment verifications online at the [National Student Clearinghouse](#). The certificate produced is an official Morehouse College document used for loans, scholarships, housing, employment, etc. Students also can have third parties retrieve their information from the National Student Clearinghouse site.

Enrollment verifications are available one week after classes start.

Verification of Academic Standing

Students needing verification of academic standing should download and complete the [Verification of Academic Standing form](#).

Verification of Expected Graduation Date

If students require verification of expected graduation date, they should download and complete the [Verification of Enrollment Expected Graduation Date form](#). Along with an enrollment verification form from the [National Student Clearinghouse](#), the form should be sent to the Office of Records and Registration.

Verification for Military, Tricare, DEERS ID Card

Enrollment verification requests for military, Tricare, or DEERS ID should be emailed from a student's Morehouse email account to records@morehouse.edu. The processing time for this request is typically 1-2 business days.

The request should include:

- Student name and MCID
- Information to be verified (e.g., enrollment status, expected graduation date, or other pertinent details)
- Recipient's contact information (e.g., name, title, fax number or email address)

Veteran Services

Veteran Services is a component of the Office of Records & Registration to assist our veterans and their families with veteran education benefits. We are dedicated to ensuring your experience in navigating these services will allow for a smooth transition to and through college.

Eligible students must apply for VA Federal Education Benefits on the [Veterans Affairs website](#). In the "Education" tile, select "Apply for education benefits." An application tool on the page will assist in selecting the form most appropriate for a student's situation. Veterans Affairs will send students a Certificate of Eligibility in about 30 days that determines what benefits students may qualify to use while matriculating through Morehouse College.

Types of VA Federal Educational Benefits

- *Chapter 33 (Post 9/11)*

Provides up to 36 months of education benefits.

If a student's release from active duty was before January 1, 2013, there is a 15-year time limitation on use of benefits.

If a student's last discharge date is on or after January 1, 2013, the time limitation has been removed.

- *Chapter 35 (Dependent Educational Assistance)*

The Dependent Educational Assistance provides educational and training opportunities to eligible dependents of veterans who are permanently and totally disabled due to service-related condition, or who died while on active duty or as a result of a service-related condition.

The program offers up to 45 months of education benefits. These benefits may be used for degree and certificate programs, apprenticeship, and on-the-job training. Spouses may take a correspondence course.

- *Chapter 1606 (Selected Reserve)*

The Selected Reserve program is available to students if they are a member of the Selected Reserve. The Selected Reserve includes the Army Reserve, Navy Reserve, Air Force Reserve, Marine Corps Reserve and Coast Guard Reserve, and the Army National Guard and Air National Guard.

This benefit may be used for degree and certificate programs, flight training, apprenticeship/on-the-job training, and correspondence courses.

- *Chapter 31 (Veteran Readiness & Employment)*

The Veteran Readiness & Employment program is for service-disabled veterans who require further education to attain suitable, sustainable employment. This program may provide vocational and other training services and assistance, including tutorial assistance, tuition, books, fees, supplies, handling charges, licensing fees and equipment, and other training materials necessary.

Commonly Used Veteran Benefits at Morehouse College

Below are the most used veteran education benefits at Morehouse and their required documents.

Chapter 31 – Veteran Readiness & Employment

- Authorization for Invoice via Tungsten Network
- VA Certification Request Form
- Tuition bill from Tiger Pay
- Member 4 copy DD214

Chapter 33 – Active Duty

- [Application for VA Benefits \(22-1990\)](#)
- Certificate of Eligibility
- [VA Enrollment Certification Request](#)
- Member 4 Copy DD214

Chapter 33 – Transfer of Entitlement

- [Application for VA Benefits \(22-1990\)](#)
- Certificate of Eligibility
- [VA Enrollment Certification Request](#)
- Tuition bill from Tiger Pay

Chapter 35 Dependent Educational Assistance (DEA)

- [Application for VA Benefits \(22-5490\)](#)
- Certificate of Eligibility
- [VA Enrollment Certification Request](#)
- Tuition bill from Tiger Pay

Chapter 1606 (Selected Reserve)

- [Application for VA Benefits \(22-1990\)](#)
- Certificate of Eligibility or Notice of Basic Eligibility
- [VA Enrollment Certification Request](#)
- Tuition bill from Tiger Pay

Transferring VA Benefits to Morehouse College

Students can transfer their VA benefits to Morehouse College. Below are the most used benefits at Morehouse College and required documents.

Chapter 33 (Post 9/11 Active Duty or Transfer Entitlement) or Chapter 1606 (Selected Reserve)[Change of Program or Place of Training \(22-1995\)](#)

Certificate of Eligibility

[VA Enrollment Certification Request](#)

Tuition bill from Tiger Pay

Member 4 Copy DD-214

Chapter 35 (Dependent Education Assistance)[Change of Program or Place of Training \(22-5495\)](#)

Certificate of Eligibility

[VA Enrollment Certification Request](#)

Tuition bill from Tiger Pay

Current and potential students have the opportunity to view the [established equivalencies](#) from a variety of accredited institutions. These equivalencies are subject to change without notice.

Continuing Morehouse Students

Each term, students are required to submit:

[VA Enrollment Certification Request](#)

Tuition bill from Tiger Pay

Academic Record Changes

If students make any schedule changes by increasing or decreasing hours, they should notify the School Certifying Official by emailing records@morehouse.edu.

If students change their address during the academic year, they must notify the VA directly by calling 1-888-442-4551 (1-888-GI-BILL1). This ensures students receive their benefits check and other VA correspondences at the correct address.

Satisfactory Progress/Probation

A student receiving VA benefits should understand Morehouse's policy regarding satisfactory progress and academic probation.

A VA student placed on probation has a maximum of two consecutive semesters to return to good academic standing. Failure to return to good academic standing within two semesters will make the student ineligible for VA educational benefits.

A student may regain eligibility for VA benefits for future terms under one of two conditions:

- A return to good academic standing at Morehouse
- Request for resumption of VA educational benefits that is submitted to the VA claiming mitigating circumstances and the VA's reinstatement of benefits based on evidence supporting the student's claim

Tuition Assistance

Students applying for Tuition Assistance must first visit their military branch Education Officer for advice on the Tuition Assistance Program.

To be eligible for Tuition Assistance, the student must meet both of these requirements:

- Qualify for Post 9/11 Benefits
- The cost of the course and fees are more than Tuition Assistance will cover

If students meet both requirements above, then they must do the following:

- Request Tuition Assistance from their military branch of service
- [Submit the VA Enrollment Certification Request](#)

Afterward, the student can apply for VA Educational Benefits.

The Department of Veterans Affairs explains the [Tuition Assistance Program](#) in greater detail.

Pending Payment Compliance Policy

In accordance with Title 38 US Code 3679 subsection (e)}, this institution adopts the following

additional provisions for any students using benefits under Ch. 31 -VR&E and Ch. 33 - Post 9/11.

While payment is pending from the VA, the institution will not:

- Prevent the student from course registration
- Assess a late penalty fee to the student
- Require the student to secure alternative or additional funding
- Deny access to any resources (access to classes, libraries or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution

To qualify for this provision, a student must submit:

- Certificate of Eligibility
- VA Enrollment Certification Request Form
- Any additional documentation needed to certify benefits as requested by the School Certifying Official

Isakson & Roe Section 1018 Provision

Schools must provide a covered individual (a student using benefits under chapter 30, 31, 32, 33, or 35 of title 38, U.S.C., or chapter 1606 of title 10, U.S.C.) with a personalized shopping sheet that contains:

- **Estimated total cost of courses that includes tuition, fees, books, supplies, and any other additional costs.**

Cost of Attendance information can be found here: <https://morehouse.edu/admissions/tuitionand-fees/cost-of-attendance/>

Schedule of Fees can be found here: <https://morehouse.edu/admissions/tuition-andfees/schedule-of-fees/>

To determine the cost of attending Morehouse College before applying, you can use our Net Price Calculator found here: <https://morehouse.studentaidcalculator.com/survey.aspx>

All students receiving veteran education benefits are **highly encouraged** to complete a FAFSA to ensure the cost of attendance can be met in addition to using veteran funding.

Additional Funding Resources

As a private institution of higher learning, some benefits including Ch. 33 have a maximum payout for tuition and fees per year. See Post 9/11 payment rates here: <https://www.va.gov/education/benefit-rates/>. This information updates each year by the VA and should be viewed for information gathering.

More information on Financial Aid & Scholarships at Morehouse can be found here: <https://morehouse.edu/admissions/financial-aid-and-scholarships/>

Transcripts

Morehouse has authorized the National Student Clearinghouse to provide transcript ordering services online.

National Student Clearinghouse Instructions

To order an official Morehouse transcript, log into the [National Student Clearinghouse secure site](#). For first-time visitors, a signed consent form will be generated. The form must be completed to fulfill the transcript order.

Students should follow the steps on the National Student Clearinghouse site to place an order, which will present delivery options and fees. Each transcript will cost \$10, plus a processing fee. Charges are applied after an order has been completed.

Transcripts for LSAC, SOPHAS, PharmCAS, or Other Entities

If students have a form that needs to accompany their transcript, they can upload the form when placing their transcript order with the National Student Clearinghouse.

Diplomas

The diploma is the document given by the College upon conferral of the earned degree certifying the student has satisfactorily completed the course of study. The diploma includes the type of degree and major.

Academic Notations on Transcript and Not Diploma

Double majors, minors, and Latin honor notations appear on the transcript and not the diploma.

No Pursuit of Additional Courses of Study After Degree Conferred

Once a degree has been conferred students are not allowed to pursue additional majors, minors, or concentrations.

Payment of All Charges and Fees Due to the College

The diploma and participation in the commencement ceremony is withheld until the student has paid in full all charges and fees due the college.

Receipt After Commencement

Diplomas are not distributed on the day of Commencement exercises.

Students should allow 10-12 weeks for delivery after diplomas are ordered. Morehouse will mail diplomas to addresses specified on a student's graduation application, which means that an active address should be supplied at the time of application. You must provide an U. S. address, we do not ship to international addresses.

Diploma Re-Orders

Diplomas can be reordered by completing the [Diploma Re-Order Form](#).

Classification of Students

Students will be considered belonging to one of the following academic classes, depending on the number of credit hours that they have earned.

- Freshman = 0-25 credit hours earned
- Sophomore = 26-57 credit hours earned
- Junior = 58-88 credit hours earned
- Senior = 89+ credit hours earned

Enrollment Status

Full-Time Student

A full-time student is one who is taking at least 12 semester hours of scheduled work during a semester.

Part-Time Student

Any student taking fewer than 12 hours in a regular session is considered a part-time student.

Transient or Exchange Student

Students at other colleges who wish to attend Morehouse College for a maximum of two

consecutive 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. A letter from the academic dean or registrar of the home institution also should indicate approval for the student to take courses at Morehouse College. Transient and exchange students are not eligible for Morehouse College financial aid funds.

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.

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 Center Consortium (AUCC) 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 explicit permission by the instructor to defer the final examination or other parts of a course. The deferment shall be given only in the case of illness or another emergency.

Submitting Incomplete Grade

Instructors must notify Records and Registration that an incomplete grade is being submitted for a student. Instructors must copy their department chair or program director and division dean on communications about the submission of an incomplete grade.

When issuing an incomplete grade, the instructor must complete any required forms and indicate the following:

- Specific assignments or exams that must be completed by the student to resolve the incomplete grade
- The grade that will be received if the assignments or exams are not completed by the deadline for finishing incomplete work

Deadline for Finishing Incomplete Work

The student must submit the deferred work no later than the end of day of the third Friday of the following semester or term (summer excluded).

Deadline for Instructor to Change Incomplete Grade

The instructor will have until sixth week of the semester in which the deferred work was submitted to change an “I” to a permanent grade.

Resolution of Incomplete Grade

Work not completed will result in a grade that reflects all work that has been submitted for the course.

Completed work will result in the appropriate letter grade preceded by an “I”.

Department chairs or program directors and division deans will work with appropriate faculty colleagues to address any incomplete grades unresolved due to an instructor no longer being employed by or on a leave from Morehouse College.

Course Withdrawals

This designation is assigned when you officially withdraw from a course according to the Academic Calendar. The “W” indicates that a student withdrew without academic penalty. For COVID-19, during the Spring 2020 semester, we indicated a grade of “CW” or COVID-19 Withdrawal for students who experienced COVID-19 withdrawals for a course. The “CW” grade is equivalent to the standard “W” grading guidelines.

Pass/Fail

The designation “P” is used to indicate satisfactory completion of non-credit and credit courses. The “P” does not accrue quality points.

Cross-Registered Course Grades

Because Morehouse students are eligible to participate in cross-registration programs at the Atlanta University Center Consortium (AUCC) and Atlanta Regional Council of Higher Education (ARCHE), grade designations not listed above may appear on a student’s grade report and transcript.

Courses

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 Curriculum and Educational Policy Committee (CEPC).

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.

Class Meeting Duration

For traditional students, courses at Morehouse generally meet for 50 minutes three times each week or for 75 minutes twice each week. For Morehouse Online students, courses consist of synchronous and asynchronous coursework. All students are advised to plan their schedules carefully. It may 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 or applied music performance sessions, may meet at irregular hours. Meeting times for all classes are listed via Banner Web and the Morehouse College Dynamic Schedule (https://ssbprod.ec.morehouse.edu/MC/bwckschd.p_disp_dyn_sched) each semester. Class schedules for the other Atlanta University Consortium institutions are available via each school's website.

Prerequisite Courses

No student is permitted to enroll in courses requiring prerequisites for which the prerequisite has not been met. If an exception is made, the instructor of record will grant an override in the student information system allow the student the ability to enroll.

If a student is currently enrolled in a prerequisite course, the student will be allowed to preregister for the subsequent course. Final registration will be determined based on the final grade in the prerequisite course.

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, or by cross registration through the AUCC, 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. Though the grade requirement for all coursework in a major or minor is a grade of C or better, students should pay close attention to the threshold requirements for the course in the General Education program.

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.

Evaluation of Transfer Credit

Credit for work earned at other schools will be evaluated by Records and Registration or the admissions director when that work is intended to substitute for courses in the core curriculum. In most instances, a department chairperson, program director, division dean must be consulted prior to awarding substitution credit. Students should be prepared to provide course syllabi when requested to facilitate this substitution process.

Current and potential students can view established transfer course equivalencies from a variety of accredited institutions. These equivalencies are subject to change without notice.

Transfer Credit for Off-Campus or Cross-Registration Programs

Students enrolled in off-campus programs sanctioned by Morehouse may receive full academic credit for courses taken, including grade points. In addition, students enrolled in courses through Morehouse-sanctioned cross-registration programs may receive full academic credit.

A course taken outside of the College or the Atlanta University Center Consortium (AUCC) must be approved by the appropriate department chair or program director BEFORE the student registers for the course. Enrolled Morehouse students planning to take courses outside of Morehouse or the AUCC must complete the proper course approval forms, which are available

in the Office of Records and Registration.

Transfer Credit for New Students

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

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:

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

Disputed Grades

Substantial Grounds

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 considered, the student should initiate a grade dispute.

Substantial grounds can consist of the following:

- Clear evidence that a student received a different grade in comparison to a student who submitted work of equal quality
- Miscalculation of a final grade that the instructor is unwilling to correct
- Clear evidence that some submitted work does not appear to have been included in grade calculations
- Discrepancy between the final course grade and grades provided on a learning management system (e.g., Blackboard or Moodle)
- Clear evidence that a final grade seems to have been calculated in a manner inconsistent with grading policies described in the course syllabus

Arguments about the quality of course instruction or the overall grade distribution in a course do not constitute substantial grounds for a grade dispute.

Deadline for Initiating a Grade Dispute

A student must dispute a grade no later than the first week of the semester/term following completion of a course. Disputes brought forward after this time period will not be considered by the instructor, chair/director, dean, or Associate Provost for Academic Success.

Initiating a Grade Dispute with the Course Instructor

If a student believes there are substantial grounds for a grade dispute, they must contact the course instructor to attempt to resolve matters. The student must present evidence to support their grade dispute claim to the instructor, who is expected to analyze the information presented and render a fair decision.

If an instructor does not respond within two (2) weeks to the grade dispute evidence submitted by the student, the case will be escalated to the appropriate chair/director.

Escalating Beyond Instructor to Chair/Director

If the outcome of bringing the grade dispute to the course instructor's attention has not resolved matters, the student or instructor can consult with the department chair or program director. If the chair/director believes neither side has sufficiently considered evidence in the grade dispute, the chair/director may convene a conference with the student and the instructor to resolve matters.

In most cases, the chair/director is expected to resolve the grade dispute and further escalation will be unwarranted.

Escalating Beyond Chair/Director Conference to Division Dean

If the outcome of the conference with the chair/director does not resolve the grade dispute, the student or chair/director may contact the dean of the division. If the dean believes the previous discussion with the instructor and conference convened by the chair/director failed to sufficiently consider evidence in the grade dispute, the dean may convene a conference with the student and chair/director to resolve matters.

In rare cases, the dean is expected to resolve the grade dispute and further escalation will not occur.

Final Escalation to Associate Provost for Academic Success

If going through the instructor, chair/director, and dean processes for resolving the grade dispute does not resolve matters, the student or dean may contact the Associate Provost for Academic Success for final resolution. The Associate Provost for Academic Success will gather all relevant information and render a decision on behalf of the Office of the Provost.

A decision made by the Associate Provost will be considered final and cannot be appealed further.

Only very rare cases will require the Associate Provost to resolve the grade dispute.

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:

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

- Students must not destroy or alter either the work of other students or the educational resources and materials of the College.
- 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.
- Students must not represent the work completed for one course as original work for another course.
- Unless directed by the faculty member, students should neither give nor receive assistance in examinations.
- In laboratory or research projects involving the collection of data, students must accurately report data observed and not alter data for any reason.

The College expects students to understand and adhere to academic honesty.

Plagiarism

Plagiarism includes, but is not limited to, paraphrasing or directly quoting the published or unpublished work of another person without full and clear acknowledgment of the original author. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in selling of term papers and other academic materials.

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 Morehouse College.

Use of Work in One Course from Another Course/Self Plagiarism

Students must not represent the work completed for one course as original work for another course.

Cheating

Unless directed by a faculty member teaching their course, students neither should give nor receive assistance on assignments or tests. Cheating includes, but is not limited to:

- Use of any unauthorized assistance in completing assignments or taking quizzes, tests, and exams
- Dependence on aid in writing papers from sources beyond those authorized by a faculty member teaching their course

- Preparation of reports, solution of problems, or completion of assignments on behalf of other students
- Acquiring tests or other academic material belonging to a Morehouse faculty or staff member to gain unfair advantage in academic work

Incorrect Reporting of Data

For academic work involving collection of data, students must accurately report observed data and not alter or falsify information.

When an instructor concludes that the above standards have been disregarded, it is their responsibility to make the evidence available to the student and report the incident to the Associate Provost for Academic Success. The instructor is free to assign any academic penalty, including failure in the course, for violations of the academic honesty regulations.

Review Process for Alleged Violations of the Academic Honesty Policy

As used in this policy, the term “days” shall mean calendar days or workdays in which the College is in session, including reading and examination periods, but excluding weekends and the days after the last exam in the semester and the first day of class in another.

1: Faculty Action and Mediation

Faculty members who suspect a violation of academic integrity adhere to the following procedures:

- If the faculty member believes that the violation resulted from an error in judgment and was unintentional, they may, at their 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 act within the context of the course. Permitted actions of a faculty member in such an instance shall include:
 - requiring the student to repeat the assignment or exam;
 - requiring the student to complete an alternate assignment or exam; or
 - issuing a failing grade for the assignment, exam, or course.

The faculty member shall notify the student of their decision and the manner in which it was resolved.

- For a course failure, written notice must be given to the student, department chair/program director, dean, and Office of Records and Registration. A student who receives

a failing grade in the course in this manner may appeal the decision to the appropriate dean.

- If a faculty member elects to address the violation in an academic manner, they shall send written notification of the charge and action taken to the department chair or program director in which the student has declared his major. (*Note: The chair/director is responsible for reporting violations of this policy to the Associate Provost for Academic Success.*)
- If possible, this situation may be resolved by mutual consent or through a process of mediation between the student and the faculty person.

II: Formal Review by Honor and Conduct Review Board

If a faculty member is unable or unwilling to mediate a resolution to alleged violation of the academic honesty policy, a formal review shall occur.

At the time that an Honor and Conduct Review Board (HCRB) is impaneled, the coordinator shall 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 (5) calendar days, but not more than then (10) days, after the board is impaneled. The HCRB shall conduct a formal review of all alleged violations and evidence.

At the proceeding, the student will be afforded an opportunity to respond. The faculty member also shall be available to communicate with the HCRB.

After reviewing the evidence, including statements of all witnesses, the HCRB shall meet in a closed session to determine whether a violation of the academic honesty policy has occurred.

- If a majority of the HCRB members determine that the violation is supported by a preponderance of the evidence, then the HCRB shall determine the appropriate penalties. Alternatively, the HCRB may make a recommendation to the Student Conduct Administrator, who 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/guardians will not be permitted to participate in the formal review of HCRB proceedings.

The penalties that may be imposed by the HCRB shall include:

1. The student must repeat the assignment or exam (only with faculty member's concurrence).

2. The student receives a failing grade on the assignment or exam (only with faculty member's concurrence).
3. The student receives a failing grade in the class.
4. The student receives a failing grade in the class, and a notation is made on the student's record.
5. The student receives a failing grade 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 a failing grade 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 a failing grade 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 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 take any exam 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 a failing grade in the class with academic probation, notation on the internal academic folder, or 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 and severity of the violation.

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 honesty violations in accordance with College policies.

III: The Appeals Process

In all matters pending before them, the Assistant Dean of the College for Student Conduct 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 Assistant Dean of the College for Student Conduct 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 Assistant Dean of the College for Student Conduct or HCRB. Appeals are limited to questions of improper procedure, excessive sanction, or the availability of new evidence that was unavailable 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 decision of the Assistant Dean of the College for Student Conduct or HCRB.

- The CAC may deny the appeal, reduce the sanction, or, in the instance of improper procedure or new evidence, remand the matter to the appropriate party for a new hearing.
- 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.

Class Attendance Policy

Students at the College are required to attend class and not be absent without adequate cause.

Student Responsibility

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.

Unexcused Absences

Each student is allowed as many unexcused absences as the credit hours for the course. For example, a student is allowed three unexcused absences for a three-credit-hour class.

Students who exceed the maximum number of unexcused absences may be administratively withdrawn from the course or receive a failing grade.

Instructor Obligations

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.

Official Excuses for Class Absences

Each Morehouse student is expected to attend scheduled classes on a routine basis and be punctual.

The Office of Student Services verifies all official class excuses. All requests for class excuses must be accompanied by written documentation to substantiate the request. Any requests must be submitted within five (5) calendar days of the class absence. If the Office of Student Services does not contact a faculty member communicating that an absence is excused, a faculty member has no obligation to work with the student to address any consequences associated with the class absence.

The following causes for missing class may be considered by the Associate Deana of Student Services:

- Court appearance
- Family emergency
- Funeral
- Illness (documentation must come from a licensed medical provider supporting the absence)
- Military obligation
- Official school business

Class excuses are not granted for public transportation issues, oversleeping, and vehicle breakdowns.

Class excuses are not issued during the summer sessions.

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

Exams

Instructors may administer mid-semester exams during a specified period.

Final exams happen at the end of each semester. Students are required to take final exams at the scheduled time. Instructors may make exceptions if students provide sufficient proof that an absence from a final exam is unavoidable. The instructor must approve any deferral for an exam prior to the scheduled exam date.

Accessibility Services

Morehouse is committed to the lifelong development of students by providing academic and non-academic support to currently enrolled (both traditional/residential and online) students with documented disabilities by addressing limitations due to learning, physical, chronic health and/or psychological issues.

We strive for a learning community that is welcoming to all individuals – one that embraces and celebrates the diversity of the campus while being sensitive to and supportive of the individual needs of each person. Our aim is to create an inclusive, informed and accessible campus community and culture while aiming to educate and collaborate with students, faculty, staff and administrators to accomplish the vision.

Once admitted to Morehouse, students with disabilities seeking accommodations should consult the College's website as early as possible and follow the posted instructions on the process for registering with Accessibility Services.

Accessibility accommodations include classroom accommodations, testing accommodations and assisted technology, with a variety of software and technology available for use on campus that enables students with disabilities to access information.

Services offered by Accessibility Services include:

- Recommendations for program accommodations in accordance with recent documentation, which meets the criteria established by the University System of Georgia;
- Referral to appropriate student support services on campus;
- Information and assistance with academic planning;
- Liaison activities between faculty, staff and students with disabilities;
- Referral to off-campus resources;
- Alternative testing;
- Consultation with public school administrators, rehabilitation or high school counselors, parents, and prospective students concerning Middle Georgia State services for students with disabilities.

Services NOT offered by Accessibility Services include:

- Performing psycho-educational diagnostic assessments;
- Asking faculty to compromise the quality of instruction or evaluation or sacrifice course standards

Confidentiality of Accessibility Information

Information shared with Accessibility Services will be kept confidential. Records will not be shared with anyone without permission from the student.

Notification by Students of the Need for Accommodations

The student must contact Accessibility Services **each semester** and present their course schedule to have academic accommodations sent to their respective professors. It is strongly advised that each student make such requests during the first week of a new semester.

During this time, the student should make an appointment to review and update documentation for disability assistance.

Documentation for Accommodations

Paperwork such as IEP's, 504 plans, and psychological evaluations over three years old are used as guides and may not be accepted as valid forms of disability documentation at the college/university level.

Please consult with Accessibility Services guidelines to furnish appropriate documentation.

Disability and The Law

Section 504 of the Vocational Rehabilitation Act of 1973 covers institutions receiving federal funds. This law prohibits institutions from discriminating against an “otherwise qualified” individual with disabilities. A qualified individual with a disability is a person who, with reasonable accommodations, can perform the essential functions of a job or school curriculum. An individual with a disability is defined as a person who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment or is regarded as having such impairment.

The Americans with Disabilities Act (ADA) supports the same standards as Section 504, but extends to both public and private facilities, services, programs, activities, telecommunications, transportation, and other miscellaneous provisions. The ADA defines a qualified individual with a disability as an individual with a disability who, with or without reasonable modifications to rules, policies or practices, the removal of architectural communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by a public entity.

Academic Advisment

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 all students, students and their advisors should use the Degree Works degree auditing tool to understand all curricular requirements for the General Education program, courses in the major and any non-credit bearing requirements.

In addition, students and their advisors should continue to review Morehouse’s Academic

Catalog for any current information on academic policies and procedures (e.g., a normal course load, transfer credits, and what constitutes academic honesty and progress).

Following the first year, students continue to receive academic advisement from faculty members in their major departments. Though academic advisement can occur at any time during a semester, an academic advisement hold must be removed prior to class selection for subsequent semesters.

Registration

Course Pre-Selection and Registration

On appointed days late in each semester, all continuing students are required to pre-select courses by completing schedules listing their choices of courses for the following semester. Students who pre-select courses and who meet fee payment deadlines will have schedules confirmed electronically. All other students are permitted to confirm their schedules on appointed days at the opening of the next semester. 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 advisor, 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 (i.e., the course is removed from the student's course schedule and permanent record) until the end of the Add/Drop period as determined by the appropriate academic calendar. 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(s) by the deadline printed on the [Academic Calendar](#) each semester. The course(s) remain on the student schedule and permanent record with a designation of W. Students without holds preventing registration activity may withdraw online using Banner Self Service by the deadline date. Students with a hold preventing registration activity may submit a [Course Withdrawal Form](#) by the deadline date.

Unofficial Withdrawal from Course(s)

Students who stop attending class meetings and participating in course activities and requirements and have not officially withdrawn from courses will be awarded final course grades in accordance with academic policies. Instructors of record are required to post to the student information system the last date of attendance for each student a grade of F is posted. Instructors may request an administrative withdrawal for students who stop attending and participating.

AUCC Cross-Registration

The Atlanta University Center Consortium (AUCC) 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.

For the purposes of AUCC cross-registration, the “home institution” is defined as the institution where the student is principally enrolled. The “host institution” is defined as the institution where the student cross-registers.

The following guidelines govern the AUCC cross-registration program.

- Each AUCC undergraduate institution permits eligible students to participate in crossregistration without any exchange of tuition.
- Cross-registration occurs on a space-available basis. Each participating institution gives its own students priority in the cross-registration process. In cases where courses are required for completing either major or graduation requirements, every effort will be made to enroll students from the other AUCC institutions. Priority will generally be given to majors and seniors from all participating institutions.
- A student is expected to take core or general education requirements at their home institution.
- Students will not be permitted to cross-register for a course that is offered simultaneously by the home institution without the approval of the department chair or program director.
- The academic regulations and codes of conduct of the host institution will apply to students participating in the cross-registration program. The home institution also will determine if its regulations and rules of conduct have been violated and, where applicable, take appropriate action.
- The course withdrawal policies of the host institution will apply to cross-registrants. In circumstances where institutional policies and grade designations for course withdrawals differ, the policies of the home institution that most closely correspond to those of the

host institution will apply.

ARCHE Cross-Registration

The Atlanta Regional Council of Higher Education (ARCHE)'s cross-registration program allows students at member institutions to broaden their academic experience by registering for courses at other member colleges and universities. ARCHE offers students access to courses not offered at their home institution and allows them a chance to experience a different campus environment.

Coursework At Other Colleges

Each student should plan to complete all coursework at Morehouse College or one of the Atlanta University Center Consortium (AUCC) 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.

Students wishing to attend summer school classes other than at Morehouse must have the courses approved in their major by their department chairperson or program director if core curriculum is involved.

Student Course Load

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 exceeding 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 exceeding 19 semester hours. The student must have a cumulative grade-point average of at least 3.0 to be considered for an overload. An overload must be approved by signature of the department chairperson or program director in which the student has selected their major.

An overload shall not result in a course load in excess of 22 semester hours. Students are not permitted to take more than nine (9) semester hours during the summer session.

Auditing Course

A student admitted to Morehouse College as a regular or special student may audit courses, with the consent of the instructor and the department chairperson or program director. The student auditing the course must pay a fee per credit hour as indicated in the schedule of fees on the Morehouse College website, currently \$181 per credit hour.

Such arrangements will not be officially recorded, and the auditor will not receive academic credit. An auditor may not participate actively in course work and may not, therefore, request registration for credit after the normal registration period has ended.

Catalog Year Requirement

Students will follow the curriculum and degree completion requirements specified in the catalog issued for the year of initial enrollment as a degree-seeking student.

A student who transfers to another degree program will follow the requirements specified in the catalog issued for the year of the transfer to the new degree program.

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.

Leave 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 Away 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 course approval forms with 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 one semester 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 Records and Registration no later than July 1 for the fall semester or December 1 for the spring semester.

The onus is on the student to make necessary arrangements with Student Financial Services and to forward housing requests to the director of Department of Housing and Residential Education.

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, they must email Records and Registration indicating their desire and reason for withdrawing from Morehouse. A [Course Withdrawal Form](#) should accompany the email. The student must clear all College accounts (e.g., financial, housing, bookstore, etc.).

The following are possible outcomes for a withdrawal from Morehouse.

- The transcript of a student withdrawing from Morehouse before the conclusion of the Registration-Add/Drop period will list no courses for that semester.
- The transcript of a student withdrawing before the official deadline for withdrawal will contain “W” notations for each course.
- 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 re-entrance into the College or transfer to another accredited institution.

A student may withdraw on a voluntary basis, for medical reasons that are documented and supported by Student Counseling & Accessibility Services, or as directed by an administrator for either academic or non-academic reasons.

Voluntary Withdrawal

In cases of voluntary withdrawal, the student must file a notice of withdrawal in Records and Registration by submitting a [Course Withdrawal Form](#).

Medical Withdrawal

Upon the recommendation of a student’s physician, a medical withdrawal may be granted and initiated by Student Counseling & Accessibility Services. Student Counseling & Accessibility Services must notify Records and Registration upon immediate receipt of the student’s recommendation to withdraw. The recommendation of Student Counseling & Accessibility Services is required before the student can be considered for readmission.

Conduct 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. Student Services must notify Records and Registration regarding the withdrawal.

Academic Standing

Satisfactory Progress

Students must maintain a cumulative GPA of 2.0 and be on course to graduate in four years to be in good academic standing.

To be on course to graduate in four years, students must be registered for 15 or more credit hours, complete all academic requirements, and semester GPA and cumulative GPA at 2.0 or higher.

Good Academic Standing

Students must have a semester GPA and cumulative GPA of 2.0 or higher.

Academic Warning

While on academic warning, students remain in good academic standing. However, students will be considered at risk of academic probation and not graduating in four years if the following conditions apply:

- Major not declared by the time 30 credit hours is earned
- Not averaging 15 credit hours per semester
- Receiving two (2) or more failing grades at midterm
- Not following prescribed course sequence(s)

Academic Probation

At the College, a student is placed on academic probation at the end of any semester in which his cumulative grade-point average falls below 2.0. Students may remove themselves from academic probation by achieving a cumulative 2.0 average by the end of the following semester.

While a student is on probation, the following will apply:

- The probationary status on a student's official transcript
- Not permitted to enroll in more than 15 credit hours
- Not eligible for active participation in any college organization with status of officially

representing the institution that involves missing classes.

Temporary Academic Separation

After an unsuccessful attempt to remove academic probation by the end of a semester after being placed on academic probation, 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

Academic Dismissal

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.

Awards and Honors

Semester Honor Roll

At the end of a semester (traditional) or term (Morehouse Online), each student who has attained a grade-point average of 3.25 or higher shall have his name appear on the honor roll for that semester or term.

Traditional Students: To be eligible for the honor roll, the student must have completed a minimum of 12 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.)

Morehouse Online Students: To be eligible for the honor roll, the student must have completed a minimum of two (2) courses that total at least four (4) credits per module and must have earned no grade lower than C. (Note: Remedial coursework is not included in the determination of

recognition for this academic achievement.)

Dean's List

Students enrolled for more than one semester (traditional) or term (Morehouse Online) must maintain a cumulative grade- point average of 3.50 with no grade lower than C in order to be accorded dean's list honors. Students are not eligible for Dean's List consideration if their prior academic records includes a grade of less than a C.

At the discretion of the provost and 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. Honor Roll and Dean's List does not include the Summer term.

Latin Honors

Any student who completes degree requirements will be eligible for Latin honors based on their 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 3.25-3.49.

Magna cum laude requires a cumulative grade-point average of 3.50-3.79.

Summa cum laude requires a cumulative grade-point average of 3.80-4.00.

Departmental Honors Distinction

This distinction 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.

**SECTION 4:
GRADUATION REQUIREMENTS
GENERAL EDUCATION
REQUIREMENTS
MAJOR REQUIREMENTS**

Graduation Requirements

To earn a Bachelor of Arts or Bachelor of Science degree from Morehouse College, a student must satisfy the following requirements:

1. File a timely application for graduation, satisfying the dates specified by Records and Registration.
2. Successfully complete a minimum of 120 credit hours of non-repeated courses, exclusive of courses numbered below 100.
3. Successfully complete the College's general education core curriculum.
4. Successfully complete an approved major sequence.
5. Have a cumulative grade point average of 2.0 or higher.
6. Complete at least two (2) years of coursework (a minimum of 60 credit hours) while enrolled at Morehouse College.
7. Be in good academic standing at the College.

Requirements to participate in the Commencement Ceremony

- Complete ALL degree requirements, including the following:
 - Credit-bearing requirements
 - Non-credit bearing requirements
 - Crown Forum
 - Mandatory exit exams, seminars, and proficiency examinations, or evaluations
 - Meet ALL academic requirements
- Satisfy any conduct holds (if applicable)
- Satisfy any account balance with Morehouse, including the one-time non-refundable graduation fee

Requirements to receive the diploma and transcript after earning the degree

- Meet all academic requirements (see above)

- Satisfy any conduct holds (if applicable)
- Satisfy any account balance with Morehouse, including the one-time non-refundable graduation fee
- Satisfy any outstanding library fees with Woodruff Library
- Complete the Senior Exit Survey
- Complete the Financial Aid exit interview (if applicable)
- Complete the Perkins Loan exist interview (if applicable)

General Education Requirements

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. Students should become active participants in their own learning. This means that the College's general education program is distinctive in its deliberate use of texts, examples, perspectives, and principles of Black people across time and from Africa and its Diaspora. Students explore themes of social justice, equity, and protest across various disciplines. Students also demonstrate breadth of learning and develop critical intellectual skills. General education is 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 the general education 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 are required to complete the following general education requirements:

General Education *	Type	Requirement	Credit Hours
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		3 (electives)
		TOTAL	33-48

* Writing courses are satisfied by a grade of C or higher.

* For all others, requirements are met with a grade of D or higher. Some general education courses may require a higher grade as a prerequisite.

Breadth Requirement and Major Overlap

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

- » **Breadth Requirement:** Students must take a total of seven (7) courses in the thematic areas of Arts & Literature, Ideas & Ethics, Society & Culture, and Scientific Discovery from at least six (6) 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. Students must rely upon their major requirements for guidance on these matters.

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

- » World Languages and Cultures Department through the language requirement
- » English Department through the writing requirement
- » 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 (e.g., 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.

Detailed 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, cocurricular activities, and the overall structure of the general education curriculum is designed for students to meet these learning outcomes.

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 Morehouse expects 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.

The Program Structure: Core Skills, Thematic Areas and Designations

Students are expected to achieve proficiency in the seven learning outcomes by completing general education requirements in three overlapping categories. These categories are: **core skills, thematic areas, and designations.**

The general education curriculum exposes 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 takes 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. Except for the Crown Forum requirement, students are expected 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 HBCU's and Morehouse in particular. Every discipline and every path students take after Morehouse requires college-level proficiency in writing. There are four principle learning objectives for students in writing courses:

- » Clearly and effectively communicate through writing
- » Critically analyze problems
- » Apply research tools
- » Integrate material, ideas, and texts from the African diaspora.

To fulfill the writing requirement, students must complete a set of courses designed to prepare them for more advanced writing. First-year students are assessed to determine where they should be placed and to track their progress over time.

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 HENG103.

Core Skill: Language [0-9 Credit Hours]

Learning a second language is a critical step for students to become global citizens. At Morehouse College, learning languages requires 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.

To fulfill the general education language 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:

- » **World Language or Another Foreign Language Through 201: (0-9 Credit Hours)**
- » Completing a world 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.

Students must show competence in mathematics or statistics above the level of College Algebra.

First-year students are assessed to determine their placement. Students 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, students must 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:

- » 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.

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. The following areas constitutes the general life skills activity course: aquatics, badminton, basketball, tennis and weight training.
 - **Physical Education Exemption:** Submission of DD214, veterans of the armed services may have the requirements for physical education waived. 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.
- » **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 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:

- » 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.

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 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:

- » 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.

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 help students explain how social forces shape the human experience. Students 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:

- » 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.

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:

- » 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.

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

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 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 must attend official college ceremonies. They are exposed to thought leaders and Black culture through a Drum Major Instinct Distinguished Crown Forum Series and Crown Forum After Dark events. Furthermore, students explore common readings pertaining to Africa and the African Diaspora.

Students complete general education Crown Forum requirements by passing First-Year Experience courses and completing up to six (6) semesters of Crown Forum. Crown Forum and other interdisciplinary courses are offered using the HINT subject. Students make satisfactory progress on the Crown Forum requirement by attending:

- Ceremonial Crown Forum
- Founder’s Day Crown Forum
- Major Crown Forum: Howard Thurman, Martin Luther King Jr., Scholars Day, and Senior Day
- Free Elective Crown Forum

Returning (stop-out) and transfer students have special stipulations for Crown Forum.

- Returning (stop-out) students:

When a traditional student returns to the College after being separated for more than three (3) full semesters, they are automatically placed into the general

education requirement for the Catalog year in which they re-enter Morehouse. Returning (stop-out) students are still required to complete six (6) semesters of Crown Forum.

- Transfer and Morehouse Online students:

All transfer and Morehouse Online students are required to take a Crown Forum for each semester they attend Morehouse College up to six (6) semesters or terms.

Designation: The First-Year Experience at Morehouse

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

In courses with this designation, students 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 enhance their intellectual skills through reading, writing and discussion-based pedagogy. As part of this course, students also attend Crown Forum as a group, conduct service-learning projects, and engage common sets of readings on Africa and its Diaspora.

All incoming students are required to complete two (2) three-hour general education thematic area courses with the FYE designation. Students select from a list of FYE designated courses in different disciplines. The first seminar is taken in the first term of enrollment. The second seminar is 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:

- » 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.

Students must complete:

- » **Two Courses with the FYE designation:** students must pass two (2) courses with the FYE designation from different disciplines. *** (See below table for FYE

requirement.)***

- » Departments and programs are encouraged to require students to take an additional FYE designated course to full the requirements of the major.
- » This requirement cannot be earned by placement/examination. All incoming students must complete this requirement.

*** Student Type	FYE Requirements
First time freshman, starting fall 2018 – spring 2021	1 FYE course
First time freshman, starting fall 2021	2 FYE courses
Stop out student (60 hours or more earned at Morehouse)	0 FYE courses
Stop out student (30 – 59 hours earned at Morehouse)	1 FYE course
Stop out student (less than 30 hours at Morehouse)	2 FYE courses
Transfer or Morehouse Online students (30 hours or more)	1 course
Transfer or Morehouse Online students (fewer than 30 hours)	2 courses

Major Requirements

Declaration of a Major

All first-time and transfer students are encouraged to declare a major prior to Advising Week of the second semester of their first year.

Students who desire assistance with determining which major is best for them should visit with the divisional advisor and faculty in the area of study of interest prior to making a decision.

Students must complete a [Declaration or Change of Academic Program form](#) when declaring a major. Students declaring more than one major must submit a separate form for each request.

Changing a Major

Students planning to change from one major to another major in a different division must be advised by the divisional advisor for the major they are leaving, endorsed by the divisional advisor of the new proposed major, and receive the approval of the department chairperson or program director in the new proposed major. The new department chairperson or program director will assign a major advisor to students who have earned more than 30 credit hours. Additional steps may be required by the new department chairperson or program director.

Students must complete a [Declaration or Change of Academic Program form](#) when changing a major.

Multiple Majors and Minors

Students declaring more than one major or minor must submit a separate [Declaration or Change of Academic Program form](#) for each request.

Students declaring multiple majors or minors which involve more than one department must satisfy the requirements for each department.

To graduate, students must complete requirements for all declared majors and minors by the last semester of enrollment.

Only one major will appear on the diploma. All majors and minors earned will appear on the transcript.

Requirements for a Second Bachelor's Degree

Upon completion of all Dual Degree Engineering Program requirements, a student is awarded two baccalaureate degrees resulting in two diplomas, one from Morehouse College and the other from the engineering institution.

**SECTION 5:
ACADEMIC DIVISIONS
ACADEMIC DEPARTMENTS AND
PROGRAMS
ACADEMIC MAJORS AND MINORS**

Academic Divisions

Business and Economics Division

The Business and Economics (BE) Division's mission is to develop intellectual capacity and skills, advance knowledge, and foster leadership abilities requisite for excellence in business practice, graduate studies, and beyond.

Students who graduate from the Business and Economics Division find careers in public and private sectors, such as Fortune 500 corporations, as entrepreneurs, in government agencies, and nonprofit organizations. In addition, they often attend prestigious graduate schools like the University of Chicago, Harvard Law School, and Columbia University.

The Business and Economics Division has AACSB accreditation.

Dean:

Dr. SherRhonda Gibbs

Departments/Programs:

- Business Administration Department
- Economics Department

Humanities, Social Sciences, Media, and Arts Division

As a central part of the mission of Morehouse College, the Humanities, Social Sciences, Media, and Arts (HSSMA) Division develops disciplined men committed to lives of leadership and service through the study of the liberal arts. The goal is to provide all students a strong foundation of knowledge and skills that empowers them to have a transformative college experience, to be successful in a broad array of fields upon completion, and to make impactful contributions to their communities and the world.

Humanities courses deepen students' understanding of the complexity of the human condition, cultivate a sense of social responsibility and integrity, and sharpen the ability to think critically and communicate effectively in their professional and personal lives. Social science courses ingrain an awareness of how race, gender, age, language, and national identity shape systems of power, as well as each student's sense of self and cultural assumptions. A fundamental part of HSSMA's work is ensuring students can analyze and contextualize a wide range of world events, politics, issues, and urban settings. Students also develop strong research abilities and intercultural competencies needed to communicate and engage crossculturally. Creative and fine arts courses provide a robust educational foundation for the study and practice of the visual and performing arts. The curricula foster the intellectual, analytical, and artistic skills necessary for unique expressions and analyses of creativity from diverse cultural experiences.

Moreover, the HSSMA Division is dedicated to instilling in the men of Morehouse respect for and understanding of the diversity of humanity while nurturing self-awareness and appreciation of their own cultures, communities, and individual identities.

Dean:

Dr. Regine O. Jackson

Departments/Programs:

- Africana Studies and History Department
- Cinema, Television, and Emerging Media Studies Department
- Communication Studies Department
- English Department
- Journalism in Sports, Social Justice, and Culture Department
- Leadership Studies Program
- World Languages and Cultures Department
- Music Department
- Philosophy and Religion Department
- Political Science Department
- Sociology Department
- Theater and Performance & Dance Majors
- Urban Studies Program
- Visual Art Department

Professional and Continuing Studies Division

The Professional and Continuing Studies (PCS) Division offers a unique program that allows students to benefit from a curriculum using knowledge acquired in traditional and non-traditional formats to propel them to reach their ultimate professional and educational goals. In the Division students can earn a Bachelor of Arts degree in Education Studies and Kinesiology. Additionally, the Division provides academic and support services for students affiliated with Morehouse Online, Articulation Agreements, Certificate Programs and Dual Enrollment.

Dean:

Dr. Claude Hutto

Departments/Programs:

- Education Department
- Kinesiology, Sports Studies, and Physical Education Department
- Morehouse Online

Science, Technology, Engineering, and Mathematics Division

The Science, Technology, Engineering, and Mathematics (STEM) Division cultivates, nurtures, and increases the intellectual competency of students pursuing careers and advanced studies in biology, chemistry, computer science, engineering, mathematics, physics, psychology, and the health professions. Students' intellectual development and enriched learning experience are supported through a rigorous and relevant instruction, exceptional learning, and state of the art research training through intentional pedagogy, impactful mentorship, and commitment to community service. The STEM Division prepares students by promoting student engagement and success through a learning environment that supports and facilitates inquiry, discovery, and innovation.

In addition, the STEM Division develops an interdisciplinary curriculum that prepares students for advanced studies and future careers that build upon STEM disciplines. The STEM Division develops future leaders who are innovators and problem solvers, with a cultural and social conscious of global problems that affect modern society. Students who graduate with majors in the STEM Division influence technological, social, and political decisions that address critical global challenges.

Dean:

Dr. Eddie Red

Departments/Programs:

- Biology Department
- Chemistry Department
- Computer Science Department
- Dual Degree Engineering Program
- Mathematics Department
- Military Science Program
- Physics Department
- Psychology Department
- Public Health Program
- Software Engineering Program

Majors and Minors

Majors

Morehouse College offers 34 disciplinary or interdisciplinary majors.

Majors require from 30 to 69 credit hours, with no grade below C in courses designated for the major.

The following majors are offered at Morehouse College:

Africana Studies	Dual Degree Engineering Program: Applied Physics, Chemistry, General Science, and Mathematics **	Philosophy
Art	Economics	Physics
Art History *	Education: Early Childhood Education Concentration, Education Studies, Secondary Education Teacher Certification	Political Science
Biology	English	Psychology
Business Administration: Accounting, Finance, Management, and Marketing Concentrations	French	Religion
Chemistry	History	Sociology
Chinese Studies	International Studies	Software Engineering
Cinema, Television, and Emerging Media Studies	Journalism in Sports, Culture, and Social Justice	Spanish
Communication Studies	Kinesiology	Theater and Performance
Computer Science	Mathematics	Urban Studies
Dance Performance and Choreography *	Music	

* Majors in these disciplines are provide through AUC consortia partnerships.

** Dual Degree Engineering Program majors must fulfill all requirements at a designated engineering institution prior to fulfillment of the final major requirements at Morehouse.

Minors

While not required for graduation, minors may be selected from the list below. A minor must be approved by a student's major advisor and the respective department chairperson or program director for the minor.

Minors require from 12 to 24 credit hours, with no grade below C in the courses designated for the minor.

Accounting	Entrepreneurship and Innovation	Political Science
Africana Studies	Environmental Studies	Professional Sales
Art	European Studies	Psychology
Art History *	French	Public Health Science
Asian Studies	German	Public History and Historic Preservation
Biology	History	Religion
Business Administration	French	Sociology
Chinese Studies	International Studies	Spanish
Cinema, Television, and Emerging Media Studies	Journalism	Sustainability
Communication Studies	Latin American Studies	Theater and Performance *
Criminal Justice	Leadership Studies	Urban Studies
Curatorial Studies *	Mathematics	
Dance Performance and Choreography	Music	
Data Science and Analytics	Naval Science	
Economics	Neuroscience	
Education *	Philosophy	
English	Physics	

* Minors in these disciplines are provided through AUC consortia partnerships.

Africana Studies

Department Chair:

Dr. Ovell Hamilton (Assistant Professor NTT)

Faculty:

Dr. Derrick Brooms (Professor); Dr. Vicki Crawford (Professor); Dr. Haile Larebo (Professor)
Dr. Clarissa-Myrick Harris (Professor); Dr. Worth Hayes (Associate Professor); Dr. Samuel Livingston (Associate Professor); Dr. Karcheik Sims-Alvarado (Assistant Professor); Dr. Michael Simanga (Assistant Professor NTT)

Program overview:

Africana Studies prepares socially conscious servant leaders through the interdisciplinary study of African American and Pan-African cultural and historical experiences. The major aims to transform Men of Morehouse into critical-thinking global citizens. Our students are committed to the philosophy of servant leadership and are keenly aware of their inner strengths, cultural capital, and sociopolitical challenges. We use an integrative approach to questions of social justice and Black life. Our program enhances the agency and efficacy of Men of Morehouse by facilitating rigorous interdisciplinary research, cooperative learning, and service-learning experiences.

Faculty and student research efforts seek to amplify the voices and increase the visibility and understanding of people of African descent through documenting, studying, and sharing Africana narratives contextualized by an array of scientific data. Our program seeks to empower students to use cutting-edge technology to produce and share their research. The program challenges students to integrate research skills grounded in discreet disciplines within a transdisciplinary Pan-African analytical framework. Our students are competitive candidates for graduate study and careers in a program matching their interests and preparation.

As a holistic major, Africana Studies is a foundation for students who wish to pursue graduate work in art, economics, English, cinema, governmental affairs, history, international affairs, journalism, law, mass communications, music, political science, psychology, religion, sociology, and theater. The minor and concentration enhance the cosmopolitan worldview of students in all fields of study, including science, medicine, business, and economics.

Student learning outcomes:

Africana Studies teaches seven core skills: critical thinking, creative thinking, effective writing, effective oral communication, value awareness, computer literacy, and quantitative analysis.

Majors demonstrate the following learning outcomes:

- 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.

- Become ethical citizens, scholar-activists, and leaders by applying social justice principles. 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.
- Analyze the dynamics of social change in Black societies.
- Design empirical interdisciplinary research on African peoples' life chances guided by principles of empowerment strategies.
- 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.

Department policies and/or General Education modifications:

- A minimum grade of C is required for all Africana Studies courses that apply towards the major or minor.
- Student must take HMTH 130 Basic Statistics (Alternate courses: HECO 221 Basic Statistics, HPSY 210 & 210L Research Methods/Statistics)

Major course of study = 36 credits

Bachelor of Arts in Africana Studies

Core 27 credits:

HAFR 100 The African American Experience or
HAFR 101-Introduction to Africana Studies

HAFR 200 Black Liberation Movements
HAFR 300 Africana Studies Theory
HAFR 301 Interdisciplinary Research Methods: Frameworks and Fieldwork
HAFR 400 The Africana Studies Capstone I
HAFR 401 The Africana Studies Capstone II
HHIS 221 History of African Americans to 1865
HHIS 222 History of African Americans Since 1865

HHIS 257 History of Africa I or
HHIS 258 History of Africa II

Humanities Area 3 credits:

HAFR 201 Public History and Memory: Introduction to Research Methods to Document History
HAFR 210 Black Aesthetic of the 1960s
HAFR 212 Black Aesthetic of Hip Hop Culture

HAFR 398 Directed Readings
HAFR 399 Special Topics in Africana Studies

HENG 380 Survey of African American Literature I
HENG 381 Survey of African American Literature II
HENG 461 West African Fiction and Film
HHIS 258 History of Africa
HHIS 261 History of Latin American: The Colonial Period
HHIS 262 History of Latin America: The National Period
HMUS 116 Oral Tradition in African American Folk Music
HREL 310 The African American Church

Social Science requirement 3 credits:

HAFR 250 A Social and Cultural History of Morehouse College
HAFR 398 Directed Readings
HAFR 399 Special Topics in Africana Studies
HAFR 498 Independent Study
HCOM 354 Intercultural Communication
HCOM 457 Mass Media Law
HECO 201 Principles of Macroeconomics
HECO 406 Public Finance
HLS 201 History and Theories of Leadership
HPSC 251 National Government
HPSC 302 Third World Politics
HPSC 348 American Constitutional Law
HPSC 372 Urban Management and Policy Analysis
HPSC 464 Black Political Thought
HPSC 477 Contemporary African Politics
HPSY 240 Psychology of the African American Experience
HPSY 260 Educational Psychology
HPSY 325 Relationships Between the Sexes
HPSY 340 Black Men, Black Boys and the Psychology of Modern Media
HSOC 215 Criminology
HSOC 255 The Family
HSOC 259 Women in Society
HSOC 300 Contemporary Issues in Sociology
HSOC 416 Law and Society
HSOC 422 Race and Ethnic Relations
HSOC 455 African American Families

Minor course of study = 18 credits

Africana Studies Minor

Required courses 12 credits:

HAFR 100 The African American Experience or
HAFR 101 Introduction to Africana Studies
HAFR 300 Africana Studies Theory

HHIS 221 History of African Americans I
 HHIS 222 History of African Americans II

Approved electives 6 credits:

HAFR 201 Public History and Memory: Introduction to Research Methods to Document History
 HAFR 210 Black Aesthetic of the 1960s
 HAFR 212 Black Aesthetic of Hip Hop Culture
 HAFR 250 A Social and Cultural History of Morehouse College
 HAFR 300 Africana Studies Theory & Systems
 HAFR 399 Special Topics in Africana Studies
 HAFR 498 Independent Study
 HBIO 320 Ecology
 HCOM 354 Intercultural Communication
 HCOM 457 Mass Media Law
 HCTM 255 Classic African American Cinema
 HCTM 258 Survey of African American Cinema
 HECO 201 Principles of Macroeconomics
 HECO 406 Public Finance
 HENG 457 The Caribbean Novel
 HENG 461 West African Fiction and Film
 HENG 483 Harlem Renaissance
 HENG 485 Contemporary African American Novel
 HENG 489 Major Authors of African American Literature
 HHIS 258 History of Africa
 HHIS 261 History of Latin America: The Colonial Period
 HHLS 201 History and Theories of Leadership
 HMUS 116 The Oral Tradition in African American Folk Music
 HPSC 251 National Government
 HPSC 302 Third World Politics
 HPSC 348 American Constitutional Law
 HPSC 372 Urban Management and Policy Analysis
 HPSC 464 Black Political Thought
 HPSC 477 Contemporary African Politics
 HPSY 240 Psychology of the African American Experience
 HPSY 260 Educational Psychology
 HPSY 325 Relationships Between the Sexes
 HPSY 340 Black Men, Black Boys and the Psychology of Modern Media
 HSOC 215 Criminology
 HSOC 255 The Family
 HSOC 259 Women in Society
 HSOC 300 Contemporary Issues in Sociology
 HSOC 416 Law and Society
 HSOC 422 Race and Ethnic Relations
 HSOC 455 African American Families

Department course descriptions

HAFR 100 The African American Experience: An Interdisciplinary Approach

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 begins with an introduction to the interdisciplinary nature of Africana Studies and the transdisciplinary research and reading skills required to render meaning from the African Diasporic experience. Then, the course surveys key turning points in precolonial African history, continent-wide transformations leading to the three slave trades—the Trans-Saharan, Indian Ocean, and Trans-Atlantic Slave Trades. Turning to the Diaspora, the course provides the student with a concise understanding of the social forces that impact African life during and after enslavement. 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.

Credit Hour(s): 3

HAFR 101 Introduction to Africana Studies

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 begins with an exploration of the drama surrounding the founding of Black Studies from the early 20th century at HBCUs to the Black Power movement of the late 1960s, a history that forced a rethinking of the relationship between the academy and progressive movements for social change. Then, students are introduced to the interdisciplinary nature of Africana Studies and the transdisciplinary research and reading skills required to render meaning from the African Diasporic experience. The course surveys key turning points in precolonial African history, continent-wide transformations leading to the three slave trades—the Trans-Saharan, Indian Ocean, and Trans-Atlantic Slave Trades. Turning to the Diaspora, the course provides the student with a concise understanding of the social forces that impact African life during and after enslavement. To strengthen this integrative understanding, the course involves a service-learning experience, which provides a direct experience of conditions facing African Americans and immigrant African communities. 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.

Credit Hour(s): 3

HAFR 200 Black Liberation Movements: A Comparative Approach

Formerly AFR 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.

Prerequisite: Students must have a grade of C- or better in AFR 101 or another FYE course.

Credit Hour(s): 3

HAFR 201 Public History and Memory: Introduction to Research Methods to Document History

This course exposes students to various research methods of performing historical research produced for the public and teaches how to document and present collective memory through the use of archival collections, newspapers, photography, film, art, and ephemera. Various research methods will be employed to present an end-of-the-semester project shared with an Atlanta community. Technology, film, digital media, the arts, historical research, writing, and stage design are encouraged and incorporated into an actual exhibition presentation.

Credit Hour(s): 3

HAFR 210 Black Aesthetic of the 1960s

This course challenges students to explore the influence of the Civil Rights Movement, Black Power and the Women's movement on 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.

Prerequisite: Students must have a grade of C- or better in AFR 101 or another FYE course.

Credit Hour(s): 3

HAFR 212 Black Aesthetic of Hip Hop Culture

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.

Prerequisite: Students must have a grade of C- or better in AFR 101 or another FYE course.

Credit Hour(s): 3

HAFR 250 A Social and Cultural History of Morehouse College

Students study, 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.

Prerequisite: Students must have a grade of C- or better in AFR 101 or another FYE course.

Credit Hour(s): 3

HAFR 300 Africana Studies Theory & Systems

Formerly AFR 200, Theories of Afrocentricity, this course explores various articulations of Afrocentricity by examining its historical origins relative to AFR 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.

Prerequisite: Students must have a grade of C- or better in AFR 101 or another FYE course.

Credit Hour(s): 3

HAFR 301 Interdisciplinary Research Methods: Frameworks and Fieldwork

This course will prepare students to select and employ an array of research methods across the humanities and social sciences—historiography, archival research, qualitative, and quantitative research methodologies, and methods. This practice-based course will train students to develop an integrative transdisciplinary research framework that drafts methodological principles and insights from Africana Studies and its subfields and subdisciplines. The course prepares its students to execute their Capstone course in the senior year and is open to majors and nonmajors.

Prerequisite: Students must have a grade of C- or better in AFR 100 or AFR 101 or their major's equivalent introductory course.

Credit Hour(s): 3

HAFR 360 African Diasporic Cultures: The Gullah Geechee Experience

This course provides students with an interdisciplinary understanding of the Gullah-Geechee people. Students enrolled in Africana Studies 360 will read, analyze, and interpret major works about and by people from the 180 square mile area that stretches from the North Carolina to the Florida coast and comprises the Gullah homeland. This area, particularly around the Georgia and South Carolina Sea Islands serves as a rich repository of African Diasporic Culture and offers an opportunity to study the transmission of certain African traditions, language, and aesthetic practices throughout the American cultural landscape. Representative historical, cultural, sociological, linguistic, and literary works from the antebellum period until the present will be read and discussed.

Credit Hour(s): 3

HAFR 375 Africana Muslims

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.

Prerequisite: Students must have a grade of C- or better in AFR 101 or another FYE course.

Credit Hour(s): 3

HAFR 398 Directed Readings

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

Prerequisite: Students must have a grade of C- or better in AFR 101 or another FYE course.

Credit Hour(s): 3

HAFR 399 Special Topics in Africana Studies

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.

Prerequisite: Students must have a grade of C- or better in AFR 101 or another FYE course.

Credit Hour(s): 3

HAFR 400 (Fall) The Africana Studies Capstone

This capstone two-course sequence is required of all senior AFR majors and is designed to enhance research and writing skills for in-depth analysis of areas beyond the scope of the other requirements in the major. This course tasks the student to develop a major research project based in a particular social problem using a blend of humanities and social science research methodologies. Students will address a particular research problem evident in the Atlanta West End community, conduct archival research, select appropriate research methods, carry out relevant service learning with a community organization, take field notes, analyze all sources of information, and synthesize these into a well-written research report. The Capstone allows students to pursue a compelling personal project approved by the Director and Capstone instructor. Open only to students classified as seniors, this course is tailored to meet the needs of each student in preparation for professional work or graduate study. This should be among the last courses taken in the major.

Prerequisite: AFR 101, AFR 200, AFR 300, HAFR301, History 225 and 226 or other equivalent course work.

Credit Hour(s): 3

HAFR 401 (Spring) The Africana Studies Capstone

This capstone two-course sequence is required of all senior AFR majors and is designed to enhance research and writing skills for in-depth analysis of areas beyond the scope of the other requirements in the major. This course tasks the student to develop a major research project

based in a particular social problem using a blend of humanities and social science research methodologies. Students will address a particular research problem evident in the Atlanta West End community, conduct archival research, select appropriate research methods, carry out relevant service learning with a community organization, take field notes, analyze all sources of information, and synthesize these into a well-written research report. The Capstone allows students to pursue a compelling personal project approved by the Director and Capstone instructor. Open only to students classified as seniors, this course is tailored to meet the needs of each student in preparation for professional work or graduate study. This should be among the last courses taken in the major.

Prerequisite: AFR 101, AFR 200, AFR 300, HAFR301, History 225 and 226 or other equivalent course work.

Credit Hour(s): 3

HAFR 498 Independent Study

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.

Prerequisite: Students must have a grade of C- or better in AFR 101 or another FYE course.

Credit Hour(s): 3

Art

Department Chair:

Prof. Maria Korol (Assistant Professor)

Program overview:

The art major enables students to become makers, visual thinkers and storytellers deeply engaged in the social, political, and cultural implications of creating. Artists are introduced to interdisciplinary art making strategies that highlight the malleability and synergy of digital processes, ceramics, fiber arts, printmaking, papermaking, installation, performance and wood shop modes and methods. Artists are grounded in historical and contemporary art practices that reach beyond the constraints of the Western canon and center Black, POC, transnational, and queer, artists, scholars and curators. Through a rigorous foundation year program, process-based program concentrations, working knowledge of the Spelman College Innovation Lab, and an intensive investment in writing and reading this program equips students to be confident and capable studio artists, artist apprentices, and MFA candidates upon graduation. The majority of the required core courses are offered at Spelman. Though Morehouse students will complete most of their coursework at Spelman, they are advised by the visual arts program Department Chair at Morehouse.

Student learning outcomes:

The goal of the department is to serve students by providing technical, historical, and philosophical instruction in the visual arts. Our program supports Morehouse's liberal arts tradition. It 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.

Majors demonstrate the following learning outcomes:

- Demonstrate knowledge of contemporary visual art practices, major artist's works, and historical movements through the ability to articulate concepts and present oral and written arguments.
- Demonstrate an ability to apply design thinking in problem solving when developing and producing visual art.
- Acquire and demonstrate technical and craft skills across a wide range of materials, including electronic and digital technologies and computer programming, along with practical knowledge of maintaining equipment and a well-functioning studio space.
- Produce visual artwork that addresses the intersection of art, liberal arts (social, political, religious, racial, aesthetic and economic issues), and technology.

- Prepare and produce a professional portfolio that represents problem solving, selfexpression,
- craftsmanship, intellectual rigor in research and the skills to conduct significant inquiry and continued research in post graduate environments.

Department policies and General Education modifications:

- A minimum grade of C is required for all Art courses that apply towards the major or minor.
- Comprehensive Senior Exhibition
The studio concentration requires a comprehensive senior exhibition.
Successful Completion of Review I and II

Major Course of Study = 48 credits

Bachelor of Arts in Art

Foundations Program 12 credits:

Students are introduced to design thinking materials and software.

SAVC 120 Surface: Visualization, Representation, and Process

SAVC 215 Space: Materials, Form, and Process

SAVC 122 Digital 2D Foundations

SAVC 135 Digital 3D Foundations

Studio Practice 15 credits:

Where students learn to make.

Concentration Studios (2 courses in area of study)

Advanced Concentration Studio (choose Print + Paper or Clay + Fiber)

SAVC 342 Topics in Studio Art: Black Feminist Thought

SAVC 280 Technology Innovation and Art

Theory and Thinking 13 credits:

Students learn about art movements and consider the past.

SAVC 142 Art History II

SAVC 243 African American Art

SAVC 275 Contemporary Art Making Strategies

SAVC 390 Art Process and Practice

Personal Practice and Career Building 8 credits:

Student prepare for a real-world usage of skills.

SAVC X20 Arts Division Seminars

SAVC 442 Internship

SAVC 492 Portfolio Criticism I

SAVC 492 Portfolio Criticism II

Minor course of study = 18-19 credits

Art Minor

Required courses 16 credits:

SAVC 122 Digital 2D Foundations or SAVC 135 Digital 3D Foundations
SAVC 130 Surface: Concepts in Visualization, Representation, and Process
SAVC 215 Space: Concepts in Materials, Form, and Process
SAVC 390 Art Process and Practice

Choose one of the following Making Courses:

SAVC 342 Black Feminist Thought and Studio Art or
SAVC 280 Innovation, Technology and Art or
SAVC 303 Installation and Performance or
SAVC Projects in Handmade Paper or
SAVC Projects in Clay or
SAVC Projects in Fiber or
SAVC Projects in Print or

Choose one of the following Art History Courses:

SAVC 235 Introduction to the Object
SAVC 141 Art History I: Pyramids to Cathedrals
SAVC 142 Art History II: Medieval to Modern Art

Department course descriptions

SAVC course descriptions are available in the [Spelman College Bulletin](#)

HART 100F Contemporary Art of the African Diaspora FYE

Students are introduced to the thematic concerns and theory of contemporary Visual Artists of the African Diaspora. The course will utilize art theory, literature and film to explore how artists approach the topics of diaspora, gender, identity, spirituality and representation. Students will be exposed to the most prominent makers of our time, while analyzing and deconstructing the visual language of each artist. This course fulfills the FYE requirement.

Restriction: First year status

Credit Hour(s): 3

HART 110G Survey of Visual Arts

Survey of Visual Arts is 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.

Credit Hour(s): 3

HART 111 Basic Drawing

Basic Drawing introduces students to a variety of drawing materials and techniques. Students learn to perceive visual relationships and render them on the two-dimensional surface.

Students engage in critique and learn about historical and contemporary artists, acquiring vocabulary specific to the discipline of drawing and visual arts.

Credit Hour(s): 3

HART 113 Basic Design

Basic Design introduces students to the application of two-dimensional elements and principles. Color theory and typography are explored in a variety of projects incorporating digital media. Students engage in critique sessions discussing their own artwork and that of their peers. Students learn about historical and contemporary designers utilizing text and image.

Credit Hour(s): 3

HART 140 African American Graphic Art and Murals

Students learn about historical and contemporary African American artists working in graphic arts and muralism and engage in discussions about the social role of the artist, art as a form of resistance and empowerment, and art as a source of information and history. Students create mural proposals, comic books, and graphic novels and participate in individual and group critiques.

Credit Hour(s): 3

HART 211 Life Drawing

Students learn the basics of anatomy, proportion and scale for drawing people accurately and purposefully. Students improve their drawing skills through practicing with a variety of materials like graphite, charcoal, and ink. Concepts like gesture, planar analysis, and value are explored in relation to drawing the human form. Students participate in critique sessions.

Credit Hour(s): 3

Art History

Faculty:

Please contact Rachel Brown, program manager, Atlanta University Center Art History + Curatorial Studies Collective at rachel.brown@spelman.edu for questions about the Art History major.

Program overview:

Spelman College offers the majority of the required core courses for majors in art and art history and curatorial studies through the coordinated art program of the Atlanta University Center Consortium. Though Morehouse students will complete the majority of their coursework at Spelman, they are advised by the visual arts department chair at Morehouse.

The majority of the required core courses are offered at Spelman. Though Morehouse students will complete the most of their coursework at Spelman, they are advised by the visual arts department chair at Morehouse.

The art history major introduces students to foundational and contemporary global art movements and theories, while integrating the research methods, critical writing and visual analysis skills necessary in studying the history of art and visual culture. Specialized electives led by faculty experts covering diverse periods, geographical locations and topics encourage a deeper engagement with students' particular areas of interest. Professional development courses and topics are integrated into the curriculum to prepare students for advanced degrees and careers in the visual arts. Students are required to complete 49 credits for the art history major. Though Morehouse students will complete most of their coursework at Spelman, they are advised by the visual arts program Department Chair at Morehouse.

Study Abroad (Global Experience), Internships & Directed/Independent Studies are strongly encouraged.

Student learning outcomes:

The goal of the department is to serve students by providing technical, historical, and philosophical instruction in the visual arts. Our program supports Morehouse's liberal arts tradition. It 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.

Through the curriculum in art history and curatorial studies, students will:

- Demonstrate knowledge of works of art and architecture produced in different cultures and at different times (historical and contemporary), including major artists, scholars and curators.
- Demonstrate informed and critical reading, writing and speaking skills that emphasize critical looking. They will be able to analyze the visual and physical qualities of images,

- objects and buildings.
- Demonstrate expertise in self-directed research and ability to articulate a range of methodologies and theories/debates across the discipline.
- Formulate interdisciplinary questions about the roles of art, the built, and the virtual environment based on experiences in cross-departmental courses.
- Apply an understanding of the broader contexts of art and architecture through museum and site study experience(s) of exhibitions and collections on AUC campuses and in Atlanta area cultural institutions and beyond.
- Apply a conceptual and historical grasp of contemporary issues in the intersecting worlds of art, science, technology, and new media.

Department policies and General Education modifications:

- A minimum grade of C is required for all Art History courses that apply towards the major or minor.
- Senior Thesis/Research Paper or Project
- The art history concentration requires a senior thesis/research paper or project
- Successful Completion of Review I and II
 - 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.
- Mandatory Attendance at All Art Events and Activities
 - 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.

Major Course of study = 49 credits

Bachelor of Art in Art History

Foundational Courses 17 credits:

SAVC 141 Art History I: Pyramids to Cathedrals
 SAVC 142 Art History II: Medieval to Modern Art
 SAVC 230 Global Foundations of Modern Art
 SAVC 243 African American Art
 SAVC 387 The Art Market

Theory and Writing Courses 10 credits:

SAVC 255 Writing in Art History
 SAVC 238 Art as Social Justice
 SAVC 320 Art History Methods, Theory and Practice

Elective Courses 14 credits:

Introduction to Curatorial
 Studies Or Curatorial Studies
 Elective Art & Visual Culture

Elective Art History Elective
Art History Elective (writing intensive)

Personal Practice and Career Building Courses 8 credits:

SAVC 375 Entering the Art World: Culture and Context (Rules of Engagement)
SAVC 480 Art History Thesis
SAVC (various) Division of the Arts Seminar

Global Experience, Internships, Directed/Independent Studies

Study Abroad [Global Experience], Internships & Directed/Independent Studies are strongly encouraged.

Minor course of study = 19 credits

Art History Minor

Foundational courses

SAVC 141 Art History I: Pyramids to Cathedrals
SAVC 142 Art History II: Medieval to Modern Art
SAVC 255 Writing and Criticism in Art History
SAVC 320 Art History Methods, Theory and Practice

Elective courses (Choose one)

SAVC 230 Global Foundations of Modern Art or
SAVC 305 Seminar in Curatorial Practice or
SAVC 306 Mining the Museum
SAVC 143 African American Art or
SAVC 312 Unmasked: African Art Past and Present

Global Experience, Internships, Directed/Independent Studies

Study Abroad [Global Experience], Internships & Directed/Independent Studies are strongly encouraged.

Minor course of study = 18 credits

Curatorial Studies Minor

Requirements

SAVC 235 Introduction to the Object
SAVC 305 Seminar in Curatorial Practice
SAVC 306 Mining the Museum
SAVC 375 Entering the Art World: Culture and Context
SAVC 435 Theory and Criticism in Exhibition Practice

SAVC 475 Curatorial Practicum

Art History and Curatorial Studies Course Descriptions**HART 235 Introduction to Curatorial Studies**

Introduction to Curatorial Studies is the foundation course for the Curatorial Studies minor. This course will provide a common vocabulary and conceptualization for discussing works of art. It has been devised to provide a shared frame of reference for all students who are interested in the field of curatorial studies whether they are majors in the fields of fine arts, art history, anthropology, or science. With resources from the Spelman College Museum of Fine Art, the Clark Atlanta University Art Museum, and the Robert Woodruff Library, this course encourages participants to examine and critically analyze the role of institutions, curators, and other museum professionals.

Credit Hour(s): 3

SAVC course descriptions are available in the [Spelman College Bulletin](#)

Asian Studies Minor

Program Director:

Dr. Ruihua Shen (Professor)

Faculty:

Dr. Ruihua Shen (Professor)

Program overview:

The Asian Studies minor offers an interdisciplinary teaching format designed to develop a student's competence in the language, history, culture, politics, and contemporary experiences of Asian-ancestry groups and regions in local, national, and global contexts. Students may apply Japanese credit received at Spelman.

The mission of the Asian Studies Minor--an interdisciplinary minor--at Morehouse is to provide coursework and resources so that graduates will be able to interpret and explain current as well as historical events and cultural artifacts across diverse societies in the Asian region. In addition, students will demonstrate ACTFL Intermediate Low level interpretive, presentational, and interpersonal communication skills in Chinese and Japanese to use at home and abroad, in their professional and personal life, and in the global community as multilingual and multicultural citizens.

Student learning outcomes:

- Students will be able to demonstrate Intermediate Low* language skills through: a) listening comprehension, b) verbal communication, c) expository writing, and d) reading in Chinese and Japanese.
- Students will be able to interpret and explain current and historical events and cultural artifacts across diverse societies in the Asian region.

*Based on The *ACTFL Proficiency Guidelines 2012*.

Department policies and General Education modifications:

- A minimum grade of C is required for all Asian Studies courses that apply towards the major or minor.

Study Abroad programs: The department partners with educational organizations that offer semester or full-year programs abroad to encourage students to study and travel overseas. These programs can help students meet a significant part of their Spanish major or minor requirements. Additionally, the department arranges summer study abroad programs of its own. To learn more, please visit the department.

Language Clubs. Language Clubs offer students opportunities to broaden their academic experience with exposure to target language right here in Atlanta. The club is a great way to meet other students interested in cultures, history, film, and literature.

Minor course of study = 18 credits

Asian Studies Minor

- 2 HCSP (Chinese) or SFLJ (Japanese) courses at the 200 or 300 level.
- 1 HCSP or SFLJ Course at the 100 level in another Asian language
- 2 Courses in Asian content History or another department

Department course descriptions

HCSP course description can be found in the Chinese Studies section of the catalog.
SFLJ course descriptions are available in the [Spelman College Bulletin](#)

Biology

Department Chair:

Dr. Valerie Haftel (Professor)

Faculty:

Dr. Dwann Davenport (Assistant Professor); Dr. Jeffrey Handy (Assistant Professor); Dr. John Haynes (Professor); Dr. Triscia Hendrickson (Professor); Dr. Joseph McCray (Associate Professor); Dr. Alexandra Peister (Associate Professor); Dr. Wallace Sharif (Associate Professor NTT); Dr. Ethell Vereen (Assistant Professor)

Program overview:

The Academic Program in Biology seeks to educate students to think and communicate logically and effectively, and to assume 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, including laboratories and seminars in a broad range of subjects, that explore biological principles, concepts and processes. Because biology is an experimental science, our program provides opportunities for students to participate in course-based and mentored research during the academic year and summer.

The program recognizes a particular responsibility to prepare students for careers in medicine, dentistry and other health professions, and cooperates with other academic programs to provide a strong foundation for these professions. Part of that responsibility also extends to preparing students for careers in biomedical research.

After graduating, recent biology-major alumni have started careers as:

- **Research scientists** in the biological, biomedical, environmental, or public health sciences (typically after completing the M.S. or Ph. D degree in **graduate school**). Such careers may be in academia, industry, or government sectors.
- **Healthcare professionals**, after completing **professional school** (medical or dental school, physician assistant's program, nursing, or physical therapy program).
- **Teachers**, after completing a **graduate program** in education.
- **Policy experts** or advocates, usually after completing a graduate program in an appropriate scientific discipline.
- **Entrepreneurs**

Student learning outcomes:

- Students will have learned both the fundamental processes of biological systems and advanced knowledge of biology.

- Students will be able to design and conduct biologically meaningful experiments.
- Students will be able to use their knowledge of the interdisciplinary nature of biology to analyze biological problems.
- Students' verbal and written communication skills will have improved, including scientific writing and professional public speaking.
- Students will be able to apply quantitative reasoning skills to biological problems.
- Students' critical thinking and analytical reasoning skills will have improved.
- Students will be able to describe how knowledge of Biology is important in addressing and solving societal problems

Department policies and/or General Education modifications:

- HBIO 111, 112 and 114 are the three core introductory courses required for all Biology Majors. Students may start with either HBIO 111 or HBIO 114 and either is a prerequisite for HBIO 112.
- A grade of C or better is required for majors to satisfactorily complete all Biology core courses, cognate courses, laboratory courses, and Biology electives.
- Introductory core courses each have a co-requisite laboratory that must be taken simultaneous with the lecture course.
- Double-dipping between required and elective courses in the Major in Biology and other majors and minors is permitted without restriction.
- Advanced laboratory courses (HBIO 200-level and greater) must be taken concurrently with their associated lecture course.
- Not more than one Public Health Sciences course may be taken as a Biology elective.
- Students must complete the introductory core courses in Biology and their co-requisite laboratories prior to enrolling in upper-level (HBIO 200+) courses.
- Some advanced courses (200-level or greater) in Chemistry and Psychology at Morehouse may be accepted as Major in Biology electives with permission of the Chair of Biology.
- With prior approval of the Chair of Biology, as many as 2 biology elective courses may be taken at other institutions during the academic year or summer.
- Students planning to pursue advanced professional studies (medical or dental school) or

a graduate degree program are strongly advised to consult with their academic advisor, the Office of Health Professions, the Office of Science Training, or directly with the programs they wish to pursue to ensure that appropriate courses are taken beyond the minimum requirements to complete the Major in Biology.

Advanced Placements Credits

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 Chair, be exempted from the first semester of our core introductory courses (Cell and Molecular Biology HBIO 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 Biology faculty. Application deadlines and detailed guidelines are available from the Department Chair. The requirements for honors in biology are subject to change as the faculty review these criteria.

Major course of study = 57 credits

Bachelor of Science in Biology

Program Requirements 13 credits:

HBIO 111 Cell and Molecular Biology and HBIO 111L Laboratory
 HBIO 112 Systems Biology and HBIO 112L Laboratory
 HBIO 114 Populations, Community and Biosphere and HBIO 114L Laboratory
 HBIO 425 Senior Seminar

Additional Biology Laboratories 3 credits:

HBIO 215L Molecular Genetics Laboratory
 HBIO 306L Microbiology Laboratory
 HBIO 315L Principles of Biochemistry Laboratory
 HBIO 316L Principles of Physiology Laboratory
 HBIO 317L Principles of Neurobiology Laboratory
 HBIO 319L Plant Sciences Laboratory
 HBIO 320L Ecology Laboratory
 HBIO 321L Special Topics: Microbiology Laboratory
 HBIO 351L Cell Biology Laboratory
 HBIO 411L Cancer Biology Laboratory
 HBIO 497L Environmental Studies Laboratory
 Or other 200+ laboratory courses approved by the Chair of Biology

Cognate Courses 23 credits:

HCHE 111 Elementary Inorganic Chemistry
 HCHE 111L Elementary Inorganic Chemistry Laboratory
 HCHE 112 Elementary Inorganic Chemistry
 HCHE 112L Elementary Inorganic Chemistry Laboratory
 HCHE 231 Elementary Organic Chemistry
 HCHE 231L Elementary Organic Chemistry Laboratory
 HMAT 161 Calculus I
 HMAT 162 Calculus II or HMAT 130 Basic Statistics
 HPHY 151 + 151L General Physics I and Laboratory or HPHY 154 + 154L
 Mechanics and Laboratory

Biology Electives 18 credits:

HBIO 215 Molecular Genetics
 HBIO 240 Introduction to Public Health Science (PHS)
 HBIO 260 Ethnobotany
 HBIO 306 Microbiology
 HBIO 315 Principles of Biochemistry
 HBIO 316 Principles of Physiology
 HBIO 317 Principles of Neurobiology
 HBIO 318 Introduction to DNA Microarray Analysis
 HBIO 319 Plant Sciences
 HBIO 320 Ecology
 HBIO 321-322 Special Topics in Biology
 HBIO 330 Introduction to Epidemiology (PHS)
 HBIO 340 Introduction to Biostatistics (PHS)
 HBIO 350 Principles of Bioinformatics
 HBIO 351 Cell Biology
 HBIO 381-382 Biological Research
 HBIO 391-393 Research Collaboration
 HBIO 411 Cancer Biology
 HBIO 427 Animal Histology
 HBIO 450 Public Health Science Seminar (PHS)
 HBIO 451 Cellular Genetics
 HBIO 461 Advanced Topics in Biochemistry
 HBIO 471 Principles of Animal Development
 HBIO 477 Invertebrate and Vertebrate Comparative Anatomy
 HBIO 497 Environmental Studies
 Or other 200+ courses approved by the Chair of Biology

Minor in Biology = 16 credits

Biology Minor

Program requirements 12 credits:

HBIO 111 Cell and Molecular Biology and HBIO 111L Laboratory
 HBIO 112 Systems Biology and HBIO 112L Laboratory
 HBIO 114 Population, Community and Biosphere and HBIO 114L
 Laboratory

Electives 4 credits:

HBIO 200 level course and associated laboratory course.

Department course descriptions

HBIO 101 Biological Science for Non-Majors

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. This course has a studio format in which lecture and laboratory activities are integrated.

Credit Hour(s): 3

HBIO 105 Men's Health

A First-Year Experience (FYE) course within the Scientific Discovery theme, Men's Health 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. The laboratory experience uses scientific discovery to reinforce lecture material.

Co-requisite: HBIO 105 L

Credit Hour(s): 4

HBIO 106 Introduction to Science Policy

A First-Year Experience (FYE) course under the Scientific Discovery theme, Introduction to Science Policy introduces fundamental concepts in science policy and examines the government's role in the science and technology innovation system, to expose students to the policymaking process and explore the intersections between science and policy. Topics include the funding of scientific research, the role that science policy plays in the African American community (past and present), the translation of scientific discoveries into commercial products,

innovation policies, and environmental monitoring. The laboratory component of the course allows students to participate in scientific discovery as they apply the scientific method to investigating modern science-related problems.

Co-requisite: HBIO 106L

Credit Hour(s): 4

HBIO 111 Cell and Molecular Biology

HBIO 111 and its companion courses (HBIO 114 and HBIO 112) are a comprehensive introduction to the science of biology, the study of life. This course consists of laboratory research and lecture-discussion for Biology majors. HBIO 111 or HBIO 114 is the pre-requisite course for HBIO 112. HBIO 111 will focus on the cellular and molecular basis of living systems, the energy capture and processing systems of cells, the ways in which cells replicate and pass on genetic material. We will relate these biological processes to three overarching themes:

1. How the structure of a biological macromolecule relates to its function.
2. The ways in which cells and organisms maintain homeostasis in a variety of environments.
3. The shared biological processes that unite all living organisms.

Co-requisites: HBIO 111L

Credit Hour(s): 4

HBIO 112 Systems Biology

HBIO 112 is one of the three-semester introductory sequence (HBIO 111, 112 and 114) required of biology majors. The prerequisite for this course is either HBIO 111 or HBIO 114. You must successfully complete (final grade of C or better) HBIO 111 or HBIO 114 prior to taking HBIO 112. HBIO 112 consists of both lecture and laboratory components. The lecture part of the course is divided in five modules: Inheritance and Evolution (Mendelian genetics and Hardy-Weinberg equilibrium), Domains of Life (evolutionary unity of life and the characteristics of the three domains, and viruses), Animal Diversity (developmental biology and animal body forms), Homeostasis and Control (temperature, hormonal systems and nervous systems), and Physiological Systems (muscle function, circulatory systems, respiratory systems, and immune systems).

Prerequisites: HBIO 111 or HBIO 114; C or higher

Co-requisite: HBIO 112L

Credit Hour(s): 4

HBIO 114 Populations, Community and Biosphere

HBIO 114 is one of the three required introductory courses for biology majors. This course consists of laboratory research and lecture-discussion. In HBIO 114 we focus on living systems at the highest levels of organization: populations, communities, ecosystems and the global biosphere. This course is not intended to be comprehensive. However, we will explore key ecological concepts and processes in depth including: Ecology, evolution and natural selection, population growth dynamics, energy and matter flows in food webs, and global energy flow and

climate.

Co-requisites: HBIO 114L

Credit Hour(s): 4

HBIO 113 Comprehensive Biology

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 HBIO 111; part of the Thematic Area requirement for Scientific Discovery for non-Biology science majors.

Co-requisite: HBIO 113L

Credit Hour(s): 4

HBIO 114 Populations, Community and Biosphere

HBIO 114 is one of the three required introductory courses for biology majors. This course consists of laboratory research and lecture-discussion. In HBIO 114 we focus on living systems at the highest levels of organization: populations, communities, ecosystems and the global biosphere. This course is not intended to be comprehensive. However, we will explore key ecological concepts and processes in depth including: Ecology, evolution and natural selection, population growth dynamics, energy and matter flows in food webs, and global energy flow and climate.

Credit hours: 4

Co-requisites: HBIO 114L

HBIO 123 Mind and Brain

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. HBIO 123 may not be applied as an elective in the Biology major.

Credit Hour(s): 3

HBIO 199 Introduction to Interdisciplinary Research Collaborations

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

Credit Hour(s): 2

HBIO 201 Intermediate Seminar

Students present seminars on selected topics.

Prerequisites: HBIO 111, 112, 114; C or better

Credit Hour(s): 1

HBIO 213 Introduction to Biological Research

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.

Credit Hour(s): 1

HBIO 215 Molecular Genetics

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: HBIO 111, 112, 114, and HCHE 111; C or better

Credit Hour(s): 3

HBIO 215L Molecular Genetics Laboratory

Laboratory designed to complement BIO 215 lecture. Experiments are designed to demonstrate the repertoire of molecular techniques and concepts that are applied to explore fundamental biological principles.

Co-requisite: Must be taken concurrently with HBIO 215.

Credit Hour(s): 1

HBIO 260 Ethnobotany

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: HBIO 111, 112, 114.

Credit Hour(s): 3

HBIO 306 Microbiology

This is a general Microbiology course designed for Biology majors. This course is aimed at juniors and seniors who want to expand their knowledge of the microscopic world in general or for those whose career path intersects with the study of microbes. This course will introduce students to the biology of microorganisms. The major themes covered in this course are evolution and classification, cell structure and function, growth and metabolism, molecular biology and genetics, and microbial applications.

Prerequisites: HBIO 111, 112, 114.

Credit Hour(s): 3

HBIO 306L Microbiology Laboratory

Microbiology Lab (HBIO 306L) is designed as a stand-alone lab that can be taken concurrently with Microbiology lecture (HBIO 306). This class is an introduction to microorganisms, concentrating on laboratory methods used to study a wide variety of microbes. You will learn basic microbiological methods, including sterile technique, enrichment and isolation, microscopy and preservation of cultures. Once these techniques are learned, you will use them to investigate a variety of different topics, including microbial growth, and microbes important in human and environmental health. Advanced concepts and principles of contemporary microbiological research will also be explored to apply scientific concepts to real world problems.

Prerequisites: HBIO 111, 112, 114.

Credit Hour(s): 1

HBIO 315 Principles of Biochemistry

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: HBIO 111, 112, 114; and HCHE 111-112 and 231.

Credit Hour(s): 3

HBIO 315L Principles of Biochemistry Laboratory

Experiments and exercises designed to demonstrate the basic methods and concepts of modern experimental biochemistry.

Co-requisite: Must be taken concurrently with HBIO 315.

Credit Hour(s): 1

HBIO 316 Principles of Physiology

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: HBIO 111, 112, 114; and HCHE 111-112 and 231.

Credit Hour(s): 3

HBIO 316L Principles of Physiology Laboratory

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.

Co-requisite: Must be taken concurrently with HBIO 316.

Credit Hour(s): 1

HBIO 317 Principles of Neurobiology

This class is a broad overview of the nervous system, 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.

Credit Hour(s): 3

HBIO 317L Principles of Neurobiology Laboratory

Exercises are designed to illustrate how the human nervous system 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 neurophysiologic measurements.

Co-requisites: Must be taken concurrently with BIO 317.

Credit Hour(s): 1

HBIO 318 Introduction to DNA Microarray Analysis

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. Identical to HCSC 318.

Prerequisite: HBIO 215 or HBIO 350 and HMATH 120; all with a grade of C or better.

Credit Hour(s): 3

HBIO 319 Plant Sciences

The 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: HBIO 111, 112, 114; C or better

Credit Hour(s): 3

HBIO 319L Plant Sciences Laboratory

Emphasizes experiments and demonstrations on the subjects of plant diversity and anatomy, systematics, biochemistry, physiology, genetics, development, ecology, evolution and reproduction.

Co-requisite: Must be taken concurrently with HBIO 319.

Credit Hour(s): 1

HBIO 320 Ecology

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: HBIO 111, 112 and 114 with C or better, or consent of instructor.

Credit Hour(s): 3

HBIO 320L Ecology Laboratory

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.

Co-requisite: Must be taken concurrently with HBIO 320.

Credit Hour(s): 1

HBIO 321-322 Special Topics in Biology

Human Anatomy

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: HBIO 111, 112, 114, 316.

Credit Hour(s): 1

Principles of Microbiology

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: HBIO 111, 112, 114, 351; C or better.

Credit Hour(s): 3

Principles of Microbiology Laboratory

Experiments and exercises exploring methods and principles of modern experimental microbiology.

Corequisite: Principles of Microbiology lecture course.

Credit Hour(s): 1

HBIO 350 Principles of Bioinformatics

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: HBIO 111 or 113 with a grade of C or better, or consent of the instructor.

Credit Hour(s): 3

HBIO 351 Cell Biology

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: HBIO 111, 112 and 114.

Credit Hour(s): 3

HBIO 351L Cell Biology Laboratory

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.

Co-requisite: Must be taken concurrently with HBIO 351.

Credit Hour(s): 1

HBIO 381 Biological Research

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: HBIO 111, 112, 114; C or better, or consent of the Department Chair.

Credit Hour(s): 2

HBIO 382 Biological Research

Designed for the student who desires to continue an investigation that was initiated in BIO 381. Research immersion under the mentorship of a faculty member combined with intensive reading, writing, and speaking exercises examining primary research literature.

Prerequisite: HBIO 111, 112, 114; C or better, or consent of the instructor

Credit Hour(s): 3

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

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.

Credit Hour(s): 2

HBIO 411 Cancer Biology

An integrative, discovery-centered exploration of the (genetic, molecular, cellular, biochemical, and physiological) events and molecules involved in the onset, maintenance, and progression of neoplastic disease. Using the Hallmarks of Cancer as a conceptual framework, the course topics will include oncogenes and tumor suppressor genes, growth factors, receptors, pRB and control of the cell cycle, p53 and apoptosis, cell immortalization, multi-step tumorigenesis, metastasis, and anti-cancer therapies. Concurrent registration for the laboratory component is required.

Prerequisites: HBIO 111, 112, 114, 215, 351. HBIO 315 and 316 recommended.

Concurrent enrollment in either HBIO 315 or 316 required or permission of instructor.

Co-requisite: HBIO 411L

Credit Hour(s): 3

HBIO 411L Cancer Biology Laboratory

Required laboratory complement to HBIO 411 Cancer Biology. A research immersion

experience wherein students engage a student/instructor developed semester long research project through which they will pursue conceptual and technical proficiency in experimental design, data analysis, and laboratory methods common to in vitro investigations of cancer biology.

Co-requisite: HBIO 411

Credit Hour(s): 1

HBIO 425 Senior Seminar

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 instructor.

Credit Hour(s): 1

HBIO 427 Animal Histology

Tissues of vertebrates; microscopic techniques.

Prerequisite: HBIO 351; C or better.

Credit Hour(s): 4

HBIO 451 Cellular Genetics

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: HBIO 111, 112, 114, and 215; C or better.

Credit Hour(s): 3

HBIO 461 Advanced Topics in Biochemistry

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: HBIO 351, 315; and HCHE 231-232; C or better.

Credit Hour(s): 4

HBIO 471 Principles of Animal Development

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: HBIO 111, 112, 114; C or better.

Credit Hour(s): 3

HBIO 477 Invertebrate and Vertebrate Comparative Anatomy

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: HBIO 111, 112, 114; C or better.

Credit Hour(s): 3

HBIO 477L Invertebrate and Vertebrate Comparative Anatomy Laboratory

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

Co-requisite: Must be taken concurrently with HBIO 477.

Credit Hour(s): 1

HBIO 497 Environmental Studies

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: HBIO 101, or HBIO 112 and 114, or HBIO 113; C or better, or permission of instructor.

Credit Hour(s): 3

HBIO 497L Environmental Studies Laboratory

Designed to acquaint students with modern experimental techniques in environmental studies. This course requires that students use observation and data evaluation skills to analyze environmental processes and problems.

Co-requisite: Must be taken concurrently with HBIO 497

Credit Hour(s): 1

Business Administration

Department Chair:

Dr. Felix Kamuche (Professor)

Faculty:

Dr. Carolyn Davis (Associate Professor); Dr. John Eagan (Associate Professor); Dr. SherRhonda Gibbs (Professor); Dr. Monica Guillory (Associate Professor) Dr. Keith Hollingsworth (Professor); Dr. Glynnis Johnson (Assistant Professor NTT); Dr. Matthew Lutey (Assistant Professor); Dr. Rubina Malik (Senior Assistant Professor NTT); Dr. Aisha Meeks (Professor) Dr. Emmanuel Onifade (Professor); Dr. Maria Piscopo (Assistant Professor NTT)

Program overview:

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 45 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.

Student learning outcomes:

- Discipline Specific Goals and Outcomes—Students will demonstrate a fundamental knowledge of the functional areas of business.
- Communication—Business majors will have the ability to communicate effectively.
- Critical/Analytical Thinking and Problem Solving—Business majors will think critically to analyze business problems and to define logical solutions.
- 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 decision making.
- Global Awareness—Business majors will demonstrate an awareness of global issues.
- Ethics and Social Responsibility—Business majors will demonstrate an understanding of professional, ethical, legal, and social issues and responsibilities.
- Leadership, Professionalism, and Civic Engagement—Business majors are able to apply the principles of leadership, demonstrate professional behavior, and effectively engage in a community project.
- Interpersonal and Teamwork Skills—Business majors will demonstrate effective interpersonal skills in achieving team goals and objectives.
- Organization and Synthesis of Learning—Business majors are able to organize and

synthesize information.

- Graduate Education and Professional Career Preparation—Business majors will gain exposure to various career alternatives and graduate education options.

Department policies and/or General Education modifications:

- 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); HECO 201; and HPHI 302.
- All business majors must satisfactorily complete the following advanced skills courses: HCOM 351 and HMTH 160 (HMTH 161 is acceptable).
- All business course pre-requisites must be passed with a C or better to move to the next course.
- A grade of C or higher is required for majors to satisfactorily complete all business Administration general education courses, concentration courses, and electives designated for the concentration.
- Students who enroll in HBA or HECO courses without meeting their prerequisites are subject to disenrollment by the department regardless of performance or time elapsed.
- Business Administration majors are not permitted to take more than 57 credit hours of HBA courses.
- Not more than four Business Administration courses taken at other institutions will be accepted for credit toward the B.A. in Business Administration at Morehouse.
- Students may qualify to graduate with departmental honors by earning an overall GPA of 3.40. The department hosts 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 senior with a minimum overall GPA of 3.50.

Major course of study = 60 credits

Bachelor of Arts in Business Administration

HBA 211 Principles of Accounting I
HBA 212 Principles of Accounting II

HBA 225 Legal Environment of Business or
HBA 323 Comprehensive Business Law

HBA 228 Data Analytics & Modeling or
HBA 416 Accounting Information Systems

HBA 321 Leadership & Professional Development
HBA 424 International Business
HBA 328 Management Decision Science
HBA 330 Corporate Finance
HBA 350 Management Principles/Org Behavior

HBA 260 Principles of Marketing
HBA 422 Business Policy & Strategy
HCOM 351 Professional Communications
HECO 201 Principles of Macroeconomics
HECO 202 Principles of Microeconomics
HECO 221 Basic Statistics I

Five courses in a concentration 18 credits:

Accounting

HBA 311 Intermediate Accounting I
HBA 312 Intermediate Accounting II
HBA 410 Cost/Managerial Accounting
HBA 411 Tax Accounting
HBA 412 Auditing

Students interested in receiving CPA or Master's in Accounting should consider taking these courses when available

HBA 323 Comprehensive Business Law
HBA 365 Financial Statement Analysis
HBA 413 Advanced Accounting
HBA 415 Advanced Corporate and Partnership Taxation
HBA 416 Accounting Information Systems

Finance

HBA 430 Investments
HBA 431 Management of Financial Institutions
HBA 432 Advanced Corporate Finance
HBA 433 Seminar in Finance

One Finance Designated Elective (from the following list)

HBA 311 intermediate Acct I
HBA 345 Risk & Insurance
HBA 365 Financial Statement Analysis
HBA 434 Special Topics in Finance
HBA 470 Real Estate Finance & Investment
HBA 471 Real Estate Appraisal
HECO 302 Macroeconomic Theory
HECO 304 Money and Banking
HECO 305 International Economics

Management

HBA 451 Production Operations Management
HBA 452 Human Resources Management
Three Management Designated Electives (from the following list)
HBA 410 Cost/Managerial Accounting
HBA 453 Entrepreneurship

HBA 454 Special Topics in Management
HBA 455 Organizational Theory
HBA 456 Leadership for 21st Century Organizations
HBA 463 Marketing Management
HBA 467 Strategic Brand Management
HBA 470 Real Estate Investment
HCOM 450 Organizational Communications
HECO 403 Labor Economics
HMUS 215 Intro to the Music Industry
HPSY 275 Industrial/ Organizational Psychology

Marketing

HBA 461 Buyer Behavior
HBA 462 Marketing Research
HBA 463 Marketing Management
Two Marketing Designated Electives (from the following list)
HBA 453 Entrepreneurship
HBA 464 Principles of Professional Selling
HBA 466 Special Topics in Marketing
HBA 467 Strategic Brand Management
HBA 468 Principles of Advertising
HMUS 215 Intro to the Music Industry
HPSY 320 Social Psychology

Minor course of study = 24 credits

Business Administration Minor

HBA 211 Principles of Accounting I
HBA 212 Principles of Accounting II
HBA 321 Leadership & Professional Development
HBA 330 Corporate Finance
HECO 201 Principles of Macroeconomics
HECO 202 Principles of Microeconomics
Two Designated Business Electives - 300 or 400 level – Consult with academic advisor.

Minor course of study = 18 credits

Accounting Minor 18

HBA 211 Principles of Accounting I
HBA 212 Principles of Accounting II
HBA 311 Intermediate Accounting I
HBA 312 Intermediate Accounting II
HBA 412 Auditing
Designated Accounting Electives - 300 or 400 level – Consult with academic advisor.

Minor course of study = 15 credits

Professional Sales Minor

HBA 360 Principles of Marketing*
 HBA 464 Principles of Professional Selling
 HBA 475 Advanced Professional Selling
 HBA 476 Customer Relationship Management
 One Designated Interdisciplinary Electives – Consult with academic advisor.

Department course descriptions

HBA 150 Introduction to Business

This interdisciplinary and interactive survey course provides a fundamental understanding of business. Presented from a socially and ethically responsible managerial perspective, the class will explore major topics in a competitive global business environment, ethical and successful firms, and business leaders, as well as providing an overview of the functional areas of business and related career opportunities. This class is a free elective course only.

Credit Hour(s): 3

HBA 155 Black Entrepreneurship History in the United States (FYE)

Focuses on the Black entrepreneurship and Business History from pre-colonial days till the present. The course will discuss the trials, tribulations, and successes of Black entrepreneurs throughout the history of the country. Emphasis will be placed on the social, legal, and political contexts that both encouraged and discouraged Black business success as well as strategies employed to generate success.

Restriction: Freshman status

Credit Hour(s): 3

HBA 211 Principles of Accounting I

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: HMTH 115 or 160 or 161 (C or better)

Restriction: GPA 2.5 or better

Credit Hour(s): 3

HBA 212 Principles of Accounting II

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: HBA 211 (C or better).

Credit Hour(s): 3

HBA 220 COOP/Internship

Experiential learning in a structured business or business-related environment. Credit granted on a pass/fail basis.

Prerequisite: Chair's approval

Restriction: Rising Sophomore status

Credit Hour(s): 0 to 3 hours

HBA 225 Legal Environment of Business

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: HENG 102 or HENG 103 (C or better).

Credit Hour(s): 3

HBA 228 Data Analytics and Modeling

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.

Prerequisite: HECO 221 (C or better).

Credit Hour(s): 3

HBA 253 Black Entrepreneurial Mindset

Starting the entrepreneurial journey is not just creating a good business plan. It is cultivating the mindset that sets one apart. But how is that mindset different for a Black person? This class explores not only the various aspects of the entrepreneurial mindset but also the factors that are unique to the Black experience. Drawing from history, psychology and business, students will explore the growth mindset, the fear of failure, the power of the community, the challenges of capital, and the search for opportunity.

Prerequisite: HENG 102 or 103 (C or better).

Restriction: Sophomore status

Credit Hour(s): 3

HBA 260 Principles of Marketing

This is an introductory course in marketing. Topics covered include defining marketing and the marketing process; understanding the marketplace and consumers; designing a customer-driven marketing strategy and marketing mix; marketing and the digital age; the global marketplace and,

ethical and socially responsible marketing.

Prerequisite: HENG 102 or HENG 103 (C or better)

Corequisite: HECO 202

Credit Hour(s): 3

HBA 311 Intermediate Accounting I

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: HBA 212 (C or better)

Credit Hour(s): 3

HBA 312 Intermediate Accounting II

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 311 (C or better).

Credit Hour(s): 3

HBA 320 COOP/Internship

Experiential learning in a structured business or business-related environment. Credit granted on a pass/fail basis.

Prerequisite: Chair's permission

Restriction: Rising Junior

Credit Hour(s): 0 to 3

HBA 321 Leadership and Professional Development

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: HENG 102 or 103 (C or better), or instructor's permission

Credit Hour(s): 3

HBA 323 Comprehensive Business Law

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: HENG 102 or 103 (C or better)

Credit Hour(s): 3

HBA 328 Management Decision Science

A general approach to modeling for decision making. Students are introduced to quantitative models in the management decision-making process.

Prerequisite: HECO 221 (C or better)

Credit Hour(s): 3

HBA 330 Corporate Finance

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.

Prerequisite: HECO 201, ECO 202, and HBA 212 (C or better)

Credit Hour(s): 3

HBA 340 Risk and Insurance

Nature of risk as it impinges upon all personal financial and business decisions. Insurance 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.

Prerequisite: HECO 201, HECO 202, and HBA 212 (C or better)

Credit Hour(s): 3

HBA 350 Management Principles and Organizational Behavior

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.

Prerequisite: HECO 202 (C or better)

Corequisite: HBA 321

Credit Hour(s): 3

HBA 353 Innovation and Design Thinking

This course teaches an iterative problem-solving process of discovery, ideation, and experimentation using design-based techniques. Students develop insights and innovative solutions for diverse issues in business and public management. The course introduces the human centered designed process of innovation focusing on problem discovery, solution formulation, prototyping and testing. This course explores the use of design thinking principles to create innovative solutions to cultural and business problems. Students will identify current problems, ideate multiple concepts, and use rapid prototyping to test and refine their ideas. A key component of the course is the development of empathy for diverse audiences as a means of solving a wide range of problems.

Prerequisite: HBA 253 (C or better)

Credit Hour(s): 3

HBA 365 Financial Statement Analysis

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).

Prerequisite: HBA 212 (C or better)

Restriction: Not required but successful completion of HBA 330 (Corporate Finance) or being taken concurrently is desirable.

Credit Hour(s): 3

HBA 410 Cost Accounting

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: HBA 212 (C or better)

Credit Hour(s): 3

HBA 411 Tax Accounting

Course 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.

Prerequisite: HBA 212 (C or better)

Credit Hour(s): 3

HBA 412 Auditing

Course 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: HBA 312 (C or better)

Credit Hour(s): 3

HBA 413 Advanced Accounting

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: HBA 312 (C or better)

Credit Hour(s): 3

HBA 414 Special Topics in Accounting

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

Credit Hour(s): 3

HBA 415 Advanced Corporate and Partnership Taxation

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: HBA 411 (C or better)

Credit hours: 3

HBA 416 Accounting Information Systems

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.

Prerequisite: HBA 212 (C or better)

Credit Hour(s): 3

HBA 420 COOP/Internship

Experiential learning in a structured business or business-related environment. Credit granted on a pass/fail basis.

Prerequisite: Chair's approval (C or better)

Restriction: Rising Senior

Credit Hour(s): 0 to 3

HBA 421 Directed Reading in Business

Directed and intensive study in a special area of business.

Prerequisite: Chair's approval (C or better)

Restriction: Rising Senior

Credit Hour(s): 0 to 3

HBA 422 Business Policy and Strategy

Designed to demonstrate the influence that organizational policy has on all phases of business operation. Emphasizes the interrelationship between the organization and its environment.

Prerequisite: HBA 260, 330 and 350 (C or better)

Credit Hour(s): 3

HBA 424 International Business

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.

Prerequisite: HBA 260, 330 and 350 (C or better)

Credit Hour(s): 3

HBA 430 Investment Finance

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: HBA 330 (C or better)

Credit Hour(s): 3

HBA 435 Entrepreneurial Finance

This is a broad-based entrepreneurial finance course with a focus on start-up's, leverage buyouts and small business. The course will study African American protagonist to support each topic reviewed during the semester. The objective of the course is to give each student an understanding of how financing from venture capitalist, private equity firms and angel investors assist in the development of the entrepreneurial landscape.

Prerequisite: HBA 330 or 353 (C or better)

Credit Hour(s): 3

HBA 442 Special Topics in Insurance

Course 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

Credit Hour(s): 3

HBA 451 Production and Operations Management

This course examines the concepts, principles and techniques of production and operations management as they relate to manufacturing and service organizations.

Prerequisite: HBA 350 (C or better)

Credit Hour(s): 3

HBA 452 Human Resource Management

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.

Prerequisite: HBA 350 (C or better)

Credit Hour(s): 3

HBA 453 Entrepreneurship

Explores the special problems associated with establishing and operating a new business venture.

Prerequisite: HBA 212, 260, 330 and 350 (C or better) or Instructor's permission

Credit Hour(s): 3

HBA 454 Special Topics in Management

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

Credit Hour(s): 3

HBA 455 Organizational Theory

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.

Prerequisite: HBA 350

Credit Hour(s): 3

HBA 456 Entrepreneurship and Innovation Capstone

This final, summative experience is intended as a capstone for the Entrepreneurship minor. Students will develop a Business Model Canvas (BMC) to evaluate and research whether their business idea is feasible or not. Students will be able to develop a BMC, perform customer discovery, build a launch for a prototype to show traction for the business idea, and present an

investor pitch. The course builds upon and make connections to skills developed from the Black Entrepreneurial Mindset, Innovation, Digital Marketing, and Entrepreneurial Finance courses.

Prerequisite: HBA 353, 435, and 469 (C or better) or Instructor's permission

Credit Hour(s): 3

HBA 457 Leadership for 21st Century Organizations

The goal of Leadership for 21st Century Organizations (L21CO) is to enable students to prepare themselves to become effective leaders and societal change agents in organizations. This course goal is accomplished through the facilitation of an in-depth journey of personal leadership development and practical application of theoretical constructs of 21st century leadership models. L21CO requires personal curiosity and reflection from students along with an intense desire to be an effective leader in all areas of one's life. Leadership development concepts taught and used in this course will be immediately applicable for students and useful for the rest of their lives.

Prerequisite: HBA 350 or LS 200 (C or better) or Instructor's permission

Credit Hour(s): 3

HBA 461 Buyer Behavior

An examination of the decision-making process of buyers with respect to underlying economic and psycho sociological factors. Focuses on the study of how having things (or not having things) influences our lives and how our possessions influence the way we feel about ourselves and about each other and on how products, services, and consumption activities contribute to the broader social world we experience.

Prerequisite: HBA 260 (C or better)

Credit Hour(s): 3

HBA 462 Marketing Research

Covers the range of research activities and methods, including problem definition, sources of data, questionnaire design, sampling, basic and multivariate analysis.

Prerequisite: HBA 260 and HECO 221 (C or better)

Credit Hour(s): 3

HBA 463 Marketing Management

Approaches problems of marketing decision-making under conditions of uncertainty from the viewpoint of the marketing manager.

Prerequisite: HBA 260 (C or better)

Credit Hour(s): 3

HBA 464 Principles of Professional Selling

Explores the nature of professional business to business selling. Focus is on what professional selling is and the systematic approach to the sales process. Students should be prepared for

intensive and regular videotaped role playing to reinforce the process and guest speakers who are real professional sales reps allowing students to learn about the profession from those who sell in varying industries. The course also includes an experiential sales project and the opportunity to participate in numerous extracurricular sales related events.

Prerequisite: HBA 360 (C or better)

Credit Hour(s): 3

HBA 465 Distribution Channels

Course This course addresses the development of distribution channels, environmental forces, functional and behavioral dimensions, and communications within the channel.

Prerequisite: HBA 260 (C or better)

Credit Hour(s): 3

HBA 466 Special Topics in Marketing

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.

Credit Hour(s): 3

HBA 467 Strategic Brand Management

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: HBA 260 (C or better)

Credit Hour(s): 3

HBA 468 Principles of Advertising

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 macroenvironment impacting advertising today.

Prerequisite: HBA 260 (C or better)

Credit Hour(s): 3

HBA 469 Digital Marketing

This course provides the learner with an overview of the basic principles of electronic commerce and digital marketing, which are reflected in current environment of the global economy. In the course, the student will develop a deeper understanding of the critical attributes of a successful participant in today's ever-changing markets. During this course the learner will utilize fundamental concepts learned in economic and marketing classes, integrated with computer skills to create a digital marketing plan. Included in the content of this course are current issues related to the electronic commerce issues and digital marketing elements.

Prerequisite: HBA 260 or 353 (C or better)

Credit Hour(s): 3

HBA 470 Real Estate Finance and Investment

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: HBA 330 (C or better)

Credit Hour(s): 3

HBA 471 Real Estate Appraisal

Provides the student with a basic understanding of the appraisal process. Topics include the nature of appraisal, valuation, site descriptions and analysis.

Prerequisite: HBA 470 (C or better) or instructor's permission

Credit Hour(s): 3

HBA 474 Special Topics in Real Estate

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: HBA 430 (C or better) or instructor's permission

Credit Hour(s): 3

HBA 475 Advanced Professional Selling

Building upon the Principles of Selling class, this course will teach students how to create a vision of how what they are selling will benefit the prospect and/or customer. Also, students will learn how to gain clients' business by earning their trust. A very important part of this class is learning how to use several sales methodologies and the skills, behaviors, knowledge, and attitudes that matter the most for high performance salespersons. The student will learn how to

address customers' real pains and how to create a vision of a solution in the buyer's mind that their product or service will solve those pains or "Critical Business Issues". This course will utilize a variety of learning approaches including (but not limited to): extensive readings; classroom video-recorded role-plays; participation in internal and external sales competitions; observational learning via role-plays and videotaped presentations; benefit (fund raising) active selling; attending industry sales leaders' presentations and; instructor's lectures and open discussion about various salesrelated issues.

Prerequisite: HBA 464 (C or better)

Credit Hour(s): 3

HBA 476 Customer Relationship Management

In this course students will gain an understanding of the principles and value of customer relationship management (CRM) in sales. This course will concentrate on the use of industry standard customer relationship management software, such as Salesforce.com, to analyze CRM strategies, technologies, and techniques utilized in developing comprehensive strategies for attracting, retaining, and building deeper customer relationships in multiple vertical markets. CRM software will also be used to manage opportunities, leads, prospects and customers and their relationships.

Prerequisite: HBA 464 (C or better)

Credit Hour(s): 3

Business Administration (Morehouse Online)

Program Chairs:

Dr. Edwin Knox (Associate Professor NTT)

Program overview:

The online bachelor's in business administration with a concentration in management program was launched in 2021. All business majors must take 45 credit hours of business core courses and the management concentration requires 15 credit hours.

Student learning outcomes:

- Discipline Specific Goals and Outcomes—Students will demonstrate a fundamental knowledge of the functional areas of business.
- Communication—Business majors will have the ability to communicate effectively.
- Critical/Analytical Thinking and Problem Solving—Business majors will think critically to analyze business problems and to define logical solutions.
- 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 decision making.
- Global Awareness—Business majors will demonstrate an awareness of global issues.
- Ethics and Social Responsibility—Business majors will demonstrate an understanding of professional, ethical, legal, and social issues and responsibilities.
- Leadership, Professionalism, and Civic Engagement—Business majors are able to apply the principles of leadership, demonstrate professional behavior, and effectively engage in a community project.
- Interpersonal and Teamwork Skills—Business majors will demonstrate effective interpersonal skills in achieving team goals and objectives.
- Organization and Synthesis of Learning—Business majors are able to organize and synthesize information.
- Graduate Education and Professional Career Preparation—Business majors will gain exposure to various career alternatives and graduate education options.

Department policies and/or General Education modifications:

- 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); HECO 201; and HPHI 302.
- All business majors must satisfactorily complete the following advanced skills courses: HCOM 351 and HMTH 160 (HMTH 161 is acceptable).
- All business course pre-requisites must be passed with a C or better to move to the next course.
- A grade of C or higher is required for majors to satisfactorily complete all Business Administration general education courses, concentration courses, and electives

- designated for the concentration.
- Students who enroll in HBA or HECO courses without meeting their prerequisites are subject to disenrollment by the department regardless of performance or time elapsed.

Major course of study = 60 credits

Bachelor of Arts in Business Administration

HBA 211 Principles of Accounting I
HBA 212 Principles of Accounting II

HBA 225 Legal Environment of Business or
HBA 323 Comprehensive Business Law

HBA 228 Data Analytics & Modeling or
HBA 416 Accounting Information Systems

HBA 321 Leadership & Professional Development
HBA 328 Management Decision Science
HBA 330 Corporate Finance
HBA 350 Management Principles/Org Behavior
HBA 260 Principles of Marketing
HBA 422 Business Policy & Strategy
HBA 424 International Business
HCOM 351 Professional Communications
HECO 201 Principles of Macroeconomics
HECO 202 Principles of Microeconomics
HECO 221 Basic Statistics I

Five courses in the Management concentration 15 credits:

HBA 451 Production Operations Management
HBA 452 Human Resources Management
Three Management Designated Electives list below:
HBA 410, 453, 454, 455, 456, 463, 467, 470 or
HCOM 450 or
HECO 403 or
HMUS 215 or
HPSY 275

Chemistry

Department Chair:

Dr. Lance Young (Associate Professor)

Faculty:

Dr. Brian Lawrence (Associate Professor), Dr. Juana Mendenhall (Professor), Dr. Arkajyoti Sengupta (Assistant Professor)

Program overview:

The mission of the Department of Chemistry at Morehouse College is to educate students in the chemical sciences and the governing scientific principles, along with the safe practice of chemistry, to become well-versed scientists and healthcare professionals. As a staple in liberal arts education, we seek to inspire discoveries in the classroom, transform intellectual knowledge in the teaching laboratories, and promote a passion for chemistry via research training. Chemistry graduates are prepared for STEM careers via technologically advanced pedagogy, design thinking, and experiential opportunities. The breadth of our knowledge will be disseminated to reach beyond borders through community outreach and service to society.

The purpose of the Morehouse College chemistry department is to provide the key knowledge base and laboratory cumin to prepare students for careers as professional chemists, graduate study in chemistry or cross disciplinary STEM fields, such as biochemistry, chemical biology, and professional school(s) such as medical, dental, law, or business.

Student learning outcomes:

Morehouse College chemistry student will have a broad and rigorous education in chemistry approved by the American Chemical Society (ACS) Committee on Professional Training. All Morehouse chemistry students will have an experiential research training experience to engage and expose them to scientific discovery and critical thinking. Development of communicating, writing, and dissemination of scientific ideas will be provided for all Morehouse students. Students will accomplish are competent in theoretical and applied chemical knowledge 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.

- **Theory and Practical Knowledge:** Students will be able to identify and apply the principle of atomic and molecular structure to predict chemical properties and chemical reactivity.
- **Instrumentation:** Upon degree completion, students will be able to identify and demonstrate the use of chemical instrumentation for chemical analysis and characterization for various states of matter.
- **Laboratory Skills:** Chemistry students will be able to employ scientific inquiry, experimental design, and critical thinking to address a scientific problem. Students will be able to carry out experiments at a level suitable to succeed at an entry-level position

in the chemical industry or a chemistry graduate program. Write science in a succinct manner and disseminate scientific information using audio-visual software with high quality images.

- **Quantitative Skills:** Students will be able to identify and define chemistry problems clearly, develop testable hypotheses, design, and execute experiments, interpret, and analyze data, and draw appropriate conclusions using digital technology and chemical software.
- **Broader Impacts:** Students will acknowledge chemistry as the central science in society while promoting moral and ethical behaviors. Students will articulate the impact of energy, health, medicine, and environmental social justice in chemistry at the regional, national, and global scale.

Department policies and/or General Education modifications:

- A minimum grade of C is required for all Chemistry courses that apply towards the major or minor.
- All major courses for chemistry majors should be taken at Morehouse College unless approved by the department chair.

Major course of study = 68 credits

Bachelor of Science in Chemistry

Program Requirements 36 credits:

HCHE 111 Elementary Inorganic Chemistry I
 HCHE 111L Elementary Inorganic Chemistry I Lab
 HCHE 112 Elementary Inorganic Chemistry II
 HCHE 112L Elementary Inorganic Chemistry II Lab
 HCHE 231 Elementary Organic Chemistry I
 HCHE 231L Elementary Organic Chemistry I Lab
 HCHE 232 Elementary Organic Chemistry II
 HCHE 232L Elementary Organic Chemistry II Lab
 HCHE 211 Elementary Analytical Chemistry and Lab
 HCHE 321 Elementary Physical Chemistry I
 HCHE 321L Elementary Physical Chemistry I Lab
 HCHE 322 Elementary Physical Chemistry II
 HCHE 322L Elementary Physical Chemistry II Lab
 HCHE 326 Biophysical Chemistry
 HCHE 326L Biophysical Chemistry Lab
 HCHE 421 Advanced Inorganic Chemistry

Required Cognate Courses 23 credits:

HBIO 111 Cell and Molecular Biology and
 HBIO 111L Cell and Molecular Biology Lab or
 HBIO 113 Comprehensive Biology

HBIO 316 Principles of Physiology
 HMTH 271 Introduction to Linear Algebra
 HMTH 161 Calculus I
 HMTH 162 Calculus II
 HMTH 321 Intro to Ord Diff Equations
 HPHY 154 Mechanics
 HPHY 253 Electricity & Magnetism with Recitation

Chemistry Electives 9-12 credits:

HCHE 326 Polymer Chemistry
 HCHE 422 Chemical Instrumentation
 HCHE 427 Advanced Organic Chemistry
 HCHE 430 Undergraduate Seminar in Chemistry
 HCHE 431 Undergraduate Research in Chemistry
 HCHE 432 Undergraduate Research in Chemistry

Department course descriptions

HCHE 102 Men's Health FYE Honors Lecture

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.

Prerequisites: None.

Credit Hour(s): 3

HCHE 102L Men's Health FYE Honors Lab

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.

Prerequisites: None.

Credit Hour(s): 1

HCHE 111 Elementary Inorganic Chemistry I Lecture

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.

Prerequisites: None.

Credit Hour(s): 3

HCHE 111L Elementary Inorganic Chemistry I Lab

The lab course uses scientific experimental processes to teach laboratory techniques associated with scientific inquiry covered in HCHE 111 lecture. Students will learn how to make, record observations, interpret data and report experimental results.

Prerequisites: None.

Credit Hour(s): 1

HCHE 112 Elementary Inorganic Chemistry II Lecture

This course is a continuation of HCHE 111/HCHE 111L and continues the momentum of a rigor 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: HCHE 111 and HCHE 111L (C or better)

Credit Hour(s): 3

HCHE 112L Elementary Inorganic Chemistry II Lab

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: HCHE 111 and HCHE 111L. (C or better)

Credit Hour(s): 1

HCHE 211 Analytical Chemistry Lecture

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: HCHE 112, HCHE112L, HCHE 231/HCHE 231L, HCHE 232/HCHE 232L, and HCHE 321/HCHE 321L, and HCHE 322/HCHE 322L (C or better)

Credit Hour(s): 3

HCHE 211L Analytical Chemistry Lab

An instructional lab 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: HCHE 112 and HCHE 112L. (C or better)

Credit Hour(s): 1

HCHE 231 and 231L Elementary Organic Chemistry I Lecture and Lab

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: HCHE 112 and HCHE 112L. (C or better)

Credit Hour(s): 4

HCHE 232 and 232L Elementary Organic Chemistry II Lecture and Lab

Chemistry 231L is designed to help you to understand the scientific process, learn various laboratory techniques associated with synthetic chemistry, and relate concepts from your chemistry experience thus far to the physical world. In addition, the aim of this course is to teach you how to both make and record observations as well as to interpret and evaluate both your observations and experimental results.

Prerequisites: HCHE 112, HCHE 112L, HCHE231, 231L (C or better)

Credit Hour(s): 4

HCHE 321 Elementary Physical Chemistry I Lecture

This course covers the empirical-theoretical investigation of the static and dynamic properties of atoms, molecules, and ions by studying kinetics, thermodynamics, and statistical thermodynamics.

Prerequisites: HCHE 232, (C or better) HPHY 154, HMTH 161, H162.

Credit Hour(s): 3

HCHE 321L Elementary Physical Chemistry I Lab

Empirical-theoretical investigation of the static and dynamic properties of atoms, molecules, and ions by studying kinetics, thermodynamics, and statistical thermodynamics.

Prerequisites: HCHE 232 (C or better), HPHY 154, and HMTH 161 and H162.

Credit Hour(s): 1

HCHE 322 Elementary Physical Chemistry II Lecture

This course is a continuation of HCHE 321/321L and will continue to discuss empirical-theoretical investigation of the static and dynamic properties of atoms, molecules, and ions by studying quantum chemistry and spectroscopy.

Prerequisites: HCHE 321 (C or better), HPHY 154, HMTH 253, HMTH 271

Credit Hour(s): 3

HCHE 322L Elementary Physical Chemistry II Lab

This course is a continuation of HCHE 321/321L and will expand instruction in empirical/theoretical investigation of the static and dynamic properties of atoms, molecules, and ions by studying quantum chemistry and spectroscopy.

Prerequisites: HCHE 321/321L (C or better), HPHY 253, HMTH 271

Credit Hour(s): 4

HCHE 326 Biophysical Chemistry Lecture

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: HCHE 232 (C or better), HBIO 111 or HBIO 113.

Credit Hour(s): 3

HCHE 326L Biophysical Chemistry Lab

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: HCHE 232 and HBIO 111 or HBIO 113.

Credit Hour(s): 1

HCHE 421 Advanced Inorganic Chemistry Lecture

This course involves the 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: HCHE 322 and HCHE322L (C or better).

Credit Hour(s): 3

HCHE421L Advanced Inorganic Chemistry Lab

This lab courses covers inorganic compounds synthesis, characterization, and chemical analysis of novel inorganic compounds.

Prerequisite: HCHE 322 and HCHE 322L.

Credit Hour(s): 3

HCHE 327 Introduction to Polymer Chemistry

This active learning course introduces students to the fundamental aspects of polymer chemistry, types of polymerizations, macromolecular properties, and analysis. Polymerization reaction mechanisms of monomers and molecular weight distributions of products; principles, limitations, and advantages of most important methods of molecular weight determination; relationship of physical properties to structure and composition; correlations of applications with chemical constitution.

Prerequisite: HCHE 231, HCHE 231L, HCHE 232, HCHE 323L, HCHE321, HCHE 321L (C or better).

Credit Hour(s): 3

HCHE 422 Chemical Instrumentation

The course teaches chemical analysis based on the use of modern chemical instruments. Emphasis is placed on quantitative analysis of materials using spectroscopic, electrochemical, magnetic, and chromatographic techniques.

Prerequisite: HCHE 322 and HCHE 322L (C or better)

Credit Hour(s): 4

HCHE 423 Advanced Physical Chemistry I

Theoretical principles of modern physical chemistry. Fundamental principles of quantum mechanics, statistical mechanics, angular momentum, and group theory. Applications.

Prerequisite: HCHE 322, HCHE 322L (C or better) HPHY 361.

Credit Hour(s): 3

HCHE 424 Advanced Physical Chemistry II

Theoretical principles of modern physical chemistry. Fundamental principles of quantum mechanics, statistical mechanics, angular momentum, and group theory. Applications.

Prerequisite: HCHE 322, HCHE 322L (C or better) HPHY 361.

Credit Hour(s): 3

HCHE 430 Undergraduate Seminar in Chemistry

Our departmental senior seminar involves a presentation of research results from literature articles. To adequately prepare oral and written presentations on a research topic, students should be able to (1) search the primary chemistry and/or biomaterial, materials science, or biochemistry literature effectively using online databases, (2) find appropriate resources in the primary, secondary and tertiary literature to assist in learning about a topic, (3) carefully read, analyze and critique research papers, and (4) organize and present effectively this newly-acquired knowledge.

Prerequisite: HCHE 112, HCHE 112L, HCHE 231, HCHE 231L (C or better)

Credit Hour(s): 1

HCHE 435 Introduction to Space Science

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: HCHE 322 or HCHE322L (C or better).

Credit Hour(s): 3

HCHE 437 Instrumental Methods in Atmospheric Chemistry

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.

Credit Hour(s): 3

HCHE 471 Advanced Organic Chemistry I

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: HCHE322, HCHE 322L (C or better)

Credit Hour(s): 3

HCHE 472 Advanced Organic Chemistry II

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: HCHE322, HCHE 322L (C or better)

Credit Hour(s): 3

Chinese Studies

Program Director:

Dr. Ruihua Shen (Professor)

Faculty:

Dr. Ruihua Shen (Professor)

Program overview:

The mission of the Chinese program at Morehouse College is to develop proficiency in Mandarin Chinese and expertise in Chinese studies and to solidly prepare them for leading roles in political and economic interactions between the United States and China.

Student learning outcomes:

- Students will attain the intermediate-high level in Chinese speaking, listening and reading, and intermediate level in writing, based on the ACTFL proficiency guidelines.
- Students will acquire basic critical thinking skills to view issues from non-U.S. perspectives and to engage in cross-cultural and comparative analysis.
- Students will articulate ideas or write cogently on topics related to China and Chinese culture, using interdisciplinary approaches and sources.
- Students will argue and discuss various aspects of historical and cultural trends pertaining to China's diverse and complex past and present.

*Based on The *ACTFL Proficiency Guidelines 2012*.

Department policies and/or General Education modifications:

- A minimum grade of C is required for all Chinese Studies courses that apply towards the major or minor.

Study Abroad programs: The department partners with educational organizations that offer semester or full-year programs abroad to encourage students to study and travel overseas. These programs can help students meet a significant part of their Chinese Studies major or minor requirements. Additionally, the department arranges summer study abroad programs of its own. To learn more, please visit the department.

Chinese Club. The Chinese Club provides students with opportunities to expand their academic experience by immersing themselves in the Chinese language and culture. Along with language-focused events, the club also hosts a variety of cultural events that offer an in-depth insight into the history, arts, and traditions of Chinese-speaking communities both here in Atlanta and abroad. This makes the club an ideal platform for students interested in learning about cultures, history, film, and literature, and for students to meet other like-minded individuals who share their passion for the Chinese-speaking world.

Major course of study = 38 credits

Bachelor of Arts of Chinese Studies

HCSP 201 Intermediate Chinese I
HCSP 202 Intermediate Chinese II
HCSP 210 Chinese Culture through Film
HCSP 301 Advanced Chinese I
HCSP 302 Advanced Chinese II
HCSP 331 Modern Chinese Literature

HCSP 303 General Conversation Chinese or
HCSP 304 General Conversation Chinese II or
HCSP 310 Business Chinese I

HCSP 401 Advanced Chinese: Chinese Language and Culture I
HCSP 402 Advanced Chinese: Chinese Language and Culture II
HCSP 440 Directed Studies in Chinese

Minor course of study = 23 credits

Chinese Studies Minor

HCSP 201 Intermediate Chinese I
HCSP 202 Intermediate Chinese II

HCSP 210 Chinese Culture: Through Film and Literature or
HCSP 331 Modern Chinese Literature

HCSP 301 Advanced Chinese I
HCSP 302 Advanced Chinese II or
HCSP 303 General Conversation Chinese

HCSP 401 Chinese Language and Culture I or
HCSP 402 Chinese Language and Culture I or
HCSP 440 Directed Studies in Chinese

Substitutions may be approved by the department chair.

Department course descriptions

HCSP 101 Elementary Chinese I

The first-year Chinese language courses are offered in sequence. No prior instruction in Chinese is required for 101. This is the first of a two-course sequence (HCSP 101 – HCSP 102). This course enables students to master basic Chinese pronunciation and emphasizes 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 midhigh level.

Prerequisite: None.

Restriction: Instruction Permission or Department Chair approval or Senior Status

Credit Hour(s): 4

HCSP 102 Elementary Chinese II

The first-year Chinese language courses are offered in sequence. No prior instruction in Chinese is required for 101. This is the second of a two-course sequence (HCSP 101 – HCSP 102). This course enables students to master basic Chinese pronunciation and emphasizes 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 midhigh level.

Prerequisite: HCSP 101 with a passing grade of C-.

Restriction: Instruction Permission or Department Chair approval or Senior Status

Credit Hour(s): 4

HCSP 201 Intermediate Chinese I

The second-year Chinese courses are offered in sequence. This is the first of a two-course sequence (HCSP 201 – HCSP 202). This course further develops 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: HCSP 102 with a passing grade of C- or equivalent placement test.

Credit Hour(s): 4

HCSP 202 Intermediate Chinese II

The second-year Chinese courses are offered in sequence. This is the second of a two-course sequence (HCSP 201 – HCSP 202). This course further develops 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: HCSP 201 with a passing grade of C or equivalent placement test.

Credit Hour(s): 4

HCSP 210 Chinese Culture through Film

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.

Prerequisite: None. The course is conducted in English.

Credit Hour(s): 3

HCSP 301 Advanced Chinese I

The third-year Chinese courses are offered in sequence. This is the first of a two-course sequence (HCSP 301 – HCSP 302). This course continues to develop interactive communication skills and improves 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: HCSP 202 with a passing grade of C or equivalent placement test.

Credit Hour(s): 4

HCSP 302 Advanced Chinese II

The third-year Chinese courses are offered in sequence. This is the second of a two-course sequence (HCSP 301 – HCSP 302). This course continues to develop interactive communication skills and improves 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: HCSP 301 with a passing grade of C or equivalent placement test.

Credit Hour(s): 4

HCSP 303 General Conversation I

This is the first of a two-course sequence (HCSP 303 – HCSP 304). This course focuses on listening and speaking skills, with special attention to tone, fluency, and accuracy.

Prerequisites: HCSP 102 with a passing grade of C. This course is 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.

Credit Hour(s): 4

HCSP 304 General Conversation II

This is the second of a two-course sequence (HCSP 303 – HCSP 304). This course focuses on listening and speaking skills, with special attention to tone, fluency, and accuracy.

Prerequisites: HCSP 303 with a passing grade of C. This course is 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.

Credit Hour(s): 4

HCSP 310 Business Chinese

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 permission.

Credit Hour(s): 4

HCSP 331 Modern Chinese Literature

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.

Prerequisite: None. The course is conducted in English.

Credit Hour(s): 3

HCSP 401 Advanced Chinese: Chinese Language and Culture I

The fourth-year Chinese courses. This course transitions 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: HCSP 302 with a passing grade of C or equivalent placement test.

Credit Hour(s): 4

HCSP 402 Advanced Chinese: Chinese Language and Culture II

The fourth-year Chinese courses. This course transitions 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: HCSP 401 with a passing grade of C or equivalent placement test.

Credit Hour(s): 4

HCSP 440 Directed Studies in Chinese

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

Prerequisite: Instructor permission.

Credit Hour(s): 1-4

Cinema, Television, and Emerging Media Studies

Department Chair:

Dr. Stephane Dunn (Professor)

Faculty:

Prof. Avery Williams (Assistant Professor)

Program overview:

The Cinema, Television, and Emerging Media Studies (CTEMS) major uses storytelling as a foundation for the intellectual and artistic study of film and television. The CTEMS curriculum places a strong emphasis on storytelling through learning professional screenwriting in addition to film and television aesthetics, history, and culture, cinematic language, film production fundamentals, film theory and criticism, African American cinema, classical Hollywood and international cinema, and the political implications of the TV and film industry historically and presently. CTEMS is a highly selective and competitive intellectual and professional academic major with a limited admissions rate. Morehouse applicants who want to major in CTEMS must apply through a secondary application during the designated time in the fall of sophomore year.

Transfer students who want to do the same should apply during the fall application period of their last year at their current school if they are officially in the sophomore year and will be officially classified as juniors upon entering Morehouse the following fall semester. Students must of course first be accepted into Morehouse College. A cumulative 3.0 GPA or higher and a general college academic performance of the same standard over semesters prior to applying to major or minor are expected. The quality and relevance of the applicant's original written application and the academic record and program capacity all impact the admission decision.

Freshmen who plan to apply in the sophomore year will have a major designation, such as "pre-CTEMS). Students applying to minor in the program during the fall application period of sophomore year must complete the designated part for the minor on the CTEMS application. Minors do not take any of the screenplay or production courses.

Student learning outcomes:

- CTEMS majors learn the craft of screenwriting and understand fundamentals of the production process.
- Upon completion of the CTEMS major, students will understand the components of storytelling and the process of shaping compelling narratives by moving from idea to the written page, and ultimately to the screen.
- CTEMS majors gain an appreciation of the aesthetic, formal components, historical, political, and thematic implications of film and television.

Department policies and/or General Education modifications:

- Freshmen who plan to apply to major in CTEMS as required during the fall application period in the sophomore year will have the designation pre-CTEMS, which indicates the intent to apply to major in CTEMS.
- Students must also apply to minor (18 hours) in the program during the fall application period of sophomore year and complete the designated part for the minor on the CTEMS application.
- A cumulative 3.0 GPA or higher and a general college academic performance of the same standard over semesters are expected of applicants.
- CTEMS core required courses cannot be substituted with external transfer courses or others.
- A minimum grade of C is required for all Cinema, Television and Emerging Studies courses that apply towards the major or minor.
- Eligible sophomore applicants who intend to apply to major or minor should not attempt to take the introductory-level courses (e.g., HCTM 235 Introduction to Film, or HCTM 237 Introduction to TV) prior to applying.
- CTEMS core and special topics courses are restricted to CTEMS majors and designated minor only courses (exception HCTM 235 Introduction to Film and HCTM 237 Introduction to TV as enrollment space and designated sections allow).

Major course of study = 51 credits

Bachelor of Arts in Cinema, Television and Emerging Studies**Program requirements 42 credits:**

HCTM 235 Introduction to Film
 HCTM 237 Introduction to Television
 HENG 392 Creative Writing
 HCTM 255 Classical African American Cinema
 HCTM 270 Fundamentals of Film Production
 HCTM 300 Screenplay I
 HCTM 302 Screenplay II
 HCTM 303 Writing for TV
 HCTM 350 Voice and Vision
 HCTM 320 Film Criticism and Theory
 HCTM 365 Editing/Storyboarding
 HCTM 400 Senior Screenplay for the Capstone Course
 HCTM 325 Great Films: Domestic & International
 HCTM 425 Senior Capstone: Film Production

Program electives 9 credits:

HCTM 366A-366D Special Topics

Minor course of study = 18 credits

Cinema, Television and Emerging Studies Minor

HCTM 235 Introduction to Film
HCTM 237 Introduction to TV
HCTM 255 Classic African American Cinema
HCTM 352 Great Films Domestic & International

Electives 6 credits:

See Academic Advisor for course selection.

Minor course of study = 18 credits

Cinema, Television and Emerging Studies Minor

HCTM 235 Introduction to Film
HCTM 237 Introduction to TV
HCTM 255 Classic African American Cinema
HCTM 352 Great Films Domestic & International

Electives 6 credits:

See Academic Advisor for course selection.

Department course descriptions

HCTM 235 Introduction to Film

Introduces film studies, offering an overview of film history and development, global cinema, film genres, components of narrative film (mise en scène), film analysis, and cinematic language. CTEMS majors and minors have enrollment priority.

Prerequisite: HENG 102 or HENG 103.

Credit Hour(s): 3

HCTM 237 Introduction to Television

This course offers an introduction to television - its beginnings, including theoretical approaches to television studies, technical developments, key historical periods and genres, and the socio-political implications of television culture. CTEMS majors and minors have enrollment priority.

Prerequisites: HENG 102 or HENG 103.

Credit Hour(s): 3

HCTM 255 Classic African-American Cinema

Offers intensive concentration on early African-American films from its inception through 1950. Highlights 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. Offered fall semester only.

Prerequisites: CTEMS majors and minors, HENG102 or HENG103 and HCTM 235.

Credit Hour(s): 3

HCTM 258 Survey of African-American Cinema

Offers a survey of pivotal historical periods in African-American film through the present with primary focus on major African-American filmmakers post-1960, major film genres and films, and the politics that have helped to shape the aesthetic and thematic emphases, concerns, and developments in African-American cinema.

Prerequisites: CTEMS majors and minors, HENG 102 or HENG 103, HCTM 235.

Credit Hour(s): 3

HCTM 270 Fundamentals of Film Production

This course gives new sophomore CTEMS majors an introduction to film production elements, including basic camera operation and beginning editing in preparation for the advanced production learn in the junior year Voice and Vision course

Prerequisites: First semester sophomore majors, ENG 102 or ENG 103, enrollment in HCTM 235, HCTM 237, HENG 392

Credit Hour(s): 3

HCTM 300 Screenplay I

Class emphasis will be on learning varied theories of storytelling and screenwriting, structuring, and developing story ideas through outlining and crafting Act I a full-length screenplay.

Prerequisites: HENG 392, ENG 102 or ENG 103, HCTM 235, HCTM 237. CTEMS majors.

Credit Hour(s): 3

HCTM 302 Screenplay II

Students continue to engage theories of screenwriting while completing and revising Act II and III of the full-length script outlined and initiated with Act I in Screenplay I.

Prerequisites: HENG 102 or HENG 103, HCTM 235, HCTM 237, HCTM 300. CTEMS majors.

Credit Hour(s): 3

HCTM 303 Writing for TV

This course focuses on analyzing television structure and creating a proper script for television, advanced script writing.

Prerequisites: HENG 102 or HENG 103, HCTM 235, HCTM 237, HCTM 300. HCTM 302, CTEMS majors.

Credit Hour(s): 3

HCTM 320 Film Criticism & Theory

An introduction to film criticism and theoretical models to frame verbal and in-depth scholarly analyses 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: HENG 102 or HENG 103, HCTM 235, HCTM 237. CTEMS majors and minors. Junior/Senior English majors pending enrollment space, prerequisites met, and Chair approval.

Credit Hour(s): 3

HCTM 325 The Great Films

Focuses on groundbreaking, culturally impactful American and International films generally regarded to be classic works. At the same time, the class will also analyze the problematic implications of the canonical ordering of 'great films' lists.

Prerequisites: HENG 102 or HENG 103, HCTM 235, HCTM 320. CTEMS majors and minors.

Credit Hour(s): 3

HCTM 350 Voice and Vision

Voice and Vision HCTM 350 gives junior major students advanced dedicated production practice and knowledge, preparation for HCTM 425 Senior Capstone Film Production course. Students apply the introductory critical learning and basic concepts introduced in the required sophomore introductory major course, Fundamentals of Film Production film (HCTM 270).

Prerequisites: CTEMS majors, ENG 102 or ENG 103, HCTM 235, HCTM 392, HCTM 300, HCTM 270.

Credit Hour(s): 3

HCTM 365 Emerging Media (Editing/ Storyboarding)

Advanced study and practice of editing primarily with some storyboarding, in preparation for the spring senior capstone film production course.

Prerequisites: CTEMS majors HENG 102 or ENG 103, HCTM 235, HCTM 270, HCTM 360

Credit Hour(s): 3

HENG 392 Creative Writing: Fiction & Drama

The study of storytelling ingredients and crafting stories from idea to first draft and revision, short story and short dramatic readings, exercises, writing and revising original short story and dramatic script, preparation for CTEMS screenwriting courses.

Prerequisites: HENG 102 or HENG 103. Major restriction (CTEMS and English majors), others as enrollment allows after prerequisites met.

Credit Hour(s): 3

HCTM 366 (A, B, C, D)

CTEMS Special Topics electives -- CTEMS majors

Credit Hour(s): 3

HCTM 400 Senior Screenplay for the Capstone Course

This course is for the Senior CTEMS student who will be enrolled in Spring Senior Capstone: Film Production HCTM 425. CTEMS senior already have a practical command of the fundamentals of screenwriting and advanced skill, having passed the previous CTEMS screenwriting courses. The course will briefly review common fundamental errors and focus on the task of working aggressively to conceive, complete, write then rewrite a short screenplay by the semester's end that will be an approved senior capstone short film script for the Capstone film production course in the following spring semester.

Prerequisites: Senior CTEMS majors, HENG 102 or HENG 103, HCTM 235, HCTM 237, HCTM 300, HCTM 302*

Credit Hour(s): 3

HCTM 405 Internship

Summer only full-time internship jobs. Internship must be approved by the Dept. Chair for summer credit hours and the student then enrolled in Morehouse summer session under HCTM 405. Internships may be eligible to receive one to three credit hours. Internships should occur a minimum of eight full-time summer weeks with an approved industry Film/TV network/studio/agency company. No credit hours for internship will be granted retroactively (past completed internships) or in future semesters. Internships must be specifically aligned with the program curriculum and encompass appropriate professional tasks. Internships are not a substitute for any core CTEMS courses and are eligible for one-time elective of 1 credit hour.

Credit Hour(s): 1

Internship credit hour approval process:

* Request that the human resource (HR) director/internship coordinator electronically submit a signed letter on official letterhead to the chair at least three weeks before the start of

the internship and before Morehouse summer enrollment deadline confirming the summer internship hiring of the student and detailing the duration, hours, location, and internship duties the student will engage in. Registrar's Office and student will be notified if it is approved and designated credit hours with a Pass or Fail grade.

* A student must be enrolled under HCTM 405 internship with the approved number of credit hours (1-3). Summer internship course hours require payment to Morehouse College as any summer course would and is the responsibility of the student to address with the Financial Aid Office per the summer schedule for course fee payment.

* The internship HR representative should notify the CTEMS Chair directly in writing of the successful/unsuccessful completion of the student's internship. A grade of P/F is entered accordingly for the summer HCTM 405 internship hours.

HCTM 425 Senior Capstone Film Production

The senior capstone course in the spring semester at the end of the major sequence exposes students further to some of the key roles and elements involved in the making of films and requires the synthesis of their major knowledge in the production of their short films, including addressing the aesthetic and socio-political implications of production decisions and responsibilities. Students work collaboratively on moving their individual short screenplays developed in the fall senior script course from the page into short narrative films. The course also encompasses testing on their production and cumulative major learning. Available only to graduating senior CTEMS majors in the last spring semester of program course study.

Prerequisites: ENG 102 or ENG 103, HCTM 235, HCTM 237, HCTM 255, ENG 392, HCTM 320, HCTM 270, HCTM 300, HCTM 360, HCTM 402, etc., CTEMS senior course enrollment, senior majors.

Credit Hour(s): 4

HCTM 450 CTEMS Independent Study

Senior CTEMS students in good standing with approval, research project approved.

Credit Hour(s): 1-3

Communication Studies

Department Chair:

Dr. Felicia Stewart (Professor)

Faculty:

Dr. Natasha Howard (Assistant Professor); Prof. Kenneth Newby (Senior Assistant Professor NTT); Dr. Keisha Tassie (Associate Professor)

Program overview:

The mission of the Communication Studies program is to equip students with the knowledge, skills, and abilities to observe, interpret and evaluate communication behaviors and processes. Students in Communication Studies will continuously develop their abilities to communicate effectively in the context of oral, written and interpersonal 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 program prepares students for positions in business, law, education, government, sociology, medicine, the arts, and performance. Those who major or minor in Communication Studies can expect to hone skills in presentations, public speaking, critical thinking, argumentation, document preparation, and academic and professional writing. Students in this program will have a solid foundation for graduate and professional schools.

Communication Studies is a program that emphasizes theoretical foundations in communication and promotes the ethical practice of human communication in various interpersonal, professional and cultural contexts.

Students who intend to pursue graduate education are strongly encouraged to complete HSOC 302 Social Research Methods.

Communication Studies minor is a program designed to increase the overall communication effectiveness of students.

The minor in Communication Studies is open to all Morehouse College students, regardless of major, who meet the following prerequisites: C or above in HENG 101/102 OR ENG 103.

Student learning outcomes:

- Students will be able to understand and apply knowledge of human communication and language processes as they occur across various contexts, e.g., interpersonal, intrapersonal, small group, organizational, media, intercultural, interracial, and mediated communication, from multiple perspectives.

- Students will be able to understand and evaluate key theoretical approaches used in the interdisciplinary field of communication --i.e., students will be able to explain major theoretical frameworks and concepts and evaluate the strengths and weaknesses of those approaches.
- Students will develop knowledge, skills, and judgment around human communication that facilitate their ability to work collaboratively with others, including communication competencies such as making effective presentations, active listening, making sound arguments, and managing conflict.
- Students will be able to communicate effectively orally and in writing.

Department policies and/or General Education modifications:

- Students who major in Communication Studies must complete 18 credits of core courses and 18 credits of upper-level elective courses in the COM scheme with a grade of C or higher.
- Students who minor in Communication Studies must complete 9 credits of core courses and 9 credits of elective courses in the COM scheme.

Major course of study = 42 credits

Bachelor of Arts in Communication Studies

Required Core 24 credits:

HCOM 253 Public Speaking
 HCOM 353 Interpersonal Communication
 HCOM 354 Intercultural Communication
 HCOM 360 Interracial Communication
 HCOM 370 Communication Theory
 HCOM 380 Nonverbal Communication
 HCOM 455 Persuasion
 HCOM 460 African American Rhetoric

Electives 18 credits:

HCOM 351 Professional Communication
 HCOM 352 Communication in Small Groups and Teams
 HCOM 355 Argumentation & Debate
 HCOM 356 Debate Practicum
 HCOM 357 Legal Argumentation
 HCOM 375 Communication and Social Justice
 HCOM 450 Organizational Communication
 HCOM 456 Courtroom Communication
 HCOM 457 Mass Media Law
 HCOM 458 Negotiation & Conflict Resolution
 HCOM 465 Strategic Communications
 HCOM 487 Special Topics in Communication

HCOM 490 Directed Study
HCOM 492 Communication Internship
HSOC 302 Research Methods

Minor course of study = 18 credits

Communication Studies Minor

Required Core 9 credits:

HCOM 253 Public Speaking OR HCOM 351 Professional Communication
HCOM 353 Interpersonal Communication
HCOM 370 Communication Theory

Elective 9 credits:

HCOM 352 Communication in Small Groups and Teams
HCOM 354 Intercultural Communication
HCOM 355 Argumentation & Debate
HCOM 356 Debate Practicum
HCOM 357 Legal Argumentation
HCOM 360 Interracial Communication
HCOM 375 Communication and Social Justice
HCOM 380 Nonverbal Communication
HCOM 450 Organizational Communication
HCOM 455 Persuasion
HCOM 456 Courtroom Communication
HCOM 457 Mass Media Law
HCOM 458 Negotiation & Conflict Resolution
HCOM 460 African American Rhetoric
HCOM 487 Special Topics in Communication
HCOM 490 Directed Study

Department course descriptions

HCOM 253 Public Speaking

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.

Credit Hour(s): 3

HCOM 351 Professional Communication

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.

Credit Hour(s): 3

HCOM 352 Communication in Small Groups and Teams

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.

Credit Hour(s): 3

HCOM 353 Interpersonal Communication

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: HENG 101 and HENG 102, or HENG 103

Credit Hour(s): 3

HCOM 354 Intercultural Communication

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.

Credit Hour(s): 3

HCOM 355 Argumentation and Debate

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.

Prerequisites: HCOM 253

Credit Hour(s): 3

HCOM 356 Debate Practicum

The Debate Practicum course prepares students to compete in public speaking, debate, and/or dramatic interpretive events as part of the Debate Team. Emphasis will be given to discussion of current issues. Students who are active in debate learn important communication skills that will serve them throughout their professional lives. Travel to at least one competitive event will be required.

Prerequisites: HCOM 253, HCOM 355

Credit Hour(s): 3

HCOM 357 Legal Argumentation

This course is designed to train students in the tenets of legal research and writing. Students will learn legal research techniques, brief legal cases, and write legal arguments. Students will learn to use legal finding tools such as Westlaw and Lexis and other online legal research sources and apply those skills by preparing legal documents such as memoranda, pleadings, and contracts. This course will emphasize the significant impact of legal research and writing on the profession of lawyers, law clerks and others in the legal field.

Prerequisites: HENG 101 or 102, or HENG 103

Credit Hour(s): 3

HCOM 360 Interracial Communication

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: HENG 101 and HENG 102, or HENG 103

Restrictions: Junior or Senior classification

Credit Hour(s): 3

HCOM 370 Communication Theory

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: HENG 101 and HENG 102, or HENG 103

Credit Hour(s): 3

HCOM 375 Communication and Social Justice

This course is designed to (i) give students an understanding of the Critical Theories around Social Justice (and the importance of those narratives) and (ii) provide students a critical lens to examine the intersection of race, class, gender and national identity and the impact of power (and White Supremacy) on those identities.

Prerequisites: HENG 101 and HENG 102, or HENG 103

Credit Hour(s): 3

HCOM 380 Nonverbal Communication

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.

Prerequisites: HENG 101 and HENG 102, or HENG 103

Restrictions: Junior or Senior classification

Credit Hour(s): 3

HCOM 450 Organizational Communication

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: HENG 101 and HENG 102, or HENG 103; HCOM 370 Communication Theory

Restrictions: Junior or Senior classification

Credit Hour(s): 3

HCOM 455 Persuasion

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: HENG 101 and 102.

Restrictions: Junior or Senior classification

Credit Hour(s): 3

HCOM 456 Courtroom Communication

This course is designed to give students an in depth understanding of courtroom communication. Specifically, students will learn the elements of trial advocacy, trial procedure and evidentiary rules. This course will enhance students' knowledge of the legal adversarial system through a simulated courtroom trial, giving students the opportunity to engage in critical thinking, strategize and present arguments, and develop public speaking skills.

Prerequisites: HCOM 253

Credit Hour(s): 3

HCOM 457 Mass Media Law

This course is designed to (i) give students an understanding of pertinent constitutional, statutory, common, and regulatory laws as they relate to mass media, and (ii) provide students with an understanding of how existing laws control the operation of mass media. Students will learn how communication laws impact journalistic privilege, privacy, internet use, copyright, advertising, and other issues. Students will be encouraged to express their views about these laws and their impact on communication within our society. Students will also be encouraged to think about theoretical perspectives on the race and the law and their application to modern media topics.

Credit Hour(s): 3

HCOM 458 Negotiation and Conflict Resolution

This course lays the theoretical and practical groundwork for interest-based dispute resolution and positional bargaining. Topics include the definition of the negotiation process, different types of negotiation, and negotiation strategies. Students will have an opportunity to practice and compare different negotiation techniques.

Credit Hour(s): 3

HCOM 460 African American Rhetoric

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: HENG 101 and HENG 102, or HENG 103

Restrictions: Junior or Senior classification, or instructor permission

Credit Hour(s): 3

HCOM 465 Strategic Communication

This course introduces students to strategic communication concepts and practices. This course is designed to provide aspiring professionals with a deep understanding of the interplay between the many communications functions and best practice approaches to their strategic integration. We will examine how successful communicators leverage the skills of influence, persuasion and organizational awareness to establish themselves as true communication partners and ultimately maximize their contributions to impact business. The significance of this class is to give students a chance to apply relevant theories, principles and experiences to real-life scenarios such as political campaigns and crisis communication.

Credit Hour(s): 3

HCOM 487 Special Topics in Communication

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: HENG 101 and HENG 102, or HENG 103

Restrictions: Junior or Senior classification, or instructor permission

Credit Hour(s): 3

HCOM 490 Directed Study

This course is designed to provide supervised opportunities for students 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 only once.

Restrictions: Junior or Senior classification; Permission of program director

Credit Hour(s): 3

HCOM 492 Communication Internship

This course is designed to allow students to apply the information they have learned in their communication courses. The course will involve a combination of time spent on-site at the internship setting and time spent reflecting and writing about the application of communication knowledge during the internship experience. It will consist of work performance, supervised community contact, interaction, placement, observation, and reporting. Approval of program director and supervision by an on-site monitor and a designated faculty member are required.

Restrictions: Permission of program director

Credit Hour(s): 3

Computer Science

Department Chair:

Dr. Alfred Watkins (Senior Assistant Professor NTT)

Faculty:

Dr. Sonya Dennis (Senior Assistant Professor NTT); Dr. Kinnis Gosha (Professor); Dr. Amos Johnson (Associate Professor); Dr. Martha Madkins (Assistant Professor NTT); Dr. Chung Ng (Associate Professor)

Program overview:

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.

Student learning outcomes:

- Students who have successfully completed the Computer Science program must be able to apply problem-solving techniques to design and code a proficient (C++) programs.
- Synthesize and organize business data using technology to interpret and enhance personal and organizational decision making.
- Students who have successfully completed the Computer Science program will be able to apply algorithmic principles to design and implement a complete software applications/systems.
- Upon completing the CS program, students will be admitted into a CS related graduate program or work in a CS related career.
- Computer Science program will be able to apply algorithmic principles to design and implement a complete software applications/systems.
- Upon completing the CS program, students will be admitted into a CS related graduate

program or work in a CS related career.

Department policies and/or General Education modifications:

- A grade of C or higher is required for majors to satisfactorily complete all required Computer Science, Mathematics, and Science courses.
- The general education Math area is satisfied by Calculus I (HMTH 161).
- The general education Scientific Discovery area is satisfied by the Science Cognate courses of the Computer Science major (e.g. HPHY 154 Mechanics and HBIO 113 Comprehensive Biology).
- 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.

Major course of study = 67

Bachelor of Science in Computer Science

Program requirements 42 credits:

HCSC 106 Introduction to Computer Science
 HCSC 110 Computer Programming I
 HCSC 160 Computer Programming II
 HCSC 260 Computer Organization
 HCSC 285 Discrete Structures
 HCSC 310 Data Structures and Algorithm Analysis
 HCSC 311 Introduction to Theory of Computation
 HCSC 361 Junior Seminar
 HCSC 375 Operating Systems
 HCSC 410 Data Base Systems
 HCSC 415 Organization of Programming Languages
 HCSC 435 Software Engineering
 HCSC 461 Senior Seminar
 HCSC 4xx Computer Science 400-level Elective
 HCSC 4xx Computer Science 400-level Elective
 HCSC 4xx Computer Science 400-level Elective

Mathematics courses are required 13 credits:

HMTH 162 Calculus II
 HMTH 271 Linear Algebra

 HMTH 253 Set Theory or
 MTH 211 Discrete Mathematics

HMTH 341 Probability and Statistics

Science courses required -Select one sequence (Option 1 or Option II or Option III)

Option I

HBIO 113 General Biology
 HPHY 154 Mechanics
 HPHY 253 Electric and Magnetism

Or

Option II

HPHY 154 Mechanics
 HBIO 111 General Biology
 HBIO 112 General Biology

Or

Option III

HBIO 113 General Biology
 HPHY 154 Mechanics
 HCHE 111 Elementary Inorganic Chemistry

Department course descriptions**HCSC 101 Survey of Computers and Software Packages**

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.

Credit Hour(s): 3

HCSC 105 Data and the African Diaspora

The Data Science and African Diaspora course will provide students with an overview of how data is used to power the automated selection/ranking algorithms, predictive risk models and artificial intelligence systems that inform or automate public policy, resource allocation, consumer marketing, etc. Questions of privacy, fairness, consent and ethics as they impact the African American community are explored using case studies. Data science techniques are applied to different aspects of society with a focus on African Americans. The course uses tabular data for hands-on projects that explore data mining, visualization and communication. This can be done in either Excel or RStudio.

Credit Hour(s): 3

HCSC 106 Introduction to Computer Science I

Introduction to the basic concepts and different areas of computer science. Provides students with a foundation from which they can appreciate the various layers of computing systems: information, hardware, programming, operating systems, applications and communications. HCSC 107 Beginning Programming (FORTRAN) Disciplined approach to problem solving and algorithm development, program structures, program development methods and style. Mathematical and scientific problems will be featured.

Credit Hour(s): 3

HCSC 108 Beginning Programming (Pascal)

Disciplined approach to problem solving and algorithm development, program structures, program development methods and style. Structured programming methodologies will be emphasized.

Credit Hour(s): 3

HCSC 110 Computer Programming I

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

Corequisite: CSC 110L.

Credit Hour(s): 3

HCSC 112 R Programming

Students will learn how to program in R and how to use the program for effective data analysis and visualization. They will also turn raw data into understanding, insight, and knowledge by using R to import, prepare, understand, and communicate findings from data. The course begins with developing a basic understanding of the R working environment followed by the necessary arithmetic and logical operators, salient functions for manipulating data, and getting help using R. Next, the common data structures, variables, and data types used in R will be demonstrated and applied. Students will write R scripts and build markdown documents to share their code with others. They will use various packages available in R for visualization, reporting, data manipulation, and statistical.

Prerequisites: HECO 221 or HMTH 221 or HSOC 301 or HMTH 341 or HPSY 210 or HBIO 340 (Grade of C or better)

Credit Hour(s): 3

HCSC 120 Computer Ethics & Human Values

Analysis of the values, ethics and ideologies in computing and their applications to current issues in computer industry within the contemporary sociocultural setting. Focuses on ethical decision-making in computing matters. students develop an ethical outlook on a wide variety of workplace issues in computing through case study, debate and readings.

Credit Hour(s): 3

HCSC 160 Computer Programming II

A continuation of CSC 110 which emphasizes applications of advanced language features to larger, more complex problems. This course presents the fundamentals of problem solving, programming requirements and program design from an object-oriented and functional decomposition perspective. As such, it is a study of the design, implementation, and use of collection classes and functions for problem resolution. The programming language is C++.

Prerequisite: CSC 110 (Grade of C or better).

Corequisite: CSC 160L

Credit Hour(s): 3

HCSC 210 Computer Systems

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.

Credit Hour(s): 3

HCSC 221COOP/Internship

Experiential learning in a structured computer business or computer science-related environment. Pre-requisites: CSC 160 and Academic Program Director or Department Chair approval.

Credit Hour(s): 3

HCSC 255 Research Projects

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.

Credit Hour(s): 1

HCSC 256 Research Projects

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.

Credit Hour(s): 1

HCSC 260 Computer Organization

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 (Grade of C or better).

Credit Hour(s): 3

HCSC 285 Discrete Structures

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 (Grade of C or better).

Credit Hour(s): 3

HCSC 300 Advanced Programming Using JAVA

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 (Grade of C or better).

Credit Hour(s): 3

HCSC 310 Data Structures and Algorithm Analysis

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 (Grade of C or better).

Corequisite: CSC 310L

Credit hour(s): 3

HCSC 311 Introduction to Theory of Computation

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 (Grade of C or better).

Credit Hour(s): 3

HCSC 312L Telecommunications Laboratory

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

Credit Hour(s): 0

HCSC 315 Microcomputer Laboratory

Hands-on hardware experience for CSC majors. Construction and programming of an operating micro-computer; digital logic lab work is included.

Prerequisites: CSC 260 (Grade of C or better).

Credit Hour(s): 3

HCSC 320 Technology I

Provides an opportunity for the student to acquire knowledge and skills in a significant new development in computer technology.

Prerequisite: CSC 160 (Grade of C or better).

Credit Hour(s): 3

HCSC 355 Research Projects

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.

Credit Hour(s): 1

HCSC 321 COOP/Internship

Experiential learning in a structured computer business or computer science related environment.

Prerequisite: Academic Program Director or Department Chair approval.

Credit Hour(s): 3

HCSC 330 Web Programming

Students will be introduced to basic programming concepts utilizing HTML, CSS, and JavaScript. The class will give hands-on experience in writing small programs, programming terminology, concepts, and best practices. Students will learn to write programs using such constructs as loops, statements, variables, and functions. Good programming habits will be covered, as well as program design, flowcharting and architecture, testing, and debugging techniques.

Credit Hour(s): 3

HCSC 340 Human Computer Interaction

This course provides an introduction to human-computer interaction. Fundamental aspects of human physiology and psychology are introduced and key features of interaction and common interaction styles delineated. A variety of analysis and design methods are introduced (e.g., GOMS, heuristic evaluation, user-centered and contextual design techniques). Throughout the course, the quality of design and the need for a professional, integrated and user-centered approach to interface development is emphasized. Rapid and low-fidelity prototyping feature as one aspect of this.

Credit Hour(s): 3

HCSC 350 Scientific Computation Using FORTRAN

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 (Grade of C or better).

Credit Hour(s): 3

HCSC 356 Research Projects

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.

Credit Hour(s): 2

HCSC 361 Junior Seminar

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.

Credit Hour(s): 0

HCSC 370 File Processing

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 (Grade of C or better).

Credit Hour(s): 3

HCSC 375 Operating Systems

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 (Grade of C or better) and CSC 310 (Grade of C or better).

Corequisite: CSC 375L

Credit Hour(s): 3

HCSC 380 Technical Communications & Project Management

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 (Grade of C or better).

Credit Hour(s): 3

HCSC 385 Mobile App Development

An introduction to the fundamentals of application development on mobile devices such as the cell phone or tablet. Students will work in an integrated development environment to write native apps for the selected platform such as mobile application development frameworks; architecture, design and engineering issues, techniques, methodologies for mobile application development.

Prerequisite: CSC 310 (Grade of C or better).

Credit Hour(s): 3

HCSC 390 Software Systems Analysis & Design

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 (Grade of C or better).

Credit Hour(s): 3

HCSC 401 Computer Graphics

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 (Grade of C or better) and CSC 310 (Grade of C or better).

Credit Hour(s): 3

HCSC 410 Database Systems

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 (Grade of C or better).

Credit Hour(s): 3

HCSC 411 Data Science I

Data Science is the marriage of statistics and machine learning, with the goal of using data to explain or predict outcomes. The objectives of this course are to:

- Introduce students to some of the most popular statistical methods in data science and machine learning for various tasks, such as classification and regression.
- Utilize a coding/programming language to help to identify, analyze, and efficiently organize unstructured data. Course modules include a series of hands-on labs which will give students practical skills with applicability to real-world data.
- Complete and present an applied learning project using the skills learned throughout the course.

Prerequisite: HECO 221 or HMTH 221 or HSOC 301 or HMTH 341 or HPSY 210 or HBIO 340 (Grade of C or better)

Credit Hour(s): 3

HCSC 412 Management Information Systems (Data Science)

This course will emphasize practical techniques for working with large-scale data. Specific topics covered will include statistical modeling and machine learning, data pipelines, programming languages, “big data” tools, and real world topics and case studies. The use of statistical and data manipulation software will be required. This course is designed as an introduction to elements that constitutes the skill set of a data scientist. Data scientists combine statistics, mathematics, programming, problem-solving, capturing data in ingenious ways, the ability to look at things differently to find patterns, along with the activities of cleansing, preparing, and aligning the data. Dealing with unstructured and structured data, Data Science is a field that encompasses anything related to data cleansing, preparation, and analysis.

Prerequisite: CSC 310 (Grade of C or better).

Credit Hour(s): 3

HCSC 415 Organization of Programming Languages

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 (Grade of C or better).

Credit Hour(s): 3

HCSC 418 Full Stack Development I

The course will give students the knowledge and comprehension to fully understand the responsibilities of a Full Stack Web Developer. The course will teach students to utilize the basic software applications and tools used by industry professionals to develop, debug and design web applications. Students will be taught the basic knowledge and skills that enable them to develop into a Full Stack Web Developer; a programmer with a complete technical profile that covers client side, server side-middle tier, and backend-database developments. The course will give students the basic knowledge needed to understand and participate in the main tasks of Web development: designing and debugging software that runs in a cross-browser environment, on a web server leading into a database server.

Prerequisite: CSC 310 (Grade of C or better).

Credit Hour(s): 3

HCSC 420 Compiler Construction

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 (Grade of C or better).

Credit Hour(s): 3

HCSC 425 Artificial Intelligence

Study of intelligence in man and machines as it relates to research efforts in areas such as computer vision and learning, game playing, theorem proving, and natural language, question/answering robotics. Introduction to programming language LISP with emphasis on list processing and nonnumerical computation.

Prerequisite: CSC 310 (Grade of C or better).

Credit Hour(s): 3

HCSC 430 Advanced Operating Systems

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 (Grade of C or better).

Credit Hour(s): 3

HCSC 435 Software Engineering

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 (Grade of C or better).

Credit Hour(s): 3

HCSC 436 Advanced Software Engineering

This course aims to equip students to develop advanced techniques of software-intensive systems through successful requirements engineering, design, testing, maintenance and evolution, and project and quality management. Students build on their basic software engineering knowledge by extending it with specific techniques for maintenance, evolution, dependability, reliability, safety, security, and resilience.

Credit Hour(s): 3

HCSC 440 Design and Analysis of Algorithms

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 (Grade of C or better) and CSC 310 (Grade of C or better).

Credit Hour(s): 3

HCSC 445 Data Communications

Introduction to data communication for computers. Topics include communications, media, codes, data transmission, multiplexing, software, protocols, switching and networks.

Prerequisite: CSC 260 (Grade of C or better) and CSC 310 (Grade of C or better).

Credit Hour(s): 3

HCSC 450 High-Performance Scientific Computing

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 (Grade of C or better) and CSC 110 (Grade of C or better).

Credit Hour(s): 3

HCSC 455 Research Projects

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.

Credit Hour(s): 3

HCSC 456 Research Projects

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.

Credit Hour(s): 3

HCSC 460 Senior Capstone Project

Application of classroom knowledge and skills in software engineering to solve real-world problems and to develop research and development skills.

Prerequisite: CSC 310 (Grade of C or better).

Credit Hour(s): 3

HCSC 461 Senior Seminar

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.

Credit Hour(s): 0

HCSC 480 Special Topics in Computer Science

Lectures in topics of current interest. Topics offered vary with the interests and needs of students. Students are admitted by permission of the instructor.

Credit Hour(s): 3

HCSC 490 Research Projects

Exploring an approved subject in the area of computer science.

Prerequisite: Consent of research mentor.

Credit Hour(s): 3

HCSC 491 Research Projects

Exploring an approved subject in the area of computer science.

Prerequisite: Consent of research mentor.

Credit Hour(s): 3

HCSC 495 Independent Study

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 Chair.

Credit Hour(s): 3

Dance Performance and Choreography

Program Director:

Dr. Robert Tanner (Professor)

Faculty:

A list of faculty is available in the [Spelman College Bulletin](#).

Program overview:

Made possible through a partnership between Morehouse College and Spelman College, Dance Performance and Choreography at Spelman is a critical and creative thinking laboratory that nurtures students of the African diaspora. Students investigate intersections of experimental creative practices, cultural discourse, and technology.

In keeping with the college's focus on social justice and innovation, the department's theory and composition classes fuse technology and womanist theory along with other social discourse. The curriculum centers on the choreographic process through the lens of Black feminist theories, contemporary dance techniques, and interdisciplinary collaborative practice. Students engage with an exciting roster of visiting artists who explore and push boundaries through the Spelman College Dance Artist Incubation Residency. Department faculty include globally recognized working artists who mentor and guide students through scholarship, artistic production, and entrepreneurial strategies. The department cultivates freethinkers and intelligent movers interested in becoming creators, innovators, writers, historians, and scholars within the evolving field of dance.

Student learning outcomes:

After completing the major, students will be able to:

- Engage in dance as a mode of inquiry, knowledge production, and critical thinking through embodied creative process, theoretical research, literature, and performance.
- Articulate verbally and through embodied practice historical and contemporary socio-cultural contexts of dance practice.
- Demonstrate high-level choreographic skills to investigate, engage in, and develop creative processes.
- Demonstrate the ability to self-generate professional opportunities and creative spaces, and maneuver within various concert, commercial, and social communities locally, regionally, and internationally.

Department policies and/or General Education modifications:

- A minimum grade of C is required for all Dance Performance and Choreography courses that apply towards the major or minor.

Major course of study = 50 credits

Bachelor of Arts in Dance Performance and Choreography

Technique Courses 7 credits:

- SDAN 111: Beginning Ballet (1)
- SDAN 121: African Dance Forms (1)
- SDAN 131: Beginning Contemporary Modern Dance (1)
- SDAN 161: Principle of Jazz (1)
- SDAN 171: Improvisation (1)
- SDAN 202: Jazz Funk (1)
- SDAN 215: Intermediate/Advanced Ballet (1)
- SDAN 233: Intermediate Contemporary Modern Dance (1)
- SDAN 252: Commercial Hip Hop (1)
- SDAN 333: Advance Contemporary Modern Dance (1)
- SDAN 351: Int./Adv. Jazz Technique (1)

Dance Theory Courses 19 credits:

- SDAN 105: Dance Perspectives & Process (4)
- SDAN 203: Critical Writing for Dance (4)
- SDAN 206: Navigating the Business of Dance (2)
- SDAN 211: Dance, Community, & Social Change (4), OR SDAN 300: The Art of Teaching Dance (4)
- SDAN 241: Black Presence in American Dance (4)

Choreographic Process Courses 12 credits:

- SDAN 201: Choreographic Process I - Solo/Womanist Theories with lab (4)
- SDAN 301: Choreographic Process II - Group/Art as Activism with lab (4)
- S*** XXX: Directed Study: Interdisciplinary Collaboration (2)
- SDAN 494: Independent Study in Dance/Capstone Project (2)

Performance Courses 4 credits:

- SDAN 200: Dance Performance (Spelman Dance Theatre) - (1) x 4 semesters

Major Electives 8 credits:

- SDAN 211: Dance, Community, & Social Change (4), OR SDAN 300: The Art of Teaching Dance (4)
- SDAN 262: Dance for Camera (4)
- SDAN 377: Women in Dance: Sexism, Sexuality, and Subversion (4)
- SDAN 396: Choreographing Lives: Women's Auto/Biography & Dance (4)

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.

- **Auditions**

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

Minor course of study = 21 credits

Dance Performance and Choreography Minor

The Dance Performance and Choreography minor consists of 4 focus areas choose one of the following:

Choreography Focus

SDAN 171: Improvisation

Choose 3 of the following:

SDAN 111 Beginning Ballet or

SDAN 121 African Dance Forms or

SDAN 131 Beginning Contemporary Modern Dance or

SDAN 161 Principles of Jazz or

SDAN 202 Jazz Funk or

SDAN 215 Intermediate/Advanced Ballet or

SDAN 233 Intermediate Contemporary Modern Dance or

SDAN 252 Commercial Hip Hop or

SDAN 333 Advanced Contemporary Modern or

2 Semesters of Spelman Dance Theatre

SDAN 201: Choreographic Process I

SDAN 206: Navigating the Business of Dance

SDAN 211: Dance, Community, & Social Change

SDAN 301: Choreographic Process II

Pedagogy Focus

SDAN 105: Dance Perspectives & Process

SDAN 171: Improvisation

Choose 4 of the following:

SDAN 111 Beginning Ballet or

SDAN 121 African Dance Forms or

SDAN 131 Beginning Contemporary Modern Dance or

SDAN 161 Principles of Jazz or

SDAN 202 Jazz Funk or

SDAN 215 Intermediate/Advanced Ballet or

SDAN 233 Intermediate Contemporary Modern Dance or

SDAN 252 Commercial Hip Hop or

SDAN 333 Advanced Contemporary Modern
SDAN 201: Choreographic Process I
SDAN 241: Black Presence in American Dance
SDAN 300: The Art of Teaching Dance

Dance History Focus

SDAN 105: Dance Perspectives & Process
SDAN 171: Improvisation
SDAN 201: Choreographic Process I
SDAN 203: Critical Writing for Dance
SDAN 241: Black Presence in American Dance

SDAN 377: Women in Dance: Sexism, Sexuality and Subversion or
SDAN 396: Choreographing Lives: Women's Auto/Biography & Dance

Performance

SDAN 171: Improvisation

Choose 5 of the following:

SDAN 111 Beginning Ballet or
SDAN 121 African Dance Forms or
SDAN 131 Beginning Contemporary Modern Dance or
SDAN 161 Principles of Jazz or
SDAN 202 Jazz Funk or
SDAN 215 Intermediate/Advanced Ballet or
SDAN 233 Intermediate Contemporary Modern Dance or
SDAN 252 Commercial Hip Hop or
SDAN 333 Advanced Contemporary Modern

4 semesters of Spelman Dance Theatre
SDAN 201: Choreographic Process I
SDAN 206: Navigating the Business of Dance
SDAN 211: Dance, Community, & Social Change

Department course descriptions:

SDAN course descriptions are available in the [Spelman College Bulletin](#).

Data Science and Analytics

Program Director:

Alfred Watkins (Professor)

Program overview:

The goal of the Data Science and Analytics minor is to prepare students for the increasing workplace challenges in obtaining, processing, analyzing, and presenting complex data. The DSA minor helps students in different disciplines leverage data science to solve practical problems in their area of expertise. Students in the program are expected to acquire practical aspects of the methods and theory of data science, gain literacy and fluency in data science methods, and understand their implications for society.

Student learning outcomes:

- Utilize and apply basic mathematical and statistical theory including probability, regression, inference, and basic machine learning methods and their applications. (Math and Statistics)
 - a) Analyze data to summarize, draw inferences, and to make predictions
 - b) Use statistical and mathematical tools to analyze data
 - c) Articulate the rationale and the results of a statistical analysis.
- Demonstrate proficiency in a programming language and general computation for data analysis through projects (Programming)
 - a) Use algorithms and computation to analyze data
 - b) Demonstrate the ability to program in at least one programming language
 - c) Understand how to troubleshoot code (identify errors, search for answers, etc.)
 - d) Utilize statistical software to analyze data and draw conclusions.
- Analyze data in an application area, assess the results, interpret them in context, and explain their limitations, implications, and associated issues (Modeling)
 - a) Apply domainspecific statistical models to analyze data
 - b) Demonstrate ability to build and assess databased models
 - c) Create visual representations of data that lead to insights and further research
 - d) Formulate questions in a domain
 - e) that can be answered with data
- Acquire, clean, prepare, and archive data from varied sources, including text and imagery as well as traditional structures (Data Curation)
 - a) Acquire data from different sources and process, clean, and prepare data
 - b) Describe the process of archiving data.
- Explain ethical, societal, or economic concerns for managing data and applying data science techniques, including the impact of data on those of the African diaspora (Ethics)
 - a) Summarize the underlying social, political, economic, and ethical contexts that are importantly and inevitably tied to data-driven decision-making
 - b) Describe how these contexts specifically affect the African Diaspora
 - c) Define potential biases that affect the data collection and research process
 - d) Analyze and interpret data using an ethically responsible approach.
- Demonstrate knowledge of and ability to implement a data science project lifecycle and communicate results visually, orally, and in writing to a diverse audience of stakeholders (Communication)
 - a) Visualize, interpret, and explain results cogently, accurately, and persuasively
 - b) Communicate effectively about data, methods, and conclusions
 - c

Demonstrate storytelling with data, including visualization.

Department policies and/or General Education modifications:

- A grade of C or higher is required for minors to satisfactorily complete all Data Science and Analytics requirement.

Minor course of study = 18 credits

Data Science and Analytics Minor

HCSC 105 Data and the African Diaspora
HMTH 130 Basic Statistics or
HECO 221 Basic Statistics or
HMTH 341 Probability & Statistics I or
HBA 228 Data Analytics & Modeling

HCSC 110 Computer Programming I or
SCIS 111/111L Discovering or
HCSC 112 R Programming (R/R Studio)

Data Science and Analytics electives 6 credit hours:

HBA 228, 462 or
HBIO 199, 340, 350 or
HCSC 106, 110, 160, 285, 310, 410, 425, 450 or
HECO 321 or
HMTH 271, 341, 342 or
HPSY 210 or
HPSC 253/253L or
HSOC 302, 403

HCSC 411 Data Science I

SCIS course descriptions are available in the [Spelman College Bulletin](#).

Dual-Degree Engineering Program (DDEP)

Program Director:

Dr. Cherise Burton

Faculty:

Dr. John Howard (Assistant Professor NTT); Dr. Dwayne Joseph (Assistant Professor); Dr. Emmanuel Karikari (Assistant Professor); Dr. Eddie Red (Associate Professor), Dr. Wesley Sims (Assistant Professor)

Program overview:

Since 1969, Morehouse College has offered students the option of studying engineering through the Dual-Degree Engineering Program, which consists of cooperative agreements with several engineering schools. The current participating engineering institutions are:

- Auburn University
- Clarkson University
- Georgia Institute of Technology
- Indiana University/Purdue University Indianapolis (IUPUI)
- Missouri University of Science and Technology (MUST)
- North Carolina Agricultural and Technical State University (NCAT)
- Notre Dame University
- Rensselaer Polytechnic Institute (RPI)
- Rochester Institute of Technology (RIT)
- University of Alabama – Huntsville (UAH)
- University of Michigan – Ann Arbor (UM)

Dual-Degree Engineering provides an opportunity for students to obtain both a liberal arts college 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.

HEGR 101 Freshman Engineering Design
HPHY 154 Mechanics

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

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, Mathematics, or Chemistry

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 years in preengineering at Morehouse, followed by **at least** two years in engineering at an affiliated institution. However, **DDEP is not time-driven. It is course driven.** DDEP students must complete **all** program specific general education and pre-engineering courses at Morehouse **prior to** transferring to his engineering institution.

Student learning outcomes:

Dual-Degree students matriculating in one of the department's programs or courses are expected to:

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.

Understand the fundamental principles of physics and demonstrate proficiency in applying them to practical problems in engineering and technology.

Develop an awareness of the implications of the role that scientific and technological advances play in contemporary society.

Department policies and/or General Education modifications:

- Each dual-degree student must register with the AUC DDEP Office every fall term of his matriculation at Morehouse College.
- Student pursuing DDEP must complete the following general education science courses:
 - HBIO 111/113 General or Comprehensive Biology
 - HCHE 111/111L Chemistry I and Chemistry I Lab
 - HCHE 112/112L Chemistry II and Chemistry II Lab
- Students who enroll in HPHY or HEGR courses without meeting their prerequisites are subject to disenrollment by the department regardless of performance or time elapsed.
- A student is required to make a first attempt at introductory physics courses at

Morehouse. If the student receives a final grade below (C), then they may take the course at any other AUC institution that offers the course in-person (not online). This policy applies only if they fail the class, not if they withdraw.

- A student is required to make a first attempt at core- and upper-level physics courses at Morehouse. If the student receives a final grade below (C), then they may take the course at Georgia Institute of Technology in-person (not online). This policy applies only if they fail the class, not if they withdraw.
- Students must complete all general-education and pre-engineering courses at Morehouse College prior to transferring to the engineering institution. The Department Chair and/or Division Dean reserves the right to revoke any acceptances at the engineering institution if all course requirements are not satisfied at time of transfer.
- Students must take all major courses within the department at least once before registering elsewhere for credit.
- In addition to the three-course introductory physics sequence, Applied Physics majors must complete three additional upper-level physics courses for a total of 6 physics courses.
- Because of the special nature of the Dual-Degree Engineering Program, the baccalaureate degree is not conferred by either Morehouse or the engineering institution until ALL the requirements established by both institutions are completed. A DDEP student may not participate in Commencement exercises until ALL requirements have been completed.
- If a dual-degree student is unable to complete the requirements at the engineering institution, he must return to Morehouse and complete requirements for a liberal arts major before a baccalaureate degree is awarded. The exception to this policy is dualdegree students pursuing the mathematics track who would have completed the B.S. in mathematics before transferring to the engineering institution.

Major course of study = 60 credits

Option I: Bachelor of Science in General Science

Engineering 12 credits:

HEGR 101 Engineering Design
 HEGR 103 Engineering Graphics
 HEGR 205 Engineering Statics
 HEGR 206 Mechanics of Materials*
 HEGR 308 Engineering Dynamics
 HEGR 320 Project Management in STEM*

Physics 12 credits:

HPHY 154 Mechanics
 HPHY 253 Electricity & Magnetism
 HPHY 254 Optics & Modern Physics

Mathematics 18 credits:

MTH 161 Calculus I
 MTH 162 Calculus II
 MTH 263 Calculus III
 MTH 271 Linear Algebra
 MTH 321 Differential Equations

Other 6 credits:

HCSC 110/110L Programming I/Programming I Lab or
 HCSC 160 Programming II**
 HCOM 351 Professional Communication or HCOM 352 Communicating in Small
 Groups or HCOM 353 Interpersonal Communication

Engineering institution 12 credits:

See Program Director for a list of courses.

* Denotes courses that are optional but recommended based on student's concentration in engineering. Student must regularly communicate their desired concentration for appropriate advisement on which courses to enroll.

** Required for Computer Engineering concentration.

Major course of study = 69 credits**Option II: Bachelor of Science in Applied Physics, Chemistry, or Mathematics**

(i) Bachelor of Science in **Applied Physics**

Engineering 12 credits:

HEGR 101 Engineering Design
 HEGR 103 Engineering Graphics
 HEGR 205 Engineering Statics
 HEGR 206 Mechanics of Materials*
 HEGR 308 Engineering Dynamics
 HEGR 320 Project Management in STEM*

Physics 12 credits:

HPHY 154 Mechanics
 HPHY 253 Electricity & Magnetism
 HPHY 254 Optics & Modern Physics

Additional Physics 9 credits:

HPHY 353 Math Physics I
 HPHY 360 Thermodynamics
 HPHY 361 Electromagnetic Theory or HPHY 362 Classical Mechanics or HPHY 363

Quantum Mechanics I or HPHY 460 Special Problems in Physics***

Mathematics 18 credits:

MTH 161 Calculus I
 MTH 162 Calculus II
 MTH 263 Calculus III
 MTH 271 Linear Algebra
 MTH 321 Differential Equations

Other 6 credits:

HCSC 110/110L Programming I/Programming I Lab
 HCSC 160 Programming II**
 HCOM 351 Professional Communication or HCOM 352 Communicating in Small Groups or HCOM 353 Interpersonal Communication

Engineering institution 12 credits:

* Denotes courses that are optional but recommended based on student's concentration in engineering. Student must regularly communicate their desired concentration for appropriate advisement on which courses to enroll.

*** Denotes third required free elective that students must complete toward their desired concentration in engineering.

(ii) Bachelor of Science Degree in **Chemistry and Bachelor of Chemical Engineering**

It is possible for students enrolled in Engineering to earn a joint B.S. in Chemistry and a Bachelor of Chemical Engineering degree. The Chemistry requirements for this dual-degree are:

HCHE 111 General Chemistry I
 HCHE 112 General Chemistry II
 HCHE 231 Organic Chemistry I
 HCHE 232 Organic Chemistry II
 HCHE 321 Physical Chemistry I
 HCHE 322 Physical Chemistry II
 HCHE 421 Inorganic Chemistry
 HCHE 422 Chemical Instrumentation

Students must also complete two additional 400-level chemical engineering courses offered at 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 Engineering Program.

(iii) Bachelor of Science Degree in **Mathematics and Bachelor of Science Degree in Engineering**

It is possible for students enrolled in Engineering to earn a joint B.S. in Mathematics and a Bachelor of Science Degree in Engineering. The mathematic requirements for this dual-degree program are:

MTH 161 Calculus I
 MTH 162 Calculus II
 MTH 263 Calculus III
 MTH 271 Linear Algebra
 MTH 321 Differential Equations

It is understood that the student must meet all other requirements of the Dual-Degree Engineering Program, plus the requirements at engineering college, plus the requirements for the B.S. degree in mathematics at Morehouse College.

Department course descriptions

HEGR 101 Freshman Engineering Design

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.

Corequisite: HEGR 101L

Credit Hour(s): 3

HEGR 103 Engineering Graphics

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.

Prerequisite: MTH 115 and 116 (C or above/better).

Corequisite: HEGR 103L

Credit Hour(s): 3

HEGR 205 Engineering Statics

Elements of statics in two and three dimensions; centroids; analysis of structures and machines; friction; and moments of inertia.

Prerequisites: PHY 154 (C or above/better) and MTH 162 (C or above/better), or departmental

approval.

Credit Hour(s): 3

HEGR 206 Mechanics of Materials

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: HEGR 205 (C or above/better).

Credit Hour(s): 3

HEGR 308 Engineering Dynamics

Kinematics and kinetics of particles and systems of particles; kinematics and kinetics of rigid bodies in plane motion; application of work and energy relationships; impulse-momentum principles, and impact.

Prerequisite: HEGR 205 (C or above/better).

Credit Hour(s): 3

HEGR 320 Project Management in STEM

This course will cover engineering principles and concepts along with techniques needed to fully execute the life cycle of projects (initiation, planning, monitor & control, execution, & closure) within the engineering field and other relative areas (e.g. management, finance, mathematics, computer science, physics, and chemistry) through combining qualitative approaches with quantitative techniques. The use of analytical tools as well as communication-based techniques, work breakdown structures, scheduling, quality management, group dynamics, theories of administration, ethics/professional responsibility, and human factors involved in the execution of engineering projects within various organizations. This course is designed to train students from various disciplines in the technical management aspects of their prospective fields and prepare them to lead cross-disciplinary engineering teams.

Prerequisite: MTH 160 (C or above/better) or MTH 161 (C or above/better).

Credit Hour(s): 3

Economics

Department Chair:

Dr. Mona Ray (Professor)

Faculty:

Dr. Juliet Elu (Professor); Dr. Emmanuel Obi (Assistant Professor NTT); Dr. Jerry Pender Jr. (Assistant Professor NTT); Dr. David Poyer (Associate Professor)

Program overview:

The mission of the Economics major is to prepare students for careers in Economics as practitioners and researchers in the private sector, academia, and government. The Economics discipline bridges the positive practicalities of statistical and quantitative analyses of data, the testing and development of theory; and the normative prescriptions associated with issues of social justice. The major emphasizes the requisite skills in analytical reasoning and effective communication with a solid background in Economic theory and quantitative techniques. The Department of Economics stresses the importance of ethics and social awareness. Our objective is to produce young men ready for global leadership, who are innovative, research/policy oriented, socially aware, and sensitive to the issues of social justice, with a particular emphasis on those confronting African Americans.

Student learning outcomes:

The study of economics will improve the ability of students to think critically and write and speak effectively regarding Economic and social issues. These skills should be reflected in students' increased abilities to do the following:

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

Department policies and/or General Education modifications:

- A grade of C or higher is required for majors to “satisfactorily complete” all Economics major courses, related electives and electives designated for the major.
- Not more than three Economics courses taken at other institutions will be accepted for credit toward the major in Economics at Morehouse.
- Students who enroll in HECO courses without meeting their prerequisites are subject to disenrollment by the department regardless of performance or time elapsed.
- Students majoring in Economics may qualify to graduate with departmental honors by earning an overall GPA of 3.40 and a GPA of 3.50 in Economics courses completed in the department.

Major course of study = 48/62 credits

Bachelor of Arts in Economics

Program requirements 29 credits:

HECO 201 Principles of Macroeconomics
HECO 202 Principles of Microeconomics
HECO 221 Basic Statistics I
HECO 301 Microeconomic Theory
HECO 302 Macroeconomic Theory
HECO 321/321L Principles of Econometrics and Lab
HECO 401 Economics Doctrines
HECO 405 International Economics
HECO 421/421L Topics in Econometrics and Lab

Program electives 9 credits:

HECO 303 Economic History of the United States
HECO 304 Money and Banking
HECO 305 Economic Development
HECO 306 Environmental Economics
HECO 403 Labor Economics
HECO 404 Urban Economics
HECO 406 Public Finance
HECO 408 Special Topics in Economics
HECO 410 Mathematical Economics
HECO 412 Financial Economics

Select option concentration:

Non-Math concentration 10 credits:

HCOM 351 Professional Communication
HCSC 106 Introduction to Computer Science
HMTH 161 Calculus I

Math concentration 24 credits:

HCOM 351 Professional Communication
HCSC 106 Introduction to Computer Science
HMTH 161 Calculus I
HMTH 162 Calculus II
HMTH 255 Introduction to Set Theory
HMTH 263 Calculus II
HMTH 271 Introduction to Linear Algebra

Minor course of study = 18 credits

Economics Minor

HECO 201 Principles of Macroeconomics
 HECO 202 Principles of Microeconomics
 HECO 221 Basic Statistics
 HECO 3xx-4xx
 HECO 3xx-4xx
 HECO 3xx-4xx

Department course descriptions

HECO 201 Principles of Macroeconomics

Systematic study of the causes and consequences of fluctuations in aggregate production and the general price level, and of government policies to control inflation and unemployment.

Prerequisite: HMTH 115 and 116 or higher (C or better).

Credit Hour(s): 3

HECO 202 Principles of Microeconomics

Examination of the determinants of the prices and levels of production of individual commodities and services, and of the income of households.

Prerequisite: HMTH 115 and 116 or higher (C or better).

Credit Hour(s): 3

HECO 221 Basic Statistics for Economics and Business

Basic statistics as applied to business and economic problems. Emphasis upon measures of central tendency, variation, probability, sampling, statistical inference, and linear regression.

Prerequisite: HMTH 115 and 116 or higher (C or better).

Credit Hour(s): 3

HECO 301 Microeconomic Theory

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: HECO 201, HECO 202 and HMTH 161 (C or better).

Credit Hour(s): 3

HECO 302 Macroeconomic Theory

Static theory of national income determination; theories of growth, inflation, and cycles in economic activity; and theory of public economic policy.

Prerequisites: HECO 201, HECO 202 and HMTH 161 (C or better).

Credit Hour(s): 3

HECO 303 Economic History of the United States

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: HECO 201 and HECO 202 (C or better).

Credit Hour(s): 3

HECO 304 Money and Banking

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: HECO 201 and HECO 202 (C or better).

Credit Hour(s): 3

HECO 305 Economic Development

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: HECO 201 and HECO 202 (C or better).

Credit Hour(s): 3

HECO 306 Environmental Economics

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: HECO 201 and HECO 202 (C or better).

Credit Hour(s): 3

HECO 321 Principles of Econometrics

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: HECO 221, HECO 301, HECO 302, HMTH 161 (C or better).

Corequisite: HECO 321L.

Credit Hour(s): 3

HECO 321L Laboratory for Principles of Econometrics

Provides 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.

Corequisite: HECO 321.

Credit Hour(s): 1

HECO 401 Economic Doctrines

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: HECO 301 and HECO 302 (C or better) or instructor's permission.

Credit Hour(s): 3

HECO 403 Labor Economics

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: HECO 201 and HECO 202 (C or better).

Credit Hour(s): 3

HECO 404 Urban Economics

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: HECO 201 and HECO 202 (C or better).

Credit Hour(s): 3

HECO 405 International Economics

Survey of international trade theory, international trade policy, foreign exchange markets and balance of payments, and the international monetary system.

Prerequisite: HECO 201 and 202 (C or better).

Prerequisite/Corequisite: HECO 421.

Credit Hour(s): 3

HECO 406 Public Finance

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: HECO 201 and 202 (C or better).

HECO 408 Special Topics in Economics

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.

Credit Hour(s): 3

HECO 409 Directed Reading in Economics

Directed and intensive study in a special area of economics.

Prerequisite: Permission of department chairperson.

Credit Hour(s): 3

HECO 410 Mathematical Economics

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: HECO 301, HECO 302, HMTH 161(C or better).

Credit Hour(s): 3

HECO 412 Financial Economics

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: HECO 301, HECO 302, HMTH 161(C or better).

Credit Hour(s): 3

HECO 421 Topics in Econometrics

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: HECO 321.

Corequisite: HECO 421L.

Credit Hour(s): 3

HECO 421L Laboratory for Topics in Econometrics

Supports 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.

Corequisite: HECO 421

Credit Hour(s): 1

Education

Morehouse College Education Department

Department Chair:

Dr. Nina Gilbert (Assistant Professor)

Faculty:

Dr. Horace Ballenger (Assistant Professor); Dr. Muhsinah Morris (Senior Assistant Professor NTT)

Program overview:

The Morehouse Education Department prepares students for a wide range of careers and graduate study in education or related fields through our Bachelor of Arts in Education Studies, Bachelor of Arts in Early Childhood Education (P-5 Teacher Certification), minor in Education Studies, and minors in Secondary Education (6-12 Teacher Certification; to be completed in tandem with the Major course of study in which students will be certified to teach).

The Education Studies major is a non-certification track degree for students interested in studying the discipline of education. The interdisciplinary curriculum promotes the development of a critical educator who values and pursues inquiry, truth, and knowledge in human development; the science of learning; and the influence of race, culture, and society on education. Education majors will explore the field from a variety of historical, philosophical, cultural, political, and scientific perspectives. Courses will also foster student understanding of the differences and similarities across educational models at the local, regional, national, and international levels. In addition to 38 credits in required Education Studies coursework (including a Practicum experience and culminating Internship), each student will work with their advisor to choose 12 additional credits in their identified Pathway.

The Education Studies minor is a course of study in the discipline of education that does not lead to Teacher Certification. The minor program provides foundational knowledge about the education field and allows students to study a wide variety of important educational issues. It is open to all students regardless of major. The interdisciplinary designed curriculum promotes the development of an education-informed leader who may work in a variety of roles to value and pursue inquiry, truth, and knowledge about human development; the science of learning; and the influence of race, culture, and society on education. Students will explore education from historical, philosophical, cultural, political, and scientific perspectives. The Minor program facilitates continuing education, graduate study, or a post-graduation teacher certification path. The Early Childhood Education major is completed through a partnership with Spelman College.

Morehouse advisors support students in accessing the latest program requirements and applying to the Spelman program. The Early Childhood Education major provides the required content for P-5 licensure in Georgia. Students will be assigned a Morehouse advisor; however, they must take all major courses at Spelman College. The Early Childhood Education major develops

innovative educational leaders for classrooms, schools, districts, and communities worldwide. Our alumni are confident and thoughtful leaders committed to the highest education standards for children in diverse communities.

The Secondary Education Teacher Certification minor provides the required coursework for 6-12 teacher certification in Georgia (when accompanied by the required content coursework in the major). Secondary Education minors will complete a major in the content area of their certification at Morehouse College and complete education coursework as a minor (at Spelman or Morehouse) to fulfill the GaPCS certification requirements. Biology and Computer Science majors seeking certification to teach must meet the admissions requirements outlined in the Morehouse Candidate Handbook and will follow the course of study for licensure in their respective majors at Morehouse College (as advised by the Morehouse Education Advisor). Students seeking 6-12 Teacher certification in all other majors: Spanish (P-12), English (6-12), History (6-12), Political Science (6-12), Mathematics (6-12), Physics (6-12), and Chemistry (6-12) must meet the admissions requirements outlined in the Spelman Candidate Handbook and will follow the Course of Study for licensure in their respective majors at Morehouse College (as advised by the Morehouse Education Advisor) and for their Secondary Education minor at Spelman College (as advised by the Morehouse Education Advisor). In keeping with our institutional mandate to prepare students to lead consequential lives, the Secondary Education minor offers a curriculum shaped by the theoretical and scholarly traditions unique to Morehouse College. Woven into all courses and activities are the Morehouse College standards of excellence that promote acuity, agency, integrity, and brotherhood, thus making the Educator Preparation Program the only one of its kind.

Student learning outcomes:

Education Studies majors and Secondary Education minors will be able to:

- Critique and Analyze
 - Recognize the historical impact of systems, agencies, and people in education on Black students, schools, and communities.
 - Understand the neuroscientific, non-cognitive, and social variables that influence student achievement.
- Knowledge and Disposition
 - Demonstrate knowledge of their subject matter and maintain a disposition of inquiry, optimism, and intellectual curiosity. Identify and communicate how Black thought leaders, scholars, and Morehouse graduates have positively influenced education.
- Apply, Connect, and Practice
 - Communicate, engage, and present effectively using various digital and multi-media tools.
 - Make connections between theory and practice and apply what has been learned.

Early Childhood Education majors:

- Possess a solid theoretical foundation in education that intersects with theories in the humanities and social sciences

- Develop specialized knowledge in a particular discipline or content area and broad exposure to education-related scholarship and practices.
- Understand the multiple non-cognitive variables and social conditions that determine student outcomes.
- Identify and communicate how Black thought leaders, scholars, and Morehouse Men influenced education.
- Commit to ensuring educational practices and environments promote equity, justice, and academic excellence for Black students.
- Promote inquiry, optimism, curiosity, and a growth mindset.
- Know how systems and actors influence educational practices, policies, and outcomes.
- Understand the traditional, contemporary, and critical pedagogical approaches broadly.
- Make an impact in schools, communities, and/or youth-serving organizations.
- Retain experiences, resources, and mentors to support their growth and development as an educator.

Department policies and/or General Education modifications:

- Maintain a minimum GPA of 3.0 in coursework required for the Education Studies major (including the 12 credits required for the Pathway).
- Elective courses for the Education Studies Minor must be approved by the Department Advisor.
- When required, maintain liability tort insurance and a clear background check for some Internship placements.
- Early Childhood Education majors must complete SEDU 206 Orientation to Education (at Spelman College) with a C or better.
- Early Childhood Education majors must be accepted into the Spelman School of Education Early Childhood Education program by no later than spring of sophomore year, which may include but is not limited to:
 - Passing score (or proof of exemption via ACT or SAT score) on the GACE Program Admission Assessment
 - Education Philosophy Essay
 - Three references (one must come from an Education Department faculty member)
 - Current transcript
 - Cumulative GPA of 2.85 or higher
 - GaPSC Pre-Service Certification
- Students must declare the Secondary Education Teacher Education minor by the fall semester of their sophomore year to complete the Orientation to Education course at the minor-granting institution (Morehouse for Biology and Computer Science; Spelman for all other majors).
- A GPA of 2.7 or greater is required to enroll in the Secondary Education Teacher Certification minor programs at Spelman and Morehouse.
- SPSY 304 Adolescent Psychology is a general education/society and culture requirement in Secondary Education Teacher Certification minor.
- Students must pass the Georgia Professional Practices Commission's Code of Ethics for Professional Educators and receive GaPSC Pre-Service Certification to enroll

in the Secondary Education Teacher Certification minor programs at Spelman and Morehouse.

- A grade of B or higher is required to satisfactorily complete all Secondary Education Teacher Certification courses and field experiences designated for the concentration.
- Students must maintain liability tort insurance and a clear background check while enrolled in the Secondary Education Teacher Certification minor programs at Spelman and Morehouse.

Major course of study = 50 credits

Bachelor of Arts in Education Studies (Non-Certification)

Program requirements 38 credits:

HEDU 305 Orientation to Education
 HEDU 204 Educational Psychology
 HEDU 300 Exceptional Learners
 HEDU 435 Research in Child Development
 HEDU 312 School Design and Leadership
 HEDU 311 Developmental Literacy
 HEDU 407 Advocacy in Urban Schools
 HEDU 338 Junior Research Seminar
 HEDU 399 Practicum
 HEDU 442 Internship
 HEDU 438 Senior Thesis

Interdisciplinary Program Electives 12 credits:

Students build a specific area of focus in education from an ELITE Pathway pre-approved by department advisors. The coursework may come from outside of the Education Department offerings. The Pathway complements the Education Studies courses and informs field work placements to build understanding and experience in a specific domain:

- Policy, Advocacy, and Research (Explore) – Courses that support this pathway address educational issues and policies that impact communities, students, and their families. Students may choose coursework that focuses on policy, diversity, equity, inclusion, and/or educational research.
- Leadership, Business (Lead) – Courses that support this pathway promote mastery and understanding of school and district operations, finances, and leadership beyond the classroom. Students may choose coursework that focuses on finance, human resources, leadership and related topics.
- Social Entrepreneurship (Innovate) – Courses that support this pathway investigate innovation and design of educational spaces and models. Students may choose coursework that focuses on design, digital tools, and/or new and emerging media

that support teaching and learning. Teaching and Learning (Teach) – Courses that support this pathway focus on pedagogy, educational foundations, and the science of teaching and learning. Students may choose coursework that focuses on student-facing instructional roles that prepare them for classrooms in diverse settings (including traditional public, charter, private, independent, and international schools).

- Community Engagement (Engage) – Courses that support this pathway focus on the education sector outside of classrooms and schools. Students may choose coursework that focuses on non-profit management, ministries, and/or organizations that offer educational supports.

Major course of study = 60 credits

Bachelor of Arts in Early Childhood Education

Program requirements 60 credits:

SEDU 206 Orientation to Education
 SEDU 301 Curriculum for Preschool and Primary Grades
 SEDU 304 Educational Psychology
 SEDU 308 Multicultural Education
 SEDU 314 Health and Physical Education Content and Methods for Preschool and Primary Grades
 SEDU 316 Exceptional Children
 SEDU 320 Language Arts and Social Studies Methods
 SEDU 330 Science and Mathematics Methods
 SEDU 338 Junior Research Seminar
 SEDU 346 Fine Arts Content and Methods (Art, Music)
 SEDU 357 Reading–Teaching and Diagnosis
 SEDU 407 Advocacy in Urban Schools
 SEDU 438 Senior Thesis
 SEDU 451 Seminar I for Student Teaching
 SEDU 452 Seminar II for Student Teaching
 SEDU 457 Student Teaching

Secondary Education Teacher Certification Minor 29/33 credits

For Biology and Computer Science Majors 29 credits

HEDU 305 Orientation to Education
 HEDU 204 Educational Psychology
 HEDU 300 Exceptional Learners
 HEDU 444 Curr & Methods/Teaching in Sec. Schools
 HEDU 451 Seminar I for Student Teaching
 HEDU 452 Seminar II for Student Teaching
 HEDU 458 Student Teaching

For Spanish (P-12), English, Political Science, History, Mathematics, Physics, and Chemistry Majors 33 credits

SEDU 206 Orientation to Education
 SEDU 304 Educational Psychology
 SEDU 316 Exceptional Learners
 SEDU 444 Curr & Methods/Teaching in Sec. Schools
 SEDU 451 Seminar I for Student Teaching
 SEDU 452 Seminar II for Student Teaching
 SEDU 458 Student Teaching in Secondary Schools

Minor course of study = 18 credits

Education Studies Minor

Program required courses 12 credits:

HEDU 305 Orientation to Education
 HEDU 204 Educational Psychology
 HEDU 407 Advocacy in Urban Schools
 HEDU 435 Research in Child Development

Program electives 6 credits:

HEDU 312 School Design and Leadership
 HEDU 300 Exceptional Learners
 HEDU 311 Developmental Literacy
 HEDU 499 Special Topics in Education
 HPSY 265 Developmental Psychology
 HPSY 270 Community Psychology

Department course descriptions

HEDU 204 Educational Psychology

This course provides an overview of theories and research in educational psychology with an emphasis on learning. Attention focused on the role of individual differences in learning, including development, and on ways to promote effective learning for all students. This course emphasizes student involvement in the learning process and provides opportunities to reflect on and examine learning in various real-world contexts.

Credit Hour(s): 3

HEDU 300 Exceptional Learners

This course explores key laws and historical events related to diverse learners and to gain an understanding of student readiness and student profiles (characteristics, contexts, and conditions of students) to develop practical, meaningful, and purposeful teaching and learning strategies

and/or appropriate accommodations in addressing the needs of diverse populations. This course includes five hours of observation.

Prerequisite: HEDU 305: Orientation to Education

Credit Hour(s): 3

HEDU 305 Orientation to Education

This course examines the evolution of education in the United States, including philosophical foundations, trends, civil rights, and pedagogical movements. Students will also explore the intersection of social justice, school reform, education theory, and teacher preparation. This course is required as the first Education course for all Education Studies Majors and Minors, as well as Secondary Education Minors in Biology and Computer Science.

Credit Hour(s): 3

HEDU 311 Developmental Literacy

This course concentrates on principles and methods for teaching reading in middle school. Students will focus on the role of literacy in the classroom and strategies for improving a student's reading achievement. Emphasis is placed on integrating reading and writing into teaching. Field Experience will be assigned in the course.

Prerequisite: HEDU 305: Orientation to Education.

Credit Hour(s): 3

HEDU 312 School Design and Leadership

This course is intended for students interested in leadership roles in education innovation and educational entrepreneurship. Students will focus on educational entrepreneurs' strategic challenges and practical approaches to addressing those challenges. Topics include strategy development in start-up organizations, accessing and managing financial resources, scaling, growth, and measuring outcomes and impact. Students will learn through case discussion and engagement with leading educational entrepreneurs, school leaders, and educational policymakers. The latter part of the course will draw on design principles to ask students to redesign an aspect of schooling in a forward-looking way. These ideas will be presented to a diverse group of educational stakeholders in a culminating exhibition. By design, the course allows students to draw upon and integrate their learning from other related courses and participation in innovation and entrepreneurship activities.

Credit Hour(s): 3

HEDU 338 Junior Research Seminar

This course introduces students to approaches used in designing and conducting action research. By the end of the course, students will be able to design, deliver, and analyze results from their action research projects. This course further develops a reflective practitioner who thinks critically, empowers stakeholders, collaborates through participation, and seeks social justice through engaging in a study of practice in service to students, families, and the community.

Prerequisite: HEDU 305: Orientation to Education

Restriction: Instruction Permission or Department Chair approval

Credit Hour(s): 2

HEDU 399 Practicum

This course allows students to apply skills and theories learned to a real-world setting. Students will work with faculty to select a school, social agency, or civic organization, participate in supervised fieldwork and develop a portfolio highlighting the competencies developed.

Prerequisite: HEDU 305: Orientation to Education

Restriction: Instruction Permission or Department Chair approval

Credit Hour(s): 3

HEDU 407 Advocacy in Urban Schools

This course explores the historical and contemporary sociocultural forces that contribute to the design of educational policy and practice and the impact of our current educational design on students' educational experiences in urban communities. Students will study examples of grassroots and national-level advocacy initiatives to understand the role of students, parents, educators at all levels, business leaders, and citizens at large in imagining new possibilities and taking action to change educational practices toward social justice.

Credit Hour(s): 3

HEDU 435 Research in Child Development

This course provides an overview of theories and research in child development and the teaching/learning process. Students will study research methods employed in education and critically examine the interrelatedness of physical, cognitive, social, and emotional aspects of development. Students will have opportunities to reflect and apply the knowledge they learn from class through community-based, participatory research and practice.

Prerequisite: HEDU 305: Orientation to Education

Credit Hour(s): 3

HEDU 438 Senior Thesis

During the Senior Thesis, Students apply principles of educational research to a major research project developed during Junior Research Seminar. This course requires extensive reading and critical discussion with faculty and peers. Students will defend their thesis before an audience.

Prerequisite: HEDU 399: Practicum, HEDU 338: Junior Research Seminar

Restriction: Instruction Permission or Department Chair approval

Credit Hour(s): 3

HEDU 442 Internship

This course provides an internship for students in schools, social agencies, and civic organizations to explore and apply Education Studies scholarship. It is supervised by on-site personnel and the college instructor. Application and approval must be obtained before the experience.

Prerequisite: HEDU 399: Practicum, HEDU 338: Junior Research Seminar

Restriction: Instruction Permission or Department Chair approval

Credit Hour(s): 9

HEDU 444 Curriculum and Methods: Teaching in Secondary Schools

This secondary methods course discusses teaching effectively in today's secondary schools. Students will develop an understanding of various learning modes, learning styles, multiple intelligences, questioning techniques, and other instructional strategies to engage students effectively in today's secondary school classroom. Students will also learn to use effective lesson plan design and various assessment techniques. This course also presents strategies for ongoing professional development for teachers.

Prerequisite: HEDU 305: Orientation to Education, HEDU 204: Educational Psychology,

HEDU 300: Exceptional Learners

Credit Hour(s): 3

HEDU 451 Student Teaching Seminar I

This course is a seminar required of all applicants during the semester before student teaching. Students will focus on teaching procedures, classroom management, and relevant educational issues and topics.

Prerequisite: HEDU 305: Orientation to Education, HEDU 204: Educational Psychology,

HEDU 300: Exceptional Learners

Corequisite: HEDU 444 Curriculum and Methods: Teaching in Secondary Schools

Credit Hour(s): 3

HEDU 452 Student Teaching Seminar II

This course demonstrates synthesis of the preservice teacher's knowledge and skills through reflective activities, review of learner-centered proficiencies, review of certification competencies, study skills, and test-taking skills. Seminar II is a culminating experience taken

concurrently with EDU 458 Student Teaching that prepares students for the required State exams.

Prerequisite: HEDU 305: Orientation to Education, HEDU 204: Educational Psychology,

HEDU 451: Student Teaching Seminar I

Corequisite: HEDU 458: Student Teaching

Credit hour(s): 3

HEDU 458 Student Teaching

Student teaching is the capstone of the professional education program and provides candidates the opportunity to apply knowledge and skills from core education coursework, focusing on differentiated instructional practices, multiple learning environments, professional collaboration, school policies and procedures, and reflective practice. During student teaching, candidates steadily increase classroom responsibilities and demonstrate competency in planning, instruction, assessment, and other professional tasks, culminating in assuming full responsibility for students in a classroom setting. Candidates are expected to exhibit professionalism throughout all components of the experience. Experience includes directed activities in off-campus school settings and on-campus seminars. Personal transportation is required.

Prerequisite: HEDU 305: Orientation to Education, HEDU 204: Educational Psychology,

HEDU 451: Student Teaching Seminar I

Corequisite: HEDU 452: Student Teaching Seminar II

Restriction: Department Chair approval

Credit Hour(s): 12

HEDU 499 Special Topics: Black Male Teachers and Learners

In this course, students will explore the instructional, social, and emotional practices that lead to successful outcomes for black male students. Students will learn through discussion, engagement, and observation of black male educators in various instructional, leadership, school governance, and policy-making roles. Students will also explore their own educational experiences to examine the issues that black male students experience as they move through the education pipeline.

Credit Hour(s): 3

HEDU 499 Special Topics: Race, Society, and Education

In this course, students will be introduced to three dimensions of educational inequality: standardized testing, family influences, and school structures and practices. Emphasis will be placed on how institutional practices and the structure of schooling perpetuates educational inequality. Students will have the opportunity to engage their own educational experiences with the literature to better understand the interaction between structure and individual outcomes.

Note that J-Mester courses are free elective courses. It is advised that students engage advisors before enrolling to determine if credit from these courses can be applied to their specific major or fulfill general education requirements.

Credit hour(s): 3

SEDU course descriptions are available in the [Spelman College Bulletin](#).

English

Department Chair:

Dr. Alison Ligon (Associate Professor)

Faculty:

Dr. Consuella Bennett (Associate Professor); Dr. Corrie B. Claiborne (Associate Professor); Dr. Tanya Clark (Assistant Professor); Dr. Leah Creque (Professor); Dr. Stephane Dunn (Professor), Dr. Michael Janis (Professor); Dr. Sonya Freeman Loftis (Professor); Dr. Nathaniel Norment (Professor NTT); Dr. Matthew Skwiat (Assistant Professor); Dr. Corey Stayton (Assistant Professor)

Program overview:

English majors gain an abiding appreciation of world literature and cultures—textual, visual, and digital—and acquire the interdisciplinary and intercultural skills in critical thinking and writing necessary to succeed in advanced studies in the humanities and all professional careers. The English major offers three concentrations: Africana Literature and Cultural Studies, Traditional English Studies, and Writing. The program provides a comprehensive curriculum of traditional and contemporary course selections with robust offerings in the African American and Africana literary traditions. The faculty is devoted to the teaching of writing across disciplines, including research skills, literary and cultural criticism, and creative writing.

Morehouse students must be effective communicators whose abilities in reading, writing, speaking, and listening reflect their sustained intellectual preparation and commitment to humanistic inquiry. Diverse and interdisciplinary courses represent the effort of the department to meet students' societal needs and interests and to broaden career opportunities for majors and minors. Because of its emphasis on communication skills, critical thinking, and cultural diversity, English provides a firm foundation for those interested in fields such as education and scholarship, creative writing, and journalism, as well as social activism, theology, law, and business.

Students who complete the requirements for the English major will earn a Bachelor of Arts degree. The B.A. requires 42 hours in English major courses. The curriculum for the major in English includes 10 mandatory core courses that include the HENG 241 Literary Form gateway course and the HENG 497 Senior Seminar capstone course. Senior Seminar serves as the capstone course for all fields of concentration. After completing the other English core courses, students will choose from three areas of concentration. This new curriculum allows students to choose at least four of their courses based on their career interests. As a part of the Senior Seminar, the senior project will focus on the student's area of concentration.

Student learning outcomes:

- Recognize the significant authors, representative works, literary conventions and techniques, genres, movements, periods, and cultural background of British, American,

- and African diasporic literature.
- Apply knowledge of literary forms and historical modes of literary criticism and theory.
- Demonstrate oral and written communication skills at or above the department's established achievement levels.
- Integrate critical thinking and research skills into the interpretation and analysis of literary and non-literary works.
- Identify and analyze relationships among and between global literature, languages, and cultures.
- Synthesize culturally diverse perspectives in literature and literary criticism.

Department policies and/or General Education modifications:

- A grade of C or higher is required for majors to satisfactorily complete all courses in the English major or minor, including concentration courses and electives designated for the concentration.

Major course of study = 42

Bachelor of Arts in English

English Core Curriculum 15 credits:

HENG 241 Literary Form
 HENG 341 Literary Theory
 HENG 377 Shakespeare
 HENG 380 Survey of African American Literature I
 HENG 497 Senior Seminar

British Literature 6 credits:

HENG 271 Survey of English Literature I
 HENG 272 Survey of English Literature II
 HENG 375 Chaucer
 HENG 376 Milton
 HENG 478 Nineteenth-Century British Novel

American Literature 6 credits:

HENG 363 Survey of American Literature I
 HENG 364 Survey of American Literature II
 HENG 366 Literature of American Civil Rights

Grammar and Linguistics 3 credits:

HENG 247 Advanced Grammar and Editing
 HENG 265 Advanced Composition: Writing Criticism
 HENG 273 History of the English Language

Concentration 12 credits:**Africana Literature and Cultural Studies concentration**

Select four (two courses must be 400-level and one must be a theory course).

- HENG 265 Advanced Composition/Writing
- HCTM 235 Introduction to Film
- HENG 345 Introduction to Disability Studies
- HENG 350 Global Modernism
- HENG 357 Selected Caribbean Poetry
- HENG 360 Topics in Africana Literature/ Cultural Studies
- HENG 366 Literature of American Civil Rights
- HENG 379 African American Biography and Autobiography
- HENG 417 The Nobel Laureates
- HENG 454 Latin American Fiction and Film
- HENG 457 The Caribbean Novel
- HENG 461 West African Fiction and Film
- HENG 381 Survey of African American Literature II
- HENG 481 Africana Centered Drama and Theatre

Traditional English Studies concentration

Select four (two courses must be 400-level and one must be a survey course not taken in core).

- HENG 265 Advanced Composition: Writing Criticism
- HENG 273 History of the English Language
- HENG 350 Global Modernism
- HENG 375 Chaucer
- HENG 376 Milton
- HENG 247 Advanced Grammar and Editing
- HENG 381 Survey of African American Literature II
- HENG 441 Contemporary Theory and Practice
- HENG 478 Nineteenth Century British Novel
- HENG 489 Major African American Authors
- HENG 490 Shakespeare and Film
- HENG 491 Shakespeare and His Contemporaries

Writing concentration

Select four (two courses must be 300-level and one must be a 400-level course).

- HENG 265 Advanced Composition/Writing Criticism
- HENG 273 History of the English Language
- HENG 290 Introduction to Creative Writing
- HENG 387 Advanced Grammar
- HENG 390 Creative Non-fiction
- HENG 391 Creative Writing Poetry
- HENG 392 Creative Writing: Fiction and Drama
- HENG 393 Business and Professional Writing
- HENG 441 Contemporary Theory and Practice
- HENG 483 Harlem Renaissance

HENG 485 Contemporary African American Novel

Minor course of study = 18 credits**English Minor****Required courses**

HENG 241 Literary Form
 HENG 265 Advanced Composition
 HENG 375 Chaucer
 HENG 377 Shakespeare
 HENG 271 Survey English Literature I or
 HENG 272 Survey of English Literature II or
 HENG 363 Survey of American Literature I or
 HENG 364 Survey of American Literature II
 HENG 380 Survey of African American Literature or
 HENG 480 Survey of African American Literature II or
 HENG 489 Major African American Writers

Department course descriptions**HENG 101 English Composition 101**

English Composition 101 is a first-semester, freshman-level course in which writing, critical thinking, and analytical skills are enhanced through foundational approaches to college writing: writing modes, grammar and mechanics, and an introduction to research writing and documentation. Activities allow the exploration of a variety of perspectives in different disciplines and cultures. A grade of C or above, which partially satisfies the English Composition core requirement, is required in this course for successful completion.

Prerequisite: English 101 is a prerequisite for English 102.

Credit Hour(s): 3

HENG 102 English Composition

English Composition 102 is a reinforcement of the skills developed in English 101, the prerequisite. This course emphasizes research writing, documentation methodologies, critical thinking, and analytical skill development. A grade of C or above, which partially satisfies the English Composition core requirement, is required in this course for successful completion.

Prerequisite: HENG 101

Credit Hour(s): 3

HENG 103 Honors English Composition

English Composition 103 combines the learning outcomes for English Composition 101 and 102 to train students with above-average verbal standardized test scores in academic writing. This course will satisfy the College's General Education Curriculum requirement for freshman composition. Students will learn to perfect their writing of extended compositions and research papers that are well-organized and free of grammatical and mechanical errors. The course readings are organized around ideas and issues—read thematically, discussed and explored orally, and written about in essays, position papers, and formal reports.

Prerequisite: 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.

Credit Hour(s): 3

HENG 120 FYE Disability and Race

This course focuses on the intersectionality of disability and race. Exploring various points of intersectional oppression in modern American culture (especially race and disability but also LGBTQ identity and disability), this course fosters knowledge of the disability rights movement and its relationship to other civil rights movements. This course will focus on both theory (examining modern identity politics and exploring questions of rhetoric, ethos, and disability disclosure) and the reality of the disability rights movement as an ongoing struggle for civil rights (engaging questions of ethics and disability discrimination). In addition to reading disability theory, we will also examine selected works by African American authors, artists, and activists, applying a disability studies analysis to their works.

Credit Hour(s): 3

HENG 121 FYE Immigrant Voices

Immigrant Voices engages perspectives on immigration, migration, and refugees, taking a humanistic approach to understanding the struggles of immigrants and the cross cultural and intercultural aspects of the contemporary world. Focusing on “immigrant voices” in the United States in important works of fiction, in film, and in the media, the class examines a variety of topics considered central to the immigrant experience, from trials immigrants undergo such as war, oppression, and discrimination to unique aspects of immigrant cultures such as multilingualism and the richness of cultural identity. Students hone skills in written and oral expression, cultivate their abilities in critical thinking on ethics and equity, and expand their knowledge of world cultures, politics, and history.

Credit Hour(s): 3

HENG 122 FYE Blacks in Wonderland

This course explores concepts of identity, culture, and history by analyzing various literary, cinematic, and artistic forms of expression. Students will read texts from speculative genres, such as sci-fi, fantasy, horror, and supernatural, written by people of African descent, and discuss how

such work challenges the lack of diversity, colonialism, and racism in mainstream speculative genres. Blacks in Wonderland is a general education, FYE course that satisfies the Arts and Literature thematic area.

Credit Hour(s): 3

HENG 241 Literary Form

Literary Form is a one-semester, sophomore-level course, required as an initial course for students who major or minor in English, which teaches techniques of critical analysis of literature through intensive study of literary genres and study of trends in and approaches to literature.

Prerequisite: HENG 101 and 102; or HENG 103

Credit Hour(s): 3

HENG 247 Advanced Grammar and Editing

Advanced Grammar and Editing involves the study of theories and the practice of English usage from a structural and linguistic basis. Analysis of grammatical forms, functions, and constructions in practice/context will aid students in the accuracy and effectiveness of expression; in ensuring confidence in their written voices; and in gaining independence in polishing their own and others' writing. Student produced manuscripts and documents along with exemplary works in texts—traditional and current publications—will be used for discussion, analysis, and practical exercises.

Prerequisites: Successful completion of all General Education Courses in English

Credit Hour(s): 3

HENG 250 World Literature

World Literature is a sophomore-level, one-semester course that introduces students to works from ancient myth and epic to 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 and an introductory knowledge of different critical approaches to literature to assist in their analytical and critical oral and written responses.

Prerequisite: HENG 101 and 102; or HENG 103

Credit Hour(s): 3

HENG 250H Honors World Literature

World Literature is a sophomore-level, one-semester course that introduces students to works from ancient myth and epic to 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 and an introductory knowledge of different critical approaches to literature to assist in their analytical and critical oral and written responses. See the honors program.

Prerequisite: HENG 101 and 102; or HENG 103

Credit Hour(s): 3

HENG 265 Advanced Composition

Advanced Composition offers enhancement of skills in expository, critical, and specialized writing.

Prerequisite: HENG 101 and 102; or HENG 103

Credit Hour(s): 3

HENG 271 Survey of English Literature I

British literature I covers works from Anglo-Saxon to the Neoclassical period, with emphasis on tradition, genres, and conventions, as well as examining the intellectual and social climate of works through close study of selected texts.

Prerequisite: HENG 101 and 102; or HENG 103

Credit Hour(s): 3

HENG 272 Survey of English Literature II

British literature II covers works from Romanticism to Modernism and contemporary works, including postcolonial perspectives, with emphasis on tradition, genres, and conventions, as well as examining the intellectual and social climate of works through close study of selected texts.

Prerequisite: HENG 101 and 102; or HENG 103

Credit Hour(s): 3

HENG 273 History of the English Language

History of the English Language is a study of the development of the English language from its beginnings to modern American English, with emphasis on changes in sound systems, grammar, and vocabulary.

Prerequisite: HENG 101 and 102; or HENG 103

Credit Hour(s): 3

HENG 290 Introduction to Creative Writing

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 responses from the workshop participants, and learn to provide useful feedback to other developing writers. This course is intended for students who want to expand their writing repertoire, for novices, and for those who would like to deepen their confidence in writing.

Prerequisite: HENG 101 and 102; or HENG 103

Credit Hour(s): 3

HENG 310 Internship

Internship is a supervised activity for students in close relationship between the program and an on-site monitor in a nonprofit organization, corporation, or program that offers students hands-on enhancement of analytical, critical, and communication skills.

Prerequisite: Approval of the APD is required in advance. HENG 101 and 102; or HENG 103

Credit Hour(s): 2-3

HENG 341 Introduction to Literary Theory

A required course for all English majors, Literary Theory covers theoretical approaches to literature and to critical theory, from the classical texts of the ancient world to the present-day approaches to literary and cultural theory. Contemporary literary theory encompasses philosophical, hermeneutic, semiotic, (post)structuralist, Africana, feminist, Marxist, and postcolonial methodologies, among others. Encouraging students to explore the relationships between the aesthetic and the political, between literature and culture, and between art and society, the course follows a rigorous program of inquiry into literary and critical texts. By engaging key ideas of global intellectual history, with an emphasis on Africa and the diaspora, Literary Theory teaches scholars in the humanities to analyze and write at the graduate level and provides all students with the critical skills necessary to succeed at an advanced level in a variety of disciplines and professions. Required of majors at the junior level.

Prerequisite: ENG 241

Credit Hour(s): 3

HENG 345 Introduction to Disability Studies

Introduction to Disability Studies serves as an introduction to the field of critical disability studies. In addition to reading essays that have been central to the development of disability theory as a form of literary criticism, students will practice applying knowledge of the social and cultural models of disability to literary texts. This course will focus on both theory (examining the intersectionality of modern identity politics and exploring questions of rhetoric, ethos, and disability disclosure) and the reality of the disability rights movement as an ongoing struggle for civil rights (engaging questions of ethics and disability discrimination).

Prerequisite: HENG 101 and 102; or HENG 103

Credit Hour(s): 3

HENG 349 Global Modernisms

Contemporary literary studies now examine “global Modernisms” as sets of concerns with radical forms of discursive and aesthetic practices that break with traditional approaches to narrative and representation. In Global Modernisms students encounter and analyze works by French surrealists, Brazilian modernists, British feminists, and Tamil, Chinese, and Argentine masters of short fiction—writers from Lu Xun to Borges to Heller—accompanied by relevant films and direct adaptations. With a theoretical background on Modernism provided by key critical statements, the course helps students make connections between various loci of 20th-century

history and culture through literary and cinematic works.

Prerequisite: HENG 101 and 102; or HENG 103

Credit Hour(s): 3

HENG 357 Selected Caribbean Poetry

Selected Caribbean Poetry is a one semester course designed for Junior level English majors and minors. Activities allow for the exploration of a variety of perspectives in different historical, political, and cultural aesthetics and traditions with an emphasis on creative and critical writings by poets from the Anglophone, Hispanophone, Francophone, and Dutch Caribbean.

Prerequisite: HENG 101 and 102; or HENG 103

Credit Hour(s): 3

HENG 360 Topics in Slave-Discourse/Topics in Africana Lit & Culture

The course provides opportunities to practice effective thinking, talking, and writing about slavery in the Americas, as well as the chance to gain fuller knowledge of American, Caribbean, and African history and its impacts on culture. At the center of this study is transatlantic slavery, though we will also discuss Native American enslavement. Through some comparative study of texts from the larger African American and African traditions, we will attempt to bring to light something of the variety of the connections among these literary, historical, and cultural traditions. Moreover, completion of course requirements will help students achieve several key outcomes expected at the departmental and divisional level, such as critical writing skills and a thorough engagement with history and culture of Black people. This course is repeatable once for credit.

Prerequisite: HENG 101 and 102; or HENG 103

Credit Hour(s): 3

HENG 363 Survey of American Literature I

This course is a survey of selected major and minor works and literary movements from the precolonial period to the Civil War. The discussion of culture, history, and the history of ideas supplements the study of literature.

Prerequisite: HENG 101 and 102; or HENG 103

Credit Hour(s): 3

HENG 364 Survey of American Literature II

This course is a survey of selected major and minor works and literary movements from the Civil War to the twenty-first century. Immigrant authors from the Caribbean, Africa, and Asia will be examined to show how their works have contributed to the idea of American identity.

Prerequisite: HENG 101 and 102; or HENG 103

Credit Hour(s): 3

HENG 366 Literature of American Civil Rights

Literature of American Civil Rights is a seminar course devoted to the study of the writing about the struggle for racial justice through the eyes of men and women who, as activists, participated in the movement, or who, as essayists, fiction writers, poets, and cultural critics, chronicled and critiqued the movement's issues and events.

Prerequisite: HENG 101 and 102; or HENG 103

Credit Hour(s): 3

HENG 375 Chaucer

Chaucer is a study of Geoffrey Chaucer's major poetry. It is a critical approach with some attention given to grammar and pronunciation of Middle English. Usually offered in fall semesters.

Prerequisite: HENG 101 and 102; or HENG 103

Credit Hour(s): 3

HENG 376 Milton

Milton is a study of *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*, a selection of the minor poems, and *Areopagitica*.

Prerequisite: HENG 101 and 102; or HENG 103

Credit Hour(s): 3

HENG 377 Shakespeare

The course on Shakespeare is a study of themes, imagery, and conventions in several plays and sonnets, including a focus on historical and literary background as well as trends in Shakespearean criticism and theatrical productions. Required of majors in the junior year.

Prerequisite: HENG 101 and 102; or HENG 103

Credit Hour(s): 3

HENG 379 African American Biography & Autobiography

In this course, we will read autobiographies and biographies—life writing—whose authors are African American. We observe the trend of autobiography shifting to memoir and consider what this transformation says about our culture as well as the way we understand African American identity itself. Considering the interplay between truth and fiction and the way that authors use sources selectively in various types of biographies and autobiographies, the class inquires into the aesthetic motivations and cultural contexts of life writing.

Prerequisite: HENG 101 and 102; or HENG 103

Credit Hour(s): 3

HENG 380 Survey of African American Literature I

Survey of African American Literature I involves the 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.

Prerequisite: HENG 101 and 102; or HENG 103

Credit Hour(s): 3

HENG 387 Special Topics in Literary Studies

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.

Prerequisite: HENG 101 and 102; or HENG 103

Credit Hour(s): 3

HENG 390 Creative Nonfiction

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.

Prerequisite: HENG 101 and 102; or HENG 103

Credit Hour(s): 3

HENG 391 Creative Writing: Poetry

Creative Writing: Poetry is a writing workshop that introduces students to the elements and techniques of composition in verse and develops skills through exercises, assignments, and class response.

Prerequisite: HENG 101 and 102; or HENG 103

Credit Hour(s): 3

HENG 392 Creative Writing: Fiction and Drama

Creative Writing: Fiction and Drama is a writing workshop that introduces students to the elements and techniques of short fiction and drama and develops skills through close review of literary fiction and drama and through composition of his original works of fiction and drama in a setting that emphasizes support and feedback.

Prerequisite: HENG 101 and 102; or HENG 103

Credit Hour(s): 3

HENG 393 Business and Professional Writing

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 and 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.

Credit Hour(s): 3

HENG 410 Internship

A sequel to English 310; cannot be taken concurrently.

Prerequisite: HENG 101 and 102; or HENG 103

Credit Hour(s): 3

HENG 417 The Nobel Laureates

This course will provide exposure to twentieth- and twenty-first century masters of intellectual thought, creativity, invention, civic leadership, and statesmanship through the prism of The Nobel Prize. Multidisciplinary and global in perspective, the course will focus on the inquiry of excellence and the elements of culture and society that shape and foster a body of work that merits such recognition. Additionally, students will develop a process to understand the complexities of excellence in various disciplines as exemplified by the Nobel Laureates.

Prerequisite: HENG 101 and 102; or HENG 103

Credit Hour(s): 3

HENG 441 Contemporary Theory & Practice

Contemporary Theory and Practice expands students' knowledge of theoretical approaches to literature and culture, enabling them to analyze interdisciplinary texts by applying advanced critical methodologies and by undertaking advanced research. This course extends the curriculum of English 341: Literary Theory, a prerequisite, by focusing on Modernism, Postmodernism, and contemporary works, giving students focused attention on advanced skills in critical thinking and in writing criticism—a level of mastery especially necessary for students who intend to become teachers, professors, critics, writers, editors, etc.

Prerequisite: HENG 101 and 102; or HENG 103; English 341 Literary Theory.

Credit Hour(s): 3

HENG 454 Latin American Fiction and Film

In an effort to provide students with a focused approach to cultural production in a vast and diverse region, Latin American Fiction and Film concentrates primarily on modernist and contemporary works from selected Latin American countries in order to highlight varied intellectual traditions. As the subject matter includes Latin America literature and theory, political history, and popular music and culture, English 454 lends itself to highly varied interdisciplinary study—to exchange from faculty and students in departments outside of English/CTEMS, such as Modern Foreign Languages, History, and African American Studies—and a view towards a hemispheric understanding of the Americas.

Prerequisite: HENG 101 and 102; or HENG 103

Credit Hour(s): 3

HENG 457 The Caribbean Novel

The Caribbean Novel focuses on critical reading and discussion of selected Caribbean novels. Exploration of the relationship between the Caribbean novel and Caribbean society enhances students' understanding and appreciation of similarities and differences between Caribbean and African American cultures. A senior-level course offered in alternate semesters.

Prerequisite: HENG 101 and 102; or HENG 103

Credit Hour(s): 3

HENG 461 West African Fiction and Film

A critical examination of postcolonial African fiction and cinema, HENG 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.

Prerequisite: HENG 101 and 102; or HENG 103

Credit Hour(s): 3

HENG 483 Harlem Renaissance

Harlem Renaissance offers a 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 that is offered in alternate semesters.

Prerequisite: HENG 101 and 102; or HENG 103

Credit Hour(s): 3

HENG 485 Contemporary African American Novel

Contemporary African American Novel is a critical exploration of African American novels written since 1960, with emphasis on aesthetic, cultural, moral, psychological and social ideas

and issues treated by, or relevant to, the works. A senior-level course that is offered in alternate semesters.

Prerequisite: HENG 101 and 102; or HENG 103

Credit Hour(s): 3

HENG 487 Special Topics

A senior-level version of ENG 387.

Prerequisite: HENG 101 and 102; or HENG 103

Credit Hour(s): 3

HENG 489 Major Authors of African American Literature

Major Authors of African American Literature is an in-depth study of African American literary works written since 1940, with a focus on selected writers and an emphasis on style and structure and on analysis within the contexts of African American literary history, culture, literary criticism.

Prerequisite: HENG 101 and 102; or HENG 103

Credit Hour(s): 3

HENG 490 Shakespeare and Film

This course offers an introduction to the history of Shakespeare on film, with attention to both elements of film history and traditions of Shakespeare in performance. It offers a sampling of influential Shakespeare films from the silent era to the 2000s, presenting students with examples of diverse interpretations of Shakespeare's texts.

Prerequisite: HENG 101 and 102; or HENG 103

Credit Hour(s): 3

HENG 491 Shakespeare and His Contemporaries

This course offers an introduction to Renaissance drama, including works by William Shakespeare, Christopher Marlowe, Ben Jonson, John Webster, and John Ford. The class focuses on the generic expectations of early modern drama, the material conventions of the early modern theater, and the political and historical milieu in Elizabethan and Jacobean England that helped shape the work of Shakespeare and his contemporaries.

Prerequisite: HENG 101 and 102; or HENG 103

Credit Hour(s): 3

HENG 497 Senior Seminar

The English Department's capstone course is required of senior majors and assigns work tailored to meet the needs of each student in preparation for varied post-undergraduate work; it is designed to enhance skills in 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.

Prerequisite: HENG 101 and 102; or HENG 103. Open only to students classified as seniors. This should be among the last courses taken in the major.

Credit Hour(s): 3

HENG 499 Independent Study

Special, carefully supervised reading and research for selected senior majors. Assigned by the Chair only.

Prerequisite: HENG 101 and 102; or HENG 103

Credit Hour(s): 2-3

Entrepreneurship and Innovation Minor

Faculty Contact:

Dr. Felix Kamuche (Professor)

Program overview:

The Interdisciplinary Entrepreneurship and Innovation Minor is designed to educate students to serve as leaders in the innovation economy with knowledge, skills, and confidence to develop, scale, and deliver breakthrough solutions to real-world problems. Students will be prepared to do so within a range of organizational contexts: an entrepreneurial start-up of their own, as key members of a founding team, or as an entrepreneurial member of a large organization. The Interdisciplinary Entrepreneurship and Innovation Minor requires eighteen hours of course work including a black entrepreneurial mindset course, innovation and design thinking course, digital Marketing course, entrepreneurship finance course, seminar in entrepreneurship, and one elective. The distribution of requirements is intended to provide students with a broad interdisciplinary learning experience. Students are strongly encouraged to complete the first course (HBA 253) by the end of their sophomore year and to complete an internship with an entrepreneur.

Departmental policies and/or General Education modifications:

- A grade of C or higher is required for all courses in the Entrepreneurship and Innovation minor.

Minor course of study = 15 credits

Entrepreneurship and Innovation Minor

HBA 253 Black Entrepreneurial Mindset
HBA 353 Innovation and Design Thinking
HBA 469 Digital Marketing
HBA 435 Entrepreneurial Finance
HBA 456 Entrepreneurship and Innovation Capstone

One designated Interdisciplinary electives (See academic advisor)

Course descriptions are available in the Business Administration section.

Environmental Studies Minor

Faculty Contact:

Dr. Ethell Vereen (Assistant Professor)

Program overview:

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.

Departmental policies and/or General Education modifications:

- A grade of C or higher is required for all courses in the Environmental Studies minor.

Minor course of study = 15 credits

Environmental Studies Minor

Required 3 credits:

HBIO 497 Environmental Studies

Electives 12 credits:

At least 6 elective hours must be in 300 or 400-level courses and no more than 6 elective hours may be in any one Academic Division. Suggested courses are listed below:

Division of Science, Technology, Engineering and Mathematics

Biology

HBIO 320 Ecology

HBIO 320L Ecology Laboratory

HBIO 497L Environmental Studies Laboratory

Chemistry

HCHE 435 Introduction to Space Science

HCHE 437 Instrumental Methods in Atmospheric Chemistry

Environmental Science (at Spelman College)

SES 384 Industrial Ecology
SES 451 Environmental Chemistry

Physics (at Clark Atlanta University)

CPHY 104 Introduction to Earth System Science
CPHY 104L Introduction to Earth System Science Laboratory
CPHY 105 Orientation to Earth System Science
CPHY 353 Weather Analysis and Prediction
CPHY 353L Weather Analysis and Prediction Laboratory
CPHY 370 Earth System Modeling
CPHY 370L Earth System Modeling Laboratory
CPHY 460 Atmospheric Chemistry
CPHY 460L Atmospheric Chemistry Laboratory
CPHY 620 Introduction to Atmospheric Science

Division of Business Administration and Economics

Economics

HECO 306 Environmental Economics
HECO 404 Urban Economics

Division of Humanities, Social Sciences, Media and Arts

Political Science

HPSC 488 International Political Economy

Public Administration (at Clark Atlanta University)

CPAD 507 Formulation of Public Policy

Sociology

HSOC 305 Urban and Community Sociology
HSOC 356 Demography, Ecology, and the Environment

Urban Studies Program

HUST 261 Introduction to Urban Studies I
HUST 262 Introduction to Urban Studies II
HUST 420 Transportation Planning and Policy

Philosophy

HPHI 302 Introduction to Philosophical Ethics

Course descriptions are available in the **Biology** or other major sections.
CPAD and CPHY course descriptions are available in the [Clarke Atlanta University catalog](#).
SES course description are available in the [Spelman College bulletin](#).

European Studies Minor

Faculty Contact:

Dr. Michael Dillon (Professor)

Program overview:

The mission of the European Studies Minor--an interdisciplinary minor--at Morehouse is to provide coursework and resources so that graduates will be able to interpret and explain current as well as historical events and cultural artifacts across diverse societies in the European region. In addition, students will demonstrate ACTFL Intermediate Low level interpretive, presentational, and interpersonal communication skills in French and German to use at home and abroad, in their professional and personal life, and in the global community as multilingual and multicultural citizens.

Study Abroad programs: The department partners with educational organizations that offer semester or full-year programs abroad to encourage students to study and travel overseas. These programs can help students meet a significant part of their Spanish major or minor requirements. Additionally, the department arranges summer study abroad programs of its own. To learn more, please visit the department.

Language Clubs. Language Clubs offer students opportunities to broaden their academic experience with exposure to target language right here in Atlanta. The club is a great way to meet other students interested in cultures, history, film, and literature.

Student learning outcomes:

- Students will be able to demonstrate Intermediate Low* language skills through: a) listening comprehension, b) verbal communication, c) expository writing, and d) reading in French and German.
- Students will be able to interpret and explain current and historical events and cultural artifacts across diverse societies in the European region.

**Based on The ACTFL Proficiency Guidelines 2012.*

Department policies and/or General Education modifications:

- A grade of C or higher is required for majors to satisfactorily complete all languages and electives designated for the program.

Minor course of study = 18 credits

European Studies Minor

HFLF 1xx or
HFLG 1xx

HFLF 2xx-3xx or
HFLG 2xx-3xx

HFLS 2xx-3xx or
HFLG 2xx-3xx

HFLG 2xx-3xx or
HFLG 2xx-3xx

2 Courses in history (European content) or European content courses in another department.

Course descriptions are available in the French, German and other major sections.

French

Department Chair:

Dr. Michael Dillon (Professor)

Faculty:

Dr. Vivian Brown (Associate Professor)

Program overview:

The mission of the French program at Morehouse College is to provide coursework and resources so that graduates of the French Program 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 French-speaking world. In addition, students will demonstrate interpretative, presentational, and interpersonal communication skills in French to use at home and abroad, in their professional and personal life, and in the global community as global citizens.

The department partners with educational organizations that offer semester or full-year programs abroad to encourage students to study and travel overseas. These programs can help students meet a significant part of their French major or minor requirements. Additionally, the department arranges summer study abroad programs of its own. To learn more, please visit the department.

The French Club provides students with opportunities to expand their academic experience by immersing themselves in the French language and culture. Along with language-focused events, the club also hosts a variety of cultural events that offer an in-depth insight into the history, arts, and traditions of French-speaking communities both here in Atlanta and abroad. This makes the club an ideal platform for students interested in learning about cultures, history, film, and literature, and for students to meet other like-minded individuals who share their passion for the French-speaking world.

Student learning outcomes:

As a result of the rigorous study in our program, graduates can:

- Students will be able to demonstrate Intermediate Low (for a minor) to Advanced Low (for a major)* language skills through: a) listening comprehension, b) verbal communication, c) expository writing, and d) reading in French.
- Students will be able to interpret and explain language and linguistic cultural artifacts across time periods, cultures, and diverse societies in the French-speaking world.
- Students will be able to a) analyze and critique linguistic cultural artifacts in diverse societies of the French-speaking world as well as b) compare these artifacts with their own cultural backgrounds.

**Based on The ACTFL Proficiency Guidelines 2012.*

Department policies and/or General Education modifications:

- A grade of C or higher is required for majors to satisfactorily complete all French and electives designated for the program.
- 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.
- 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.

Major course of study = 30**Bachelor of Arts in French**

HFLF 202 or 252 Intermediate French
 HFLF 303 or 251 General Conversation
 HFLF 304 General Conversation II
 HFLF 306 Advanced French Grammar and Composition I
 HFLF 307 Advanced French Grammar and Composition II
 HFLF 308 Oral Communication Skills/Reading Selections in French Literature

HFLF 3xx
 HFLF 3xx

HFLF 4xx

HFLF 432 or
 HFLF 433 or
 HFLF 434 or
 HFLF 446

Minor course of study = 18 credits**French Minor****Required courses**

HFLF 202 or 252 Intermediate French
 HFLF 303 or 251 General Conversation I
 HFLF 304 General Conversation II
 HFLF 306 Advanced French Grammar and Composition I

HFLF 307 Advanced French Grammar and Composition II
 HFLF 308 Oral Communication Skills/Reading Selections in French Literature

Department course descriptions

HFLF 101 Elementary French I

A beginning semester course for students with no previous study of the target language. This is the first of a two-course sequence (HFLF 101 – HFLF 102). Emphasis on speaking, writing, reading, and listening, as the basis for the development of all three modes of communication: Interpersonal, Interpretive, and Presentational at Novice Mid to Novice High level. Target languages' cultures will be introduced by diverse cultural artifacts and current sociogeopolitical contexts and their impact in the global community.

Restriction: Instructor Permission or Department Chair approval or Senior Status.

Credit Hour(s): 3

HFLF 102 Elementary French II

A beginning semester course for students. This is the second of a two-course sequence (HFLF 101 – HFLF 102). Emphasis on speaking, writing, reading, and listening, as the basis for the development of all three modes of communication: Interpersonal, Interpretive, and Presentational at Novice Mid to Novice High level. Target languages' cultures will be introduced by diverse cultural artifacts and current sociogeopolitical contexts and their impact in the global community.

Prerequisite: HFLF 101 with a passing grade of C- or an equivalent course with a passing grade of C-. **Restriction:** Instructor Permission or Department Chair approval or Senior Status

Credit Hour(s): 3

HFLF 201 Intermediate French I

A second-year semester course for students with a Novice High level of the target language. This is the first of a two-course sequence (HFLF 201 – HFLF 202). Emphasis on speaking, writing, reading, and listening, as the basis for the development of all three modes of communication: Interpersonal, Interpretive, and Presentational at Intermediate Low level. Target languages' cultures will be introduced by diverse cultural artifacts and current sociogeopolitical contexts and their impact in the global community.

Prerequisite: HFLF 102 with a passing grade of C- or an equivalent course with a passing grade of C-.

Restriction: Instructor Permission or Department Chair approval or Senior Status

Credit Hour(s): 3

HFLF 202 Intermediate French II

A second-year semester course for students with a Novice High level of the target language. This is the second of a two-course sequence (HFLF 201 – HFLF 202). Emphasis on speaking,

writing, reading, and listening, as the basis for the development of all three modes of communication: Interpersonal, Interpretive, and Presentational at Intermediate Low level. Target languages' cultures will be introduced by diverse cultural artifacts and current sociogeopolitical contexts and their impact in the global community.

Prerequisite: HFLF 201 with a passing grade of C or an equivalent course with a passing grade of C.

Restriction: Instructor Permission or Department Chair approval or Senior Status

Credit Hour(s): 3

HFLF 251 Intensive Intermediate French I

Accelerated second-year course designed for honors students and students intending to major or minor in French. This is the first of a two-course sequence (HFLF 251 – HFLF 252).

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.

Prerequisite: HFLF 102 with a passing grade of B or an equivalent course with a passing grade of B.

Restriction: Instructor Permission or Department Chair approval or Senior Status.

Credit Hour(s): 3

HFLF 252 Intensive Intermediate French II

Accelerated second-year course designed for honors students and students intending to major or minor in French. This is the second of a two-course sequence (HFLF 251 – HFLF 252).

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.

Prerequisite: HFLF 251 with a passing grade of B or an equivalent course with a passing grade of B.

Restriction: Instructor Permission or Department Chair approval or Senior Status.

Credit Hour(s): 3

HFLF 253 Intermediate French/Study Abroad I

Emphasis on conversational and written French at the intermediate level. Extensive use will be made of the daily situations that students encounter while living in the host country. HFLF 253 will satisfy the HFLF 201 General Education requirement.

Prerequisite: A passing grade of C- in HFLF 102 or an equivalent course with a passing grade of C-.

Credit Hour(s): 3

HFLF 254 Intermediate French/Study Abroad II

Emphasis on conversational and written French at the intermediate level. Extensive use will be made of the daily situations that students encounter while living in the host country. HFLF 254 will replace HFLF 202.

Prerequisite: A passing grade of C in HFLF 201 or an equivalent course with a passing grade of C.

Credit Hour(s): 3

HFLF 303 General Conversation I

Intensive training in aural comprehension and the idiomatic use of the spoken language through class discussions. This is the first of a two-course sequence (HFLF 303 – HFLF 304).

Preparation and delivery of talks on current events, lectures, and discussions. Conducted in French.

Prerequisites: A passing grade of C in HFLF 202 or an equivalent course with a passing grade of C Required for the major and minor.

Restriction: Instructor Permission or Department Chair approval or Senior Status.

Credit Hour(s): 3

HFLF 304 General Conversation II

Intensive training in aural comprehension and the idiomatic use of the spoken language through class discussions. This is the second of a two-course sequence (HFLF 303 – HFLF 304).

Preparation and delivery of talks on current events, lectures, and discussions. Conducted in French.

Prerequisites: A passing grade of C in HFLF 303 or an equivalent course with a passing grade of C. for the major and minor

Restriction: Instructor Permission or Department Chair approval or Senior Status.

Credit Hour(s): 3

HFLF 305 Advanced French Grammar and Conversation/Summer Abroad

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: Either HFLF 202 (with a minimum grade of C), 252 (with a minimum grade of C), 253 (with a minimum grade of C), or 254 (with a minimum grade of C).

Credit Hour(s): 3

HFLF 306 Advanced French Grammar and Composition I

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: Either HFLF 202 (with a minimum grade of C), 252 (with a minimum grade of C), 253 (with a minimum grade of C), or 254 (with a minimum grade of C). Required for the major and minor.

Credit Hour(s): 3

HFLF 307 Advanced French Grammar and Composition II

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: A passing grade of C in HFLF 202 or equivalent with a passing grade of C. Required for the major and minor.

Credit Hour(s): 3

HFLF 308 Oral Communication Skills/Reading Selections in French Literature

This course will emphasize selected readings from classical and contemporary French literature as a basis for oral and writing skills.

Prerequisite: A passing grade of C in HFLF 202 or equivalent with a passing grade of C. Required for the major and minor.

Credit Hour(s): 3

HFLF 309 Oral Communication Skills/Reading Selections in Francophone Literature

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: A passing grade of C in HFLF 202 or equivalent with a passing grade of C.

Credit Hour(s): 3

HFLF 311 General Survey of French Literature I

Study of essential works in the literature of France from the early Middle Ages to present day.

Prerequisite: A passing grade of C in HFLF 202 or equivalent with a passing grade of C.

Credit Hour(s): 3

HFLF 312 General Survey of French Literature II

Study of essential works in the literature of France from the early Middle Ages to present day.

Prerequisite: A passing grade of C in HFLF 202 or equivalent with a passing grade of C.

Credit Hour(s): 3

HFLF 319 Francophone Literature, Language and Culture Through Film

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.

Prerequisite: A passing grade of C in HFLF 202 or equivalent with a passing grade of C.

Credit Hour(s): 3

HFL 320 French Literature, Language and Culture Through Film

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.

Prerequisite: A passing grade of C in HFLF 202 or equivalent with a passing grade of C.

Credit Hour(s): 3

HFLF 332 French Phonetics and Readings

Scientific study of the sounds and pronunciation of the French language using the International Phonetics Alphabet (IPA) as a foundation.

Prerequisite: A passing grade of C in HFLF 202 or equivalent with a passing grade of C.

Credit Hour(s): 3

HFLF 350 French for Business

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: A passing grade of C in HFLF 306 or equivalent with a passing grade of C.

Credit Hour(s): 3

HFLF 411 Early French Literature

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.

Prerequisite: HFLF 311 (with a minimum grade of C) and 312 (with a minimum grade of C) or equivalent with a passing grade of C.

Credit Hour(s): 3

HFLF 421 Seventeenth-Century Literature

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.

Prerequisite: HFLF 311 (with a minimum grade of C) and 312 (with a minimum grade of C) or equivalent with a passing grade of C.

Credit Hour(s): 3

HFLF 430 Age of Enlightenment

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.

Prerequisite: HFLF 306 (with a minimum grade of C), 311 (with a minimum grade of C), and 312 (with a minimum grade of C) or equivalent with a passing grade of C.

Credit Hour(s): 3

HFLF 431 Historical Perspective of Francophone Africa

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.

Prerequisite: A passing grade of C in HFLF 202 or equivalent with a passing grade of C.

Credit Hour(s): 3

HFLF 432 Poetry of Negritude

Introduction to poetry of contemporary Francophone Africa and the Caribbean Islands.

Prerequisite: A passing grade of C in HFLF 202 or equivalent with a passing grade of C.

Credit Hour(s): 3

HFLF 433 Afro-French Folk Literature

Introduction to the oral literary tradition of French-speaking Africa and the West Indies through study of folktales, contes, proverbs, etc.

Prerequisite: A passing grade of C in HFLF 202 or equivalent with a passing grade of C.

Credit Hour(s): 3

HFLF 434 Afro-French Novel

Study of the evolution of the African and Caribbean novel of French expression from its beginning to the present.

Prerequisite: A passing grade of C in HFLF 202 or equivalent with a passing grade of C.

Credit Hour(s): 3

HFLF 440 Directed Study

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 chair. This course may be repeated.

Credit Hour(s): 3

HFLF 441 Directed Study/Summer Abroad

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. HFLF 441 will not satisfy any part of the general education curriculum. However, students may receive credit toward a major or minor in French if the research paper is written in that language. Students may also receive credit from other departments with prior approval before departure.

Prerequisite: All special study projects must be approved in advance by the supervising instructor in consultation with the department chair.

Credit Hour(s):3

HFLF 442 Internship-Field Work/Summer Abroad

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.

Prerequisite: All special study projects must be approved in advance by the supervising instructor in consultation with the department chair.

Credit Hour(s):3

HFLF 443 Nineteenth-Century Literature I

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.

Prerequisite: HFLF 306 (with a minimum grade of C), 311 (with a minimum grade of C), and 312 (with a minimum grade of C) or equivalent with a passing grade of C.

Credit Hour(s): 3

HFLF 444. Nineteenth-Century Literature II

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: HFLF 443 with a passing grade of C.

Credit Hour(s):3

HFLF 446 Topics in Francophone Literature: Negritude et Creolite

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.

Prerequisite: A passing grade of C in HFLF 202 or equivalent with a passing grade of C.

Credit Hour(s): 3

HFLF 447 French Civilization and Culture I

Study of French people from their origins to the present time through their geographical, historical, economic, and cultural backgrounds.

Prerequisite: Either HFLF 306 (with a minimum grade of C), 307 (with a minimum grade of C) or higher-level course with a passing grade of C.

Credit Hour(s): 3

HFLF 448 French Civilization and Culture II

Study of French people from their origins to the present time through their geographical, historical, economic, and cultural backgrounds.

Prerequisite: A passing grade of C in HFLF 447 or higher-level course with a passing grade of C.

Credit Hour(s):3

HFLF 451 Twentieth-Century French Literature I

Study of the writers and dominant literary currents from 1900 to the 1950s. Discussion, oral and written reports, tests, and papers required.

Prerequisite: A passing grade of C in HFLF 311 or equivalent with a passing grade of C.

Credit Hour(s): 3

HFLF 452 Twentieth-Century French Literature II

Continuation of HFLF 451, covering literary works since the 1950s. Discussion, oral and written reports, tests, and papers required.

Prerequisite: A passing grade of C in HFLF 311 or equivalent with a passing grade of C.

Credit Hour(s): 3

HFLF 491 Methods of Teaching Foreign Languages

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.

Credit Hour(s): 3

HFLF 492 Applied Linguistics

Analysis of research in linguistics and its applicability to teaching a 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.

Credit Hour(s): 3

German Minor

Faculty Contact:

Dr. Michael Dillon (Professor)

Program overview:

The mission of the German Minor--an interdisciplinary minor--at Morehouse is to provide coursework and resources so that graduates will be able to interpret and explain current as well as historical events and cultural artifacts across diverse societies in the German-speaking communities in the world. In addition, students will demonstrate ACTFL Intermediate Low level interpretive, presentational, and interpersonal communication skills in German to use at home and abroad, in their professional and personal life, and in the global community as multilingual and multicultural citizens.

The department partners with educational organizations that offer semester or full-year programs abroad to encourage students to study and travel overseas. These programs can help students meet a significant part of their Spanish major or minor requirements. Additionally, the department arranges summer study abroad programs of its own. To learn more, please visit the department.

German Club offers students opportunities to broaden their academic experience with exposure to the German language right here in Atlanta. The club is a great way to meet other students interested in cultures, history, film, and literature.

Student learning outcomes:

- Students will be able to demonstrate Intermediate Low* language skills through: a) listening comprehension, b) verbal communication, c) expository writing, and d) reading in German
- Students will be able to interpret and explain current and historical events and cultural artifacts across diverse societies in the German-speaking communities in the world.

**Based on The ACTFL Proficiency Guidelines 2012.*

Department policies and/or General Education modifications:

- A grade of C or higher is required for majors to satisfactorily complete German and electives designated for the program.

Minor course of study = 18 credits

German Minor

6 HFLG courses

Department course descriptions

HFLG 101 Elementary German I

A beginning semester course for students with no previous study of the target language. This is the first of a two-course sequence (HFLG 101 – HFLG 102). Emphasis on speaking, writing, reading, and listening, as the basis for the development of all three modes of communication: Interpersonal, Interpretive, and Presentational at Novice Mid to Novice High level. Target languages' cultures will be introduced by diverse cultural artifacts and current sociogeopolitical contexts and their impact in the global community.

Restriction: Instructor Permission or Department Chair approval or Senior Status.

Credit Hour(s): 3

HFLG 102 Elementary German

A beginning semester course for students. This is the second of a two-course sequence (HFLG 101 – HFLG 102). Emphasis on speaking, writing, reading, and listening, as the basis for the development of all three modes of communication: Interpersonal, Interpretive, and Presentational at Novice Mid to Novice High level. Target languages' cultures will be introduced by diverse cultural artifacts and current sociogeopolitical contexts and their impact in the global community.

Prerequisite: HFLG 101 with a passing grade of C

Restriction: Instructor Permission or Department Chair approval or Senior Status

Credit Hour(s): 3

HFLG 201 Intermediate German I

A second-year semester course for students with a Novice High level of the target language. This is the first of a two-course sequence (HFLG 201 – HFLG 202). Emphasis on speaking, writing, reading, and listening, as the basis for the development of all three modes of communication: Interpersonal, Interpretive, and Presentational at Intermediate Low level. Target languages' cultures will be introduced by diverse cultural artifacts and current sociogeopolitical contexts and their impact in the global community.

Prerequisite: HFLG 102 with a passing grade of C

Restriction: Instructor Permission or Department Chair approval or Senior Status

Credit Hour(s): 3

HFLG 202 Intermediate German II

A second-year semester course for students with a Novice High level of the target language. This is the second of a two-course sequence (HFLG 201 – HFLG 202). Emphasis on speaking, writing, reading, and listening, as the basis for the development of all three modes of communication: Interpersonal, Interpretive, and Presentational at Intermediate Low level. Target languages' cultures will be introduced by diverse cultural artifacts and current sociogeopolitical contexts and their impact in the global community.

Prerequisite: HFLG 201 with a passing grade of C

Restriction: Instructor Permission or Department Chair approval or Senior Status

Credit Hour(s): 3

HFLG 303 General Conversation I

Intensive training in aural comprehension and the idiomatic use of the spoken language through class discussions. This is the first of a two-course sequence (HFLG 303 – HFLG 304).

Preparation and delivery of talks on current events, lectures, and discussions. Conducted in German.

Prerequisites: Either HFLG 201 (with a minimum grade of C), 202 (with a minimum grade of C) or equivalent with a passing grade of C. Required for the major and minor.

Restriction: Instructor Permission or Department Chair approval or Senior Status.

Credit Hour(s): 3

HFLG 304 General Conversation II

Intensive training in aural comprehension and the idiomatic use of the spoken language through class discussions. This is the second of a two-course sequence (HFLG 303 – HFLG 304).

Preparation and delivery of talks on current events, lectures, and discussions. Conducted in German.

Prerequisites: A passing grade of C in HFLG 304 or equivalent with a passing grade of C. Required for the major and minor.

Restriction: Instructor Permission or Department Chair approval or Senior Status.

Credit Hour(s): 3

HFLG 311 German Civilization I

Overview of German contributions to history, culture, and science. Given in German.

Prerequisite: HFLG 202 with a passing grade of C.

Credit Hour(s): 3

HFLG 312 German Civilization I

Overview of German contributions to history, culture, and science. Given in German.

Prerequisite: HFLG 202 with a passing grade of C.

Credit Hour(s): 3

HFLG 440 Directed Study

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.

Credit Hour(s): 3

History

Department Chair:

Dr. Ovell Hamilton (Assistant Professor NTT)

Faculty:

Dr. Worth Hayes (Associate Professor); Dr. Haile Larebo (Professor); Dr. Janira Teague (Assistant Professor)

Program overview:

The History major is designed to develop within students a broad base of knowledge of world history that enables them to see and understand diverse people in a variety of historical contexts.

Particular emphasis is placed on offering courses that facilitate students' acquisition of knowledge about the history of Black people. The History major prepares students to investigate the human past and hone their skills in analysis and argumentation through the study of primary sources and critical reading of the theoretical debates among historians.

Students have the opportunity to conduct research with faculty as well as independent projects informed by diverse, holistic, and culturally sensitive theories and methodologies. The major pushes students to refine their written and verbal communication skills as well as develop expertise in the use of technology to create digital humanities tools and products. The Morehouse emphasis on character development and leadership is aided by courses on the history of the civil rights and human rights movements.

Our major provides instruction, research, internships, counseling, and extracurricular activities that offer students greater understanding of the world.

The History major prepares students for graduate study and law school as well as for careers in public history, historic preservation, government, the ministry, business, teaching, public advocacy, media commentary, and social analysis.

Student learning outcomes:

- At the time of graduation, students will meet the following learning outcomes:
- Demonstrate knowledge of historical methods, critical analysis, and historiographical debates
- Explain historical change by looking at global forces and cross-cultural encounters
- Demonstrate core knowledge of historical biography, chronology, and geography
- Write and speak clearly
- Demonstrate knowledge of the experience of African Americans and the African diaspora

Department Policies and/or General Education Modifications:

- A grade of C or higher is required for majors to satisfactorily complete all courses in the History major or minor, including concentration courses and electives designated for the concentration.

Major course of study = 60

Bachelor of Arts in History**Required courses 45 credits:**

HHIS 111 World History Topical Approaches I
 HHIS 112 World History Topical Approaches II
 HHIS 215 History of the United States to 1876
 HHIS 216 History of the United States Since 1876
 HHIS 221 History of African Americans
 HHIS 222 History of African Americans
 HHIS 231 History of the Ancient World
 HHIS 232 History of Modern Europe
 HHIS 257 History of Africa I
 HHIS 258 History of Africa II
 HHIS 360 History of the Civil Rights and Human Rights Movement
 HHIS 373 Revolution and Modernization

HHIS 261 History of Latin America: The Colonial Period or
 HHIS 262 History of Latin America: The National Period

HCOM 253 Public Speaking or
 HCOM 350 Principles of Speech Communication or
 HCOM 351 Professional Communication or
 HCOM 352 Communication in Small Groups and Teams or
 HCOM 354 Intercultural Communication or
 HCOM 355 Argumentation and Debate

History Electives 18 credits:

HHIS 361 History of the African American Church
 HHIS 451 American Social and Intellectual History
 HHIS 452 Modern American Social and Intellectual History
 HHIS 467 History of the African Diaspora in America
 HHIS 451 Early American Social and Intellectual History
 HHIS 452 Modern American Social and Intellectual
 HHIS 478 The South and the African American
 HHIS 487 Readings in History
 HHIS 489 Readings in History
 HHIS 490 Special Projects

Minor course of study = 18 credits**History Minor**

HHIS 215 History of the United States to 1876 or
 HHIS 216 History of the United States Since 1876

HHIS 221 History of African Americans or
 HHIS 222 History of African Americans

Global History 6 credits

HHIS 2xx-4xx
 HHIS 2xx-4xx

History 3 credits

HHIS 3xx-4xx

History elective 3 credits

HHIS 2xx-4xx

Department course descriptions**HHIS 111 World History: Topical Approaches**

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.

Credit Hour(s): 3

HHIS 112 World History: Topical Approaches

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.

Credit Hour(s): 3

HHIS 121 History of the African Diaspora to 1900

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.

Credit Hour(s): 3

HHIS 122 History of the African Diaspora since 1800

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.

Credit Hour(s): 3

HHIS 215 History of the United States to 1876

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.

Credit Hour(s): 3

HHIS 216 History of the United States since 1876

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.

Credit Hour(s): 3

HHIS 221 History of African Americans

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.

Credit Hour(s): 3

HHIS 222 History of African Americans

Covers the experiences of blacks in the United States from the end of the Civil War to the present.

Credit Hour(s): 3

HHIS 231 History of the Ancient World

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.

Credit Hour(s): 3

HHIS 232 History of Modern Europe

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.

Credit Hour(s): 3

HHIS 257 History of Africa

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.

Credit Hour(s): 3

HHIS 258 History of Africa

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.

Credit Hour(s): 3

HHIS 261 History of Latin America: The Colonial Period

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.

Credit Hour(s): 3

HHIS 321 Urban History of the United States

Survey of recent developments in urban history. Prerequisites: HIS 215-216. Offered in alternate years.

Credit Hour(s): 3

HHIS 360 History of the Civil and Human Rights Movement

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.

Credit Hour(s): 3

HHIS 361 History of the African American Church

Deals with social and political forces, issues, and personalities in the African American Church since the Civil War. Offered in alternate years.

Credit Hour(s): 3

HHIS 451 Early American Social and Intellectual History

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.

Credit Hour(s): 3

HHIS 452 Modern American Social and Intellectual History

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.

Credit Hour(s): 3

HHIS 461 Great Men and Women of America

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.

Credit Hour(s): 3

HHIS 467 History of the African Diaspora in America

Major topics include the African presence in the Americas before Columbus; Africa and nationbuilding; 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

Credit Hour(s): 3

HHIS 476 Seminar in Recent United States History

Selected topics, 1877-present. Critical analysis. Prerequisites: HIS 215-216 and consent of the instructor. Offered in alternate years.

Credit Hour(s): 3

HHIS 478 The South and the African American

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.

Credit Hour(s): 3

HHIS 487 Readings in History

Independent reading and research. Prerequisites: Junior or senior standing and consent of the instructor.

Credit Hour(s): 3

HHIS 488 Readings in History

Independent reading and research.

Prerequisite: Junior or senior standing and consent of the instructor.

Credit Hour(s): 3

HHIS 489 Readings in History

Independent reading and research.

Prerequisite: Junior or senior standing and consent of the instructor.

Credit Hour(s): 3

HHIS 490 Special Projects

Permits students to engage in nontraditional studies and other activities with academic value.

Prerequisite: Consent of the department chair is required.

Credit Hour(s): 3

HHIS 491 Honors in U.S. History

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).

Prerequisite: HIS 215-216 or at least junior standing and consent of the instructor.

Credit Hour(s): 3

HHIS 492 Honors in U.S. History

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).

Prerequisite: HIS 215-216 or at least junior standing and consent of the instructor.

Credit Hour(s): 3

HHIS 493 Honors in European and Non-Western History

Permits the senior honor student to engage in intensive and independent reading and research on selected topics in European and non-Western History.

Prerequisite: HIS 231 and HIS 232 and consent of the instructor.

Credit Hour(s): 3

HHIS 494 Honors in European and Non-Western History

Permits the senior honor student to engage in intensive and independent reading and research on selected topics in European and non-Western History.

Prerequisite: HIS 231 and HIS 232 and consent of the instructor.

Credit hour(s): 3

International Studies

Department Chair:

Dr. Andrew Douglas (Professor)

Faculty:

Dr. Hye Ryeon Jang (Assistant Professor)

Program overview:

The mission of the International Studies Program is to provide Morehouse Students with a set of interdisciplinary, analytical skills for understanding and solving contemporary global problems; to prepare students for careers in the various realms of foreign service -- diplomatic, intelligence, and military; and to provide a foundation for students who pursue graduate studies of international affairs in the humanities and social sciences. Given Morehouse's commitment to teaching the history and culture of black people, the International Studies Program has a particular focus on the African continent and the global south. In line with the legacy of Martin Luther King Jr., the program also emphasizes themes of equality, justice, and the peaceful settlement of international conflict.

Student learning outcomes:

- Compare and contrast the institutions, politics, and policy processes of different countries.
- Analyze complex problems related to the interdependence of nations and salient international issues.
- Demonstrate quantitative and/or qualitative research skills relevant to the field of International Studies.
- Critically analyze the events and theories of international relations through the lenses of ethics, justice, liberty, equality, peaceful settlement, and the rule of law.

Department policies and/or General Education modifications:

- Students will need a grade of C in HMTH 115, HMTH 130, HMTH 160, or HMTH 161 to satisfy the prerequisites for HECO 201. Most International Studies majors take HMTH 130 to satisfy this prerequisite and the General Education Quantitative Literacy requirement.
- International Studies majors are not required to take any Society and Culture courses. That Gen Ed requirement will be satisfied by HPSC 285 and HECO 201.
- A grade of C or higher is required for majors to satisfactorily complete all courses that are required for the International Studies major. This includes all courses that are used for a concentration.
- Internship courses and Directed Study courses do NOT count towards any requirements in the major.
- Transfer credit and/or cross-registration cannot be used to satisfy the Core Curriculum requirements of the major (HPSC 228, HPSC 285, HPSC 385, and HPSC 497/

- HINST 499).
- Students choose an area of concentration and must pass five courses with a C or higher. Only one of the concentration courses can be at the 100-level, and at least two of the concentration courses must be at the 300-level or higher:

Major course of study = 54

Bachelor of Arts in International Studies

Core Curriculum 15 credits:

HECO 201 Principles of Macroeconomics
 HPSC 228 Comparative Politics
 HPSC 285 Introduction to International Relations
 HPSC 385 Theories of International Relations
 HPSC 497 Senior Seminar in Political Science or IST 499 Senior Seminar

Culture Requirement 3 credits:

HSOC 102 Cultural Anthropology or
 HCOM 354 Intercultural Communication

History Requirement 3 credits:

HHIS 232 History of Modern Europe or
 HHIS 257 History of Africa I or
 HHIS 258 History of Africa II or
 HHIS 261 History of Latin America: The Colonial Period or
 HHIS 262 History of Latin America: The National Period

Advanced Skills Requirements 6 credits;

Choose languages or research methods:

Language* option choose TWO of the following courses:

HFLF 303 General Conversation I
 HFLF 304 General Conversation II
 HFLF 305 Advanced French Grammar and Conversation/Summer Abroad
 HFLF 306 Advanced French Grammar and Composition I
 HFLF 307 Advanced French Grammar and Composition II
 HFLS 303 General Conversation I
 HFLS 304 General Conversation II
 HFLS 306 Advanced Spanish Grammar
 HFLS 307 Composition Spanish
 HFLS 308 Reading Selections and Textual Analysis
 HCHI 301 Advanced Chinese
 HCHI 302 Advanced Chinese
 HCHI 303 General Conversation I
 HCHI 304 General Conversation II

HCHI 310 Business Chinese
HCHI 401 Advanced Chinese: Chinese Language and Culture
HCHI 402 Advanced Chinese: Chinese Language and Culture

*Courses at the 300- or 400-level in other languages (German, Japanese, Portuguese) may be allowed with department chair permission.

Research methods option choose TWO of the following courses:

HPSC 253/253L Scope and Methods of Political Science and Scope and Methods of Political Science Lab
HSOC 301 Statistics in Research Context
HSOC 302 Social Research Methods
HECO 321/321L Principles of Econometrics and Principles of Econometrics Lab
HBIO 340 Biostatistics
HAFR 301 Interdisciplinary Research Methods
HPSY 210/210L Research Methods/Statistics I and Research Methods/Statistics I Lab
HPSY 310/310L Research Methods/Statistics II and Research Methods/Statistics II Lab
HUST 363/HUST 364 Urban Planning Workshop – GIS Applications
HMTH 341 Probability and Statistics I
HMTH 342 Probability and Statistics II
HBA 228 Data Analytics and Modeling

Area Studies Requirement 3 credits:

HPSC 302 Third World Politics or
HPSC 475 Latin American Politics or
HPSC 477 Contemporary African Politics

Foreign Policy Requirement 3 credits:

HPSC 479 Comparative Foreign Policy or
SPSC 363 American Foreign Policy (Spelman) or
SSIS 314 Diplomacy and the UN System (Spelman) or
CPSC 352 American Foreign Policy (CAU) or
HPSC 489 Diplomacy

International Studies electives 6 credits:

HPSC 468 Seminar on International Security after the Cold War
HPSC 484 International Law
HPSC 487 International Organizations
HPSC 488 International Political Economy
HPSC 489 Problems in International Politics

Concentration 15 credits:

Business, Economics, and Leadership Concentration (HBA, HECO, HLSP, HMSL) or Humanities Concentration (HAFR, HART, HCHI, HCTM, HCOM, HENG, HFLF, HFLG, HHIS, HJOU, HMUS, HPHI, HFLP, HREL, HFLS) or Social Science Concentration (HEDU, HPSC, HIST, HSOC, HUST, HKSP) or Science and Mathematics Concentration (HBIO, HCHE, HCSC, HEGR, HMTH, HNSC, HPHY, HPSY)

Minor course of study = 18 credits

International Studies Minor

Core Curriculum 6 credits:

HPSC 285 Introduction to International Relations
HECO 201 Principles of Macroeconomics

Culture Requirement 3 credits:

HSOC 102 Cultural Anthropology or
HCOM 354 Intercultural Communication

History Requirement 3 credits:

HHIS 232 History of Modern Europe or
HHIS 257 History of Africa or
HHIS 258 History of Africa or
HHIS 261 History of Latin America or
HHIS 262 History of Latin America

Foreign Policy Requirement 3 credits:

HPSC 479 Comparative Foreign Policy or
SPSC 363 American Foreign Policy (Spelman)

International Studies Electives 3 credits:

HPSC 484 International Law or
HPSC 487 International Organizations

Department course descriptions:

HIST 401 Internship

The course meshes academic training with practice experience in international affairs. It provides exposure to various organizations concerned with international affairs.

Prerequisite: Instructor permission

Credit Hour(s): 3

HIST 402 Internship

The course meshes academic training with practice experience in international affairs. It provides exposure to various organizations concerned with international affairs.

Prerequisite: Instructor permission

Credit Hour(s): 3

HIST 493 Directed Study

The course provides students the opportunity to explore an international issue in depth.

Prerequisite: Instructor permission

Credit Hour(s): 3

HIST 499 Senior Seminar

The course is designed to enable each major to demonstrate his mastery of an international problem by researching and writing an acceptable project.

Restriction: Seniors only

Credit Hour(s): 3

Journalism in Sports, Culture, and Social Justice

Program Director:

Ron Thomas (Associate Professor NTT)

Faculty:

Mikki Harris (Associate Professor)

Program overview:

The Journalism in Sports, Culture and Social Justice major provides a broad foundation in multimedia journalism. As its founders Spike Lee and Ralph Wiley desired, it is one of the nation's few journalism programs that emphasize the pursuit of careers in sports journalism or sports administration on the pro or college level. Even if a student doesn't want to become a journalist, his writing will become clearer, more concise and better organized. Those are valuable assets in the professional world, whether someone is writing a legal brief, an enlightening sermon, a compelling marketing brochure, a dramatic ending to an NBA Finals game or a critical grant proposal for STEM research.

Student learning outcomes:

Through our courses, the student will benefit in the following ways:

- Writing will become clearer, more concise and better organized
- Critical thinking, grammar and punctuation skills will improve
- Introduction to multimedia platforms and technology

Department policies and/or General Education modifications:

- A minimum grade of C is required for all Journalism courses that apply towards the major or minor.
- All Journalism majors who entered Morehouse in Fall 2022 and forward must complete a minor from any other discipline. Exceptions are students who double major; they do not need a minor.

Major course of study = 30

Bachelor of Arts in Journalism in Sports, Culture and Social Justice

Required courses 18 credits:

HJOU 258 Intro to Multimedia Journalism
HJOU 368 Advanced News Writing
HJOU 388 Multimedia and Visual Storytelling
HJOU 410 Internship
HJOU 490 Journalism Innovation
HCOM 457 Mass Media Law

Concentration/Track 12 credits (*required course)

Sports Journalism Track – Sports Reporting

HJOU 478 The Power of Black Activist Athletes*
HJOU 378 Court Reporting
HJOU 488 Advanced Multimedia & Visual Storytelling
HKSP 464 Sports Analytics
HPHI 202 Critical Thinking
HPHI 302 Introduction Philosophical Ethics

Social Justice Journalism Track - Social Justice Journalism

HJOU 350 Social Justice Journalism*
HJOU 389 Drone Storytelling
HJOU 488 Advanced Multimedia & Visual Storytelling
HAFR 210 Black Aesthetic of the 1960s
HCOM 375 Communication and Social Justice
HPHI 202 Critical Thinking
HPHI 302 Introduction Philosophical Ethics
HPSC 463 Contemporary Theories of Justice
HPSY 240 Psychology of the African Experience

Arts and Culture Journalism Track – Movies, Music and Celebrity Journalism

HJOU 380 Movies, Music & Celebrity Journalism*
HJOU 389 Drone Storytelling
HJOU 488 Advanced Multimedia & Visual Storytelling
HAFR 201 Public History and Memory: Introduction to Research Methods to Document History
HCTM 258 Survey of African America Cinema
HPHI 202 Critical Thinking
HPHI 302 Introduction Philosophical Ethics
HPSY 340 Black Men, Black Boys and the Psychology of Modern Media

Minor course of study = 18 credits

Journalism in Sports, Cultural and Social Justice Minor

HJOU 258 Intro to Multimedia Journalism
HJOU 368 Advanced News Writing
HJOU 388 Multimedia and Visual Storytelling
HJOU 410 Internship
HPHI 202 Critical Thinking Or
HPHI 302 Introduction Philosophical Ethics

Department course descriptions

HJOU 258 Intro to Multimedia Journalism

Learn what is newsworthy, discuss current events, be introduced to social media. If there is in-person learning, covering an Atlanta Hawks game will be a highlight. Students write news, sports, crime, feature stories and hear guest lecturers.

Prerequisite: C or above in ENG 101-102, or 103, or professor's permission.

Credit Hour(s): 3

HJOU 350 Social Justice Journalism

Students examine how matters of social justice have been framed in mainstream and nontraditional newsroom models.

Prerequisite: C or above in HJOU 258, or professor's permission.

Credit Hour(s): 3

HJOU 368 Advanced News Writing: How to Thrive as a Multimedia Journalist

Students learn to create content across platforms, including newsletters, websites, alerts and push notifications and traditional print.

Prerequisite: C or above in HJOU 258, or professor's permission.

Credit Hour(s): 3

HJOU 378 Sports Reporting

Students specialize in the craft of sports writing, discuss hot topics in sports, report on events, learn about short-term and long-term effects of injuries, create articles about Black sports pioneers and interview sports figures and reporters.

Prerequisite: C or above in HJOU 258, or professor's permission.

Credit Hour(s): 3

HJOU 380 Movies, Music & Celebrity Journalism

Students learn the ins and outs of album reviews, movie reviews, celebrity interviews, press junkets, red carpets, podcasts, Q&A and long-form celebrity profiles.

Prerequisite: C or above in HJOU 258, or professor's permission.

Credit Hour(s): 3

HJOU 388 Multimedia and Visual Storytelling

Students use Adobe software products to edit and produce content for a digital media landscape.

Prerequisite: C or above in HJOU 258, or professor's permission.

Credit Hour(s): 3

HJOU 389 Drone Journalism

This course examines how storytellers can use drones in a safe and responsible way to craft messages for a mass audience. News content can benefit from aerial perspectives that camera mounted drones cannot provide. Prepares students for the FAA exam that certifies them as drone pilots.

Prerequisite: C or above in HJOU 258, or professor's permission.

Credit Hour(s): 3

HJOU 410 Journalism Internship

Internship requirement for the journalism major and minor. Department chair must approve the arranged pass/fail journalism or sports-related internship with a Morehouse College department or an outside company. Grade is determined by intern's supervisor and completion of academic assignments.

Credit Hour(s): 3

HJOU 478 The Power of Black Activist Athletes

Dating back roughly 200 years, students will examine the ways in which black athletes have challenged racism by making breakthroughs in sports and by being outspoken. It also will examine how black athletes have been punished for their success and boldness.

Prerequisites: C or above in HENG 101-102, or 103, or professor's permission.

Credit Hour(s): 3

HJOU 487A Special Topics: Disrupters in Media

Students examine online user behavior and grasp why certain brands have been effective in capturing their target demographic with social content.

Prerequisites: C or above in HENG 101-102, or 103, or professor's permission.

Credit Hour(s): 3

HJOU 487B Special Topics: eSports Marketing & Production

This course provides an in-depth examination of business aspects of the eSports industry and production and marketing. Students will examine eSports concepts through a social justice lens and will apply it to the marketing, revenue generation, and economics of eSports.

Prerequisites: C or above in HENG 101-102, or 103, or professor's permission.

Credit Hour(s): 3

HJOU 488 Advanced Multimedia & Visual Storytelling

This course allows students to further their storytelling production skills to design and create interactive stories through the use of digital production software, innovative technology and multimedia content.

Prerequisites: C or above in HENG 101-102, or 103, or professor's permission.

Credit Hour(s): 3

HJOU 490 Journalism Innovation

This capstone course encourages students to track, understand and learn how to participate in today's digital media landscape. Students will produce an in-depth digital project for their track of study and develop a portfolio to showcase their journalism work.

Prerequisite: 21 credit hours of undergraduate level journalism core and elective courses with a Minimum Grade of C, or instructor's permission.

Credit Hour(s): 3

Kinesiology, Sports Studies, and Physical Education

Department Chair:

Dr. Michael Douglas (Assistant Professor NTT)

Faculty:

Claude Hutto (Associate Professor); Stacy Imagbe (Assistant Professor); Billette Owens-Ashford (Assistant Professor NTT); Joyce L. Terrell (Assistant Professor NTT)

Program overview:

The mission of the Kinesiology Department at Morehouse College is to develop intellectual capacity and skills, advance knowledge, and foster leadership abilities requisite for excellence in Kinesiology practice, graduate studies and beyond. The Morehouse major in Kinesiology is the preeminent program for men seeking to excel in Sports Medicine, Physical Therapy, and Occupational Therapy), teaching, the health and fitness industry, recreation and leisure facilities, coaching, research, exercise and fitness consultant, fitness director aquatics, graduate school, public service, and entrepreneurship.

Student learning outcomes:

- Demonstrate a fundamental knowledge and effective communication of the functional areas of Kinesiology to foster interpersonal skills in achieving team goals and outcomes.
- Demonstrate a fundamental understanding of kinesiology and are capable of applying knowledge and skills learned.
- Critically analyze Kinesiology and Human Movement concept and theory across a spectrum of sport, health, fitness and physical activity settings.
- Apply and interpret data and science intelligence, communicate effectively, and articulate a philosophy important to the health and well-being of self and community.
- Principles of leadership, demonstrate professional behavior, and effectively engage in a community project. Kinesiology majors will gain exposure to various career alternatives and graduate education options.

Department policies and/or General Education modifications:

- A grade of C or higher is required for majors to satisfactorily complete all Kinesiology general education courses, concentration courses, and electives designated for the concentration.
- Students who enroll in HKSP or HPED courses without meeting their prerequisites are subject to disenrollment by the department regardless of performance or time elapsed.
- Not more than four HKSP courses taken at other institutions will be accepted for credit toward the B.A. in Kinesiology at Morehouse.
- Majors pursuing careers in Allied Health Sciences are strongly encouraged to take HBIO 111 General Biology, Statistics 130, HCHE 111 General Chemistry, and

HPHY 111 General Physics to satisfy general education requirements and professional school prerequisites.

- All majors are required to satisfy the College's speech requirement by enrolling in either HCOM 253, 351 and 353.
- All majors are required to hold membership in the Kinesiology, Sports Studies and Physical Education Club (James P. Haines Society) and to participate as an active member. Membership is not optional; it is a part of your class requirements. All majors will hold membership with a professional organization, be it regional or national.
- Senior majors may qualify for departmental honors by meeting the following criteria:
 - Possess a minimum academic index in the major discipline of 3.0, with no grade of "C- " or below.
 - Satisfactorily pass comprehensive departmental exit examination.
 - Perform satisfactorily in the Kinesiology, Sports Studies and Physical Education Majors' Club.
 - Perform satisfactory in experimental research, an authorized independent study project or in an internship within the public school system or sport-related/ organization.

Major course of study = 59 credits

Bachelor of Arts in Kinesiology - Sports Studies & Physical Education

HKSP 100 History and Principles of Health and Physical Education

HKSP 162 Organization and Administration of Health, Physical Education, Recreation and

Athletics

HKSP 252 Community Recreation

HKSP 253 Programs in Health Education

HKSP 258 Preventive and Therapeutic

Aspects of Sports Injuries

HKSP 283 Skills and Techniques of Swimming I

HKSP 284 Skills and Techniques of Swimming II

HKSP 321 Human Anatomy

HKSP 357 Kinesiology

HKSP 365 Human Physiology

HKSP 372 Physiology of Exercise Activity

HKSP 381 Skills and Techniques of Individual and Dual Sports

HKSP 382 Skills and Techniques of Team Sports

HKSP 453 Methods and Materials of Coaching Selected Individual Sports

HKSP 454 Methods and Materials of Coaching Selected Team Sports

HKSP 455 Tests and Measurements in Health and Physical Education

HKSP 456 Adapted Physical Education Programs

HKSP 458 Directed Reading and Research in Health and Physical Education

HKSP 461 Methods of Teaching Health and Physical Education in Preschool and Elementary

HKSP 462 Mechanical Analysis of Motion

HKSP 463 Methods of Teaching Health and Physical Education in Secondary Schools or HKSP 464 Sports Analytics

HCOM 253 Public Speaking or

HCOM 351 Professional Communications or

HCOM 353 Interpersonal Communications

Department course descriptions

HKSP 100 History and Principles of Health and Physical Education

History and Principles of Health and Physical Education introduces special references to historical origins and philosophical phases of health and wellness, physical education, sport, and athletics.

Restriction: HKSP Majors Only

Credit Hour(s): 3

HKSP 162 Organization and Administration of Health, Physical Education, Recreation and Athletics

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

Restriction: HKSP Majors Only

Credit Hour(s): 3

HKSP 252 Community Recreation

Community Recreation introduces the best practices in the field to prepare them student to effectively manage the expanding concepts of recreation and its place in modern society.

Restriction: HKSP Majors Only

Credit Hour(s): 3

HKSP 253 Programs in Health Education

Programs in Health Education examine school health programs including personal, community health programs, health instruction, health services and healthful living.

Restriction: HKSP Majors Only

Credit Hour(s): 3

HKSP 258 Preventive and Therapeutic Aspects of Sports Injuries

Preventive and Therapeutic Aspects of Sports Injuries introduces the basic principles of sport injury management and best practices in handling 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.

Prerequisite: Bio101/111

Restriction: HKSP Majors Only

Credit Hour(s) 3

HKSP 283 Skills and Techniques of Swimming I (Intermediate)

Skills and Techniques of Swimming I Intermediate teach students basic swimming strokes including the crawl stroke, breaststroke, elementary backstroke and sidestroke. Students will learn fundamental skills of water entry techniques.

Restriction: HKSP Majors Only

Credit Hour(s): 2

HKSP 284 Skills and Techniques of Swimming II (Advanced)

Skills and Techniques of Swimming II (Advanced) (cognate) review basic swimming strokes and introduce advanced strokes; back crawl and butterfly.

Prerequisite: HKSP 283

Restriction: HKSP Majors Only

Credit Hour(s): 2

HKSP 321 Human Anatomy

Human Anatomy introduces the study of human body, which develops a basic level of understanding of the structure of body organs and systems and their interaction. In-classroom laboratory practicums challenge anatomical and mechanical analysis of knowledge learned.

Prerequisite: Bio 101/111

Restriction: HKSP Majors Only

Credit Hour(s): 3

HKSP 357 Kinesiology

Kinesiology emphasizes the mechanics of body movement or kinesiology; biology and mechanical properties of human movement systems, including bones, skeletal muscles, tendons, ligaments, cartilage and the whole-body systems are investigated allowing form a greater understanding of human motion.

Prerequisite: Bio 101/111

Restriction: HKSP Majors Only

Credit Hour(s): 3

HKSP 365 Human Physiology

Human Physiology introduces the physiology of the human body using both a system and regional approach to under the physiological and anatomy to include study of circulatory, nervous, muscular, skeletal, integumentary, respiratory, and other systems. An introductory course which presupposes a limited background in the biological sciences.

Prerequisite: Bio 101 or 111

Restriction: HKSP Majors Only

Credit Hour(s): 3

HKSP 372 Physiology of Exercise Activity

Physiology of Exercise Activity examines the effect exercise, sport and physical exercise has on the physiological function of the human body. Body systems studied include but not limited to, cardiovascular, respiratory, neurological systems. Additional discover of applied physiology and environmental health to real world settings.

Prerequisite: HKSP 365

Restriction: HKSP Majors Only

Credit Hour(s): 3

HKSP 381 Skills and Techniques of Individual and Dual Sports (Skills)

Skills and Techniques of Individual and Dual Sports introduces techniques and developmental analysis of skills for select individual and dual sports including archery, badminton, fencing, golf, gymnastics, tumbling, handball, tennis, track and field, handball, wrestling, self-defense and martial arts. This course emphasizes 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.

Restriction: HKSP Majors Only

Credit Hour(s): 2

HKSP 382 Skills and Techniques of Team Sports

Skills and Techniques of Team Sports introduces techniques and developmental analysis of skills for select team sports to include basketball, soccer, softball, team handball, touch and flag football, and volleyball. This course emphasizes 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: HKSP 381

Restriction: HKSP Majors Only

Credit Hour(s): 2

HKSP 453 Methods and Materials of Coaching Selected Individual Sports

Methods and Materials of Coaching Selected Individual Sports emphasize developmental analysis and techniques of coaching individual sports. Focuses on effective behavioral coaching, terminology, and preparations needed to become an effective educator and coach. Emphasis on mastery of knowledge and philosophies associated to the profession of coaching.

Prerequisite: Senior status or permission from the Department Chair.

Restriction: HKSP Majors Only

Credit Hour(s): 3

HKSP 454 Methods and Materials of Coaching Selected Team Sports

Methods and Materials of Coaching Selected Team Sports emphasize developmental analysis and techniques of coaching team sports. Focuses on effective behavioral coaching, terminology, and preparations needed to become an effective educator and coach. Emphasis on mastery of knowledge and philosophies associated to the profession of coaching.

Prerequisite: HKSP 453

Restriction: HKSP Majors Only

Credit Hour(s): 3

HKSP 455 Tests and Measurements in Health and Physical Education

Tests and Measurements in Health and Physical Education examine the systematic and practical procedures for test-making in health, wellness, and physical education. Essential statistical procedures for evaluating tests and their results are covered.

Prerequisite: MTH 100, 110 or 115 and 116

Restriction: HKSP Majors Only

Credit Hour(s): 3

HKSP 456 Adapted Physical Education Programs

Adapted Physical Education Programs evaluates various forms of physical activities and ways they may be modified to meet the needs of individuals whose disability poses challenges, when participate in traditional physical education classroom setting activities or require additional guidance beyond regular physical education activities.

Prerequisite: HKSP258and 321 or Senior Status

Restriction: HKSP Majors Only

Credit Hour(s): 3

HKSP 458 Directed Reading and Research in Health and Physical Education Directed

Reading and Research in Health and Physical Education surveys and critiques 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; Senior Status or permission from the Department Chair

Restriction: HKSP Majors Only

Credit Hour(s): 3

HKSP 461 Methods of Teaching Health and Physical Education in Preschool and Elementary

Methods of Teaching Health and Physical Education in Preschool and Elementary explore methods and materials for teaching fundamental movement skills to small or large groups of elementary and preschool children. Focus includes body awareness, spatial orientation, relationships, energy, object manipulation, sports, rhythms, dance, and games.

Prerequisite: Senior Status or permission from the Department Chair

Restriction: HKSP Majors Only

Credit Hour(s): 3

HKSP 462 Mechanical Analysis of Motion

Mechanical Analysis of Motion instructs the student 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 sport and physical education. An understanding of kinesiology, basic dynamics, algebra, and trigonometry are required.

Prerequisite: HPHY 102 or 11; HKSP 357 or Senior Status

Restriction: HKSP Majors Only

Credit Hour(s): 3

HKSP 463 Methods of Teaching Health and Physical Education in Secondary Schools

Methods of Teaching Health and Physical Education in Secondary Schools explore 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: HKSP 461, Senior Status or permission from the Department Chair

Restriction: HKSP Majors Only

Credit Hour(s): 3

HKSP 464 Sports Analytics

Sports Analytics introduces the student to numerous applications of analytics in sports. The course will feature a blend of theory and practice. Fundamentals of sports analytics a required skill set for today's sports managers and leaders. Pre-match analysis of player profiles and fan engagement and team performance discussed utilizing social media analytics and web scraping tools.

Prerequisite: MTH 110 or 130 and HKSP 455

Credit Hour(s): 3

HPED 150G Online Wellness

This course will demonstrate the breadth and integration of learning across disciplines. Students will specifically, understand research-based, optimal life skills for personal wellness; recognize the importance of maintaining personal health and wellness over the course of their lives; and apply the dimensions of wellness: physical, intellectual, emotional, social, environmental, spiritual, and occupational. Additionally, this course is designed to increase the student's knowledge and appreciation for the importance of living a healthy lifestyle, and disease prevention, safety, alcohol/medication usage, and stress will be assessed and discussed. This course is also designed to increase the student's knowledge and appreciation of the wellness lifespan. The course is designed to involve students in a comprehensive fitness program that will use the dimension of wellness as a vehicle to address such areas as fitness development, exercise, and weight management, stress reduction through stress management, enhancement of flexibility, and proper diet and nutrition.

Credit Hour(s): 1

HPED 151G Aquatics and Fitness

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.

Credit Hour(s): 1

HPED 152G Badminton and Fitness

Designed to teach badminton history; rules; scoring; court courtesies; selection, care and use of the equipment; strategies for single and doubles play; safety measures of the game; and sport fitness benefits.

Credit Hour(s): 1

HPED 153G Basketball and Fitness

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

Credit Hour(s): 1

HPED 154G Tennis and Fitness

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

Credit Hour(s): 1

HPED 155G Fitness for the Nontraditional Student*

Designed to expose nontraditional students to fitness for contemporary living and sport adaptations as lifelong activities for the African-American male. Prior to enrolling in these courses, each student must do the following: 1) receive approval from the Wellness Center and the department chair and 2) provide a physician's statement explaining the medical problem or disability, its resulting limitations, and a suggested plan to follow based on the student's particular condition. Students may be nontraditional due to age, disabilities, medical problems, etc.

Prerequisite: Department Chair Approval required

Credit Hour(s): 1

HPED 156G Individualized Fitness Program for the Non-Traditional Student*

Designed to implement the individual plan designed for the nontraditional student and a selected individual/ dual sport activity as a lifelong activity for the African-American male. Prior to enrolling in these courses, each student must do the following: 1) receive approval from the Wellness Center and the department chair and 2) provide a physician's statement explaining the medical problem or disability, its resulting limitations, and a suggested plan to follow based on the student's particular condition. Students may be nontraditional due to age, disabilities, medical problems, etc.

Prerequisite: Department Chair Approval required

Credit Hour(s): 1

HPED 157G Weight Training and Fitness

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.

Credit Hour(s): 1

Latin American Studies Minor

Faculty Contact:

Dr. Michael Dillon

Program overview:

The mission of the Latin American Studies Minor--an interdisciplinary minor--at Morehouse is to provide coursework and resources so that graduates will be able to interpret and explain current as well as historical events and cultural artifacts across diverse societies in the Latin America region. In addition, students will demonstrate ACTFL Intermediate Low level interpretive, presentational, and interpersonal communication skills in French, Portuguese or Spanish to use at home and abroad, in their professional and personal life, and in the global community as multilingual and multicultural citizens.

The department partners with educational organizations that offer semester or full-year programs abroad to encourage students to study and travel overseas. These programs can help students meet a significant part of their Spanish major or minor requirements. Additionally, the department arranges summer study abroad programs of its own. To learn more, please visit the department.

Language Clubs offer students opportunities to broaden their academic experience with exposure to target language right here in Atlanta. The club is a great way to meet other students interested in cultures, history, film, and literature.

Student learning outcomes:

- Students will be able to demonstrate Intermediate Low* language skills through: a) listening comprehension, b) verbal communication, c) expository writing, and d) reading in French, Portuguese or Spanish.
- Students will be able to interpret and explain current and historical events and cultural artifacts across diverse societies in the Latin America region.

*Based on The ACTFL Proficiency Guidelines 2012.

Department policies and/or General Education modifications:

- A grade of C or higher is required for majors to satisfactorily complete all languages and electives designated for the program.

Minor 18 credits

3 courses at the 200 or 300 level in French, Portuguese, or Spanish (HFLF, HFLP, or HFLS)

1 Course at the 100 level in another Latin American Language at 100 level (French, Portuguese or Spanish) (HFLF, HFLP, or HFLS)

2 Courses in History (Latin America content) or Latin America content courses in another department

Department course descriptions

HFLP 101 Elementary Portuguese I

A beginning semester course for students with no previous study of the target language. This is the first of a two-course sequence (HFLP 101 – HFLP 102). Emphasis on speaking, writing, reading, and listening, as the basis for the development of all three modes of communication: Interpersonal, Interpretive, and Presentational at Novice Mid to Novice High level. Target languages' cultures will be introduced by diverse cultural artifacts and current sociogeopolitical contexts and their impact in the global community.

Restriction: Instructor Permission or Department Chair approval or Senior Status.

Credit Hour(s): 3

HFLP 102 Elementary Portuguese II

A beginning semester course for students. This is the second of a two-course sequence (HFLP 101 – HFLP 102). Emphasis on speaking, writing, reading, and listening, as the basis for the development of all three modes of communication: Interpersonal, Interpretive, and Presentational at Novice Mid to Novice High level. Target languages' cultures will be introduced by diverse cultural artifacts and current sociogeopolitical contexts and their impact in the global community.

Prerequisite: A passing grade of C- in HFLP 101 or an equivalent course with a passing grade of C-.

Restriction: Instructor Permission or Department Chair approval or Senior Status

Credit Hour(s): 3

HFLP 201 Intermediate Portuguese I

A second-year semester course for students with a Novice High level of the target language. This is the first of a two-course sequence (HFLP 201 – HFLP 202). Emphasis on speaking, writing, reading, and listening, as the basis for the development of all three modes of communication: Interpersonal, Interpretive, and Presentational at Intermediate Low level. Target languages' cultures will be introduced by diverse cultural artifacts and current sociogeopolitical contexts and their impact in the global community.

Prerequisite: A passing grade of C- in HFLP 102 or an equivalent course with a passing grade of C-.

Restriction: Instructor Permission or Department Chair approval or Senior Status

Credit Hour(s): 3

HFLP 202 Intermediate Portuguese II

A second-year semester course for students with a Novice High level of the target language. This is the second of a two-course sequence (HFLP 201 – HFLP 202). Emphasis on speaking, writing, reading, and listening, as the basis for the development of all three modes of communication: Interpersonal, Interpretive, and Presentational at Intermediate Low level. Target languages' cultures will be introduced by diverse cultural artifacts and current sociogeopolitical

contexts and their impact in the global community.

Prerequisite: A passing grade of C in HFLP 201 or an equivalent course with a passing grade of C.

Restriction: Instructor Permission or Department Chair approval or Senior Status

Credit Hour(s): 3

HWLC 101 Modern Foreign Languages Special Topics I

This is the first of a two-course sequence (HWLC 101-HWLC 102). 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.

Restriction: Instructor Permission or Department Chair approval or Senior Status.

Credit Hour(s): 3

HWLC 102 Modern Foreign Languages Special Topics II

This is the second of a two-course sequence (HWLC 101-HWLC 102). 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.

Restriction: Instructor Permission or Department Chair approval or Senior Status.

Credit Hour(s): 3

HWLC 115 The Afro-Latin American Experience (FYE course)

This course offers first-year students a general overview of the linguistic cultural artifacts (i.e., literature, film, popular culture, music) produced by Hispanic artists of African descent in Latin America and their U.S. counterparts.

Prerequisite: None. This course fulfills the General Education FYE requirement.

Credit Hour(s): 3

Leadership Studies Minor

Program Director:

Dr. Amos Johnson (Associate Professor)

Program overview:

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.

Student learning outcomes:

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.

Department policies and/or General Education modifications:

- A grade of C or higher is required for minors to satisfactorily complete all Leadership Studies requirement.
- HLS101(FYE) and HLS111 are general education courses in the area of ‘Ideas and Ethics.’

Minor course of study = 17 credits

Leadership Studies Minor

HLS 101 Social Justice Leadership or HLS 111 Introduction to Black Leadership
HLS 201 History and Theories of Leadership

Leadership Studies electives 9 credit hours:

HBA 228, 321, 350, 456
 HCOM 351, 352, 354, 360, 450, 455 or
 HEDU 312 or HHIS 360 or
 HLS 301, 412, 414, 455, 475
 HMSL 402 or HNSC 402
 HPHI 302G or HPSC 302, 385, 410, 464 or
 HREL 300, 320, 475 or HSOC 322, 422, 487

HLS 465 Leadership Studies Capstone: Part I
 HLS 466 Leadership Studies Capstone: Part II

Department course descriptions**HLS 101 (FYE) Social Justice Leadership**

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.

Credit Hour(s): 3

HLS 111 Introduction to Black Leadership

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 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.

Credit Hour(s): 3

HLS 201 History and Theories of Leadership

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 clearly articulate 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 or HLS 111, or instructor permission.

Credit Hour(s): 3

HLS 414 Leadership and Civic Engagement

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.

Credit Hour(s): 3

HLS 455 International Ethical Leadership: The Crisis of Global North-South Relation

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).

Credit Hour(s): 3

HLS 465 Leadership Studies Capstone: Part I

This integrative capstone seminar course is designed for leadership studies students who have earned 12 credit hours toward their minor. Students will apply leadership theories and concepts from their previous coursework, co-curricular activities, and personal and professional experiences to one of the world's most pressing problems. As Part I of an inter-disciplinary sequenced capstone course, students will use both their individual strengths and collective efforts

to design a social justice-oriented leadership project that will serve the common good.

Prerequisites: HLS101 (or HLS111) and HLS201.

Credit Hour(s): 1

HLS 466 Leadership Studies Capstone: Part II.

This integrative capstone course is designed for leadership studies majors who have successfully completed HLS465. In this project-based course, students will implement the project that was proposed and approved at the end of the leadership studies seminar. Students will apply leadership theories and concepts from their previous coursework, co-curricular activities, and personal and professional experiences to one of the world's most pressing problems. As Part II of an inter-disciplinary sequenced capstone course, students will use both their individual strengths and collective efforts to implement an organization/community project that reflects their commitment to social justice.

Prerequisite: HLS465.

Credit Hour(s): 1

HLS 475. Special Topics

Innovative courses taught by scholars on subject matters in leadership, ethics, and global citizenship.

Credit Hour(s): 3

Mathematics

Department Chair:

Dr. Curtis Clark (Associate Professor)

Faculty:

Dr. Abdelkrim Brania (Professor); Dr. Duane Cooper (Associate Professor); Dr. Tuwaner Lamar (Senior Assistant Professor NTT); Dr. Benedict Nmah (Associate Professor); Dr. Steve Pederson (Associate Professor); Dr. Chuang Peng (Professor); Dr. Masilamani Sambandham (Professor); Dr. Ulrica Wilson (Associate Professor); Dr. George Yuhasz (Senior Assistant Professor NTT); Dr. Chaohui Zhang (Associate Professor)

Program overview:

Mathematics strives to prepare students for successful graduate study or a career in private industry, governmental service, or teaching. The mathematics department produces competent Mathematics graduates by providing a rigorous and balanced mathematics curriculum and serves the mathematical needs of Morehouse. 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 mathematics major 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.

Student learning outcomes:

Students majoring in mathematics will:

- Develop mathematical thinking skills beyond a procedural and computational understanding of mathematics
- Emphasize a broad understanding encompassing logical reasoning, generalization, abstraction, and formal proof
- Develop communication skills to convey mathematical knowledge
- Demonstrate knowledge of, and apply skills in, technology (mathematical software platforms, programming, presentation packages, and information sources) to enhance comprehension and research of mathematics
- Gain exposure to a broad and deep view of the mathematical sciences

Department policies and/or General Education modifications:

- A minimum grade of C is required for all Mathematics courses that apply towards the major or minor.

- 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.

Major course of study = 63 credits

Bachelor of Arts in Mathematics

Required 27 credits:

HMTH 161 Calculus I
 HMTH 162 Calculus II
 HMTH 255 Introduction to Set Theory
 HMTH 263 Calculus III
 HMTH 271 Introduction to Linear Algebra
 HMTH 361 Real Analysis
 HMTH 371 Abstract Algebra I
 HMTH 497 Senior Seminar

Additional required 6 credits:

HMTH 321 Introduction to Ordinary Differential Equations or
 HMTH 341 Probability and Statistics I

HMTH 362 Real Analysis II or
 HMTH 372 Abstract Algebra II

Math electives 9 credits:

Three other mathematics courses at the 300-level or above, of which at least one must be at the 400-level.

HMTH 321 Introduction to Ordinary Differential Equations
 HMTH 325 Applied Mathematics I
 HMTH 327 Applied Mathematics II
 HMTH 341 Probability and Statistics I
 HMTH 342 Probability and Statistics II
 HMTH 362 Real Analysis II
 HMTH 372 Abstract Algebra II
 HMTH 375 Advanced Linear Algebra
 HMTH 391 Special Topics in Mathematics
 HMTH 463 Real Variables
 HMTH 465 Complex Variables
 HMTH 467 Numerical Analysis
 HMTH 475 Number Theory
 HMTH 485 Topology
 HMTH 487 Differential Geometry

Communication 3 credits:

HCOM 253 Public Speaking or
HCOM 351 Professional Communications or
HCOM 352 Communication in Small Groups and Teams or
HCOM 353 Interpersonal Communications or
HCOM 355 Argumentation and Debate

Cognate electives 18 credits:

15 credit hours are selected in consultation with the Academic Advisor
HCSC 110 Computer Programming I

Major course of study = 61 credits

Bachelor of Science in Mathematics

Required 27 credits:

HMTH 161 Calculus I
HMTH 162 Calculus II
HMTH 255 Introduction to Set Theory
HMTH 263 Calculus III
HMTH 271 Introduction to Linear Algebra
HMTH 361 Real Analysis
HMTH 371 Abstract Algebra I
HMTH 497 Senior Seminar

Additional required 9 credits:

HMTH 321 Introduction to Ordinary Different Equations or
HMTH 341 Probability and Statistics I or
HMTH 362 Real Analysis II or
HMTH 372 Abstract Algebra II

Math electives 6 credits:

Two other 400-level, or one other 300-level and one other 400-level mathematics courses.

HMTH 321 Introduction to Ordinary Differential Equations or
HMTH 325 Applied Mathematics I or
HMTH 327 Applied Mathematics II or
HMTH 341 Probability and Statistics I or
HMTH 342 Probability and Statistics II or
HMTH 362 Real Analysis II or
HMTH 372 Abstract Algebra II or
HMTH 375 Advanced Linear Algebra or
HMTH 391 Special Topics in Mathematics or
HMTH 463 Real Variables or
HMTH 465 Complex Variables or
HMTH 467 Numerical Analysis or

HMTH 475 Number Theory or
HMTH 485 Topology or
HMTH 487 Differential Geometry

Cognate electives 11 credits:

HCSC 110 Computer Programming I

HBIO 111 General Biology or
HBIO 113 Comprehensive Biology

HPHY 154 Mechanics or
HCHE 111 Elementary Inorganic Chemistry I

Additional cognate electives 6-8 credits:

At least one of these courses must complete an approved two-course sequence.

HBIO 111 General Biology
HBIO 112 General Biology

HCHE 111 Elementary Inorganic Chemistry I
HCHE 112 Elementary Inorganic Chemistry II

HCSC 110 Computer Programming I
HCSC 160 Computer Programming II

HECO 201 Principles of Macroeconomics
HECO 202 Principles of Microeconomics

HMTH 341 Probability and Statistics I
HMTH 342 Probability and Statistics II

HPHY 154 Mechanics
HPHY 253 Electricity and Magnetism

Communication 3 credits:

HCOM 253 Public Speaking or
HCOM 351 Professional Communications or
HCOM 352 Communication in Small Groups and Teams or
HCOM 353 Interpersonal Communications or
HCOM 355 Argumentation and Debate

Minor course of study = 18 credits

Mathematics Minor

HMTH 161 Calculus I
 HMTH 162 Calculus II
 HMTH 255 Introduction to Set Theory
 HMTH 263 Calculus III
 HMTH 271 Introduction to Linear Algebra

Department course descriptions

HMTH 105L College Algebra 1 Lab

A review of intermediate algebra. Topics include arithmetic of natural numbers, integers, and real numbers; operations with algebraic exponents and radicals, linear equations, and inequalities; exponents and polynomial, and quadratic equations and inequalities.

Corequisite: MTH 105WL. Institutional credit only (Pass/Fail).

Credit Hour(s): 2

HMTH 105WL College Algebra 1 with Lab

A course designed to provide the student with the fundamentals of 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 function; and linear systems of equations.

Prerequisite: Mathematics placement.

Corequisite: Math 105L.

Credit Hour(s): 2

HMTH 105OL College Algebra 1 with Online Lab

Course Description: A course designed to provide the student with the fundamentals of 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 function; and linear systems of equations. An additional two hours of online College Algebra 1 Lab exercises.

Prerequisite: Mathematics placement or less than a C in Math 105WL and failure to pass Math 105L.

Credit Hour(s): 2

HMTH 105 College Algebra 1

A course designed to provide the student with the fundamentals of 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 function; and linear systems of equations.

Prerequisite: Mathematics placement or less than a C in Math 105WL and a pass in Math 105L or less than a C in Math 105 OL.

Credit Hour(s): 2

HMTH 110 Finite Mathematics

A course designed to provide the non-science/mathematics/engineering/business student with 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 on basic problems and word problems in linear algebra, logic, set theory, counting theory, probability, and statistics.

Prerequisite: HMTH 105, 105OL, or 105WL (with a C or better) or mathematics placement.

Credit Hour(s): 3

HMTH 115 College Algebra 2

This course provides a continuation of algebra topics beyond College Algebra 1. Topics include inverse functions, rational functions, exponential and logarithmic functions, geometric and arithmetic sums and series, and the Binomial Theorem.

Prerequisite: HMTH 105, 105OL, or 105WL (with a C or better) or mathematics placement.

Credit Hour(s): 2

HMTH 116 Trigonometry

Trigonometric and inverse trigonometric functions; relationships between trigonometric functions; right-triangle trigonometry and problems of triangles; trigonometric functions and periodic phenomena; trigonometric equations.

Prerequisite: HMTH 105, 105OL, or 105WL (with a C or better) or mathematics placement.

Credit Hour(s): 2

HMTH 130 Basic Statistics

A course designed to provide the student with 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, R, SPSS, SAS, etc.).

Prerequisite: HMTH 105, 105OL, or 105WL (with a C or better) or mathematics placement.

Credit Hour(s): 3

HMTH 160 Calculus for Business

A course designed to provide the business student with 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: HMTH 115 (with a C or better) or mathematics placement.

Credit Hour(s): 3

HMTH 161 Calculus I

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: HMTH 115 and HMTH 116 (both with a C or better) or mathematics placement.

Credit Hour(s): 4

HMTH 162 Calculus II

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: HMTH 161 (with a C or better).

Credit Hour(s): 4

HMTH 211 Introduction to Discrete Mathematics

A course designed to provide the student with 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: HMTH 110 or HMTH 115 (with a C or better).

Credit Hour(s): 3

HMTH 255 Introduction to Set Theory

A course designed to provide the student with 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: HMTH 161 (with a C or better).

Credit Hour(s): 3

HMTH 263 Calculus III

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: HMTH 162 (with a C or better).

Credit Hour(s): 4

HMTH 271 Introduction to Linear Algebra

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: HMTH 161 (with a C or better).

Credit Hour(s): 3

HMTH 321 Introduction to Ordinary Differential Equations

A course designed to provide the student with 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: HMTH 162 (with a C or better).

Credit Hour(s): 3

HMTH 325 Applied Mathematics I

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: HMTH 263 and HMTH 321 (with Cs or better).

Credit Hour(s): 3

HMTH 327 Applied Mathematics II

A continuation of Applied Mathematics I. Topics include partial differential equations; conformal mappings applications to two- dimension potential problems; classification of secondorder partial differential equations; complex variables; integral equations; conformal mappings; Green's functions; Legendre functions; Bessel functions; integral equations; wave

motion; heat conduction; and L2 functions.

Prerequisite: HMTH 325 (with a C or better).

Credit Hour(s): 3

HMTH 341 Probability and Statistics I

A course designed to provide the student with 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: HMTH 255 or HMTH 211; and HMTH 162 (with C or better).

Credit Hour(s): 3

HMTH 342 Probability and Statistics II

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: HMTH 341 (with C or better).

Credit Hour(s): 3

HMTH 361 Real Analysis I

The real numbers, completeness, and elementary topology of Euclidean Spaces; limits, convergence, sequences in \mathbb{R}^n ; continuity; differentiability and integrability in \mathbb{R} .

Prerequisites: HMTH 255 and HMTH 263 (with C or better).

Credit Hour(s): 3

HMTH 362 Real Analysis II

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: HMTH 271 and HMTH 361 (with C or better).

Credit Hour(s): 3

HMTH 371 Abstract Algebra I

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: HMTH 255 or HMTH 211; and HMTH 271 (with C or better).

Credit Hour(s): 3

HMTH 372 Abstract Algebra II

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: HMTH 371 (with C or better).

Credit Hour(s): 3

HMTH 375 Advanced Linear Algebra

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: HMTH 271 and HMTH 255 (with a C or better).

Credit Hour(s): 3

HMTH 391 Special Topics in Mathematics

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.

Credit Hour(s): 3

HMTH 398 Directed Reading

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: HMTH 255 and consent of instructor and department.

Credit Hour(s): 1

HMTH 463 Real Variables

Topics include advanced theory of the reals; Lebesgue integration; metric spaces; L_p spaces; Banach spaces; measure theory; and Borel sets.

Prerequisite: HMTH 362 (with C or better).

Credit Hour(s): 3

HMTH 465 Complex Variables

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: HMTH 361 (with C or better).

Credit Hour(s): 3

HMTH 467 Numerical Analysis

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: HMTH 263, HMTH 271, and HMTH 321 (with Cs or better).

Credit Hour(s): 3

HMTH 475 Number Theory

Topics include divisibility; Euclidean algorithm; primes; linear and quadratic congruences; arithmetic functions; primitive roots and indices; Diophantine equations; and cryptography.

Prerequisite: HMTH 371 (with C or better).

Credit Hour(s): 3

HMTH 485 Topology

Topics include metric spaces; pseudo metrics; topologies; continuous functions; compactness; connectedness; continua; separation axioms; Moore spaces; Tychonoff spaces; and Hausdorff spaces.

Prerequisite: HMTH 361 (with a C or better).

Credit Hour(s): 3

HMTH 487 Differential Geometry

Topics include differential manifolds; tangent spaces; theory curves; torsion; the Frenet frame; directional forms; surfaces; tensor analysis; shape operators; orientation; and intrinsic geometry.

Prerequisites: HMTH 361 and HMTH 271 (with C or better).

Credit Hour(s): 3

HMTH 497 Senior Seminar

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: HMTH361 and HMTH 371 (with C or better) and senior classification.

Credit Hour(s): 3

HMTH 498 Directed Reading and Research

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: HMTH 361, HMTH 371, or HMTH 398 and consent of instructor.

Credit Hour(s): 1

Music

Department Chair:

Dr. David Morrow (Professor)

Faculty:

Dr. Benjamin Dawson (Assistant Professor NTT); Dr. Melvin Foster (Associate Professor); Dr. Chad Hughes (Associate Professor); Dr. Robert McNichols (Assistant Professor); Timothy Miller (Assistant Professor NTT); Dr. Robert Tanner (Professor)

Program Overview:

We commit ourselves to fostering artistic talent, academic understanding, and respect for the highest professional standards. Our liberal arts curriculum encourages intellectual development, creativity, and perspective. We study the music of African Americans and the ways in which music from different cultures interact. Music is essential to the appreciation of the human experience.

Students who major in Music are exposed to contemporary technologies to enhance their studies. Majors must choose an emphasis in performance (e.g., woodwinds, brass, strings, voice, piano, or organ), choral conducting and literature, or composition. Students must take an advisory examination in music theory before matriculation in the program. The department chair advises and places beginning theory students and students who take the theory diagnostic exam in the appropriate music theory level.

Accreditation:

Morehouse College is accredited by the National Association of Schools of Music to award a Bachelor of Arts in Music: 11250 Roger Bacon Drive, Suite 21; Reston, VA 20190-5248; (703)437-0700.

Student learning outcomes:

Music is a natural expression of the human experience. We produce Morehouse Men who understand music theory as the global language of music. Men who understand the terminology and tools employed in those styles, while not losing sight of the historical, socio-political, and ethical issues in the cultures that created them. Whether in the Western tradition or the African diaspora, our alumni are prepared to effectively communicate, and advocate for, music as an essential part of life. In our department, they acquire performance skills, such as proper technique and methods of preparation. They apply those skills through experience both in solo and ensemble performance. And they gain practical experience with software related to specific music emphases.

Department policies and/or General Education modifications:

- A minimum grade of C is required for all Music courses that apply towards the major or minor.

- Completion of applied music in the student's principal instrument or area of emphasis every semester he is enrolled.
- Participation in at least one of the performing organizations in the music program every semester the student is enrolled, up to a maximum of eight semesters.
- Completion of a piano proficiency exit examination.
- 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.
- Senior music majors with an emphasis in voice or string performance may elect to register for one (1) credit hour each.

Major Course of Study = 53

Bachelor of Art in Music

Program Requirements 27 credits:

HMUS 100 Music Fundamentals
 HMUS 117 Sight Singing and Ear Training
 HMUS 118 Sight Singing and Ear Training
 HMUS 251 Elementary Theory of Music
 HMUS 252 Elementary Theory of Music
 HMUS 351 Advanced Theory of Music
 HMUS 352 Advanced Theory of Music
 HMUS 353 History of Music
 HMUS 354 History of Music
 HMUS 355 Contrapuntal Techniques
 HMUS 444 Senior Recital

Applied Music: Applied Lessons & Performance Seminars 8 credits:

HMUS 101-402VX & 112-413 Applied Voice & Voice Seminar or
 HMUS 101-402PN & 131-432 Applied Piano & Piano Seminar or
 HMUS 101-402VA & 125-426 Applied Viola & String Seminar or
 HMUS 101-402VX & 125-426 Applied Violoncello & String Seminar or
 HMUS 101-402DB & 125-426 Applied Double Bass & String Seminar or
 HMUS 101-402SX & 123-424 Applied Saxophone & Wind Seminar or
 HMUS 101-402CL & 123-424 Applied Clarinet & Wind Seminar or
 HMUS 101-402FL & 123-424 Applied Flute & Wind Seminar or
 HMUS 101-402HN & 123-424 Applied French Horn & Wind Seminar or
 HMUS 101-402TP & 123-424 Applied Trumpet & Wind Seminar or
 HMUS 101-402TN & 123-424 Applied Trombone & Wind Seminar or
 HMUS 101-402TA & 123-424 Applied Tuba & Wind Seminar or
 HMUS 101-402PR & 123-424 Applied Percussion & Wind Seminar

Music Seminar 1 credit:

All 8 courses required:
 HMUS 142 Music Seminar
 HMUS 143 Music Seminar

HMUS 242 Music Seminar
HMUS 243 Music Seminar
HMUS 342 Music Seminar
HMUS 343 Music Seminar
HMUS 442 Music Seminar
HMUS 443 Music Seminar

Cognate elective 3 credits:

HCOM 351 Professional Communication

Ensemble 8 credits:

HMUS 119 and 120 Glee Club
HMUS 219 and 220 Glee Club
HMUS 319 and 320 Glee Club
HMUS 419 and 420 Glee Club
HMUS 167 Marching Band
HMUS 267 Marching Band
HMUS 367 Marching Band
HMUS 467 Marching Band
HMUS 168 Jazz Ensemble
HMUS 268 Jazz Ensemble
HMUS 368 Jazz Ensemble
HMUS 468 Jazz Ensemble
HMUS 169 Concert Band
HMUS 269 Concert Band
HMUS 369 Concert Band
HMUS 469 Concert Band
HMUS 191 and 192 AUC Symphony Orchestra
HMUS 291 and 292 AUC Symphony Orchestra
HMUS 391 and 392 AUC Symphony Orchestra
HMUS 491 and 492 AUC Symphony Orchestra

Emphasis 6-14 credits:

Choral Conducting 14 or
HMUS 264 Introduction to Conducting
HMUS 363 Conducting
HMUS 364 Conducting
HMUS 463 Conducting
HMUD 464 Conducting
HMUS 273 Choral Literature
HMUD 274 Choral Literature

Composition 12 or
HMUS 206 Introduction to Composition
HMUS 206L Introduction to Composition Lab

HMUS 261 Orchestration
 HMUS 305 Composition
 HMUS 305L Composition Lab
 HMUS 306 Composition
 HMUS 306L Composition Lab
 HMUS 405 Composition
 HMUS 405L Composition Lab
 HMUS 406 Composition
 HMUS 406L Composition Lab

Voice Performance 6
 HMUS 271 Singer's Diction
 HMUS 272 Singer's Diction
 HMUS 275 Vocal Literature
 HMUS 276 Vocal Literature

Minor course of study = 19 credits

Music Minor

Music Theory 6 credits:

HMUS 251 Elementary Theory of Music
 HMUS 252 Elementary Theory of Music or

HMUS 351 Advanced Theory of Music
 HMUS 352 Advanced Theory of Music or
 HMUS 355 Contrapuntal Techniques

History and Literature 6 credits:

HMUS 111 Masterpieces of Music or
 HMUS 116 Oral traditions in African American Folk Music or
 HMUS 203 Introduction to Church Music or
 HMUS 204 Survey of African American Music or
 HMUS 210 History of Jazz or
 HMUS 215 Introduction to the Music Industry or
 HMUS 353 History of Music I or
 HMUS 354 History of Music II

Applied Music: Applied Lessons & Performance Seminars 4 credits:

HMUS 101-402VX & 112-413 Applied Voice & Voice Seminar or
 HMUS 101-402PN & 131-432 Applied Piano & Piano Seminar or
 HMUS 101-402VA & 125-426 Applied Viola & String Seminar or
 HMUS 101-402VX & 125-426 Applied Violoncello & String Seminar or
 HMUS 101-402DB & 125-426 Applied Double Bass & String Seminar or
 HMUS 101-402SX & 123-424 Applied Saxophone & Wind Seminar or
 HMUS 101-402CL & 123-424 Applied Clarinet & Wind Seminar or

HMUS 101-402FL & 123-424 Applied Flute & Wind Seminar or
 HMUS 101-402HN & 123-424 Applied French Horn & Wind Seminar or
 HMUS 101-402TP & 123-424 Applied Trumpet & Wind Seminar or
 HMUS 101-402TN & 123-424 Applied Trombone & Wind Seminar or
 HMUS 101-402TA & 123-424 Applied Tuba & Wind Seminar or
 HMUS 101-402PR & 123-424 Applied Percussion & Wind Seminar

Ensemble 4 credits:

HMUS 119 and 120 Glee Club
 HMUS 219 and 220 Glee Club
 HMUS 319 and 320 Glee Club
 HMUS 419 and 420 Glee Club
 HMUS 167 Marching Band
 HMUS 267 Marching Band
 HMUS 367 Marching Band
 HMUS 467 Marching Band
 HMUS 168 Jazz Ensemble
 HMUS 268 Jazz Ensemble
 HMUS 368 Jazz Ensemble
 HMUS 468 Jazz Ensemble
 HMUS 169 Concert Band
 HMUS 269 Concert Band
 HMUS 369 Concert Band
 HMUS 469 Concert Band
 HMUS 191 and 192 AUC Symphony Orchestra
 HMUS 291 and 292 AUC Symphony Orchestra
 HMUS 391 and 392 AUC Symphony Orchestra
 HMUS 491 and 492 AUC Symphony Orchestra

Department course descriptions

HMUS 100 Music Fundamentals

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. May also be chosen as an elective for non-music majors. Does not satisfy the General Education requirement for music.

Credit Hour(s): 2

HMUS 101 Applied Music

Private studio lessons.

Prerequisite: Successful audition in applied music area. Permission of instructor is required.

Credit Hour(s): 1

HMUS 102 Applied Music

Private studio lessons.

Prerequisite: Successful audition in applied music area. Permission of instructor is required.

Credit Hour(s): 1

HMUS 108 Class Piano (Fall only)

Designed for music majors to develop keyboard proficiency.

Intended for students having little or no previous training in piano non-majors who wish to acquire keyboard skills may also take this course. May be chosen as an elective for non-music majors. Does not fulfill the General Education requirement for music. Offered fall semester only.

Credit Hour(s): 1

HMUS 109 Class Piano II (Spring only)

Designed for continued development of keyboard skills.

Prerequisite: MUS 108 or equivalent. Permission of instructor is required.

Credit Hour(s): 1

HMUS 110 Voice Class

Designed for the beginning signer, proper usage of voice and body as well as simple songs in other languages will be studied.

Credit Hour(s): 1

HMUS 111G Masterpieces of Music

An introduction to music primarily through musical compositions and the development of musical styles within each historical period from antiquity to the present.

Credit Hour(s): 3

HMUS 112 Voice Seminar

Designed to assist the student of applied voice 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. An in-studio class recital and performance jury (for majors and minors) are required at the end of the course.

Credit Hour(s): 0

HMUS 113 Voice Seminar

Designed to assist the student of applied voice 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. An in-studio class recital and performance jury (for majors and minors) are required at the end of the course.

Credit Hour(s): 0

HMUS 116G The Oral Tradition in African American Folk Music

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 in the folk manner of oral transmission.

Credit Hour(s): 0

HMUS 117 Sight Singing and Ear Training

Developing performing and aural skills in reading music notation, pitch discrimination, rhythmic proficiency, and basic harmonic progressions.

Credit Hour(s): 2

HMUS 118 Sight Singing and Ear Training

Developing performing and aural skills in reading music notation, pitch discrimination, rhythmic proficiency, and basic harmonic progressions.

Credit Hour(s): 2

HMUS 119-120, 219-220, 319-320, 419-420 Glee Club

Choral ensemble experience 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 choral music of varied styles and types suitable for performance at and away from the College. Participation is granted by audition.

Credit Hour(s): 1

HMUS 123-124 Wind Seminar

Designed to give the applied winds student frequent opportunities to perform for and to be evaluated by peers and the professor to prepare for public performances.

Credit Hour(s): 0

HMUS 125-126 String Seminar

Designed to assist the applied strings 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.

Credit Hour(s): 0

HMUS 131-132 Piano Seminar

Designed to give the Applied Piano student frequent opportunities to perform for and to be evaluated by his peers and the professor to prepare for public performances.

Credit Hour(s): 0

HMUS 142-143 Music Seminar

Designed to broaden awareness of music and music literature, including elements of musical performance, literature, research, and composition.

Credit Hour(s): 0

HMUS 167, 267, 367, 467 Marching Band

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. Participation is granted by audition.

Credit Hour(s): 1

HMUS 168, 268, 368, 468 Jazz Ensemble

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 like 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).

Credit Hour(s): 1

HMUS 169, 269, 369, 469 Concert Band

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. Participation is granted by audition.

Credit Hour(s): 1

HMUS 191-192, 291-292, 391-392, 491-492 AUC Symphony Orchestra

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. Participation is granted by audition.

Credit Hour(s): 1

HMUS 201 Applied Music

Private studio lessons.

Prerequisite: MUS 102 or equivalent; permission of instructor.

Credit Hour(s): 1

HMUS 202 Applied Music

Private studio lessons.

Prerequisite: MUS 102 or equivalent; permission of instructor.

Credit Hour(s): 1

HMUS 203G Introduction to Church Music

An introduction to the principal historical and philosophical bases for music in the Christian church, including the African American church. Various music genres and systems of church music administration are emphasized.

Credit Hour(s): 3

HMUS 204G Survey of African American Music

This course explores the characteristics of the major categories of African American music and proceeds to establish theories of origin, and paths of development, and examines the musical practices in the lifestyles of the people who produced it.

Credit Hour(s): 3

HMUS 206 Introduction to Composition

The first course in the composition sequence for the music major who wishes to pursue a composition emphasis.

Corequisite: MUS 206L.

Prerequisite: MUS 251

Credit Hour(s): 3

HMUS 206L, 305L, 405L, 406L Composition Laboratory

Topics explored in this course include score study and preparation, rehearsal planning, computer applications and professional issues.

Credit Hour(s): 1

HMUS 210G History of Jazz

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.

Credit Hour(s): 3

HMUS 212-213 Voice Seminar

Designed to assist the student of applied voice 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. An in-studio class recital and performance jury (for majors and minors) are required at the end of the course.

Credit Hour(s): 0

HMUS 215 Introduction to the Music Industry

A study of career opportunities in the music industry, including publishing, artist management, record production, marketing, merchandising, and retailing. Terminology, career options, as and responsibilities of industry executives are emphasized.

Credit Hour(s): 3

HMUS 223-224 Wind Seminar

Designed to give the Applied Winds student frequent opportunities to perform for and to be evaluated by peers and the professor to prepare for public performances.

Credit Hour(s): 0

HMUS 225-226 String Seminar

Designed to assist the applied strings 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.

Credit Hour(s): 0

HMUS 231-232 Piano Seminar

Designed to give the Applied Piano student frequent opportunities to perform for and to be evaluated by his peers and the professor to prepare him for public performances.

Credit Hour(s): 0

HMUS 240 Elementary Jazz Improvisation

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.

Credit Hour(s): 2

HMUS 241 Advanced Jazz Improvisation

Designed to further the student's ability to improvise by using exotic scale patterns, symmetrical harmony and intervals, and chord substitutions. Offered for spring semester only.

Prerequisite: HMUS 240

Credit Hour(s): 2

HMUS 242-243 Music Seminar

A continuation of MUS 143. The music major must enroll in Music Seminar at the appropriate level during each semester of residency.

Credit Hour(s): 0

HMUS 251 Elementary Theory of Music

Designed to familiarize the beginning music major with fundamental concepts of music theory in tonal music including, development of basic analytical skills, aural perception, and theoretical awareness.

Prerequisite: HMUS 100

Credit Hour(s): 3

HMUS 252 Elementary Theory of Music

Designed to familiarize the beginning music major with fundamental concepts of music theory in tonal music including, development of basic analytical skills, aural perception, and theoretical awareness.

Prerequisite: HMUS 100

Credit Hour(s): 3

HMUS 261 Orchestration

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. Offered spring semester only.

Prerequisite: HMUS 251 or equivalent

Credit Hour(s): 2

HMUS 264 Introduction to Conducting

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.

Credit Hour(s): 2

HMUS 271 Singer's Diction

Emphasizes the principles governing sung diction in 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 these languages are introduced.

Corequisite: 271L

Credit Hour(s): 1

HMUS 272 Singer's Diction

Emphasizes the principles governing sung diction in 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 these languages are introduced.

Corequisite: 272L

Credit Hour(s): 1

HMUS 271L Singer's Diction Laboratory

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.

Credit Hour(s): 0

HMUS 272L Singer's Diction Laboratory

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.

Credit Hour(s): 0

HMUS 273 Choral Literature

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.

Credit Hour(s): 2

HMUS 274 Choral Literature

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.

Credit Hour(s): 2

HMUS 275 Vocal Literature I and II

History, style analysis, and performance practices will be emphasized. 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. Offered every other year.

Credit Hour(s): 2

HMUS 276 Vocal Literature I and II

History, style analysis, and performance practices will be emphasized. 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. Offered every other year.

Credit Hour(s): 2

HMUS 301 Applied Music

Private studio lessons.

Prerequisite: MUS 202 or equivalent; permission of instructor.

Credit Hour(s): 2

HMUS 302 Applied Music

Private studio lessons.

Prerequisite: MUS 202 or equivalent; permission of instructor.

Credit Hour(s): 2

HMUS 305 Composition

Designed to build compositional skills and to encourage individual writing creativity. European and African American traditions are explored.

Corequisite: MUS 305L

Credit Hour(s): 1

HMUS 306 Composition

Designed to build compositional skills and to encourage individual writing creativity. European and African American traditions are explored.

Corequisite: MUS 306L

Credit Hour(s): 1

HMUS 312 Voice Seminar

Designed to assist the student of applied voice 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. An in-studio class recital and performance jury (for majors and minors) are required at the end of the course.

Credit Hour(s): 0

HMUS 313 Voice Seminar

Designed to assist the student of applied voice 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. An in-studio class recital and performance jury (for majors and minors) are required at the end of the course.

Credit Hour(s): 0

HMUS 323 Wind Seminar

Designed to give the Applied Winds student frequent opportunities to perform for and to be evaluated by his peers and the professor to prepare for public performances.

Credit Hour(s): 0

HMUS 324 Wind Seminar

Designed to give the Applied Winds student frequent opportunities to perform for and to be evaluated by his peers and the professor to prepare for public performances.

Credit Hour(s): 0

HMUS 325 String Seminar

Designed to assist the applied strings 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.

Credit Hour(s): 0

HMUS 326 String Seminar

Designed to assist the applied strings 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.

Credit Hour(s): 0

HMUS 331 Piano Seminar

Designed to give the Applied Piano student frequent opportunities to perform for and to be evaluated by his peers and the professor to prepare him for public performances.

Credit Hour(s): 0

HMUS 332 Piano Seminar

Designed to give the Applied Piano student frequent opportunities to perform for and to be evaluated by his peers and the professor to prepare him for public performances.

Credit Hour(s): 0

HMUS 342 Music Seminar

A continuation of MUS 243.

Credit Hour(s): 0

HMUS 343 Music Seminar

A continuation of MUS 243.

Credit Hour(s): 0

HMUS 351 Advanced Theory of Music

Focuses on the study and application of music theory and analysis of various styles of musical compositions, from the 19th Century to present.

Prerequisite: MUS 252 or equivalent.

Credit Hour(s): 3

HMUS 352 Advanced Theory of Music

Focuses on the study and application of music theory and analysis of various styles of musical compositions, from the 19th Century to present.

Prerequisite: MUS 252 or equivalent.

Credit Hour(s): 3

HMUS 353 History of Music

Provides an in-depth survey of stylistic aspects and works of major composers of Western music from the Middle Ages through the twentieth century.

Prerequisite: MUS 252 or equivalent.

Credit Hour(s): 3

HMUS 354 History of Music

Provides an in-depth survey of stylistic aspects and works of major composers of Western music from the Middle Ages through the twentieth century.

Prerequisite: MUS 252 or equivalent.

Credit Hour(s): 3

HMUS 363-364, 463-464 Conducting (Fall only)

The study of styles and techniques used in polyphonic compositions of 16th- through 20th century composers.

Prerequisite: MUS 252 or equivalent.

Credit Hour(s): 2

HMUS 363-364, 463-464 Conducting

The study of advanced concepts and continuing exposure to choral literature, conducting principles and practices. This course sequence 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 or equivalent.

Credit Hour(s): 2

HMUS 401 Applied Music

Private studio lessons.

Prerequisite: MUS 302 or equivalent.

Credit Hour(s): 1-2

HMUS 402 Applied Music

Private studio lessons.

Prerequisite: MUS 302 or equivalent.

Credit Hour(s): 1-2

One to two credit hours (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.)

HMUS 405-406 Composition

Designed to build compositional skills and to encourage individual writing creativity. Both European and African American traditions are explored. For students with a composition emphasis.

Co-requisites: MUS 405L-406L

Prerequisite: MUS 306-306L or faculty evaluation.

Credit Hour(s): 1

HMUS 412-413 Voice Seminar

Designed to assist the Applied Voice 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. Majors and minors are required to complete a performance jury.

Credit Hour(s): 1

HMUS 423-424 Wind Seminar

Designed to give the Applied Winds student frequent opportunities to perform for and to be evaluated by his peers and the professor to prepare him for public performances.

Credit Hour(s): 1

Up to one credit hour (Senior music majors with an emphasis in wind performance may elect to register for one (1) credit hour each.)

HMUS 425-426 String Seminar

Designed to assist the applied strings student 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 to prepare him for public performances.

Credit Hour(s): 1

Up to one credit hour (Senior music majors with an emphasis in string performance may elect to register for one (1) credit hour each.)

HMUS 431-432 Piano Seminar

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 to prepare for public performances including the senior recital.

Credit Hour(s): 1

HMUS 433 Performance Practices

This course investigates attitudes and practices employed in the authentic performance of music from the Baroque era to the twentieth century.

Credit Hour(s): 2

HMUS 441 Readings in Music History

The study of historic treatises, history, and performance practices, done as independent study. A term project in introductory musicology is undertaken.

Credit Hour(s): 1

HMUS 443 Music Seminar

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.

Credit Hour(s): 1

HMUS 444 Senior Recital

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; piano proficiency exam.

Credit Hour(s): 1

HMUS 445 Directed Studies

This course offers 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 consider aspects of music that go beyond the applied performance areas, as well as those that extend beyond the physical boundaries of the College.

Credit Hour(s): 3

HMUS 451 Introduction to Music Research

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.

Credit Hour(s): 2

Naval Science Minor

Program Chair:

Captain Jesus Rodriguez

Faculty:

Lieutenant Commander Bobby Jones, Major Myron Thomas, Lieutenant Chelsey Curney, Lieutenant Colin Sheehan, Lieutenant Stephan Ward

Program overview:

Familiarize the student with basic and advanced concepts of Naval Science with emphasis on naval history, technology, and leadership. This minor will support the students who plan to serve their country by recognizing their academic achievement outside of their major coursework. The minor will also give students who do not pursue military service a basic working knowledge of the United States Navy and Marine Corps. Concepts learned complement any chosen career path.

Student learning outcomes:

Demonstrate a fundamental knowledge and effective communication of the functional areas of naval science to foster interpersonal skills in achieving military goals and outcomes.

Demonstrate knowledge in specific areas of naval science. Achieve a basic level of knowledge required to begin follow-on career training in surface warfare, submarine warfare, aviation, and Marine Corps operations.

Apply critical thinking to leadership, management, and ethics problems.

Intelligently discuss, at a level expected of all military officers, naval history, engineering, warfare, military technology, and a breadth of general military knowledge topics.

Better execute the duties of the office of which they take charge in the Navy or Marine Corps, if commissioning as officers. Civilian students not seeking military service after graduation will be educated in military topics outside their majors that will enrich and complement any career path.

Department policies and/or General Education modifications:

- A grade of C or higher is required in all Naval Science courses for the minor to be considered satisfactorily complete
- A minimum of 9 credit hours of upper-division coursework must constitute the required 15 credit hours of minor coursework.
- Students may not repeat any course for double credit. Courses may be taken in any order, but students are highly encouraged to complete HNSC 101 before enrolling in any other courses.

Minor course of study = 15 credits

Naval Science Minor

HNSC 101 Introduction to Naval Science
 HNSC 102 Naval Maritime History
 HNSC 401 Naval Leadership and Management
 HNSC 402 Naval Leadership and Ethics

Select one elective course option at the 200 level or above

HNSC 201 Naval Weapon Systems or
 HNSC 202 Naval Systems Engineering or
 HNSC 301 Naval Operations or
 HNSC 302: Navigation or
 HNSC 310 Evolution of Warfare or
 HNSC 410 Fundamentals of Maneuver Warfare

Department course descriptions

HNSC 101 Introduction to Naval Science

This course is an introduction and orientation class designed to give students a broad overview of the roles of the U.S. Navy and Marine Corps. This course also provides an introduction to the structure, terminology, customs, and uniforms of the Navy and Marine Corps.

Credit Hour(s): 3

HNSC 102 Naval Maritime History

This course surveys U.S. Naval history from its European origin to the present with emphasis on major developments and the geographical forces shaping these developments. The course also covers present day concerns on seapower and maritime affairs, including the economic and political issues of maritime commerce, the law of the sea, and the rise and decline of the Soviet Navy.

Credit Hour(s): 3

HNSC 110 Naval Science Lab

General Military Training, guest lecturers', drill and ceremonies, practical application of leadership principles and traits.

Credit Hour(s): 1

HNSC 201 Naval Weapon Systems

This course develops and broadens the student's understanding of basic engineering concepts and principles as applied to naval weapon systems, with a focus on sensors and weapon delivery.

Credit Hour(s): 3

HNSC 202 Naval Systems Engineering

This course develops and broadens the student's understanding of basic engineering concepts and principles as applied to naval engineering.

Credit Hour(s): 3

HNSC 301 Naval Operations

This course develops and broadens the student's understanding of relative motion, surface ship operations, and naval command, control, and communications.

Credit Hour(s): 3

HNSC 302 Navigation

This course develops and broadens the student's understanding of basic piloting and the laws of vessel operations by applying the fundamentals of navigation at sea.

Credit Hour(s): 3

HNSC 310 Evolution of Warfare

A historical exploration of warfare practiced by great nations. Selected campaigns are studied with emphasis on leadership, evolution of tactics, weaponry, and principles of war.

Credit Hour(s): 3

HNSC 401 Naval Leadership and Management

Survey of managerial functions, communication, and major theories of leadership and motivation applied to the Navy organization. The course culminates with focus on naval core values.

Credit Hour(s): 3

HNSC 402 Naval Leadership and Ethics

Study of Naval values and ethics to include core values, Navy regulations, and military law. Duties and responsibilities of a junior naval officer.

Credit Hour(s): 3

HNSC 410 Fundamentals of Maneuver Warfare

Broad aspects of warfare and their interactions with maneuver warfare doctrine. Focus on the United States Marine Corps as the premier maneuver warfare fighting institution. Historical influences on current tactical, operational, and strategic implications of maneuver warfare practices. Case studies. Enrollment preference to NROTC students. Repeat credit for students who have completed (HNSC 410).

Credit Hour(s): 3

Neuroscience Minor

Faculty Contact:

Dr. Larry Blumer (Professor)

Program overview:

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 interdisciplinary 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, and veterinary medicine, to name a few.

Department policies and/or General Education modifications:

- A grade of C or higher is required in all Neuroscience courses for the minor to be considered satisfactorily complete.

Minor course of study = 17 credits

Neuroscience Minor

Program Requirements 13 credits:

HBIO 112 Systems Biology
HBIO 112L Laboratory

HBIO 123 Mind and Brain or
HPSY 123 Mind and Brain

HBIO 317 Principles of Neurobiology
HPSY 352 Biopsychology

Additional Laboratory 1 credit:

HBIO 317L Principles of Neurobiology Laboratory
HPSY 352L Biopsychology Laboratory
Or another upper-level laboratory course with permission of the program director

Electives 3 credits:

One elective course with permission of the program director

Course descriptions are available in the Biology and Psychology and other major sections.

Philosophy

Department Chair:

Dr. Harold V. Bennett (Professor)

Faculty:

Dr. Kipton Jensen (Professor); Dr. Nathan Nobis

Program Overview:

The Program in Philosophy aims to develop a critical and analytical approach to all significant areas of human inquiry and existence. Courses focus on critical thinking, argument analysis, and clear, effective communication – orally, in writing, and in new digital media – about matters of utmost personal, social, and global consequence. Philosophy is an ideal preparation for any career or field of advanced study that requires rigorous argumentative skills, strong communication abilities, critical analysis, evaluation, and problem-solving skills.

Philosophical concerns include the nature of sound reasoning and fair debate, the demands of ethics and justice, the limits and extent of knowledge, the rationality of religious belief and practice, the nature of ourselves and what makes for meaningful lives, and the engagement of ethical and philosophical issues in the sciences, arts, business, politics and all other aspects of human existence. Because philosophical and ethical issues are present in all fields of inquiry, philosophy is an ideal second major or minor; an increased understanding of the philosophical issues in any area increases one's depth of knowledge.

Philosophy courses rigorously engage pressing, relevant philosophical and ethical questions from Western and non-Western traditions, from diverse thinkers both past and present. Students develop skills in understanding complex theories and arguments, engaging and teaching new audiences about important issues, and developing their own informed and well-justified views and positions on philosophical issues that affect their lives and the lives of many communities, whether these agents are local, national, or global.

Student learning outcomes

- Students who concentrate in Philosophy will be able to critique what influential past and present philosophical thinkers have argued about a variety of subjects in philosophical disciplines.
- Students who concentrate in Philosophy will be able to analyze methodologies influential past and present philosophical thinkers used to articulate and examine philosophical positions.
- Students who concentrate in Philosophy will be able to appraise abstract theories for engaging issues of justice, sexuality, racism, classism, religious diversity, and other prominent issues that receive attention in conversations and debates in the public square.

- Students who concentrate in Philosophy will produce arguments on important issues confronting society, as well as personal existential, ethical, religious, political, and vocational questions.

Department policies and/or general education modifications:

- A minimum grade of C is required for all Philosophy courses that apply towards the major or minor.
- Students may qualify for program honors in Philosophy by satisfying the following criteria: (1) earning at least a 3.5 grade-point average in Philosophy; (2) and completing a research paper on a topic approved by the Program and in accordance with the program's regulations.
- Students must select Cognate electives in consultation with their academic adviser.
- Philosophy majors must write a substantial research paper either (a) in one of the regular courses in the major or (b) in a Directed Study course.
- 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. Obtaining consent from the professor 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 form to register for the research paper and submit it to the Chair of the Department before the last day of classes of the semester preceding the research project. A copy of the final paper should be submitted to the thesis advisor by the end of the semester in which the project is carried out. This policy makes the research requirement a part of the thirty-nine hour requirement for a Philosophy major.

Major course of study = 39

Bachelor of Arts in Philosophy

Required courses 30 credits:

HPHI 202 - Critical Thinking
 HPHI 310 - Ancient and Medieval Philosophy
 HPHI 311 - Modern Philosophy
 HPHI 312 - Nineteenth Century Philosophy
 HPHI 2xx-4xx
 HPHI 2xx-4xx
 HPHI 2xx-4xx
 HPHI 2xx-4xx
 HPHI 2xx-4xx
 HPHI 2xx-4xx

Cognate electives 6 credits:

HREL 2xx-4xx with Philosophy related topic or
 HSOC 2xx-4xx with Philosophy related topic or
 HPSC 2xx-4xx with Philosophy related topic or
 HECO 2xx-4xx with Philosophy related topic or

HPSY 2xx-4xx with Philosophy related topic or
HENG 2xx-4xx with Philosophy related topic

Speech Requirement 3 credits:

HCOM 253 Public Speaking or
HCOM 353 Interpersonal communication or
HCOM 360 Interracial communication or
HCOM 354 Intercultural communication or
HCOM 355 Argumentation & Debate

Senior Thesis

Option A Complete in one of the regular courses in the major.
Option B Complete in a HPHI 465 Directed Study course.

Minor course of study = 18 credits

Philosophy Minor

HPHI 202 - Critical Thinking
HPHI 310 - Ancient and Medieval Philosophy
HPHI 311 – Modern Philosophy
HPHI 2xx-4xx
HPHI 2xx-4xx
HPHI 2xx-4xx

Department Course descriptions

HPHI 201 Introduction to Philosophy

Introduction to philosophical thinking through discussion of arguments on topics such as the nature and existence of God, the nature and extent of knowledge, logical reasoning and critical thinking, the nature of free will and moral responsibility, the nature of personhood, theoretical and practical questions about ethics and justice, questions about the meaning and purpose of human existence, and metaphysical, existential, ethical and social-justice-related questions concerning race, sex, gender, species, and environment. Historical and contemporary readings and figures, Western and non-Western, male and female, will be discussed.

Credit Hour(s): 3

HPHI 202 Critical Thinking

This course is a practical introduction to the concepts and techniques involved in coming to hold beliefs based on good reasons and evidence. It covers different forms of arguments, logical critiques of ideas, informal logical fallacies, developing and evaluating definitions, scientific reasoning, and the application of all this to a range of topics requiring critical thinking.

Credit Hour(s): 3

HPHI 301 Formal Logic

This course deals with the symbolic representation of argument forms and the assessment of their validity. This course treats Sentential logic with and without quantification. The main topic of the class is the development of formal proofs.

Prerequisite: HPHI 201 or consent of the instructor.

Credit Hour(s): 3

HPHI 302 Introduction to Philosophical Ethics

This course is an introduction to ethical reasoning through a review of influential ethical theories, such as utilitarianism, Kantianism, virtue theory, African moral theories, and theories of justice, and critical discussions of the arguments concerning contemporary moral issues such as abortion, sexual ethics, biomedical ethics, animal rights, environmentalism, race-related ethical concerns such as racism, profiling, reparations and more. Historical and contemporary readings and figures, Western and non-Western, male and female, will be discussed.

Credit Hour(s): 3

HPHI 303 Theory of Knowledge

This course surveys critical philosophical issues related to the nature and foundation of human knowledge, such as belief, truth, evidence, reasoning, rationality, and justification. Discussion of the value of knowledge and reasonable belief, the sources of knowledge, the extent of knowledge, and special issues regarding different knowledge claims, e.g., scientific knowledge, moral or ethical knowledge, religious knowledge, and others.

Prerequisite: HPHI 201 or consent of the instructor.

Credit Hour(s): 3

HPHI 310 Ancient and Medieval Philosophy

This course surveys Western as well as Non-western thinkers and philosophical schools of ancient and medieval thought, from ancient Kemetic thought to Chinese and Indian philosophies, from the pre-Socratics through Plato and Aristotle to Augustine and Aquinas.

Prerequisite: HPHI 201 or permission of the instructor.

Credit Hour(s): 3

HPHI 311 Modern Philosophy

This class surveys prominent philosophical thinkers and schools of thought, primarily seventeenth and eighteenth-century thought, including but not limited to Descartes, Spinoza, Leibniz, Hobbes, Locke, Berkeley, and Hume. Topics include knowledge, arguments for and against God's existence, the nature of the self, free will, personal identity and ethics, and political philosophy.

Prerequisite: HPHI 201 or permission of the instructor.

Credit Hour(s): 3

HPHI 312 Nineteenth Century Philosophy

This class surveys significant thinkers and schools of thought in philosophy, from Kant and Hegel to Marx and Du Bois. Central themes include epistemology, metaphysics, and political philosophy.

Prerequisite: HPHI 201 or consent of the instructor.

Credit Hour(s): 3

HPHI 315 Philosophy of Science

This course explores fundamental philosophical questions raised by the rise and success of the sciences. Seminal questions include the nature of scientific discovery, the status of scientific theories, realist or instrumentalist, the spectrum of scientific methods, and the characteristics of the scientific revolution. Some background in empirical science abets in the successful completion of this course.

Prerequisite: HPHI 201 or consent of the instructor.

Credit Hour(s): 3

HPHI 316 Aesthetics

This class introduces the philosophical study of art, beauty, and the imagination, the nature of aesthetic experience and beauty, the significance of human imagination and creativity, the value of art, and African American aesthetics.

Prerequisite: HPHI 201 or consent of the instructor.

Credit Hour(s): 3

HPHI 400 Contemporary Philosophy

This class covers major Western thinkers and schools of thought in the twentieth century: Phenomenology, Analytical Philosophy, Hermeneutics, Existentialism, and other schools of thought concerning issues in ethics, epistemology, metaphysics, social philosophy, and other core philosophical issues.

Prerequisite: HPHI 201 or consent of the instructor.

Credit Hour(s): 3

HPHI 410 Philosophy of Religion

This class is an examination of philosophical issues concerning religious belief and practice, such as different concepts of God and gods; puzzles and paradoxes for classical theism (e.g., divine foreknowledge and human freedom, the Stone Paradox, etc.); philosophical theology; arguments and counterarguments for God's existence, pragmatic justifications for religious beliefs; relations between religion and science; responses to religious pluralism and diversity. This course discusses

philosophical issues in non-Western religions and philosophical problems concerning African American religious experiences.

Prerequisite: HPHI 201 or consent of the instructor.

Credit Hour(s): 3

HPHI 465 Directed Study

This class permits students to conduct extensive research on a subject in Philosophy of their choice. The student and instructor pre-arrange the contents of this class.

Prerequisite: HPHI 201 or 302, and the consent of the instructor.

Credit Hour(s): 3

HPHI 475 Topics in Philosophy

This class studies a special topic in Philosophy chosen by the instructor and students. Recent issues include African and African American Philosophy; Biomedical Ethics; Environmental Justice; The Philosophy of Howard Thurman; Philosophy of Race; Philosophy of Education; Philosophy of Sex and Gender; College Ethics: Moral Issues for College Students; and African American Philosophies of Non-Violence.

Prerequisite: HPHI 201 or 302, or the consent of the instructor.

Credit Hour(s): 3

Physics

Interim Department Chair:

Dr. Wesley Sims (Assistant Professor)

Faculty:

Dr. John Howard (Assistant Professor NTT); Dr. Dwayne Joseph (Assistant Professor); Dr. Emmanuel Karikari (Assistant Professor); Dr. Eddie Red (Associate Professor), Dr. Wesley Sims (Assistant Professor)

Program overview:

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 department. 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.

Student learning outcomes:

- Students matriculating in one of the Department's programs or courses are expected to:
- Identify and understand the fundamental principles of classical and modern physics
- Acquire the analytical and conceptual skills needed to apply these principles to the solution of problems of practical interest
- Develop an awareness of the implications of the role that scientific and technological advances play in contemporary society.

Department policies and/or General Education modifications:

- A minimum grade of C is required for all Physics courses that apply towards the major or minor.

- Students who enroll in HPHY or HEGR courses without meeting their prerequisites are subject to disenrollment by the department regardless of performance or time elapsed.
- A student is required to make a first attempt at introductory physics courses at Morehouse. If the student receives a final grade below (C), then they may take the course at any other AUC institution that offers the course in-person (not online). This policy applies only if they fail the class, not if they withdraw.
- A student is required to make a first attempt at core- and upper-level physics courses at Morehouse. If the student receives a final grade below (C), then they may take the course at Georgia Institute of Technology in-person (not online). This policy applies only if they fail the class, not if they withdraw.
- All Physics majors are required to take 3 upper-level elective courses. In addition to their traditional electives, students have the option with their electives to concentrate in one (1) of the seven (7) areas; the courses that will fulfill/meet each concentration. A student seeking to pursue one of various concentrations would choose three (3) upper-level courses appropriate for his desired concentration. In choosing these three courses, the student would draw from the courses of relevant disciplines, whether physics or otherwise. The concentration in Interdisciplinary Science may be pursued via the routes of accelerator physics, applied optics, biomedical physics, chemical physics, health sciences, or materials science. The concentration in Applications to Society may be pursued via the routes of business & economics, law & politics, mass media, music, or sociology. The list of elective courses will expand eventually to accommodate all these routes. Note that suitable courses not listed under electives may be approved as electives according to the discretion of the Department Chair.

Major course of study = 64

Bachelor of Science in Physics

Introductory Sequence 12 credits

HPHY 154 Mechanics
 HPHY 253 Electricity and Magnetism
 HPHY 254 Optics and Modern Physics

Mathematics Requirements 18 credit hours

HMTH 161 Calculus I
 HMTH 162 Calculus II
 HMTH 263 Calculus III
 HMTH 271 Introduction to Linear Algebra
 HMTH 321 Introduction to Ordinary Differential Equations

Core Physics Courses 18 credit hours

HPHY 351 Junior Laboratory
 HPHY 353 Mathematical Physics I
 HPHY 360 Thermodynamics

HPHY 361 Electromagnetic Theory
HPHY 362 Classical Mechanics
HPHY 363 Quantum Mechanics I
HPHY 450 Senior Seminar

Science requirements 7 credits

HBIO 111/111L General Biology and Genal Biology Lab or
HBIO 113/113L Comprehensive Biology and Comprehensive Lab

HCHE 111/111L General Chemistry I and Chemistry I Lab

Physics electives 9 credits

Traditional electives or

HPHY 354 Mathematical Physics II
HPHY 364 Quantum Mechanics II
HPHY 367 Advanced Optics
HPHY 452 Senior Laboratory
HPHY 460 Special Problems in Physics
HPHY 470 Special Relativity
HPHY 473 Nuclear & Particle Physics
HPHY 474 Solid-State Physics
HEGR 320 Project Management in STEM*

*With approval from Department Chair

Concentration in Astronomy or

HPHY 470 Special Relativity
ASTRO 3500 Quantitative Astronomy (offered at GSU)
PHYS 3021 Stellar Astrophysics (offered at Georgia Tech)

Concentration in Computational Physics or

HCSC 450 High-Performance Scientific Computing
CS 3510 Design and Analysis of Algorithms (offered at Georgia Tech)
PHYS 3266 Computational Physics (offered at Georgia Tech)

Concentration in Physics Education or

SEDU 316 Exceptional Learners (offered at Spelman)
SEDU 444 Curriculum & Methods (offered at Spelman)
SEDU 458 Student Teaching (offered at Spelman)

Concentration in Applications to Society (Law & Politics route) or

HPSC 348 American Constitutional Law
HPSC 350 Race and the Law
HPSC 371 Public Management

Concentration in Interdisciplinary Science (Applied Optics route) or

HPHY 367 Advanced Optics

HPHY 460 Special Problems in Physics (as Introduction to Lasers)

PHYS 3223 Geometric Optics (offered at Georgia Tech)

Concentration in Interdisciplinary Science (Biomedical Physics route)

BIO 215/215L Molecular Genetics

BMED 3310 Biotransport (offered at Georgia Tech)

PHYS 4251 Biophysics (offered at Georgia Tech)

Minor course of study = 18 credits**Physics Minor**

Selection of courses beyond the introductory physics sequence should be made in consultation with the student's academic adviser and should take into consideration the student's major, educational goals, and career goals. Below are recommendations for the minor in Physics.

PHY 154 Mechanics

PHY 253 Electricity and Magnetism

PHY 254 Optics and Modern Physics

PHY 353 Mathematical Physics I

PHY 460 Special Problems in Physics

Department course descriptions**HPHY 101 Physical Science Online w/lab**

An introductory survey of the principles and laws governing the physical sciences. This course is designed for non-STEM students. Emphasis is placed on the role of experiment in the development of natural science and on the foundation that physics provides for technology. Students will be able to explore the interplay between technology and science and the influence of technology in the global community. The approach is primarily conceptual, with moderate application of basic mathematics and statistical analysis. This course consists of a lecture component and a laboratory component.

Credit Hour(s): 4**HPHY 102 Physical Science**

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 105 (C or above/better).

Corequisite: HPHY 102L

Credit Hour(s): 3

HPHY 120 Energy and Environmental

This course is taught by a team of chemistry and physics instructors which focuses on different types of energy production and their impact on sustainability.

Credit Hour(s): 3

HPHY 151 General Physics I

Noncalculus-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 115 (C or above/better) and MTH 116 (C or above/better).

Corequisite: HPHY 151L

Credit Hour(s): 4

HPHY 152 General Physics II

Second part of the noncalculus-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 (C or above/better).

Corequisite: HPHY 152L

Credit Hour(s): 4

HPHY 154 Mechanics

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 (C or above/better)

Corequisite: HPHY 154L

Credit Hour(s): 4

HPHY 253 Electricity & Magnetism

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 (C or above/better).

Corequisite: HPHY 253L

Credit Hour(s): 4

HPHY 254 Optics & Modern Physics

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 (C or above/better).

Corequisite: HPHY 254L

Credit Hour(s): 4

HPHY 351 Junior Laboratory

Modern instrumentation techniques and methods. Experiments in modern physics.

Prerequisite: PHY 253 (C or above/better).

Credit Hour(s): 3

HPHY 353 Mathematical Physics I

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 (C or above/better) and MTH 263 (C or above/better).

Credit Hour(s): 3

HPHY 354 Mathematical Physics II

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 (C or above/better).

Credit Hour(s): 3

HPHY 360 Thermodynamics

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 (C or above/better) and MTH 263 (C or above/better)

Credit Hour(s): 3

HPHY 361 Electromagnetic Theory

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 353 (C or above/better).

Credit Hour(s): 3

HPHY 362 Classical Mechanics

Encompasses a study of the principles and laws of mechanics at an advanced undergraduate level. Central to the course are Lagrangian dynamics, the calculus of variations and Hamilton's principle, the central force problem, accelerated reference frames, and rigid body motion. Other topics include gravitation, the motion of a system of particles, oscillations, and the mechanics of continuous media.

Prerequisite: PHY 253 (C or above/better).

Credit Hour(s): 3

HPHY 363. Quantum Mechanics I

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 (C or above/better).

Credit Hour(s): 3

HPHY 364 Quantum Mechanics II

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 (C or above/better).

Credit Hour(s): 3

HPHY 367 Advanced Optics

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 (C or above/better) and PHY 353 (C or above/better).

Credit Hour(s): 3

HPHY 450. Senior Seminar

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 (C or above/better) and at least three courses from among PHY 351, 360, 361, 362, and 363 (C or above/better).

Credit Hour(s): 0

HPHY 452 Senior Laboratory

Modern instrumentation techniques and methods. Experiments in modern physics.

Prerequisite: PHY 351 (C or above/better).

Credit Hour(s): 3

HPHY 460 Special Problems in Physics

Designed to add flexibility to the curriculum by allowing the study of special topics in physics that are outside the structured curriculum but have significance in the discipline.

Prerequisite: Senior physics major or permission of the instructor.

Credit Hour(s): 3

HPHY 470 Special Relativity

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 spacetime, Lorentz transformations, momentum four-vectors, the electromagnetic field tensor, and Schwarzschild spacetime.

Prerequisites: PHY 361 (C or above/better) and PHY 362 (C or above/better), or permission of

the instructor.

Credit Hour(s): 3

HPHY 473 Nuclear and Particle Physics

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 (C or above/better).

Credit Hour(s): 3

HPHY 474 Solid-State Physics

Designed for the advanced student interested in proceeding to graduate school. Provides strong links between solid state phenomena and the basic laws of quantum mechanics, electromagnetism, and thermodynamics. Covers crystal structure, reciprocal lattice, crystal binding, crystal vibrations, thermal properties, free electron Fermi gas, energy bands, semiconductor crystals, optical processes, and superconductivity.

Prerequisite: PHY 363 (C or above/better).

Credit Hour(s): 3

Political Science

Department Chair:

Dr. Andrew Douglas (Professor)

Faculty:

Dr. Ebenezer Aka (Professor); Dr. Hye Ryeon Jang (Assistant Professor); Dr. Adrienne Jones (Assistant Professor); Dr. Matthew Platt (Associate Professor)

Program overview:

The mission of the Political Science department at Morehouse College is to develop men who will create policies and practices that improve the lived conditions of African people. We do this by fostering students' interest in politics, arming students with the analytical tools to understand the nature of public life and policy, and enhancing students' ability to learn.

Student learning outcomes:

- Compare and contrast global political systems.
- Identify and distinguish between the core principles and theories of the major fields and subfields of political science.
- Evaluate different political systems with respect to normative criteria such as justice, equality, and the nature of politics.
- Analyze the history, structure, and impact of key court decisions and legal principles.
- Write short analytical essays and longform research papers.
- Create an original data visualization of the relationship between at least two variables.
- Identify and implement methodological techniques that are appropriate for testing or developing a hypothesis.
- Ask interesting, researchable questions about contemporary political issues.
- Demonstrate effective oral communication through class presentations and debates.

Department policies and/or General Education modifications:

- Students will need a grade of C in MTH 115, MTH 130, MTH 160, or MTH 161 to satisfy the prerequisites for ECO 201 and ECO 202. Most political science majors take MTH 130 to satisfy this prerequisite and the General Education Quantitative Literacy requirement.
- Political Science majors are only required to take ONE Ideas and Ethics course. The second Ideas and Ethics requirement will be satisfied by PSC 294.
- Political Science majors are not required to take any Society and Culture courses. That Gen Ed requirement will be satisfied by PSC 251/PSC 285 and ECO 201/ ECO 202.
- A grade of C or higher is required to satisfactorily complete all courses that are required for the Political Science major or minor.
- Internship courses, Directed Study courses, and PSC 354 Moot Court Skills Practicum do NOT count towards any requirements in the major.
- Political Science majors may use an appropriate upper-level political science course that

was taken through cross-registration or transfer credit to satisfy a maximum of ONE of the Political Science Elective course requirements.

- Transfer credit and/or cross-registration cannot be used to satisfy the Core Curriculum requirements of the major (PSC 228, PSC 251, PSC 253, PSC 253L, PSC 285, PSC 294, PSC 348, and PSC 497).

Major of course study = 43 credits

Bachelor of Arts in Political Science

Core Curriculum 22 credits:

HPSC 228 Comparative Politics
 HPSC 251 National Government of the United States
 HPSC 253 Scope and Methods in Political Science
 HPSC 253L Scope and Methods Data Lab
 HPSC 285 Introduction to International Relations
 HPSC 294 Introduction to Political Theory
 HPSC 348 American Constitutional Law
 HPSC 497 Senior Seminar in Political Science

Cognate Courses 9 credits:

HECO 201 Macroeconomics
 HECO 202 Microeconomics

Select one

HCOM 253 Public Speaking or
 HCOM 351 Professional Communications or
 HCOM 352 Communication in Small Groups and Teams or
 HCOM 354 Intercultural Communications or
 HCOM 355 Argumentation and Debate

Political Science Electives 12 credits

Each student is required to choose four upper-level courses (300 level or higher). These courses can come from any subject area: American Government and Politics, Comparative Politics, International Relations, and Political Theory. In general, Internships and Directed Study courses do NOT count toward these four courses. PSC 354 Moot Court Skills Practicum does NOT count as one of these courses.

Minor course of study = 18 credits

Political Science Minor

PSC 228 Comparative Politics
 PSC 251 National Government of the United States
 PSC 253 Scope and Methods of Political Science
 PSC 285 Introduction to International Relations
 PSC 294 Introduction to Political Theory
 One elective course in political science

Department course descriptions

HPSC 228 Comparative Politics

The course introduces students to comparison as a method of analyzing modern politics across countries. Modernization theory, state development, nationalism, political economy, democratization and other theoretical frameworks will be used to compare and contrast political systems in Latin America, Europe, Asia, Africa, and the Middle East.

Credit Hour(s): 3

HPSC 251 National Government

In this course, we will study the ideas, institutions, and processes relevant to the American political system.

Credit Hour(s): 3

HPSC 252 State and Local Government

The course examines state and local institutions, the political processes at sub-national governments in the United States, and state-federal relations.

Credit Hour(s): 3

HPSC 253 Scope and Methods of Political Science

This course approaches political science as an academic discipline. It covers the subfields of political science, the approaches and models used in the discipline; and the logic and epistemology of empirical research methodology.

Prerequisite: HPSC 251 grade of C or higher

Corequisite: HPSC 253L

Credit Hour(s): 3

HPSC 253L Scope and Methods Data Lab

The lab course will introduce students to R as a tool for analyzing political data. Students will learn how to import, clean, analyze, and visualize data. These skills are a prerequisite for a successful thesis project in PSC 497.

Prerequisite: HPSC 251 grade of C or higher

Corequisite: HPSC 253

Credit Hour(s): 1

HPSC 285 Introduction to International Relations

The course introduces students to key approaches to international politics: idealism and realism; the systems and decision making that occurs at the national level; and to theories of how states pursue foreign policy objectives.

Credit Hour(s): 3

HPSC 294 Introduction to Political Theory

This course examines some of the main issues and classic works of political theory. It combines consideration of writers such as Plato, Aristotle, Hobbes, Locke, and Rousseau with more recent writings by contemporary authors with diverse perspectives.

Credit Hour(s): 3

HPSC 302 Third World Politics

This course examines the characteristics of developing nations in terms of political structures, stability, and problems of economic development.

Credit Hour(s): 3

HPSC 321 The American Presidency

This course examines how presidents govern both in the country and in Washington, D.C. The course 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.

Credit Hour(s): 3

HPSC 322 The American Congress

The American Congress seeks to provide students with a comprehensive understanding of Congress as both a representative and policymaking institution. The course assumes a basic familiarity with American politics, but it does not require any deep prior knowledge of the U.S. Congress.

Prerequisite: HPSC 251 grade of C or higher

Credit Hour(s): 3

HPSC 348 American Constitutional Law

The course examines judicial processes, federal judicial behavior, constitutional cases, and national legal issues.

Prerequisite: HPSC 251 grade of C or higher

Credit Hour(s): 3

HPSC 350 Race and the Law

This course examines some of the main issues and classic works of political theory. It combines consideration of writes such as Plato, Aristotle, Hobbes, Locke, and Rousseau with more recent writings by contemporary authors with diverse perspectives.

Credit Hour(s): 3

HPSC 351 Introduction to Moot Court

This is a three-credit graded course designed to help students develop public speaking and analytical skills. Students will research, write, and argue a brief before a mock court of appeal made up of area lawyers. The course emphasizes effective research and writing techniques and each student will write an appellate brief. The class also introduces the students to making oral arguments in court.

Prerequisite: HPSC 348 grade of C or higher

Credit Hour(s): 3

HPSC 354 Moot Court Skills Practicum

This is a three-credit graded course designed to help students develop public speaking and analytical skills. Students will research, write, and argue two appellate briefs before a mock court for two qualifying competitions: a qualifying tournament and a championship competition. Introduction to Moot Court, offered during the Spring Semester, focused heavily on learning the skills required to successfully engage in a moot court competition and the most rudimentary tenets of oral advocacy. However, Moot Court Skills Practicum will devote far more time to writing a successful brief and will require students to have successfully completed Introduction to Moot Court or related experience, thereby, requiring a higher skill set prior to enrolling in this course.

Prerequisite: HPSC 351 grade of C or higher

Credit Hour(s): 3

HPSC 371 Introduction to Public Management

This course 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: HPSC 251 grade of C or higher

Credit Hour(s): 3

HPSC 372 Urban Management and Policy Analysis

This course 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. The course describes and assesses management functions. Considers the impact of problems and policies on black Americans.

Prerequisite: HPSC 251 and HPSC 253/L grade of C or higher; OR HPSC 251 and HUST 362 Techniques of Urban Planning grade of C or higher

Credit Hour(s): 3

HPSC 385 Theories of International Relations

This course examines theoretical approaches to the study of international relations and politics: realism, idealism, environmental theories, and decision-making theories.

Prerequisite: HPSC 285 grade of C or higher

HPSC 401 Internship

This course 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: Instructor permission

Credit Hour(s): 3

HPSC 402 Internship

This course 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: Instructor permission

Credit Hour(s): 3

HPSC 410 Political Parties, Elections, and Interest Groups

This course examines the party system in America from the Founding to the present. It considers factors that influence party growth and development, change and decline, as well as the role of interest groups in the American political process.

Credit Hour(s): 3

HPSC 411 Financial Management in Local Government

This course examines the financial functions of local government including local expenditures and revenue, the budgeting process, economic concepts of budgeting, and financial administration.

Prerequisite: HPSC/HUST 371 or HPSC/HUST 372 grade of C or higher

Credit Hour(s): 3

HPSC 429 Seminar in Policy and Urban Politics

This course examines significant problems of particular interest to black Americans. The course is taught in a seminar format and requires a major research paper.

Credit Hour(s): 3

HPSC 460 Black Politics

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.

Prerequisite: HPSC 251 and HPSC 253/L grade of C or higher; or instructor permission

Credit Hour(s): 3

HPSC 461 History of Political Thought

This course examines the works and thought of political philosophers from Plato to Marx.

Credit Hour(s): 3

HPSC 462 Modern Political Theory

This course examines political philosophy in the Reformation period and the modern world. Locke, Hobbes, Montesquieu, Rousseau, Hegel, and Marx are the main thinkers considered.

Credit Hour(s): 3

HPSC 463 Contemporary Theories of Justice

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.

Credit Hour(s): 3

HPSC 464 Black Political Thought

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.

Credit Hour(s): 3

HPSC 468 Seminar on International Security after the Cold War

Seminar on major theories and issues dealing with national and international security, with special emphasis on the post-Cold War world.

Credit Hour(s): 3

HPSC 475 Latin American Politics

The course examines the socioeconomic characteristics, political structures, processes of political socialization, political participation, and public policy of the emergent nations of Latin America.

Prerequisite: HPSC 285 grade of C or higher

Credit Hour(s): 3

HPSC 477 Contemporary African Politics

The course examines the socioeconomic characteristics, political structures, processes of political socialization, political participation, and public policy of the emergent nations of Africa.

Credit Hour(s): 3

HPSC 479 Comparative Foreign Policy

The course provides a cross-national examination of foreign policy institutions, structures, processes, and orientations of various states. Both developed and developing nations will be covered.

Prerequisite: HPSC 228 and HPSC 285 grade of C or higher

Credit Hour(s): 3

HPSC 480 Diplomacy

The course is focused on the study of diplomatic history; the structures, procedures, and personnel of diplomatic missions; and the process of bilateral and multilateral negotiations and public diplomacy.

Prerequisite: HPSC 285 grade of C or higher

Credit Hour(s): 3

HPSC 484 International Law

The course is an introduction to the study of international law. It Examines the use of norms, rules, and customs in regulating the behavior of state and non-state actors in the international system.

Prerequisite: HPSC 385 grade of C or higher

Credit Hour(s): 3

HPSC 487 International Organizations

The course studies the evolution, institutions, and processes of the United Nations and various regional organizations – the Organization of African Unity, the Organization of American States, the League of Arab States, and others. Specific emphasis is placed on these organizations' roles in conflict resolution, development, and human rights.

Prerequisite: HPSC 385 grade of C or higher

Credit Hour(s): 3

HPSC 488 International Political Economy

The course studies the interplay among international, political, and economic factors. It is interested in the ways the political and economic dimensions of global issues such as foreign aid, trade, private investment, technology transfer, debt, and development.

Prerequisite: HECO 201 and HPSC 285 grade of C or higher

Credit Hour(s): 3

HPSC 489 Problems of International Politics

The course covers special topics in international politics. Topics could include: the problems of conflict and integration, the world policy process model, or developing transnational organization.

Prerequisite: HPSC 285 grade of C or higher

Credit Hour(s): 3

HPSC 490 Conflict and Conflict Resolution

The course examines the causes, sources, and methods of resolution of both civil and international conflicts.

Credit Hour(s): 3

HPSC 493 Directed Study

Course Description: This course provides students the opportunity to explore some issue in depth.

Prerequisite: Instructor permission

Credit Hour(s): 3

HPSC 497 Senior Seminar in Political Science

This is the capstone course for the department. Each major will demonstrate mastery over some topic by researching and writing a senior thesis.

Prerequisite: HPSC 253 and HPSC 253L grade of C or higher

Restriction: Juniors or Seniors only

Credit Hour(s): 3

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 provide training in critical and analytical reading, writing and thinking;
- Encourage ethical behavior, 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 learning outcomes:

- Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology
- Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation
- Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve behavior and mental processes
- Apply psychological principles to personal, social, and organizational issues
- Recognize, understand, and respect the complexity of sociocultural and international diversity
- Develop insight into the behavior and mental processes of themselves and others and apply effective self-management and self-improvement strategies

Department policies and/or General Education modifications:

- To complete the Bachelor of Arts or the Bachelor of Science degree in Psychology, a student must have: A minimum overall GPA of 2.0, a final course grade of C or better in all required major courses, and satisfactory completion of general education courses as required in the core curriculum.
- Bachelor of Science majors are required to complete two math courses equivalent to Math 105 (College Algebra I) or above (or other approved science sequence in math).
- Bachelor of Science majors are required to complete General Biology 111/111L & 112/112L (for majors) in place of Biology 101 (Biological Science). Bachelor of Science majors are required to complete at least one semester of Chemistry with lab (e.g., Chemistry 111/111L) -OR- Physics with lab (e.g., Physics 151/151L) in place

of Physics 102 (Physical Science). The full year of either the chemistry or physics is recommended.

Major course of study = 52 credits

Bachelor of Arts in Psychology

Required courses 27 credits:

HPSY 101 Introduction to Psychology as a Social Science
 HPSY 102 Introduction to Psychology as a Natural Science
 HPSY 201 Reading, Writing and Critical Thinking in Psychology
 HPSY 240 Psychology of the African American Experience
 HPSY 210/210L Research Methods and Stats I/Lab
 HPSY 310/310L Research Methods and Stats II/Lab
 HPSY 332 Abnormal Psychology
 HPSY 410/410L Research Methods and Stats III/Lab

Select one 3 credits:

HPSY 320 Social Psychology or
 HPSY 330 Theories of Personality

Select one 3 credits:

HPSY 260 Educational Psychology or
 HPSY 265 Developmental Psychology or
 HPSY 270 Community Psychology or
 HPSY 275 Industrial/Organizational Psychology or
 HPSY 335 Health/Medical Psychology

Select one 3 credits:

HPSY 353 Sensation & Perception or
 HPSY 357 Cognitive Psychology

Select one 4 credits:

HPSY 350/350L Animal Behavior w/Laboratory or
 HPSY 352/352L Biopsychology w/Laboratory or
 HPSY 355/355L Learning & Memory w/Laboratory

Select one 3 credits:

HPSY498 Directed Studies I or
 HPSY499 Directed Studies II

Psychology electives 9 credits:

HPSY1xx-4xx
 HPSY1xx-4xx
 HPSY1xx-4xx

Major course of study = 54 credits

Bachelor of Science in Psychology

Required courses 27 credits:

HPSY 101 Introduction to Psychology as a Social Science
HPSY 102 Introduction to Psychology as a Natural Science
HPSY 201 Reading, Writing and Critical Thinking in Psychology
HPSY 240 Psychology of the African American Experience
HPSY 210/210L Research Methods and Stats I/Lab
HPSY 310/310L Research Methods and Stats II/Lab
HPSY 332 Abnormal Psychology
HPSY 410/410L Research Methods and Stats III/Lab

Select one 3 credits:

HPSY 320 Social Psychology or
HPSY 330 Theories of Personality

Select one 3 credits:

HPSY 260 Educational Psychology or
HPSY 265 Developmental Psychology or
HPSY 270 Community Psychology or
HPSY 275 Industrial/Organizational Psychology or
HPSY 335 Health/Medical Psychology

Select one 3 credits:

HPSY 353 Sensation & Perception or
HPSY 357 Cognitive Psychology

12 credits:

HPSY 350/350L Animal Behavior w/Laboratory
HPSY 352/352L Biopsychology w/Laboratory
HPSY 355/355L Learning & Memory w/Laboratory

6 credits:

HPSY 498 Directed Studies I
HPSY 499 Directed Studies II

Minor course of study = 19 credits

Psychology Minor

HPSY 101 Introduction to Psychology as a Social Science
HPSY 102 Introduction to Psychology as a Natural Science

HPSY 210 Research Methods & Statistics
HPSY 210L Research Methods & Statistics I Laboratory

Psychology electives 9 credits:

HPSY 1xx-4xx

HPSY 1xx-4xx

HPSY 1xx-4xx

Department course descriptions

HPSY 101 Introduction to Psychology as a Social Science

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.

Credit Hour(s): 3

HPSY 102 Introduction to Psychology as a Natural Science

Survey of general areas of psychology emphasizing the biological and physiological roots of behavior, including topics such as neuroanatomy and neurobiology, sensation, perception, behavioral genetics, animal behavior and physiological psychology.

Prerequisite: PSY101 with a grade of C or better.

Credit Hour(s): 3

HPSY 201 Reading, Writing and Critical Thinking in Psychology

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: PSY101 with a grade of C or better or permission of instructor.

Credit Hour(s): 3

HPSY 210 Research Methods and Statistics I

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: PSY101 with a grade of C or better.

Co-requisite: PSY210L.

Credit Hour(s): 3

HSY 210L Research Methods and Statistics I Laboratory

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: PSY101 with a grade of C or better.

Co-requisite: PSY210.

Credit Hour(s): 1

HPSY 240 Psychology of the African American Experience

A study of theoretical and empirical psychological literature pertaining to the cultural, social and political realities of African Americans and the distinctions between the Afrocentric and Eurocentric perspectives.

Prerequisite: PSY101 with a grade of C or better or permission of instructor.

Credit Hour(s): 3

HPSY 250 Mind and Brain: An Introduction to the Neurosciences

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. Students will be expected to participate in a two-part neuroanatomy lab involving the dissection and examination of sheep brains. Course topics may include drugs and the nervous system, mental health, aging and Alzheimer's disease, memory and attention, and social affiliation.

Credit hour(s): 3

HPSY 260 Educational Psychology

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: PSY101 with a grade of C or better or permission of instructor.

Credit Hour(s): 3

HPSY 265 Developmental Psychology

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: PSY101 with a grade of C or better or permission of instructor.

Credit Hour(s): 3

HPSY 270 Community Psychology

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: PSY101 with a grade of C or better or permission of instructor.

Credit Hour(s): 3

HPSY 275 Industrial/Organizational Psychology

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: PSY101 with a grade of C or better.

Credit Hour(s): 3

HPSY 310 Research Methods and Statistics II

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: PSY210 & PSY210L with a grade of C or better.

Co-requisite: PSY310L.

Credit Hour(s): 3

HPSY 310L Research Methods and Statistics II Laboratory

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: PSY210 & PSY210L with a grade of C or better.

Co-requisite: PSY310.

Credit Hour(s): 1

HPSY 320 Social Psychology

Exploration of influence of others on the individual, including conformity behavior, obedience, prejudice, attitude formation and change, social cognition, and political behavior.

Prerequisite: PSY101 with a grade of C or better or permission of instructor.

Credit Hour(s): 3

HPSY 325 Relationships Between the Sexes

Study of the psychology of male/female relationships and interactions utilizing small group methods.

Prerequisite: Permission of Instructor.

Credit Hour(s): 3

HPSY 330 Theories of Personality

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: PSY101 with a grade of C or better or permission of instructor.

Credit Hour(s): 3

HPSY 332 Adult and Child Psychopathology

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: PSY210 & PSY210L with a grade of C or better.

Credit Hour(s): 3

HPSY 335 Health/Medical Psychology

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: PSY101 with a grade of C or better or permission of instructor.

Credit Hour(s): 3

HPSY 340 Black Men, Black Boys and the Psychology of Modern Media

A personality psychology-rooted course that will look at the varied positioning of Black boys and men within media spaces. The course will explore how these framings inform identity assumption and behaviors across cultures. This exploration will be done through deconstructing contexts and human behavior paradigms relative to social norms, stereotype and less widely considered realities. Emphasis will be placed on fundamentals of human behavior, media history, pop culture critique and content analysis. While cinema, television, recorded music and periodicals are considered for much of the course, new media streams will also be examined for behavioral and social influence on Black male identification. Black Boys, Black Men and the Psychology of Modern Media is based across the personality psychology levels of dispositional traits, characteristic adaptation and life story tellings (McAdams, 2004). This general structure is dynamic in a way that allows for shifting popular culture norms and for additional grounding in the media critique of sociologist Pierre Bourdieu (1998).

Prerequisite: PSY102 (or SOC102) with a grade of C or better or permission of instructor.

Credit Hour(s): 3

HPSY 345 African Centered Psychology II

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: PSY101 with a grade of C or better or permission of instructor.

Credit Hour(s): 3

HPSY 350 Animal Behavior

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. Offered Fall semester only.

Prerequisite: PSY310 & 310L with a grade of C or better or permission of instructor.

Co-requisite: PSY350L.

Credit Hour(s): 3

HPSY 350L Animal Behavior Laboratory

Laboratory and field research projects using a variety of small animals. Investigating topics such as sexual behavior, territoriality, aggression, grooming and social behavior. Offered Fall semester only.

Prerequisite: PSY310 & 310L with a grade of C or better or permission of instructor.

Co-requisite: PSY350.

Credit Hour(s): 1

HPSY 352 Biopsychology

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. Offered Spring semester only.

Prerequisite: PSY310 & 310L with a grade of C or better or permission of instructor.

Co-requisite: PSY352L.

Credit Hour(s): 3

HPSY 352L Biopsychology Laboratory

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 PSY352. [This laboratory is optional for B.A. students enrolled in PSY352]. Offered Spring semester only.

Prerequisite: PSY310 & 310L with a grade of C or better or permission of instructor.

Co-requisite: PSY352.

Credit Hour(s): 1

HPSY 353 Sensation and Perception

This course examines our five senses, how we detect visual, auditory, tactile, and chemical stimuli (sensation) and how we recognize, organize, and interpret these sensory stimuli (perception). This course will also compare human vs. non-human animals in the range, sensitivity, and interpretation of sensory stimuli. We will go beyond the five senses and investigate what some have called the “Sixth Sense”, extrasensory perception (ESP).

Prerequisite: PSY310 & 310L with a grade of C or better or permission of instructor.

Credit Hour(s): 3

HPSY 355 Learning and Memory

An empirical and theoretical examination of the processes of human and non-human animal learning and memory. Topics covered include instincts, habituation, classical and operant conditioning, the application of learning techniques to behavior modification, cognition, and examples of memory deficits such as amnesia caused by brain injury and disease.

Prerequisite: PSY310 & 310L with a grade of C or better or permission of instructor.

Co-requisite: PSY355L.

Credit Hour(s): 3

HPSY 355L Learning and Memory Laboratory

Laboratory and field investigations of human and non-human animal learning and memory.

Prerequisite: PSY310 & 310L with a grade of C or better or permission of instructor.

Co-requisite: PSY355.

Credit Hour(s): 1

HPSY 357 Cognitive Psychology

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: PSY101 with a grade of C or better or permission of instructor.

Credit Hour(s): 3

HPSY 370. Leadership, Creativity, and Innovation

This multi-disciplinary course will explore practices that facilitate creative collaboration and innovation.

Prerequisite: PSY101 with a grade of C or better or permission of instructor.

Credit Hour(s): 3

HPSY 410 Research Methods and Statistics III

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.

Prerequisite: PSY310 & PSY310L with a grade of C or better.

Co-requisite: PSY410L.

Credit Hour(s): 3

HPSY 410L Research Methods and Statistics III Laboratory

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.

Prerequisite: PSY310 & PSY310L with a grade of C or better.

Co-requisite: PSY410.

Credit Hour(s): 1

HPSY 429 Selected Topics in Social Psychology

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: PSY101 with a grade of C or better or permission of instructor.

Credit Hour(s): 3

HPSY 430 Clinical Assessment

Introduction to the administration and interpretation of basic psychometric instruments, including tests of intelligence, aptitude, and personality.

Prerequisite: Either PSY330 or PSY332 with a grade of C or better.

Credit Hour(s): 3

HPSY 435 Techniques of Psychotherapy

Introduction to the basic theoretical orientations, methods and techniques of individual and group therapy as well as other intervention strategies.

Prerequisite: Either PSY 330 or PSY332 with a grade of C or better.

Credit Hour(s): 3

HPSY 439 Selected Topics in Clinical Psychology

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: PSY 101 with a grade of C or better or permission of instructor.

Credit Hour(s): 3

HPSY 449 Selected Topics in Black Psychology

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: PSY101 with a grade of C or better or permission of instructor. Three hours.

Credit Hour(s): 3

HPSY 459 Selected Topics in Biopsychology

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: PSY101 with a grade of C or better or permission of instructor.

Credit Hour(s): 3

HPSY 469 Selected Topics in Education/Developmental Psychology

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: PSY101 with a grade of C or better or permission of instructor.

Credit Hour(s): 3

HPSY 479 Selected Topics in Community/Industrial Psychology

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: PSY101 with a grade of C or better or permission of instructor.

Credit Hour(s): 3

HPSY 480 Honors Advanced Research Methodologies

An exploration of the research process from selection of topic to research proposal.

Prerequisite: Permission of Instructor.

Credit Hour(s): 3

HPSY 482 Honors Applied Computer/Data Analysis

Practical applications of computers in various research settings. Analysis and interpretation of data.

Prerequisite: Permission of Instructor.

Credit Hour(s): 3

HPSY 484 Honors Research and Communications Seminar

On-going in-depth examination of the research process through student presentations and guest speakers.

Prerequisite: Permission of Instructor.

Credit Hour(s): 3

HPSY 498. Directed Studies I

Practical work experience in various community service centers and projects supervised by faculty and agency directors.

Prerequisites: PSY410 and PSY410L with a grade of C or better.

Credit Hour(s): 3

HPSY 499 Directed Studies II

Special problems, individual research, or field work under faculty supervision.

Prerequisites: PSY410 and PSY410L with a grade of C or better.

Credit Hour(s): 3

Public Health Science Minor

Program Director:

Dr. Cynthia Trawick

Program overview:

The overall health of Americans has improved dramatically in this century due to advances in treatment and technology. Yet, the health of underrepresented minorities differs significantly from the majority population in this nation. As health disparities continue to increase, there is a growing need for more health scientists to address these issues. The minor in public health is intended to help students better understand the health disparities within their communities to better serve them.

To broaden the options for students interested in the health sciences at Morehouse College, the Public Health Sciences Institute offers a minor in Public Health which is housed under Biology in the Division of Life Sciences, but open to all students in the Atlanta University Consortium (AUC). The interdisciplinary nature of the minor program allows all eligible AUC students to register for public health courses.

Student learning outcomes:

- Students who complete the minor in public health will demonstrate:
- Knowledge of the key content regarding epidemiology, major health conditions and health disparities, including the rates and distributions of disease, the meaning of causation, and the evaluation of the effectiveness of intervention.
- Summarize critical ideas and concepts in the field of public health such as core functions and goals, the history of public health, population health, and key areas of inquiry.
- Application of entry-level biostatistical skills to define and address needs and concerns of vulnerable populations.
- Ability to evaluate how social class, race, ethnicity, gender, age, geography, political and economic structures, and other burdens affect disease burdens, health disparity, and health equity.
- An understanding of the burden of disease, social determinants of health, approaches to global cooperation to monitor and promote health, and international organizations that respond to and fund global health initiatives.
- How current U.S. public health and health care delivery systems and principles can be used to evaluate the historical and future directions.

Department policies and/or General Education modifications:

- A grade of C or higher is required in all Public Health courses for the minor to be considered satisfactorily complete.
- 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.

Minor course of study = 15 credits

Public Health Science Minor

HPBH 240 Introduction to Public Health Science
HPBH 330 Introduction to Epidemiology
HPBH 340 Introduction to Biostatistics
HPBH 450 Public Health Sciences Seminar and Practicum

Public Health elective 3 credits

Department course descriptions

HPBH 240 Introduction to Public Health Science

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 HPSY 240. Biology majors may only apply one PHS course as a biology elective.

Credit Hour(s): 3

HPBH 330 Introduction to Epidemiology

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. Biology majors may only apply one PHS course as a biology elective.

Credit Hour(s): 3

HPBH 340 Introduction to Biostatistics

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. Biology majors may only apply one PHS course as a biology elective.

Credit Hour(s): 3

HPBH 450 Public Health Science Seminar

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. Biology majors may only apply one PHS course as a biology elective.

Credit Hour(s): 3

Prerequisite: HPBH 240; C or better.

Public History and Historic Preservation Minor

Faculty Contact:

Dr. Karcheik Sims-Alvarado (Assistant Professor)

Program overview:

The Public History and Historic Preservation minor assists students, belonging to various disciplines, how to strengthen their research and writing skills as well as expand the application of quantitative and qualitative data. Students learn the many aspects of public history and historic preservation practices, including collections care and management, museum education, historic site interpretation, exhibit design, historic preservation, museum administration, archives management, oral history, content development, and digital history.

Regardless of the discipline, students engage in discussions and exercises that build on the skills one learns as a scholar- effective research, contextual understanding, and critical analysis.

Student learning outcomes:

- Evaluating, assessing, and drawing meaning from primary sources, historical evidence, quantitative data, buildings, and material culture.
- Conducting original historical research, including asking historical questions and finding pertinent primary and secondary source materials in archival collections (both physical and online)
- Thinking critically and analytically about exhibiting research findings.

Department policies and/or General Education modifications:

- A grade of C or higher is required in all Public History and Historic Preservation courses for the minor to be considered satisfactorily complete.

Minor course of study = 15 credits

Public History and Historic Preservation Minor 15 credits

HAFR 201 Public History and Public Memory: Research Methods to Documenting History

HAFR 202 Historic and Cultural Preservation: Telling Stories through Building, Sites, Narrative and Culture

HAFR 302 Museum Collection Care of Historical Objects

HAFR 350 Exhibition Design and Content Development: Historical Sites, Narratives and Culture

HHIS 490 Special Projects

Course descriptions are available in the Africana Studies and History sections.

Religion

Department Chair:

Dr. Harold V. Bennett (Professor)

Faculty:

Dr. Lawrence Carter (Professor), Dr. Aaron Parker (Associate Professor)

Program Overview:

The Program in Religion is an organized, active effort at exploring religious phenomena and at inculcating self-examination of one's assumptions and religious convictions and seeking to understand the complicated relationship among individuals, cultures, and faiths. The Program in religion examines the limits of reason, faith, and evidence by exposing religious data to probing intellectual analyses. The work in this area describes, analyzes, and evaluates the role of religion in the life of humans since the earliest times and how the religious quest contributes toward human growth and fulfillment. It examines most of the perennial existential questions to which humankind endeavors to answer.

The Program in Religion utilizes approaches from the humanities and social sciences to cast light on the diverse beliefs and practices in faith traditions of societies and cultures such as notions of the Sacred, classical theism, community, religious institutions, religious language, miracles, suffering, evil, morality, the afterlife, anthropology, religious experience, rituals, and symbols. Students also explore the concept of truth, spiritual dimensions of the human condition, religious texts, the tension between religion and science, and the interplay between religion and politics, psychology, economics, and a host of other phenomena that comprise the human scene.

It is noteworthy to mention that the Program in religion at Morehouse gives attention to the various roles religion played and continues to play in the Black experience. Therefore, engaging specific conversations and viewing select data and phenomena in religious studies occur through an Afrocentric lens. Students also develop culturally sensitive ways to view diverse peoples, societies, politics, events, cultures, and other developments both on the local and international scenes.

Student learning outcomes

Students who concentrate in Religion will be able to engage in informed critical self-reflection and assessment of their personal religious beliefs, language, rituals, and experiences.

Students who concentrate in Religion will be able to discuss respectfully and objectively the world's religions as historical and cultural phenomena. They will be able to engage in conversations and analyses of the history, sacred texts, fundamental beliefs, rituals, worldviews, and institutions of African Traditional Religions, Hinduism, Buddhism, Daoism, Confucianism, Jainism, Shinto, Zoroastrianism, Judaism, Christianity, Islam, and Sikhism.

Students who concentrate in Religion acquire the skills to evaluate the role religion plays in societies and cultures. They will be able to assess the interplay between fundamental beliefs in religious traditions and social ethics, conversations about gender and identity, politics, social institutions, and economics. Students, too, will be able to appraise fundamentalism, new religious movements globalization, secularization, and other ways in which religion interacts and relates to contemporary society and social processes.

Students who concentrate in Religion also will be able to critique the relationship between religion and the Black experience in America; express and appraise basic features of religion in the West Coast of Sub-Saharan Africa before the West Atlantic slave trade. Additionally, they will be able to understand the religion of the enslaved, Black Christianity, the Nation of Islam, Black-Hebrew-Israelite Jews, and other Black religious movements in America.

Students who concentrate in Religion acquire the skills to write effectively and communicate clearly. They will be able to articulate their ideas cogently and coherently regardless of whether it is in written or spoken form, or to an academic or professional audience.

Department policies and/or General Education modifications:

- A minimum grade of C is required for all Religion courses that apply towards the major or minor.
- Any Major may qualify for Program Honors in Religion by satisfying the following criteria: (1) earning at least a 3.5 grade-point average in Religion; (2) and completing a research paper on a topic approved by the Program and in accordance with the program's regulations.

Major course of study = 39

Bachelor of Arts in Religion

Required courses 21 credits:

HREL 210 Introduction to the Old Testament
 HREL 211 Introduction to the New Testament
 HREL 220 World Religions I
 HREL 221 World Religions II
 HREL 300 Ethics and Religion
 HREL 400 Introduction to Theology
 HPHI 410 Philosophy of Religion

Electives 9 credits:

HREL 230 Understanding the Bible or
 HREL 235 The Eighth Century Prophets or
 HREL 310 The African American Church or
 HREL 320 The Life and Thought of Martin Luther King Jr. or
 HREL 410 Psychology of Religion or

HREL 465 Directed Study or
HREL 475 Topics in Religion

Cognate electives 6 credits:

Cognate electives are classes outside of the discipline of Religion but have direct relationships or connections to subjects in Religion that interest the student. In most cases, these classes are courses in Sociology, Political Science, Economics, Psychology, English, or other disciplines outside of Religion that relates to a specific topic in Religious studies. Students must select Cognate electives in consultation with their academic adviser.

Speech requirement 3 credits:

The speech requirement for the major can be met with one of the following courses:
HCOM 253 Public Speaking
HCOM 353 Interpersonal Communication
HCOM 354 Intercultural Communication
HCOM 355 Argumentation & Debate
HCOM 360 Interracial Communication

Senior Thesis

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 four thousand words and a reference list containing at least twenty sources. This list can be a combination of books, articles, podcasts, news reports, and other sources of information that were used to write the paper. If a student wants to write his research paper in a regular course in the Major, he must seek the approval of the instructor before the last day of classes of the previous semester. A research paper that is done as part of the requirements for a regular course should count for at least one third of the grade for the course.

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. Obtaining consent from the professor 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 form to register for the research paper and submit it to the Chair of the Department before the last day of classes of the semester preceding the research project. A copy of the final paper should be submitted to the thesis advisor by the end of the semester in which the project is carried out. This policy makes the research requirement a part of the thirty-ninehour requirement for a Religion Major.

Minor course of study = 18 credits

Religion Minor

HREL 210 Introduction to Old Testament
HREL 211 Introduction to New Testament

HREL 220 World Religions I
 HREL 221 World Religions II
 HREL 300 Ethics and Religion
 HREL 400 Introduction to Theology

Department course descriptions

HREL 201 Introduction to Religion

Examines methods of studying religions 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.

Credit Hour(s): 3

HREL 210 Introduction to the Old Testament

Survey of the literature of the Old Testament, bringing to bear upon it the fruits of modern historical and archaeological research.

Prerequisite: HREL 201 or consent of the instructor.

Credit Hour(s): 3

HREL 211 Introduction to the New Testament

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: HREL 201 or consent of the instructor.

Credit Hour(s): 3

HREL 220 World Religions

First part of a two-semester course that casts light on 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: HREL 201 or consent of the instructor.

Credit Hour(s): 3

HREL 221 World Religions II

Second part of a two-semester course that casts light on 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: HREL 201 or consent of the instructor.

Credit Hour(s): 3

HREL 230 Understanding the Bible

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.

Prerequisite: HREL 201 or consent of the instructor.

Credit Hour(s): 3

HREL 235 The Eighth Century Prophets

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: HREL 201 or consent of the instructor.

Credit Hour(s): 3

HREL 300 Ethics and Religion

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: HREL 201 or consent of the instructor.

Credit Hour(s): 3

HREL 310 The African American Church

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: HREL 201 or consent of the instructor.

Credit Hour(s): 3

HREL 320 The Life and Thought of Martin Luther King Jr.

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.

Prerequisite: HREL 201 or consent of the instructor.

Credit Hour(s): 3

HREL 400 Introduction to Theology

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: HREL 201 or consent of the instructor.

Credit Hour(s): 3

HREL 410 Psychology of Religion

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: HREL 201 or consent of the instructor

Credit Hour(s): 3

HREL 465 Directed Study

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: HREL 201 or consent of the instructor

Credit Hour(s): 3

HREL 475 Topics in Religion

Study of a special topic chosen by the instructor based on the interests of the student.

Prerequisite: HREL 201 or consent of the instructor

Credit Hour(s): 3

Sociology

Department Chair:

Dr. Adria Welcher (Associate Professor)

Faculty:

Dr. Derrick Bryan (Associate Professor); Dr. Cynthia Hewitt (Professor); Dr. Michael Hodge (Professor); Dr. Mansa Bilal King (Associate Professor); Dr. Regine Jackson (Professor); Dr. Marisela Martinez-Cola (Associate Professor); Dr. Taura Taylor (Assistant Professor)

Program overview:

Sociology does not simply describe how human social behavior is organized and how it changes. It seeks to explain the reasons for such organization and change. To this end, the professional sociologist aims 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'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 in internships, fieldwork, and undergraduate research. In addition to the major and minor in sociology, the department offers a minor in criminal justice and a concentration in the sociology of family and gender. The department also prepares for successful graduate study and employment in sociology, research, and other fields.

The careers of the department's graduates 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 the Alpha Kappa Delta International Sociological Honor Society. The department also sponsors a discipline-oriented group, the Morehouse Sociological Association. Our rich history is exemplified by our students, faculty, and programs. It is also an honor to co-host the Southeastern Undergraduate Sociological Symposium with Emory University. Further, our department is the host of the longest running undergraduate conference, the Annual Family Institute, celebrating 77 years in 2024 featuring the annual Anna Harvin Grant Paper Competition.

Student learning outcomes:

The goals of the sociology department are organized to ensure that students graduating from the department of sociology are prepared to:

- Enter graduate and professional studies

- Use their sociological skills and knowledge to begin careers
- Apply the sociological imagination and critical thinking to everyday life and community concerns
- Demonstrate a global orientation and enhanced awareness, knowledge, and appreciation of the African experience in Africa and the diaspora

Department policies and/or General Education modifications:

- A grade of C or higher is required for majors to satisfactorily complete all Sociology major courses.
- Students who enroll in HSOC courses without meeting their prerequisites are subject to disenrollment by the department regardless of performance or time elapsed.

Major course of study = 42

Bachelor of Arts in Sociology

Sociological Foundation 9 credits

HSOC 101 Introduction to Sociology

HSOC 102 Cultural Anthropology or
HSOC 103 Social Problems or
HSOC 156 Men in Society

HSOC 294 Principles of Sociology

Lower-Level Electives 3 credits

HSOC 215 Criminology or
HSOC 255 The Family or
HSOC 259 Women in Society

Tools and Intermediate Applications 12 credits

HSOC 301 Statistics
HSOC 302 Social Research in Research Methods
HSOC 307 Social Thought
HSOC 407 Sociological Theory

Upper-Level Electives 6-7:

HSOC 305 Urban and Community Sociology or
HSOC 316 Corrections or
HSOC 317 Law Enforcement: Global, National, Local or
HSOC 322 Social Inequality or
HSOC 331 Work in a Changing Society or
HSOC 355 Sexuality and Sexual Expression or
HSOC 360 Pan-Africanism as Cross-Cultural Dialogue* or

HSOC 361 African and African Diaspora Families* or
HSOC 414 Political Sociology or
HSOC 415 Juvenile Delinquency or
HSOC 416 Law and Society or
HSOC 422 Race and Ethnic Relations or
HSOC 455 The African American Family or
HSOC 487 Critics of Society or
HSOC 491 Seminar in Social Change or
HPSY 320 Social Psychology or
HAFR 375 Africana Muslims*

* Courses designated for the Morehouse Pan-African Global Experience (M-PAGE)

Advanced Applications 3 credits:

HSOC 340 Medical Sociology or
HSOC 341 The Life Cycle and Aging or
HSOC 356 Demography, Ecology, and the Environment or
HSOC 403 Survey Research and Data Analysis or
HSOC 460 Sustainability and Development*

*Courses designated for the Morehouse Pan-African Global Experience (M-PAGE)

Capstone Courses 6-7 credits:

HSOC 495 Seminar in Sociology/Senior Project

HSOC 492 Criminal Justice Internship or
HSOC 493 Criminal Justice Internship or
HSOC 496 Directed Studies/Mentored Research or
HSOC 497 Departmental Honors/Thesis or
HSOC 498 Internship/Fieldwork in Sociology or
HSOC 499 Internship/Fieldwork in Sociology

Communication Studies 3 credits:

HCOM 253 Public Speaking or
HCOM 351 Professional Communication or
HCOM 354 Intercultural Communication or
HCOM 355 Argumentation and Debate

Concentration in Family and Gender Sociology:

HSOC 255 The Family
HSOC 156 Men in Society
HSOC 259 Women in Society
HSOC 355 Sexuality and Sexual Expression
HSOC 455 The African American Family

Minor course of study = 21 credits

Sociology Minor

Required 9 credits:

HSOC 101 Introduction to Sociology or
HSOC 102 Cultural Anthropology or
HSOC 103 Social Problems or
HSOC 156 Men in Society

HSOC 294 Principles of Sociology

HSOC 302 Social Research Methods or
HSOC 307 History of Social Thought

Electives 9 credits:

HSOC 215 Criminology or
HSOC 255 The Family or
HSOC 259 Women in Society or
HSOC 305 Urban and Community Sociology or
HSOC 316 Corrections or
HSOC 317 Law Enforcement: Global, National, Local or
HSOC 322 Social Inequality or
HSOC 331 Work in a Changing Society or
HSOC 340 Medical Sociology or
HSOC 341 The Life Cycle and Aging or
HSOC 355 Sexuality and Sexual Expression or
HSOC 356 Demography, Ecology, and the Environment or
HSOC 414 Political Sociology or
HSOC 415 Juvenile Delinquency or
HSOC 416 Law and Society or
HSOC 422 Race and Ethnic Relations or
HSOC 455 The African American Family

Designated electives 3 credits

HSOC 102 Cultural Anthropology or
HSOC 103 Social Problems or
HSOC 156 Men in Society or
HSOC 259 Women in Society or
HSOC 316 Corrections or
HSOC 331 Work in a Changing Society or
HSOC 416 Law and Society or
HSOC 422 Race and Ethnic Relations

Minor course of study = 18 credits

Criminal Justice Minor

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

Our minor in criminal justice promotes systematic, critical analysis of issues of crime and justice, stressing the theoretical and methodological, and paying careful attention to social policy. You develop a foundation for direct entry into criminal justice-related careers and, complementing your major discipline, are provided with solid preparation for graduate and professional study. The criminal justice minor consists of nine hours of required core courses and nine hours of designated electives, for a total of 18 hours. You are encouraged to take a research methods course and to complete an internship with a criminal justice agency.

Required Core 9 credits:

HSOC 215 Criminology
HSOC 316 Corrections
HSOC 416 Law and Society or
HPSC 350 Race and the Law

Designated Electives 9 credits:

HSOC 301 Statistics or
HSOC 317 Law Enforcement: Global, National, Local or
HSOC 415 Juvenile Delinquency or
HSOC 492 Criminal Justice Internship

Department course descriptions

HSOC 101 Introduction to Sociology

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.

Credit Hour(s): 3

HSOC 102 Cultural Anthropology

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.

Credit Hour(s): 3

HSOC 103 Social Problems

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.

Credit Hour(s): 3

HSOC 156 Men in Society

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.

Credit Hour(s): 3

HSOC 200 Interdisciplinary Social Science

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.

Credit Hour(s): 4

HSOC 215 Criminology

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: HENG 101 (C or better).

Credit Hour(s): 3

HSOC 255 The Family

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: HENG 101 (C or better).

Credit Hour(s): 3

HSOC 259 Women in Society

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: HENG 101 (C or better).

Credit Hour(s): 3

HSOC 294 Principles of Sociology

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.

Prerequisite: HENG 101 (C or better) and Sociology 101 (C or better).

Credit Hour(s): 3

HSOC 300 Contemporary Issues in Sociology

Reviews research and writing in an area that is of current interest in the field. Specific topic(s) to be covered will be announced at the time the course is being offered, given that the topic will vary as an on-demand offering and will be dictated by arresting events and changes in our own and world societies.

Prerequisite: HENG 101 (C or better) and junior standing; or permission of the instructor.

Credit Hour(s): 3

HSOC 301 Statistics in Research Context

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.

Prerequisite: HSOC 101 (C or better) and HSOC 294 (C or better).

Credit Hour(s): 3

HSOC 302 Social Research Methods

Examines the nature and uses of social research and the scientific method as ways of knowing and understanding reality. Topics considered are logical and empirical conditions for warranted inference, problem definition, research design, data collection and analysis. Using computers and information technology in quantitative and qualitative research and critical examination of research studies is also stressed.

Prerequisite: SOC 101 (C or better) and SOC 294 (C or better).

Credit Hour(s): 3

HSOC 305 Urban and Community Sociology

Analyzes the characteristics and historical background of urbanism, urban regions, and urban communities, along with environmental problems, human relations, personality, institutional functions, and planning. Inter- national comparisons are included. Offered alternate semesters.

Prerequisite: HENG 101 (C or better)

Credit Hour(s): 3

HSOC 306 Social Psychology

Introductory course focusing on the relationship between individual behavior and patterned social relationships. Provides an overview of the interdisciplinary field of social psychology; its key theoretical perspectives, concepts, and methods; the impact of small groups, organizations, and social systems on individual cognition perception, motivation, and behavior; the ways attitudes, values, and beliefs develop and change; and the implications of social psychological factors for social policy, interpersonal relation- ships and knowledge of self.

Credit Hour(s): 3

HSOC 307 History of Social Thought

Historical survey of social thought up to 1950. This course examines the ideas and symbols of social life as reflected in the intellectual traditions of sociology and other social sciences. Includes an introduction to the contributions of such early African American sociologists as W.E.B. DuBois, E. Franklin Frazier, and Charles S. Johnson. Also provides a theoretical orientation for the senior paper. Offered alternate semesters.

Prerequisite: HENG 101 (C or better) and HSOC 101 (C or better) and HSOC 294 (C or better).

Credit Hour(s): 3

HSOC 316 Corrections

Investigates history, philosophy and current practices in punishment and corrections. Examines the roles of official agents, innovative alternatives to incarceration, probation and parole, and the nature and consequences of incarceration. Emphasizes the implications for African Americans, comparative correctional systems and policy options. Offered alternate semesters.

Prerequisite: HENG 101 (C or better).

Credit Hour(s): 3

HSOC 317 Law Enforcement: Global, National, Local

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: HENG 101 (C or better).

Credit Hour(s): 3

HSOC 322 Social Inequality

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: HENG 101 (C or better).

Credit Hour(s): 3

HSOC 331 Work in a Changing Society

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: HENG 101 (C or better).

Credit Hour(s): 3

HSOC 340 Medical Sociology

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: HENG 101 (C or better).

Credit Hour(s): 3

HSOC 341 The Life Cycle and Aging

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: HENG 101 (C or better).

Credit Hour(s): 3

HSOC 355 Sexuality and Sexual Expression

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: HENG 101 (C or better).

Credit Hour(s): 3

HSOC 356 Demography, Ecology and the Environment

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: HENG 101 (C or better).

Credit Hour(s): 3

HSOC 360 Pan-Africanism as Cross-Cultural Dialogue

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. The course is also offered as part of the Morehouse Pan African Global Experience (MPAGE) Study Abroad Program.

Prerequisite: Successful completion of a 100-level social science course (C or better).

Credit Hour(s): 3

HSOC 361 African and African Diaspora Families

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.

Prerequisite: Successful completion of two lower level (100 or 200) social science courses (C or better).

Credit Hour(s): 3

HSOC 403 Survey Research and Data Analysis

Provides a basic introduction to the principles of survey research, quantitative and qualitative analysis and the research process and rules of inference. Offered alternate semesters.

Prerequisite: Junior standing and HSOC 101 (C or better) and HSOC 294 (C or better) and HSOC 301 (C or better) and HSOC 302 (C or better); or permission of the instructor.

Credit Hour(s): 3

HSOC 407 Contemporary Sociological Theory

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.

Prerequisite: Junior standing, HSOC 101 (C or better) and HSOC 294 (C or better) and HSOC 307 (C or better); or permission of the instructor.

Credit Hour(s): 3

HSOC 414 Political Sociology

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: HENG 101 (C or better).

Credit Hour(s): 3

HSOC 415 Juvenile Delinquency

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: HENG 101 (C or better).

Credit Hour(s): 3

HSOC 416 Law and Society

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: HENG 101 (C or better).

Credit Hour(s): 3

HSOC 422 Race and Ethnic Relations

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 intergroup

conflict, incorporating a global perspective as well as programs, policies and possibilities of resolving conflict and developing progressive relations. Offered alternate semesters.

Prerequisite: HENG 101 (C or better).

Credit Hour(s): 3

HSOC 455 African American Families

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 HSOC 255, a general course on the family as a social institution. Offered alternate semesters.

Prerequisite: HENG 101 (C or better).

Credit Hour(s): 3

HSOC 460 Sustainability and Development

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.

Credit Hour(s): 3

HSOC 487 Critics of Society

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

Prerequisite: HENG 101 (C or better); HSOC 101 (C or better) and HSOC 294 (C or better).

Credit Hour(s): 3

HSOC 491 Seminar in Social Change

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.

Prerequisite: HENG 101 (C or better). Successful completion of a 100-level social science course.

Credit Hour(s): 3

HSOC 492 and HSOC 493 Criminal Justice Internship

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.

Credit Hour(s): 3

HSOC 495 Seminar in Sociology

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.

Prerequisite: HSOC 101 (C or better); HSOC 294 (C or better); HSOC 301 (C or better); HSOC 302 (C or better) and HSOC 307 (C or better).

Credit Hour(s): 3

HSOC 496 Directed Studies

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.

Credit Hour(s): 1-4

HSOC 497 Departmental Honors

See statement above under departmental honors. Register with the department head, who will assign a faculty mentor.

Prerequisite: Permission of department.

Credit Hour(s): 3

HSOC 498 and HSOC 499 Internship/Fieldwork in Sociology

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 is required.

Prerequisite: Permission of department.

Credit Hour(s): 3

Software Engineering

Program Director:

Dr. Kinnis K. Gosha (Professor)

Program overview:

The Software Engineering program prepares students to become software professionals by providing them with the skills needed to innovate software solutions that will drive the future of technology. The program focuses on state-of-the-art engineering methods, emergent technologies, and the solutions needed to address the construction of large-scale computer systems and software applications in the real world. Coursework is balanced between computer science theory and the practical application of software engineering methodology. Specific training is provided in the areas of programming, object-oriented methodology, data structures, discrete structures, software design, software maintenance, and software testing. This program concludes with a Senior capstone project aimed at imitating agile experience in a formal work environment. Students will utilize the skills they have developed to immerse themselves in tackling complex problems that will lead to groundbreaking final products that showcase their work.

Student learning outcomes:

- A minimum grade of C is required for all Religion courses that apply towards the major or minor.
- Development of Solutions: An ability to design solutions for complex problems and design systems, components, or processes that meet specified needs with appropriate consideration for public health and safety, cultural, societal, and environmental influences.
- Ethical Awareness: Identify and analyze technologies and their impact on organizations and society, including communication and global relationships. Apply ethical solutions to software development practices.
- Professional Communication: Upon the completion of a course of study in Software Engineering, students will be able to demonstrate proficiency in common industry software applications and effectively explain their process, development, and overall solution.
- Tool Usage: Students will obtain the ability to create, select and apply appropriate techniques, resources, and modern engineering tools.
- Application: Apply proper theoretical, technical, and practical knowledge of software requirements, analysis, design, implementation, verification and validation, and documentation.
- Teamwork: An ability to work effectively as a team on multifaceted settings to solve a problem or develop a solution.
- Software Development Environment: Students will be able to analyze a problem and use appropriate methodologies to identify the computing solutions necessary to meet the desired needs.

Department policies and/or General Education modifications

- A grade of C or higher is required for majors to satisfactorily complete all Sociology major courses.
- Software Engineering majors must complete HMTH 161, HBIO 113 and HPHY 154 as part of general education requirements.

Major course of study = 58 credits

Bachelor of Science in Software Engineering**Required 42 credits:**

HCSC 106 Introduction to Computer Science
 HCSC 110 Computer Programming I with lab
 HCSC 120 Computer Ethics and Human Values
 HCSC 160 Computer Programming II with lab
 HCSC 260 Computer Organization
 HCSC 310 Data Structures and Algorithm Analysis
 HCSC 330 Web Programming
 HCSC 340 Human-Computer Interaction
 HCSC 410 Database Systems
 HCSC 415 Organization of Programming Languages
 HCSC 418 Full Stack Development
 HCSC 435 Software Engineering
 HCSC 436 Advanced Software Engineering
 HCSC 460 Senior Capstone Project
 HCSC 4xx Software Engineering Elective

HMTH 162 - Calculus II
 HMTH 255 - Introduction to Set Theory
 HMTH 271 - Linear Algebra
 HMTH 341 - Probability and Statistics I

Course descriptions are available in the Computer Science section.

Spanish

Department Chair:

Dr. Michael Dillon (Professor)

Faculty:

Dr. Denise Callejas (Assistant Professor); Dr. Jaime Chávez (Assistant Professor); Dr. Zoggyie Haakayoo (Professor); Dr. José Larrauri (Assistant Professor); Dr. Patricia Pogal (Associate Professor)

Program overview:

The mission of the Spanish program at Morehouse College is to provide coursework and resources so that graduates of the Spanish Program 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 Spanish-speaking world. In addition, students will demonstrate interpretative, presentational, and interpersonal communication skills in Spanish to use at home and abroad, in their professional and personal life, and in the global community as global citizens.

The department partners with educational organizations that offer semester or full-year programs abroad to encourage students to study and travel overseas. These programs can help students meet a significant part of their Spanish major or minor requirements. Additionally, the department arranges summer study abroad programs of its own. To learn more, please visit the department.

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.

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.

The Spanish Club provides students with opportunities to expand their academic experience by immersing themselves in the Spanish language and culture. Along with language-focused events, the club also hosts a variety of cultural events that offer an in-depth insight into the history, arts, and traditions of Spanish-speaking communities both here in Atlanta and abroad. This makes the club an ideal platform for students interested in learning about cultures, history, film, and literature, and for students to meet other like-minded individuals who share their passion for the Spanish-speaking world.

Student learning outcomes:

- Students will be able to demonstrate Intermediate Low (for a minor) to Advanced Low (for a major)* language skills through: a) listening comprehension, b) verbal communication, c) expository writing, and d) reading in Spanish.
- Students will be able to interpret and explain language and linguistic cultural artifacts across time periods, cultures, and diverse societies in the Spanish-speaking world.
- Students will be able to a) analyze and critique linguistic cultural artifacts in diverse societies of the Spanish-speaking world as well as b) compare these artifacts with their own cultural backgrounds.

*Based on The ACTFL Proficiency Guidelines 2012.

Department policies and/or General Education modifications:

- A grade of C or higher is required for majors to satisfactorily complete all Spanish and electives designated for the program.

Major course of study = 30 credits

Bachelor of Arts in Spanish

HFLS 202 Intermediate Spanish II or
HFLS 252 Intensive Intermediate Spanish II

HFLS 251 Intensive Intermediate Spanish I or
HFLS 303 General Conversation I

HFLS 304 General Conversation II
HFLS 306 Advanced Spanish Grammar
HFLS 307 Composition in Spanish
HFLS 308 Reading Selections and Textual Analysis
HFLS 3xx
HFLS 3xx
HFLS 4xx
HFLS 443 Afro-Hispanic Literature

Minor course of study = 18 credits

Spanish Minor 18

HFLS 202 Intermediate Spanish II or
HFLS 252 Intensive Intermediate Spanish II

HFLS 251 Intensive Intermediate Spanish I or
HFLS 303 General Conversation I

HFLS 304 General Conversation II
HFLS 306 Advanced Spanish Grammar
HFLS 307 Composition in Spanish
HFLS 308 Reading Selections and Textual Analysis

Department course descriptions

HFLS 101 Elementary Spanish I

A beginning semester course for students with no previous study of the target language. This is the first of a two-course sequence (HFLS 101 – HFLS 102). Emphasis on speaking, writing, reading, and listening, as the basis for the development of all three modes of communication: Interpersonal, Interpretive, and Presentational at Novice Mid to Novice High level. Target languages' cultures will be introduced by diverse cultural artifacts and current sociogeopolitical contexts and their impact in the global community.

Restriction: Instructor Permission or Department Chair approval or Senior Status.

Credit Hour(s): 3

HFLS 102 Elementary Spanish II

A beginning semester course for students. This is the second of a two-course sequence (HFLS 101 – HFLS 102). Emphasis on speaking, writing, reading, and listening, as the basis for the development of all three modes of communication: Interpersonal, Interpretive, and Presentational at Novice Mid to Novice High level. Target languages' cultures will be introduced by diverse cultural artifacts and current sociogeopolitical contexts and their impact in the global community.

Prerequisites: A passing grade of C- in HFLS 101 or an equivalent course with a passing grade of C-.

Restriction: Instructor Permission or Department Chair approval or Senior Status

Credit Hour(s): 3

HFLS 201 Intermediate Spanish I

A second-year semester course for students with a Novice High level of the target language. This is the first of a two-course sequence (HFLS 201 – HFLS 202). Emphasis on speaking, writing, reading, and listening, as the basis for the development of all three modes of communication: Interpersonal, Interpretive, and Presentational at Intermediate Low level. Target languages' cultures will be introduced by diverse cultural artifacts and current sociogeopolitical contexts and their impact in the global community.

Prerequisites: A passing grade of C- in HFLS 102 or an equivalent course with a passing grade of C-.

Restriction: Instructor Permission or Department Chair approval or Senior Status

Credit Hour(s): 3

HFLS 202 Intermediate Spanish II

A second-year semester course for students with a Novice High level of the target language. This is the second of a two-course sequence (HFLS 201 – HFLS 202). Emphasis on speaking, writing, reading, and listening, as the basis for the development of all three modes of communication: Interpersonal, Interpretive, and Presentational at Intermediate Low level. Target languages' cultures will be introduced by diverse cultural artifacts and current sociogeopolitical contexts and their impact in the global community.

Prerequisites: A passing grade of C in HFLS 201 or an equivalent course with a passing grade of C.

Restriction: Instructor Permission or Department Chair approval or Senior Status

Credit Hour(s): 3

HFLS 251 Intensive Intermediate Spanish I

Accelerated second-year course designed for honors students and students intending to major or minor in Spanish. This is the first of a two-course sequence (HFLS 251 – HFLS 252).

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: A passing grade of B in HFLS 102 or an equivalent course with a passing grade of B.

Restriction: Instructor Permission or Department Chair approval or Senior Status.

Credit Hour(s): 3

HFLS 252 Intensive Intermediate Spanish II

Accelerated second-year course designed for honors students and students intending to major or minor in Spanish. This is the second of a two-course sequence (HFLS 251 – HFLS 252).

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: A passing grade of B in HFLS 251 or an equivalent course with a passing grade of B.

Restriction: Instructor Permission or Department Chair approval or Senior Status.

Credit Hour(s): 3

HFLS 253 Intermediate Spanish/Study Abroad

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. HFLS 253 will satisfy the HFLS 201 General Education requirement.

Prerequisites: A passing grade of C- in HFLS 102 or an equivalent course with a passing grade of C-.

Credit Hour(s): 3

HFLS 303 General Conversation I

Intensive training in aural comprehension and the idiomatic use of the spoken language through class discussions. This is the first of a two-course sequence (HFLS 303 – HFLS 304).

Preparation and delivery of talks on current events, lectures, and discussions. Conducted in Spanish.

Prerequisites: A passing grade of C in HFLS 202 or an equivalent course with a passing grade of C. Required for the major and minor.

Restriction: Instructor Permission or Department Chair approval or Senior Status.

Credit Hour(s): 3

HFLS 304 General Conversation II

Intensive training in aural comprehension and the idiomatic use of the spoken language through class discussions. This is the second of a two-course sequence (HFLS 303 – HFLS 304).

Preparation and delivery of talks on current events, lectures, and discussions. Conducted in Spanish.

Prerequisites: A passing grade of C in HFLS 303 or an equivalent course with a passing grade of C. for the major and minor.

Restriction: Instructor Permission or Department Chair approval or Senior Status.

Credit Hour(s): 3

HFLS 305 Advanced Spanish Grammar and Conversation/Summer Abroad

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: Either HFLS 202 (with a minimum grade of C), 252 (with a minimum grade of C), or 253 (with a minimum grade of C).

Credit Hour(s): 3

HFLS 306 Advanced Spanish Grammar

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: Either HFLS 202 (with a minimum grade of C), 252 (with a minimum grade of C), or 253 (with a minimum grade of C). Required for the major and minor.

Credit Hour(s): 3

HFLS 307 Composition in Spanish

Advanced problems in grammar and syntax are studied. Written exercises, free composition, translations, discussions of selected readings, and intensive and extensive reading of modern Spanish texts. Serves as a basis for oral practice and the development of composition techniques.

Prerequisites: Either HFLS 202 (with a minimum grade of C), 252 (with a minimum grade of C), or 253 (with a minimum grade of C). Required for the major and minor.

Credit Hour(s): 3

HFLS 308 Reading Selections and Textual Analysis

Using Spanish-language 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.

Prerequisites: A passing grade of C in HFLS 307 or equivalent with a passing grade of C. Required for the major and minor.

Credit Hour(s): 3

HFLS 309 General Survey of Spanish-American Literature I

Main trends of Spanish-American literature from the Conquest to the contemporary period through readings, lectures, class discussions, and oral and written reports.

Prerequisites: Either HFLS 306 (with a minimum grade of C), 307 (with a minimum grade of C), 308 (with a minimum grade of C), 310 (with a minimum grade of C), 311 (with a minimum grade of C), 312 (with a minimum grade of C), or 400-level course with a passing grade of C.

Credit Hour(s): 3

HFLS 310 General Survey of Spanish-American Literature II

Main trends of Spanish-American literature from the Conquest to the contemporary period through readings, lectures, class discussions, and oral and written reports.

Prerequisites: Either HFLS 306 (with a minimum grade of C), 307 (with a minimum grade of C), 308 (with a minimum grade of C), 309 (with a minimum grade of C), 311 (with a minimum grade of C), 312 (with a minimum grade of C), or 400-level course with a passing grade of C.

Credit Hour(s): 3

HFLS 311 General Survey of Spanish Literature I

Main trends of Spanish literature from the Middle Ages to the contemporary period. Lecture, commentaries, class discussions, and oral and written reports.

Prerequisites: Either HFLS 306 (with a minimum grade of C), 307 (with a minimum grade of C), 308 (with a minimum grade of C), 309 (with a minimum grade of C), 310 (with a minimum grade of C), 312 (with a minimum grade of C), or 400-level course with a passing grade of C.

Credit Hour(s): 3

HFLS 312 General Survey of Spanish Literature II

Main trends of Spanish literature from the Middle Ages to the contemporary period. Lecture, commentaries, class discussions, and oral and written reports.

Prerequisites: Either HFSL 306 (with a minimum grade of C), 307 (with a minimum grade of C), 308 (with a minimum grade of C), 309 (with a minimum grade of C), 310 (with a minimum grade of C), 311 (with a minimum grade of C), or 400-level course with a passing grade of C.

Credit Hour(s): 3

HFSL 316 Spanish Phonetics and Pronunciation

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.

Credit Hour(s): 3

HFSL 321 Spanish (Peninsular) Civilization

Study of the Spanish people and their geographical, historical, economic, and cultural background.

Prerequisites: Either HFSL 306 (with a minimum grade of C), 307 (with a minimum grade of C) or higher-level course with a passing grade of C.

Credit Hour(s): 3

HFSL 331 Spanish-American Civilization

The geography, history, institutions, and cultural development of the Spanish-American world.

Prerequisites: Either HFSL 306 (with a minimum grade of C), 307 (with a minimum grade of C) or higher-level course with a passing grade of C.

Credit Hour(s): 3

HFSL 350 Spanish for Business

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: Either HFSL 306 (with a minimum grade of C), 307 (with a minimum grade of C), 308 (with a minimum grade of C), 309 (with a minimum grade of C), 310 (with a minimum grade of C), 311 (with a minimum grade of C), 312 (with a minimum grade of C) or 400-level course with a passing grade of C.

Credit Hour(s): 3

HFSL 353 Spanish Literature of the Middle Ages

Designed to introduce students to the Spanish people through their literature of the twelfth, thirteenth, and fourteenth centuries.

Prerequisites: Either HFSL 311 (with a minimum grade of C), 312 with a passing grade of C or instructor permission.

Credit Hour(s): 3

HFLS 425 Spanish Literature of the Golden Age

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.

Prerequisites: Either HFLS 311 (with a minimum grade of C), 312 with a passing grade of C or instructor permission.

Credit Hour(s): 3

HFLS 427 Nineteenth-Century Spanish Literature

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: Either HFLS 311 (with a minimum grade of C), 312 with a passing grade of C or instructor permission.

Credit Hour(s): 3

HFLS 430 Twentieth-Century Spanish Literatures

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: Either HFLS 311 (with a minimum grade of C), 312 with a passing grade of C or instructor permission.

Credit Hour(s): 3

HFLS 433 Modern Spanish-American Literature

Reading and analysis of works representing major writers and literary movements from Modernism through Surrealism in poetry, the essay, drama and fiction.

Prerequisites: Either HFLS 309 (with a minimum grade of C), 310 with a passing grade of C or instructor permission.

Credit Hour(s): 3

HFLS 434 Topics in Spanish-American Literature

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: Either HFLS 309 (with a minimum grade of C), 310 with a passing grade of C or instructor permission.

Credit Hour(s): 3

HFLS 440 Directed Study

Special interest areas for more in- depth study and investigation of intensive audio-lingual practice under the supervision of an instructor. Honors Thesis.

Prerequisites: All special study projects must be approved in advance by the supervising instructor in consultation with the department chairperson.

Credit Hour(s): 3

HFLS 441 Directed Study/Summer Abroad

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. HFLS 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.

Prerequisites: All special study projects must be approved in advance by the supervising instructor in consultation with the department chairperson.

Credit Hour(s): 3

HFLS 442 Internship-Field Work/Summer Abroad

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.

Prerequisites: All special study projects must be approved in advance by the supervising instructor in consultation with the department chairperson.

Credit Hour(s): 3

HFLS 443 Afro-Hispanic Literature

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: HFLS 308 with a passing grade of C or instructor permission.

Credit Hour(s): 3

HFLS 491 Methods of Teaching Foreign Languages

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.

Credit Hour(s): 3

HFLS 492 Applied Linguistics

Analysis of research in linguistics and its applicability to teaching a 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.

Credit Hour(s): 3

Sustainability Minor

Faculty Contact:

Dr. Mona Ray

Program overview:

The aim of the Sustainability (SUS) minor is to provide students with a science infused, crossdivisional, 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 advance degrees, careers, and global leaders in sustainability. This minor will provide students with an experiential understanding of the interconnectedness of sustainable energy issues in science, society, and business utilizing a comprehensive, interdisciplinary curriculum-linked to multidisciplinary research and community outreach.

Sustainability Minor 16 credits:

HPHY 120 Energy and Environment

HBIO 497/497L Environmental Studies and Environmental Studies Lab

HSOC 495 Sustainable Energy in Society (Capstone)

Electives 6 credits:

HBA 360 Principles of Marketing

HCHE 211/211L Analytical Chemistry and Analytical Chemistry Lab

HCHE 421 Chemical Instrumentation

HECO 306 Environmental Economics

HUST 262 Introduction to Urban Studies II

HSOC 322 Social Inequity

HSOC 460 Sustainability and Development

Course descriptions are available in the major sections.

Theater and Performance

Program Director:

Dr. Robert Tanner (Professor)

Faculty:

A list of faculty is available in the [Spelman College Bulletin](#)

Program overview:

Theatre and Performance is made possible through a partnership between Morehouse and Spelman College. The Theatre and Performance curriculum is designed to challenge theatre arts students and encourage discovery, creativity, and scholarship. It provides the formal preparation necessary for advanced academic or professional study. And it offers students experiences in theatre arts through broad-based exposure to the various aspects of drama while contributing to the cultural enrichment of the Atlanta University Center and the community.

The Theatre and Performance major offer creative and inquisitive candidates an opportunity to explore performance, writing, and design through experimentation and exploration. This interdisciplinary approach to performance offers a unique approach to theatre studies. Students are encouraged to experiment with text, film, live performance, songs, and site-specific areas to develop and create original stories. Along with the classic theatre texts, students experience comprehensive, interdisciplinary performance training.

Students create a graduation portfolio that includes self-generated short performance work, complete with design, a short-filmed reel, and a monologue to go forward into graduate school or the industry.

African American cultural forms and best practice methodologies, including an introduction to international approaches to theatre, expose students to contemporary performance practice. Students also critically analyze social activism and politics and how these elements come together to shape and form bold and exciting artists and citizens.

Student learning outcomes:

The Theatre and Performance major will:

- Articulate in oral and written form, the historical, literary, cultural, and theoretical knowledge of theatre and performance.
- Analyze and evaluate scholarship and performance in theatre
- Exhibit high-level critical thinking and performance skills and uniquely expressed creativity
- Use media and technology effectively in performances and presentations
- Demonstrate the ability to work collaboratively to create thoughtful, well-executed works

Department policies and/or General Education modifications:

- A grade of C or higher is required for majors to satisfactorily complete all Theater and Performance general education courses, concentration courses, and electives designated for the concentration.
- 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.
- The audition process provides invaluable learning opportunities. Therefore, students are required to attend general auditions at the beginning of each academic year and to audition for each departmental production to gain auditioning experience.

Major course of study = 48 credits

Bachelor of Art in Theater and Performance**Required Courses 40 credits:**

STHR 104A 01 - First year Division of the Arts Seminar
 STHR 204A 01 - Sophomore Division of the Arts Seminar
 STHR 101 Performance Ensemble
 STHR 102 Principles of Acting
 STHR 121 Introduction to Technical Theatre and Design
 STHR 200 Production Lab (1x4 semesters)
 STHR 207 Dramatic Theory & Criticism
 STHR 208 Breath, Voice, & Movement
 STHR 309 Playwriting
 STHR 328 Scenography I
 STHR 408 Directing
 STHR 490 Hip Pocket Solo Works

Elective Courses 8 credits

STHR 103 Theatre Insight or
 STHR 210 Women in Theatre & Performance or
 STHR 300 Contemporary Drama or
 STHR 302 Management for the Arts or
 STHR 306 Monologue & Scene Study or
 STHR 326 Lighting Design or
 STHR 327 Costume Design or
 STHR 328 Scenography or
 STHR 400 Voice/Speech or
 STHR 406 Captivate the Camera or
 STHR 407 Script Analysis or
 STHR 409 Seminar in African American Theatre

Minor course of study = 20 credits

Theater and Performance Minor

Required Courses 16 credits:

STHR 101 Performance Ensemble
STHR 102 Principles of Acting
STHR 121 Introduction to Technical Theatre and Design
STHR 207 Dramatic Theory & Criticism

Required elective 4 credit:

STHR 103 Theatre Insight
STHR 210 Women in Theatre & Performance or
STHR 300 Contemporary Drama or
STHR 302 Management for the Arts or
STHR 306 Monologue & Scene Study or
STHR 326 Lighting Design or
STHR 327 Costume Design or
STHR 328 Scenography or
STHR 400 Voice/Speech or
STHR 406 Captivate the Camera or
STHR 407 Script Analysis or
STHR 409 Seminar in African American Theatre

Department course descriptions:

STHR course descriptions are available in the [Spelman College Bulletin](#).

Urban Studies

Program Director:

Dr. Ebenezer Aka (Professor)

Program overview:

Established in 1976, our urban studies program enjoys an excellent reputation in the nation, especially among the universities and colleges in Atlanta that offer urban studies and regional planning programs. Our program's core introduces students to the field and prepares them for advanced work. We offer two concentrations: urban management and urban planning.

Student learning outcomes:

- Demonstrate knowledge of major concepts, themes, principles, and institutions in Urban Studies.
- Demonstrate knowledge of geographic information system (GIS) relevant to analyzing, querying, and mapping of land uses and planning decisions.
- Identify and analyze policy prescriptions to domestic and international policy problems and issues.
- Demonstrate quantitative and qualitative research skills relevant to the field of Urban Studies.
- Describe citizenship as it relates to local, state, national, and/or global organizations and communities.

Department policies and/or General Education modifications:

- Students will need a grade of C in HMTH 115, HMTH 130, HMTH 160, or HMTH 161 to satisfy the prerequisites for HECO 201 and HECO 202. Most Urban Studies majors take HMTH 130 to satisfy this prerequisite and the General Education Quantitative Literacy requirement.
- Urban Studies major are required to HECO 201 and HECO 202 to satisfy the Society and Culture area in general education and the major cognate requirement.
- Students who take the Urban Management concentration are required to take HBA 211. HMTH 130 currently does NOT satisfy the prerequisite. The math prerequisite for this course is HMTH 115, HHMTH 160, or HMTH 161.
- Urban Studies majors are not required to take any Society and Culture courses. That General Education requirement will be satisfied by HUST 261 and HPSC 251.
- A grade of C or higher is required for majors or minor to satisfactorily complete all courses that are required for Urban Studies. This includes all courses that are used for a concentration.
- There is an internship requirement for the major. Students are responsible for finding and securing these internships.

Major course of study = 51 credits

Bachelor of Arts in Urban Studies

Core Curriculum 33 credits:

HUST 261 Introduction to Urban Studies
HUST 262 Introduction to Urban Studies
HPSC 251 National Government
HSOC 301 Statistics in Research Context
HSOC 305 Urban and Community Sociology
HUST 361 Introduction to Urban Planning
HUST 372 Urban Management and Policy Analysis
HUST 401 Internship
HUST 402 Internship
HECO 404 Urban Economics
HUST 490 Senior Seminar in Urban Planning

Communication requirement 3 credits:

HCOM 351 Professional Communication or
HCOM 352 Communication in Small Groups and Teams or
HCOM 354 Intercultural Communication

Urban Planning Concentration 18 credits:

HECO 305 Economic Development
HUST 362 Techniques of Urban Planning
HUST 363 Urban Planning Workshop – GIS Applications
HUST 364 Urban Planning Workshop – GIS Applications
HUST 413 Housing and Community Development
HUST 420 Transportation Planning and Policy

Urban Management Concentration 15 credits:

HBA 211 Principles of Accounting
HUST 371 Introduction to Public Management
HECO 406 Public Finance
HUST 411 Financial Management
HUST 413 Housing and Community Development

Minor course of study = 18 credits

Urban Studies Minor

HUST 261 Introduction to Urban Studies I
HUST 262 Introduction to Urban Studies II
HUST 361 Introduction to Urban Planning

HUST 372 Urban Management and Policy Analysis
HUST 420 Transportation Planning
HUST 490 Senior Seminar in Urban Planning and Management

Department course descriptions

HUST 261 Introduction to Urban Studies I

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.

Credit Hour(s): 3

HUST 262 Introduction to Urban Studies II

A problems approach to urban society in the 21st 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.

Credit Hour(s): 3

HUST 361 Introduction to Urban Planning

Surveys the history of the field; planning theory and planning methods; and computer application in urban studies and planning.

Credit Hour(s): 3

HUST 362 Techniques of Urban Planning

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 grade of C or higher

Credit Hour(s): 3

HUST 363 Urban Planning Workshop

A hypothetical or real-life problem is assigned for which a planning study is carried out and a professional document is prepared. The course reviews and refines the content of UST 361 and UST 362.

Prerequisite: UST 362 grade of C or higher

Credit Hour(s): 3

HUST 371 Introduction to Public Management

The course examines problems and concepts encountered in both the study and the practice of public administration. It analyzes the implication of problems and process from the vantage point of black people generally, and black managers more specifically.

Prerequisite: PSC 251 grade of C or higher

Credit Hour(s): 3

HUST 372 Urban Management and Policy Analysis

The course 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. It describes and assesses management functions, and it considers the impact of problems and policies on black people.

Prerequisite: PSC 251 and PSC 253/L grade of C or higher; OR PSC 251 and UST 362 grade of C or higher

Credit Hour(s): 3

HUST 401 Internship

The course 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 internships during their junior or senior years.

Prerequisite: Instructor permission

Credit Hour(s): 3

HUST 402 Internship

The course 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 internships during their junior or senior years.

Prerequisite: Instructor permission

Credit Hour(s): 3

HUST 411 Financial Management in Local Government

The course examines the financial functions of local government; local expenditures and revenue; the budgeting process; economic concepts of budgeting; and financial administration.

Prerequisite: PSC/UST 371 or PSC/UST 372 grade of C or higher

Credit Hour(s): 3

HUST 413 Housing and Community Development

The course 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.

Restriction: Juniors and Seniors

Credit Hour(s): 3

HUST 420 Transportation Planning and Policy

The course covers the 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.

Restriction: Juniors and Seniors

Credit Hour(s): 3

HUST 490 Seminar in Urban Management and Planning

This is a capstone course about the significant topics in the planning and management of urban systems in the United States. Students are required to conceive, design, and follow through on a research project that reflects substantial knowledge of planning and public management.

Restriction: Seniors

Credit Hour(s): 3

**SECTION 6:
SPECIAL ACADEMIC PROGRAMS
CENTERS AND INSTITUTES**

Special Academic Programs

Army Reserve Officer Training Corps (AROTC)

Contact Person:

Kemetta Burdette

kburdette@gsu.edu

(404) 413-6493

Morehouse College Army Reserve Officer Training Corps (ROTC), a subsidiary of the Georgia State University ROTC, is designed to develop students who exhibit strong scholarly, athletic, leadership attributes, and a desire to serve this country to become a Second Lieutenant in the regular Army, US Army Reserve, or the Army National Guard. Students may enter this program at any stage of their collegiate or graduate career; provided they meet the requirements listed below and will be eligible for benefits to assist them in pursuing their collegiate goals.

For more information about Army ROTC, [visit our website](#).

Howard Thurman Honors Program

Faculty Contact:

Dr. Lance Young (Associate Professor, Chemistry)

The program is administered by co-directors, a program coordinator, and an Honors Program Council, composed of selected departmental chairpersons and core faculty members, three student representatives and the co-directors.

The Morehouse College Honors Program 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. Honors Program 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, upperclass 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 Honors Program 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: Africana 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, and 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.

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.

Justice-Mester (JMester)**Contact Person:**

Dr. David Wall Rice (Professor, Psychology)

The Morehouse College Justice-Mester (JMester) is a winter term that positions social impact and social justice issues as central in a high-performance learning community with classes taught by Morehouse College faculty and College-affiliated content experts. JMester provides the unique opportunity for learners to engage in an intensely focused and immersive “high-touch” academic experience beyond traditional methods of instruction that might take place during a regular semester course. During the term Faculty are charged to design their ‘dream’ courses with particular attention given to innovation, engagement, and application for both the learner

and the lecturer.

JMester Curriculum Framework for Social Impact

JMester course curricula are grounded within a Curriculum Framework for Social Impact that is designed to help develop skills, attitudes and behaviors that encourage student scholars to contribute positively to their communities. The Curriculum Framework is an extension of the Morehouse College mission and centers authentic engagement, understanding self, understanding rudimentary tactics of impactful leaders and movements, and the accountability tethered to being knowledgeable about freedoms and the consequences of their denial. These themes are anchored by four domains of social justice — identity, diversity, justice, and action.

Faculty and Student Roles in JMester Courses

Faculty who teach JMester courses utilize the Curriculum Framework for Social Impact as a “map” broad enough to be integrated into their individual pedagogical expressions, while also maintaining a Morehouse-centric foundation that is informed by the best histories and practices of the College and related leadership (i.e., Howard Thurman and the work of humanness; the radical vision of Spike Lee; the economic innovations of Maynard Jackson; and the American non-violent movement pioneered by Martin Luther King, Jr.).

Students who engage in the JMester experience are intent on the positionality of their learning. They are assuming instruction and lines of inquiry that anchor their education as being of consequence and necessary in the establishment and maintenance of a just society. Their participation in JMester presumes collaboration with peers and the professor toward social justice, social impact, and deep attachment to a 21st century expression of the Morehouse College Mission.

JMester Courses as Elective Courses

JMester courses are for credit as free elective courses toward graduation. Students are directed to engage Department areas prior to enrolling to determine if credit from these courses can be applied to their specific major or can fulfill general education requirements.

Also, because JMester is a partial semester affiliated with the spring term, students must be careful not to take more total course hours for the spring semester (including JMester) than what is a typical full load, or additional costs will be incurred.

Timing of JMester Courses and Contact Hours

Courses take place during the month of January with the College calendar dictating the specific week(s) across which classes will be taught. For JMester, in order for the course to have an equivalent number of contact minutes for a student to earn 3-credit-hours, each will meet for the equivalent 2,250 contact minutes students get in the 15-week semester. For example, a class might meet for five hours per day (300 minutes) across 7.5 days.

Given that students will receive an enriched and particularly dedicated learning experience, more time in class and on outside assignments than in a regular semester course is to be expected. Therefore, students can only take one course during the JMester term.

JMester Course Offerings

JMester has a history of success and strong course offerings. Student scholars have taken JMester courses ranging from *Drone Journalism* to *We Believe You: Learning to Listen to Women and the LGBTQIA Community*, to *The Philosophies and Thoughts of W.E.B. DuBois and Frantz Fanon*, to *Psychology, Sport and Social Justice*. Course listings for JMester are made available along with class offerings for the Spring semester and use the interdisciplinary subject HINT.

Navy Reserve Officer Training Corps (NROTC)

Contact Person:

CAPT Jesus Rodrigues

The NROTC program is an officer accession point for the United States Navy and Marine Corps. Upon graduation and subsequent commissioning, naval officers are ordered to active-duty service primarily in the aviation, submarine, and surface warfare communities. Marine Corps commissioners report to the Marine Corps Basic School for further training and follow-up assignments in various specialties.

The program's objective is to provide students with the basic concepts and principles that they will need as commissioned officers in the naval service. NROTC students receive an educational background in the basics of naval science, principles of leadership and management, and requirements for national security. This background allows later participation in advanced naval education programs.

As an NROTC student, you enroll in one of the three categories outlined below.

- **NROTC Scholarship Students:**

The NROTC scholarship pays for tuition, fees, and a portion of textbooks. The Navy also provides uniforms and a monthly subsistence allowance. Scholarship students must complete the naval science curriculum and take summer cruises of four to six weeks between academic years, usually aboard Navy ships, submarines, or Marine Corps Bulldog Training.

Four-year scholarship students are selected through a nation-wide competition. Selection criteria are derived from SAT or ACT scores, high school academic performance, and extracurricular activities. The Naval Recruiting Command administers the selection process. However, the Morehouse College NROTC unit provides guidance and information to applicants.

- **Non-Scholarship Students:**

Non-scholarship students interested in a naval commission may apply for the NROTC college program. In this program, the Navy provides uniforms and naval science textbooks. College program students are eligible to compete for a one-, two- or three-year NROTC scholarship as described above. NROTC College Program requirements include the completion of the naval science curriculum and participation in a summer cruise between the junior and senior years.

Interested students may apply at the NROTC unit or through the director of admissions. The application process includes a review of previous academic performance and an interview.

- **Two-Year Scholarship Program Students:**

Sophomore students who have not been enrolled in the NROTC program may become NROTC midshipmen by applying and competing nationally for a two-year NROTC scholarship. This scholarship provides tuition, fees, labs, and textbooks for the junior and senior years. Those selected for the program attend six weeks of training in Newport, R.I., which takes the place of the first two years of naval science classes. Upon successful completion of this training, the students join the NROTC unit on an equal footing with other NROTC students in their junior year of naval science classes.

Pre-Law Program

Contact Person:

Dr. Adrienne Jones (Assistant Professor, Political Science)

Students who intend to pursue law degrees are encouraged to take the following cognate courses:

HBA 225 Legal Environment of Business
 HPHI 202 Critical Thinking
 HENG 265 Advanced Composition

Program Components:

Pre-law 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.

- Student activity promotes student involvement in all activities that sharpen 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 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.

Recommended Courses:

It is strongly recommended that future law students take the following courses during their first three years at Morehouse:

HENG 265 Advanced Composition
 HPHI 202 Critical Thinking
 HPHI 301 Formal Logic
 HPSC 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:

HBUS 323 Comprehensive Business Law
 HENG 241 Literary Form
 HHIS 476 Seminar in Recent United States History
 HMTH 211 Introduction to Discrete Mathematics
 HPHI 20 Introduction to Philosophy
 HPSC 385 Theories of International Relations
 HPSC 461 History of Political Thought
 HPSC 482 International Ethics
 HPSC 490 Conflict and Conflict Resolution
 HSOC 215 Criminology
 HSOC 307 History of Social Thought
 HSOC 407 Contemporary Sociological Theory
 HSOC 414 Political Sociology
 HSOC 416 Law and Society

Study Abroad

Contact Person:

Nandi Musengwa, Program Direction -External Provider Programs

Jeanine D. White, Program Director -Faculty Led Program

The Office of International Education is housed in the *Andrew Young Center for Global Leadership* (AYCGL) and, through study abroad and other programming, expands upon multiple efforts to implement experiential education at the college.

There are several types of study abroad experiences available at Morehouse College.

Why Study Abroad?

In an increasingly global world, it is important for students to acquire a broadening scope of knowledge and experience. Study abroad provides not only a new perspective, but also allows students to develop new skills, independence, and the self-confidence needed to survive and succeed in the global marketplace. International experience provides students a competitive edge with prospective employers or graduate programs, and builds foreign language skills and intercultural understanding.

Researching Studying Abroad Options

Students should follow these steps when researching study abroad possibilities.

1. Research the program options.

Consider the following questions when researching program options:

- Timing and length of study abroad
 - Subjects of study while studying abroad
 - Location of program
 - Cost of program
 - Model of program - faculty-led or provider?
 - Language skills needed
 - Other personal, academic, or professional reasons
2. Contact the faculty-leader or staff advisor for the program(s) if students still have questions after carefully reviewing the program information provided on the website.
 3. Discuss interest in studying abroad with family or other important people in your life.

Additional Considerations When Thinking about Studying Abroad

Students should start their study abroad research up to a year in advance of when they wish to go abroad. Studying abroad requires planning and preparation and it cannot be done at the last

minute.

Students must maintain a strong GPA. Most programs require at least a 2.5 GPA for consideration. Also, [all Morehouse students must have a minimum 2.0 GPA to participate in a study abroad program.](#)

Students must complete all application requirements thoroughly and accurately. An instructional guide for searching programs and completing an application can be found here.

Students must meet all stated deadlines. They should not wait until the last minute to begin their application.

Some programs enroll on a “first-come, first-served” basis.

Types of Study Abroad Experiences

Short-term Morehouse Academic Experience

This experience, which is tailored by Morehouse faculty members, offers unique opportunities for students to travel abroad generally during the winter term, spring break, and summer term. This type of experience is typically 1 – 3 weeks in length. Academic credit may or may not be associated with this experience and will vary by program.

Semester Term / Academic Term Experience with Partner

This study abroad experience is with one of Morehouse’s 5 preferred partners and can be for a semester term or academic year. Academic credit is associated with this experience.

Short-term Research Experience

This experience allows students to choose from a range of academic research opportunities. During the program, they will gain valuable academic research experience while working under the direction of a research mentor, in addition to the opportunity of living and studying in another country.

Short-term Service Experience

This experience allows students to go beyond the classroom and into the local community by volunteering in a service-learning program. Students can volunteer on projects with nonprofit organizations, teach at local schools, as well as many other opportunities. This experience can be through a Morehouse faculty-led program or through a program offered by one of Morehouse’s 5 preferred partners.

Language Intensive Experience

This experience allows students to learn or improve their language skills while immersing themselves in the host country through language and culture courses. This experience is typically a summer or semester term experience.

Internship Program Experience

This experience offers the opportunity for students to have a full-time internship abroad working in a global environment and learn about their field from a cross-cultural perspective. Through the 5 preferred partners, students can apply for an internship placement that matches their career aspirations, educational background, and location preferences. This experience is typically a summer or semester term experience.

Morehouse Pan-African Global Experience (MPAGE)

Morehouse Pan-African Global Experience (MPAGE) is our signature education abroad program with a core education abroad concept that focuses not only on increasing Black male students' exposure and access to international education experiences but also on Black life, history, and the cultures of Africa and its Diasporas which also serves to support Morehouse College's mission and commitment to Africa and its Diasporas. Our past projects have included (1) curriculum development and course enhancement; (2) education abroad and international civic engagement; (3) faculty development and research; and (4) student development and research. **Contact:** Dr. Michael Dillon (MPAGE Director, Professor of Spanish)

Centers and Institutes

Centers and Institutes

Andrew Young Center For Global Leadership (AYCGL)

The Andrew Young Center for Global Leadership (AYCGL) provides institutional, national, and international leadership in the examination 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. Comprised of three interdependent institutes and an academic program, the AYCGL includes the *Institute for Research, Civic Engagement, and Policy*, the *Institute for International and Experiential Education*, the *Institute for Social Justice Inquiry and Praxis*, and the *Leadership Studies Program*. The Office of International Education is housed in the AYCGL and, through study abroad and other programming, expands upon multiple efforts to implement experiential education at the college. The AYCGL is home to numerous programs, including those supporting scholarly engagement and production, academic and leadership development, social justice activism and civic engagement, and community engagement. Two scholarship programs housed in the AYCGL, the Oprah Winfrey Scholars Program and SMASH Scholars Program, support approximately 80 students and provide co-curricular leadership and service experiences designed to develop social justice focused, globally informed leaders.

Contact Person: Dr. Jann Adams (AYCGL Lead Director, Professor of Psychology)

Black Men's Research Institute (BMRI)

The Black Men's Research Institute (BMRI) aims to advance more inclusive curricular and programmatic offerings and scholarship/creative work encompassing the humanities, humanistic social sciences, and artistic frames not always connected with understandings of Black men. BMRI provides a highly visible platform by which faculty, students, and the broader community may engage and, if necessary, counter narratives and policies that do not attend to the full breadth of experiences and perspectives reflected in an intersectional orientation to Black men's experiences and masculinities. BMRI will focus on the intersection of culture and social justice by contextualizing Black masculinities in all their manifestations, both within and outside of the U.S. Therefore, the Institute also will provide a context for engagement of local, national, and global scholars in meaningful dialog about expanding notions of Black masculinities and Black men's lived experiences beyond a heteronormative, patriarchal frame.

Contact Person: Dr. Derrick Brooms (BMRI Executive Director, Professor of Africana Studies)

Center For Black Entrepreneurship (CBE)

The Center for Black Entrepreneurship (CBE) is a partnership of the Black Economic Alliance Foundation (BEAF), Spelman College, and Morehouse College, located on the campuses of Morehouse and Spelman. The CBE seeks to eliminate the access barriers faced by Black entrepreneurs, professional investors, and business builders by leveraging education, mentorship, access to capital, and opportunity.

The CBE offers academic curriculum to students in the Atlanta University Center Consortium (AUC), which includes Clark Atlanta University, Morris Brown College, and Morehouse School of Medicine in addition to Spelman and Morehouse. The Center also supports co-curricular programming that will provide students with additional tools, training, networks, and opportunities necessary for success. Additionally, the CBE hosts online courses and certificate programs to make its curriculum and training accessible to a broader adult audience across the globe. These offerings include stackable credits, upskilling opportunities, and co-curricular engagements for students from any school, including older and non-traditional students, as well as to non-student current and aspiring entrepreneurs.

Contact Person: Dr. Grant Warner (CBE Executive Director, Professor of Entrepreneurship)

Morehouse Innovation and Entrepreneurship Center (MIEC, Institute of CBE)

The Morehouse Innovation & Entrepreneurship Center (MIEC) is a global model for higher education and industry collaborations, programs that connect education with entrepreneurial leadership development, and community-focused resources and support. The mission of MIEC is *to start, scale and sustain Black businesses* whether it is with our students or businesses in the community. MIEC sees entrepreneurship and business ownership as a pathway of closing the racial wealth divide and a source of economic empowerment. MIEC's mission is accomplished by providing the following programs: (1) Co-curricular programming to expose undergraduate college students to a better understanding of an entrepreneurial mindset. These initiatives include a speaker series, pitch competitions, startup workshops, internships, and innovation sprints, (2) technical assistance to existing businesses in the form of business management curriculum to aid access to capital, coaching and increase in contracts, and (3) research and consultative services to government agencies, corporations, and universities seeking to expand their under-represented small business suppliers.

Contact Person: Dr. Tiffany Bussey (MIEC Executive Director, Adjunct Professor of Entrepreneurship)

Initiatives and Programs

Federal Trio Programs

The Federal *Trio Programs* are sponsored by the U.S. Department of Education and funded under Title IV of the Higher Education Act of 1965. These programs assist students in

overcoming class, social, academic, and cultural barriers to higher education. Currently, there are seven programs on the Morehouse College campus serving low-income individuals and first-generation college students from middle school to post baccalaureate programs. These seven programs include: (1) Upward Bound (two projects), (2) Talent Search, (3) Upward Bound Math/Science Regional Center, State Math/Science Center, Greater Orlando Math/Science, and (4) Ronald E. McNair Post Baccalaureate Program.

Collectively, these programs identify promising students and (1) support them through the transition from middle school to high school as well as with the college application process (Talent Search); (2) prepare students for college-level coursework (Upward Bound); (3) increase the number of high school students from underrepresented backgrounds in obtaining degrees in math, science and engineering (Math/Science Regional, State, Greater Orlando Centers); and (4) provide undergraduate research opportunities to increase the number of students who complete Ph.D. programs in STEM (Ronald E. McNair).

Contact Person: Dr. Cynthia Trawick (TRIO Director)

HBCU STEM Undergraduate Success Research Center

The HBCU STEM Undergraduate Success (STEM US) Research Center, funded by the National Science Foundation, seeks to understand and disseminate information on student success in STEM from the HBCU perspective. The three areas of research are: (1) Course-based Undergraduate Research Experiences (CUREs), (2) Intersectionality, Scientific Literacy, Intersectionality, Project Knowledge Academic Mentoring, and (3) Academic Pipeline Project/THRIVE. Additionally, the *HBCU STEM Undergraduate Success Research Center* seeks to provide research experiences to undergraduate, postbaccalaureate, and graduate students. These experiences are meant to allow students the opportunity to become familiar with the research process while supporting students as they pursue their academic and research goals.

Contact Person: Dr. Derrick Bryan (HBCU STEM Director, Associate Professor of Sociology)

International Comparative Labor Studies (ICLS)

International Comparative Labor Studies (ICLS) is a social science and humanities interdisciplinary initiative to educate for sustainable careers contributing leadership, research, and organizing for students with social justice ideals. ICLS helps students develop a 21st century vision for sustainable meaningful work lives for African American and all workers through study of worker organizing and community development in the South and comparison of strategies globally. In the spirit of Djehuti – Kemet (ancient Egyptian) God of science and shared knowledge of producing – ICLS seeks to close the gap between physical and mental labor by balancing experiential learning with theoretical knowledge. ICLS is comprised of two major programs, the 1) certificate program, and 2) the Research Fellows Program. ICLS provides a unique program of direct education and research services to unions and other public interest organizations. The ICLS Research Fellows Program will include scholar activists who possess the professional acumen and interest to develop, critique, and defend political economy

propositions.

Contact Person: Dr. Cynthia Hewitt (ICLS Chair, Associate Professor of Sociology)

Morehouse Center for Excellence in Education (MCEE)

The Morehouse Center for Excellence in Education (MCEE) aims to develop a talented pipeline of world-class practitioners, innovators, policymakers, leaders, and researchers who are equipped to transform and improve educational outcomes in urban and underserved communities. MCEE has an unrelenting focus on social justice, educational excellence, equity, and ethical leadership. These core values are embedded in all aspects of the student experience and the work of the Center. Woven into all courses and activities are the Morehouse College standards of excellence that promote acuity, agency, integrity, and brotherhood. The Center's initiatives are designed to be responsive to the ever-changing P-16 education landscape. The college's Education Department and Teacher Education Program are connected to the Center and support students pursuing degrees in Early Childhood Education and Educational Studies, as well as those seeking certification in Secondary Education.

Contact Person: Dr. Nina Gilbert (MCEE Director, Assistant Professor of Education)

Morehouse College MakerSpace Exploration Center

The Morehouse College MakerSpace Exploration Center promotes student learning through *making*, an iterative, hands-on experiential activity that teaches students to apply skills, build models, identify problems, revise ideas, and share new knowledge with others. Defined as a cooperative experience where students can make things, conduct research, and collaborate, the innovation of *making* encourages creativity, artistic expression, and innovation through the use of technology. The MakerSpace facilitates both formal and informal learning, offering a space in which students conduct original experimentation, engage in positive risk-taking activities, and benefit overall from cross-disciplinary interactions and technically advanced learning. The MakerSpace Exploration Center facilitates the “hands-on” use of new technologies like 3D printing and laser ablation (cutting), as well as the use of classic techniques in paper, metal, and wood fabrication.

Contact Person: Dr. Brian Lawrence (Makerspace Exploration Center Director, Associate Professor of Chemistry)

Morehouse College Martin Luther King, Jr. Collection Programs

The Morehouse College Martin Luther King, Jr. Collection represents an unparalleled gathering of primary documents from Dr. Martin Luther King, Jr.'s early years at the college through his later life as a global leader for civil and human rights. As a treasured intellectual resource, the Collection provides programmatic opportunities for faculty and students through teaching, research, and scholarship, and other co-curricular initiatives that promote Dr. King's nonviolent

teachings and philosophy. The Office of the Morehouse College King Collection has oversight for these programs.

Contact Person: Dr. Vicki Crawford (Morehouse College Martin Luther King Jr. Collection, Professor of Africana Studies)

Public Health Sciences Institute (PHSI)

The Morehouse College *Public Health Sciences Institute* (PHSI) was established in 1988 under a cooperative agreement with the Centers for Disease Control and Prevention (CDC) enhance diversity among emerging leaders within the public health workforce. The PHSI is affiliated with the only undergraduate minor in Public Health available to students in the Atlanta University Center Consortium. Additionally, PHSI offers a summer public health internship, *Project Imhotep*, which is an 11-week program funded through a cooperative agreement with the CDC. It is Project Imhotep's mission to increase the representation of underrepresented minority students in graduate programs and careers in public health. In addition to these offerings, the PHSI offers career counseling and leadership and personal development opportunities to support students as they explore, build, and pursue a career in public health.

Contact Person: Dr. Cynthia Trawick (PHSI Director)

**SECTION 7:
FACULTY LISTING
ADMINISTRATORS AND TRUSTEES
LISTINGS**

Faculty Listing

Division of Business & Economics

Business Administration

Carolyn D. Davis, Associate Professor

B.S., Northwestern University; M.B.A., University of Chicago; Ph.D., Georgia Institute of Technology

John V. Eagan, Associate Professor

B.A., Ph.D., Georgia State University; J.D., Harvard Law School

SherRhonda Gibbs, Professor

B.S., Grambling State University; M.B.A., Winona State University; Ph.D., Jackson State University

Monica Guillory, Associate Professor

Ph. D, Georgia State University

Keith B. Hollingsworth, Professor

B.S., M.S., Ph.D., Georgia Institute of Technology

Glynnis Johnson, Assistant Professor NTT

B.A., Dillard University; M.A., Ph.D., The University of Texas at Austin

Felix Kamuche, Professor

B.S., University of Texas; M.A., Jackson State University; Ph.D., University of North Texas

Edwin Knox, Associate Professor NTT

B.S., Florida A&M University; M.B.A. and M.T.A., George Washington University; Ph.D., Morgan State University

Matthew Lutey, Assistant Professor Endowed Chair

B. S., Northern Michigan University; M. S., The University of New Orleans

Aisha Meeks, Professor

BA, MA., Ph.D., Jackson State University

Gabriela Maria Piscopo, Assistant Professor NTT

B.A., Universidad Carabobo; M.B.A., Carnegie Mellon University; Ph.D., Georgia State University

Emmanuel O. Onifade, Professor NTT
B.S., Central State University; M.B.A., University of Cincinnati; Ph.D., University of South Carolina

Economics

Juliet Elu, Charles E. Merrill Endowed Professor
B.S., M.B.A., Utah State University; Ph.D., University of Utah

Emmanuel Obi, Assistant Professor NTT
M. A., Ph. D., Clark Atlanta University

Jerry Pender, Assistant Professor NTT
M. A., Georgia State University; M. L., Georgia College

David A. Poyer, Associate Professor
B.S., Howard University; M.A., Ph.D., The State University of New York College at Buffalo (Morehouse College, 2002)

Mona Ray, Professor
B.A., University of Kalyani; M.A., Ph.D., Clemson University (Morehouse College, 2002)

Division of Humanities, Social Sciences, Media, and Arts

Africana Studies

Derrick Brooms, Professor
B.A., University of Chicago; Ph.D., Loyola University Chicago

Vicki Crawford, Professor and Endowed Chair in Civil and Human Rights
B.A., Spelman College; M.A., University of Georgia; Ph.D., Emory University

Monique Earl-Lewis, Associate Professor NTT
B.A., Auburn University; M.S., University of South Alabama; M.A., Ph.D., California School of Professional Psychology, Los Angeles (CSPP-LA)

Clarissa Myrick-Harris, Professor
B.A., Morris Brown College, M.A., The Ohio State University, Ph.D., Emory University

Worth Hayes, Avalon Endowed Associate Professor of Humanities and Social Sciences Chair
B.A., Xavier University; M.A., Ph.D., Emory University

Samuel T. Livingston, Associate Professor
B.A., University of South Carolina; M.A., Ph.D., Temple University
(Morehouse College, 2003)

Michael Simanga, Assistant Professor NTT
B.A., Oglethorpe University ; Ph.D.,

Karcheik Sims-Alvarado, Assistant Professor
B.A., M.A., Clark Atlanta University; Ph.D., Georgia State University

Cinema, Television, and Emerging Media Studies

Stephane Dunn, Professor
B.A., University of Evansville; M.F.A., M.A., Ph.D., University of Notre Dame

Avery O. Williams, Assistant Professor
B.A., Morehouse College; M.F.A., New York University

Communication Studies

Natasha Howard, Assistant Professor
B.A., Xavier University; M.A., New York University; M.S., Long Island University; Ph.D.,
Howard University

Kenneth Newby, Senior Assistant Professor NTT
B.A., Morehouse College; J.D., University of Connecticut School of Law

Felicia R. Stewart, Professor
B.A., Howard University; J.D., Emory University; Ph.D., Howard University

Keisha E. Tassie, Associate Professor
B.A., M.A., Ph.D., University of Georgia

English

Consuella Bennett, Associate Professor
B.A., M.A., University of the West Indies; Ph.D., Georgia State University

Corrie B. Claiborne, Associate Professor
B.A., Syracuse University, M.A., University of Southern Carolina; Ph.D., The Ohio State
University

Tanya Clark, Assistant Professor
B.A., Clark Atlanta University; M.S., University of Rhode Island; Ph.D., Temple University

Leah Creque, Professor

B.A., Wellesley College; M.B.A., Atlanta University; Ph.D., Emory University

Michael Janis, Professor

B.A., Emory University; Ph.D., State University of New York at Stony Brook

Alison Ligon, Associate Professor

B.A., Hampton University; M.A., Duke University; D.A., Clark Atlanta University

Sonya F. Loftis, Professor

B.A., University of North Georgia; Ph.D., University of Georgia

Nathaniel Norment, Professor NTT

B. S., Ball State University; M.S., Saint Francis University; Ph.D., Fordham University

Matthew Skwiat, Assistant Professor

M. A., Ph. D., University of Rochester

Corey Stayton, Assistant Professor

B.A., Xavier University of Louisiana; M.A., Clark Atlanta University; Ph.D., Clark Atlanta University

History

Ovell Hamilton, Assistant Professor NTT

B.A., Morehouse College; M.A., Ph.D., Georgia State University

Haile M. Larebo, Professor

B.A., S.T.L., Angelicum University; Ph.D., University of London

Janira Teague, Assistant Professor

B.A., Kent State University; M.A., University of California, Los Angeles; Ph.D., University of California, Los Angeles

Journalism in Sports, Culture, and Social Justice

Mikki Harris, Associate Professor NTT

B.A., Spelman College; M.S., Boston University

Ronald Thomas, Associate Professor NTT

B.A., University of Rochester; M.A., Northwestern University

Music

Benjamin Dawson, Assistant Professor NTT

B.A., Thomas Edison State University; M.A., Appalachian State University; D.M.A., University of Georgia

Melvin F. Foster, Associate Professor

B.M., University of Rochester; M.M., D.M.A., University of California, Santa Barbara

Chad Hughes, Associate Professor

B.M., University of Michigan; M.M., Kansas State University

Robert McNichols, Assistant Professor

D. M. A., University of Kansas

Timothy Miller, Assistant Professor NTT

B.A., Morehouse College; M.M., Mannes College of Music

David E. Morrow, Professor

B.A., Morehouse College; M.M., University of Michigan; D.M.A., University of Cincinnati

Robert T. Tanner, Professor

B.A., Capital University; M.A., D.M.A., The Ohio State University

Philosophy & Religion

Harold V. Bennett, Professor and Martin Luther King, Jr. Endowed Chair

B.S., North Carolina Agricultural and Technical State University; M.Div., Interdenominational Theological Center; M.A., Georgia State University; M.A., Ph.D., Vanderbilt University

Lawrence E. Carter, Professor

B.A., Virginia University; M.Div., S.T.M., Ph.D., Boston University; D.D., Virginia University

Kipton E. Jensen, Professor, B.A., University of Nebraska; Ph.D., Marquette University

Nathan Nobis, Professor

B.A., Wheaton College; M.A., Northern Illinois University; Ph.D., University of Rochester

Aaron L. Parker, Associate Professor

B.A., Morehouse College; Ph.D., Emory University

Charles Thomas, Associate Professor NTT

B.S., Geneva College; M.Div., Pittsburgh Theological Seminary; Ph.D., Duquesne University

Political Science

Ebenezer O. Aka, Professor

BACRP, M.A., University of Louisiana; M.C.R.P., Rutgers University, The State University of New Jersey; Ph.D., Texas A & M University

Andrew J. Douglas, Professor

B.A., University of California, Berkeley; M.A., Ph.D. University of Virginia

Hye Jang, Assistant Professor

B.A., Yonsei University; M.A., Yonsei University; M.A., University of Florida; Ph.D., University of Florida

Adrienne Jones, Assistant Professor

B.A., Brown University; J.D., University of California, Berkeley; M.A., Ph.D., City University of New York

Matthew Platt, Associate Professor

B.A., Morehouse College; Ph.D., University of Rochester

Sociology

Derrick M. Bryan, Associate Professor

B.A., Morehouse College; M.A., Ph.D., The Ohio State University

Cynthia L. Hewitt, Professor

B.A., Brown University; M.A., Howard University; Ph.D., Emory University

Michael Hodge, Professor

B.A., University of Cincinnati; M.A., Ph.D., University of Florida

Regine O. Jackson, Professor

B.A., Brown University; M.A., Ph.D., University of Michigan

Mansa B. King, Associate Professor

B.A., Howard University; M.A., Ph.D., Johns Hopkins University

Marisela Martinez-Cola, Associate Professor

B.A., University of Michigan; J.D., Loyola University, Chicago; Ph.D., Emory University

Taura Taylor, Assistant Professor

B.A., Howard University; M.A., Ph.D., Georgia State University

Adria Welcher, Associate Professor

B.A., Spelman College; M.A., Stanford University; M.A., University of Michigan; Ph.D., Emory University

Visual Art

Maria Korol, Assistant Professor

B.A., University of California, Irvine; M.F.A., Indiana University

World Languages & Cultures

Vivian A. Brown, Associate Professor

B.A., Hampton Institute; M.A., Atlanta University; Ph.D., Emory University

Denise Callejas, Assistant Professor

B.A., M.A., Florida State University; Ph.D., Vanderbilt University

Jamie Chavez, Assistant Professor

B.A., University of the South-Sewanee; M.A., University of Georgia; Ph. D., Georgia State University

Michael F. Dillon, Professor

B.A., Universidad San Francisco de Quito, Ecuador; M.A., Ph.D., University of Alabama

Josè A. Larrauri-Santiago, Assistant Professor

B.A. Universidad de Puerto Rico, M.A., Universidad Interamericana de Puerto Rico; M. A. University of Phoenix; Ph.D., Emory University

Patricia B. Pogal, Associate Professor

B.A., George Washington University; M.A., Ph.D., Harvard University; J.D., Georgia State University

Ruihua Shen, Professor

B.A., Wuhan University; M.A., Ph.D., University of Oregon

Haakayoo N. Zoggyie, Professor

B.A., University of Ghana; M.A., University of Alberta; Ph.D., University of Cincinnati

Division of Professional & Continuing Studies

Education

Horace (Justin) Ballenger, Assistant Professor

A.A., North Carolina College of Theology; B.S., Clemson University; M.A.T., Clemson

University; Ph.D., Clemson University

Nina Gilbert, Assistant Professor

B.S., University of West Georgia; M.Ed., Clark Atlanta University; Ed.D., University of Pennsylvania

Muhsinah Morris, Senior Assistant Professor NTT

B.S., Clark Atlanta University; M.B.A., Devry University; Ph.D., Emory University

Kinesiology, Sport Studies & Physical Education

Michael Douglas, Assistant Professor NTT

B.A., Morehouse College; M.S., Life University

Claude P. Hutto, Associate Professor

B.A., Morehouse College; M.Ed., University of Georgia; Ed.D., Clark Atlanta University

Stacy Imagbe, Assistant Professor

B.S., M.S., University of Louisiana at Lafayette

Billette Owens-Ashford, Assistant Professor NTT

B.A., Clark Atlanta University; M.A., The Ohio State University

Joyce Terrell, Assistant Professor NTT

B.S., University of Maryland Eastern Shore; M.S., Ph.D., Walden University

Division of Science, Technology, Engineering, and Mathematics

Biology

Lawrence S. Blumer, Professor

B.G.S., M.S., Ph.D., University of Michigan

Dwann Davenport, Assistant Professor

M.S.P.H., George Washington University, Ph.D., Howard University

Valerie Haftel, Professor

B.S., Bucknell University; M.S., Hahnemann University; Ph.D., Emory University

Jeffrey Handy, Assistant Professor

B.S., Morehouse College; Ph.D., Meharry Medical College

John K. Haynes, Professor

B.S., Morehouse College; Ph.D., Brown University

Triscia W. Hendrickson, Professor
B.S., University of the Virgin Islands; Ph.D., Emory University

Joseph W. McCray, Associate Professor
B.S., Morehouse College; Ph.D., Purdue University

Alexandra Peister, Associate Professor
B.A., Franklin & Marshall College; Ph.D., Tulane University

Wallace D. Sharif, Associate Professor NTT
B.S., Morehouse College; Ph.D., Vanderbilt University

Ethell Vereen, Assistant Professor
B.S., South Carolina State University; M.S., Ph.D., University of Georgia

Chemistry

Brian Lawrence, Associate Professor
B.S., University of California, Berkeley; Ph.D., Harvard University

Juana Mendenhall, Walter E. Massey Endowed Professor in the Physical Sciences
B.S., North Carolina Agricultural and Technical State University; Ph.D., Clark Atlanta University

Arkajyoti Sengupta, Assistant Professor
Ph. D., Indian University

Lance W. Shipman Young, Associate Professor
B.S., Morehouse College; Ph.D., Texas A & M University

Computer Science

Sonya M. Dennis, Senior Assistant Professor NTT
B.S., Savannah State University; M.S., Clark Atlanta University; Ph.D. Walden University

Kinnis Gosha, Hotenius I. Chenault Endowed Professor
B.S., Albany State University; M.S., Ph.D., Auburn University

Amos Johnson, Associate Professor and Coca-Cola Endowed Chair of Leadership Studies
B.S., Morehouse College; M.S., Ph.D., Georgia Institute of Technology

Chung W. Ng, Associate Professor
B.S., Imperial College, University of London; M.S., Ph.D., Tulane University

Alfred Watkins, Senior Assistant Professor NTT
B.S., Morehouse College; B.E.E, Ph.D., Georgia Institute of Technology

Mathematics

Abdelkrim Brania, Professor
B.S., National Polytechnic School of Algeria; M.S., Georgia Institute of Technology; Ph.D., Emory University

Curtis Clark, Associate Professor
B.S., Morehouse College; M.S., University of Chicago; Ph.D., University of Michigan

Duane A. Cooper, Associate Professor
B.S., Morehouse College; M.S., Georgia Institute of Technology; Ph.D., University of California, Berkeley

Tuwaner H. Lamar, Senior Assistant Professor NTT
B.S., M.S., Florida State University; Ph.D., Auburn University

Benedict K. Nmah, Associate Professor
B.S., University of Liberia; M.S., Utah State University; M.S.I.E., Ph.D., New Mexico State University

Steven M. Pederson, Associate Professor
B.S., North Carolina State University; M.A., Georgia State University; Ph.D., Georgia Institute of Technology

Chuang Peng, Professor
B.S., M.S., Beijing Normal University; Ph.D., University of Georgia

Masilamani Sambandham, Professor
B.S., University of Madras; M.S., Atlanta University; M.S., Ph.D., Annamalai University

Ulrica Y. Wilson, Associate Professor
B.S., Spelman College; M.S., University of Massachusetts; Ph.D., Emory University

George Yuhasz, Senior Assistant Professor NTT
B.S., M.S., Virginia State University; Ph.D., North Carolina State University

Chaohui Zhang, Associate Professor
B.S., M.S., Fudan University; Ph.D., State University of New York at Stony Brook

Physics

John Howard, Assistant Professor NTT
B.S., Morehouse College; Ph.D., Georgia Institute of Technology

Dwayne Joseph, Assistant Professor
B.S., Morehouse College; M.S., Ph.D., Florida Agricultural and Mechanical University

Emmanuel Karikari, Assistant Professor
B.S., Kwame Nkrumah University of Science and Technology; M.S., Ph.D., University of Virginia

Eddie C. Red, Associate Professor
B.S., Morehouse College; M.S., Ph.D., Florida Agricultural and Mechanical University

Wesley Sims, Assistant Professor
B.S., Morehouse College; M. Eng., University of Alabama at Birmingham; Ph.D., Alabama Agricultural and Mechanical University

Psychology

Jann H. Adams, Professor
B.A., Oberlin College; Ph.D., Indiana University

Jennifer G. Andrews, Assistant Professor NTT
B.A., M.A., Ph.D., Emory University

Kendrick T. Brown, Professor
B.A., Mount Union College; M.S., Ph.D., University of Michigan

Tina Chang, Associate Professor
B.A., University of California, Davis; M.S., Ph.D., Georgia Institute of Technology

Duane M. Jackson, Professor
B.A., Morehouse College; Ph.D., University of Illinois

Kharine Jean, Danforth Endowed and Assistant Professor

Chris Markham, Associate Professor
B.A., University of Hawai'i, Mānoa; M.A., University of Hawai'i, Mānoa; Ph.D., University of Hawai'i, Mānoa

Bryant T. Marks, Associate Professor
B.A., Morehouse College; M.A., Ph.D., University of Michigan

Yohance Murray, Assistant Professor NTT
B.A., Morehouse College, M.A., Ph.D., University of Michigan

David W. Rice, Professor
B.A., Morehouse College; M.S., Howard University; M.S., Columbia University; Ph.D., Howard University

Martin F. Rosenman, Professor
B.S., University of Florida; M.A., University of Arkansas; Ph.D., University of South Carolina

Sinead N. Younge, David Packard Endowed Chair and Professor
B.A., San Diego State University; M.A., Ph.D., Michigan State University

Army Reserve Officer Training Corps (AROTC)
(Offered in collaboration with Georgia State AROTC)

LTC Meeshack R. Lee, Chair & Professor, Military Science Department

MSG Ryan Hastings, Senior Military Instructor

MAJ Darrell Lyles, Executive Officer, Assistant Professor

MAJ Peter Ahching, Assistant Professor

MAJ Lucretia Portwine, Operations Officer, Assistant Professor

SFC Jason Check, Military Science Instructor

Navy Reserve Officer Training Corps (NROTC)

CAPT Jesus Rodrigues, USN, Commanding Officer

MAJ Myron J. Thomas, USMC, Executive Officer

LT Vigneshwar Manickam, Submarine Officer, Freshman Advisor

LT John Noojin, Aviation Officer, Sophomore Advisor

LT Chelsey Curney, Surface Warfare Officer, Upperclassman Advisor

CAPT Keith Wallace, Marine Officer Instructor

GYSGT Dominique Young, Assistant Marine Officer Instructor

Research Associates

Francine Allen Adams, Associate Professor

B.A., M.A., University of North Carolina-Chapel Hill; Ph.D., Georgia State University

Aaron Carter-Ényì, Assistant Professor of Research

B.M., Southwestern University; M.M., Texas State University; M.M., University of Texas at San Antonio; Ph.D., The Ohio State University

Emeriti

Uzee Brown, Emeritus Professor

Music

Daniel Klenbort, Emeritus Professor

History

B.S., M.A., Ph.D., University of Chicago

Cindy Lutenbacher, Emerita Professor

English

Ida Rousseau Mukenge, Emerita Professor

Sociology

B.A., M.A., Ph.D., University of California, Berkeley

Melvin B. Rahming, Emeritus Professor

English

B.A., Oklahoma Baptist University; M.A., Ph.D., Oklahoma University

E. Delores Stephens, Emerita Professor

English

B.A., Spelman College; M.A., Atlanta University; Ph.D., Emory University

Margaret L. Weber-Levine, Emerita Professor

B.A., Antioch College; Ph.D., State University of New York at Stony Brook

Linda G. Zatlin, Emerita Professor

English

B.A., University of Maryland; M.A., Ph.D., Emory University

Administrative Leaders Listings

Executive Leaders (Strategy Team)

David A. Thomas, Ph.D.

President

Kendrick T. Brown, Ph.D.

Provost & Senior Vice President of Academic Affairs

Karen Miller, J.D.

Chief Administrative Officer & Senior Vice President of Administrative Services

Undria A. Stalling

Senior Vice President of Business & Finance and Chief Financial Officer

Kevin Booker

Dean of the College & Vice President of Student Services

Henry Goodgame

Vice President for External Relations & Alumni Engagement

Hodan Hassan

Chief Advancement Officer & Vice President of Institutional Advancement

Paula Resley

Chief Brand Officer & Vice President of Strategic Marketing, Communications, and Admissions

T.J. Snowden, Jr., Ed.D.

Chief of Staff

Key Administrators

Academic Affairs

Kendrick T. Brown, Ph.D.

Provost and Senior Vice President of Academic Affairs

Jann Adams, Ph.D.

Lead Director of the Andrew Young Carter for Global Leadership

Marie Brown

Registrar

Mel Foster, Ph.D.

Associate Provost for Academic Success

SherRhonda Gibbs, Ph.D.

Dean, Division of Business & Economics

Regine O. Jackson, Ph.D.

Dean, Division of Humanities, Social Sciences, Media & Arts

Eddie Red, Ph.D.

Dean, Division of Science, Technology, Engineering & Mathematics

Claude Hutto, Ed.D.

Dean, Division of Professional & Continuing Studies & Assistant Vice Provost

Triscia Hendrickson, Ph.D.

Associate Provost for Research & Student Training

Martha Madkins, Ph.D.

Associate Provost for Digital Instruction

Juana Mendenhall, Ph. D.

Vice President for Academic Innovation & Learning

Iretha Stoney

Director of Academic Affairs Operations

Administrative Services

Karen Miller, J.D.

Chief Administrative Officer & Senior Vice President

Andre Bertrand

Associate Vice President for Capital Improvement & Campus Planning

Michael Johnson

Associate Vice President of Human Resources

Kimberly Marshall, Ph.D.

Vice President for Information Technology & Chief Information Officer

Hideko Sera, Psy.D.

Director of Equity, Inclusion & Belonging

Advancement

Hodan Hassan

Vice President of Institutional Advancement & Chief Advancement Officer

Rhonda Elmore

Director of Donor Relations, Scholarships & Endowment Administration

Jason Keene

Associate Vice President of Development

James Shaw

Associate Vice President of Development

Business & Finance

Undria Stalling

Senior Vice President of Business & Finance and Chief Financial Officer

Michelle Burwell

Director for Student Financial Services

LaMario Primas, Ed.D.

Associate Vice President of Student Financial Services

Haskell B. Ruff

Associate Vice President & Controller

Philmon Thomas

Associate Vice President & Chief Procurement Officer

Tracie Young

Director of Finance Planning & Analysis

External Relations & Alumni Engagement

Henry Goodgame

Vice President of External Relations & Alumni Engagement

Katina Henderson-Hawkins

Director of Parent Engagement, Partnerships & Event Sponsorships

James Smartt

Director of Event Support Services

President's Office

David A. Thomas, Ph.D.

President of Morehouse College

Lawrence E. Carter Sr., D.D.

Dean of the Martin Luther King Jr. International Chapel
College Archivist and Curator

Sharmyne Evans

Director of the Office of Data Analytics, Institutional Research & Effectiveness

Camilya Robertson

Associate Vice President of Strategy & Planning and Director of Title III Programs

T.J. Snowden, Ed.D.

Chief of Staff

Strategic Marketing, Communications & Admissions

Paula Resley

Chief Brand Officer & Vice President of Strategic Marketing, Communications & Admissions

Candace Bazemore

Director of Digital Strategy & Transformation

Ryan Gray

Senior Manager of Online Admissions

Michael Gumm

Director of Recruiting and Admissions

Jasmine Gurley

Director of Brand, Media & Communications

Antonio McFarland

Associate Director of Recruiting & Admissions

Descatur Potier

Executive Director of Recruiting, Admissions & Strategic Partnerships

Student Services

Kevin Booker

Vice President for Student Services & Dean of the College

Lovely Durham

Associate Dean of Student Services

Brock Mayers, Ed.D.

Associate Vice President & Dean of Students

Charles Prescott II

Chief of Police

Nije Lane, Ed.D

Director of the Office of Housing & Residential Education

Tina Thompson

Interim Director of Student Counseling Services

Michael Turner, Ed.D.

Associate Dean of Students & Ombudsperson

Trustees Listing

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John Thornton, Vice Chair
A. Scott Bolden '84, Secretary

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A. Scott Bolden '84
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Dr. Eddie Glaude '89
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Harold Martin Jr. '02
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Verdun Perry '94
Dr. Ruth Simmons
Dr. David A. Thomas (Morehouse College President)
Dr. R. Owen Williams
Willie Woods '85
Dr. Owen R. Williams

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Avery A. Munnings '86
Billye S. Aaron
Dr. Benjamin A. Blackburn II '61
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Valerie Ervin
Robert Levin
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Jim Moss '70
Beverly Daniel Tatum
John Thornton
Euclid Walker
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Dr. Dorothy Cowser Yancy
Dale E. Jones '82